

# **TECHNICAL REPORT**

## **PART I – ASSESSMENT OVERVIEW**

**(ARKANSAS, IOWA, LOUISIANA, NEBRASKA, OHIO, WASHINGTON,  
AND WEST VIRGINIA)**

### **English Language Proficiency Assessment for the 21st Century – Listening, Reading, Speaking, and Writing**

**Grades K–12**

**2020–2021 Administration**

***Submitted to:***  
ELPA21

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

September 2021

# Table of Contents

<b><u>Chapter 1.</u></b>	<b><u>Introduction</u></b> .....	<b>1</b>
	<b><u>1.1 BACKGROUND</u></b> .....	<b>3</b>
	<b><u>1.2 GENERAL OVERVIEW OF THE REPORTING STRUCTURE</u></b> .....	<b>4</b>
<b><u>Chapter 2.</u></b>	<b><u>Scoring</u></b> .....	<b>5</b>
	<b><u>2.1 ESTIMATING STUDENT ABILITY</u></b> .....	<b>5</b>
	<b><u>2.2 THETA TO SCALE SCORE TRANSFORMATION</u></b> .....	<b>5</b>
	<b><u>2.3 LOWEST/HIGHEST OBTAINABLE SCORES</u></b> .....	<b>5</b>
	<b><u>2.4 HANDSCORING</u></b> .....	<b>6</b>
	<b><u>2.4.1 Rules for Handscoring</u></b> .....	<b>6</b>
<b><u>Chapter 3.</u></b>	<b><u>Standard Setting</u></b> .....	<b>8</b>
<b><u>Chapter 4.</u></b>	<b><u>Reliability</u></b> .....	<b>10</b>
	<b><u>4.1 INTERNAL CONSISTENCY</u></b> .....	<b>11</b>
	<b><u>4.2 MARGINAL STANDARD ERROR OF MEASUREMENT</u></b> .....	<b>12</b>
	<b><u>4.3 MARGINAL RELIABILITY AND CONDITIONAL STANDARD ERROR OF MEASUREMENT</u></b> .....	<b>12</b>
	<b><u>4.4 CLASSIFICATION ACCURACY AND CONSISTENCY</u></b> .....	<b>12</b>
	<b><u>4.5 INTER-RATER ANALYSIS</u></b> .....	<b>15</b>
<b><u>Chapter 5.</u></b>	<b><u>Validity</u></b> .....	<b>16</b>
<b><u>Chapter 6.</u></b>	<b><u>Reporting</u></b> .....	<b>18</b>
	<b><u>6.1 ONLINE REPORTING SYSTEM</u></b> .....	<b>18</b>
	<b><u>6.1.1 Types of Online Score Reports</u></b> .....	<b>19</b>
	<b><u>6.1.2 Subgroup Reports</u></b> .....	<b>19</b>
	<b><u>6.2 PAPER REPORTS</u></b> .....	<b>19</b>
<b><u>Chapter 7.</u></b>	<b><u>Quality Control</u></b> .....	<b>20</b>
	<b><u>7.1 QUALITY CONTROL IN TEST CONFIGURATION</u></b> .....	<b>20</b>
	<b><u>7.1.1 Platform Review</u></b> .....	<b>20</b>
	<b><u>7.1.2 User Acceptance Testing and Final Review</u></b> .....	<b>20</b>
	<b><u>7.2 QUALITY ASSURANCE IN SCORING</u></b> .....	<b>21</b>
	<b><u>7.2.1 Quality Assurance in Online Data</u></b> .....	<b>22</b>
	<b><u>7.2.2 Quality Assurance in Handscoring</u></b> .....	<b>22</b>
	<b><u>7.2.3 Handscoring Quality Assurance Monitoring Reports</u></b> .....	<b>24</b>
	<b><u>7.2.4 Quality Control on Final Scores</u></b> .....	<b>26</b>
	<b><u>7.3 QUALITY ASSURANCE IN REPORTING</u></b> .....	<b>27</b>
	<b><u>7.3.1 Online Report Quality Assurance</u></b> .....	<b>27</b>

[7.3.2 Paper Report Quality Assurance](#)..... 27

[REFERENCES](#)..... 29

## List of Tables

<a href="#">Table 2.1 Scaling Constants on the Reporting Metric</a> .....	5
<a href="#">Table 2.2 Nonscorable Condition Codes for Handscoring Items</a> .....	7
<a href="#">Table 3.1 ELPA21 Domain Cut Scores by Grade</a> .....	8
<a href="#">Table 6.1 Types of Online Score Reports by Level of Aggregation</a> .....	18

## Chapter 1. Introduction

This technical report focuses on the 2020–2021 test administration, scoring, standard setting, test form reliability and validity, scoring, reporting, and quality control applied for Arkansas, Iowa, Louisiana, Nebraska, Ohio, Washington, and West Virginia. This technical report has four parts:

1. Part I includes an introduction, a general overview of reporting structure, and material that is common to both summative and screener assessments:
  - Chapter 1. Introduction
  - Chapter 2. Scoring
  - Chapter 3. Standard Setting
  - Chapter 4. Reliability
  - Chapter 5. Validity
  - Chapter 6. Reporting
  - Chapter 7. Quality Control
2. Part II includes chapters that delineate different aspects of the 2020–2021 administration of the summative assessment, including:
  - Chapter 1. Test Administration
  - Chapter 2. 2020–2021 Summary
  - Chapter 3. Reliability
  - Chapter 4. Validity
  - Chapter 5. Reporting
3. Part III includes chapters that delineate different aspects of the 2020–2021 administration of the screener assessment, including:
  - Chapter 1. Test Administration
  - Chapter 2. 2020–2021 Summary
  - Chapter 3. Reliability
  - Chapter 4. Validity
  - Chapter 5. Reporting
4. Part IV includes the appendices of the 2020–2021 summary for each of the seven states, as listed here, and the seven states combined. The pooled analyses are based on the data from all seven states.
  - Appendix for Arkansas—2020–2021 Summary

- Appendix for Iowa—2020–2021 Summary
- Appendix for Louisiana—2020–2021 Summary
- Appendix for Nebraska—2020–2021 Summary
- Appendix for Ohio—2020–2021 Summary
- Appendix for Washington—2020–2021 Summary
- Appendix for West Virginia—2020–2021 Summary
- Appendix for Pooled Analysis—2020–2021 Summary

Each Appendix contains the following sections:

Section 1: Summative Assessment—Student Participation

Section 2: Summative Assessment—Raw Score Summary

Section 3: Summative Assessment—Raw Score Distribution

Section 4: Summative Assessment—Scale Score Summary

Section 5: Summative Assessment—Percentage of Students by Domain Performance Level

Section 6: Summative Assessment—Percentage of Students by Overall Proficiency Level

Section 7: Summative Assessment—Testing Time

Section 8: Summative Assessment—Cronbach’s Alpha

Section 9: Summative Assessment—Marginal Reliability

Section 10: Summative Assessment—Conditional Standard Error of Measurement (CSEM)

Section 11: Summative Assessment—Classification Accuracy and Consistency

Section 12: Summative Assessment—Inter-Rater Analysis

Section 13: Summative Assessment—Dimensionality

Section 14: Summative Assessment—Ability vs. Difficulty

Section 15: Summative Assessment—Mock-ups for Reporting

Section 16: Screener Assessment—Student Participation

Section 17: Screener Assessment—Raw Score Statistics

Section 18: Screener Assessment—Raw Score Distribution

Section 19: Screener Assessment—Scale Score Summary

Section 20: Screener Assessment—Percentage of Students by Domain Performance Level

Section 21: Screener Assessment—Percentage of Students by Overall Proficiency Level

Section 22: Screener Assessment—Testing Time

Section 23: Screener Assessment—Marginal Reliability

Section 24: Screener Assessment—Conditional Standard Error of Measurement (CSEM)

Section 25: Screener Assessment—Classification Accuracy and Consistency

Section 26: Screener Assessment—Inter-Rater Analysis

Section 27: Correlations Between Summative and Screener Assessments

Section 28: Student Progress from Screener to Summative

Section 29: Screener Assessment—Mock-ups for Reporting

## **1.1 BACKGROUND**

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, hereafter referred to as “the Program,” is an assessment system that measures students’ ELP 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 assessments on listening, reading, speaking, and writing for students in pre-kindergarten (except for Ohio State who did not screen pre-K students), kindergarten, grade 1, grades 2–3, grades 4–5, grades 6–8, and grades 9–12.

The Program conducted test development and item development for the summative ELP assessment as part of a U.S. Department of Education (USDOE) grant, which commenced in 2013 and ran through the first operational administration of the assessment in 2016. As part of the development process, Questar Assessment, Inc. built multiple fixed-length forms for each assessment. Items were field-tested in spring 2015, and the first operational administration of ELPA21 took place 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 the respective reports provided by the Program or obtained from the respective supporting vendors.

In 2017 the Program introduced the ELPA21 screener. The purpose of the screener was to determine students' eligibility for English language development services. It assessed a student's language proficiency in the required domains of listening, reading, writing, and speaking. The screener assessment items were drawn from the same item pools and were based on the same ELP standards as the summative assessment. The screener followed the same quality control procedures as the summative. Each state may have its own rules to decide if a student needs to take the screener assessment.

The 2020–2021 ELPA21 program included summative and screener assessment. The summative and screener assessments were administered to students in six grade bands: kindergarten, grade 1, grades 2–3, grades 4–5, grades 6–8, and grades 9–12. Pre-kindergarten students can participate in the screener assessment. The assessments do not have a time limit. Each assessment involves four domain (reading, writing, listening, & speaking) assessments. Students can be exempted from as many as three domain assessments.

## **1.2 GENERAL OVERVIEW OF THE REPORTING STRUCTURE**

For both summative and screener assessments, the ELPA21 results are available in the Online Reporting System (ORS<sup>1</sup>) and ORS-generated paper family reports to be sent home with the students. In addition to the individual student's score report, the ORS produces aggregate score reports for teachers, schools, districts, and states. Additionally, the ORS 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.

---

<sup>1</sup>ORS was used by all the states in the 2018–2019 school year. In the 2019–2020 and 2020–2021 administrations, Arkansas, Iowa, Louisiana, and Nebraska adopted Reporting for score reporting, and Ohio, Oregon, Washington, and West Virginia continued using ORS. Oregon is part of ELPA21, however, Oregon used Computer Adaptive Testing (CAT) based testing so Oregon data and analyses were not included in this technical report. The term *ORS* throughout this report refers to Reporting for Arkansas, Iowa, Louisiana, and Nebraska. All rules applicable to score reporting apply to both ORS and Reporting.



## Chapter 2. Scoring

For both summative and screener assessments, 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.

### 2.1 ESTIMATING STUDENT ABILITY

ELPA21 reported scale scores for each domain assessment, the overall scores for the whole assessment that includes four domains, and the comprehension scores for the partial assessment that includes the reading and listening domains. Multidimensional item response theory (MIRT) was used to estimate domain scores. Item bi-factor models were used to estimate the overall and comprehension scores. 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. This is important in interpreting the raw score statistics in the Appendices. Details of score estimation can be found in the ELPA21 Scoring Specification: School Year 2020–2021 (Center for Research on Evaluation, Standards, and Student Testing [CRESST], 2019). The business scoring rules for each of the summative and screener assessments are described in Part II and Part III of the technical report.

### 2.2 THETA TO SCALE SCORE TRANSFORMATION

The student’s performance was summarized in an individual domain score for each domain, a comprehension score that included listening and reading, and an overall score that included all four domains. Each untransformed logit score ( $\theta$ ) 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 2.1. Scale scores were rounded to an integer.

*Table 2.1 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

### 2.3 LOWEST/HIGHEST OBTAINABLE SCORES

ELPA21 used expected a posteriori (EAP) scoring, which did not assign fixed minimum- or maximum-obtainable scale scores. The observed minimums, means, maximums, and standard deviations of scale scores by domain and by subgroup are presented in Sections 4 and 19 of the pooled and state-specific appendices.

## **2.4 HANDSCORING**

For ELPA21 screener and summative assessments, all speaking items and some writing items were handscored. Measurement Incorporated (MI) provided all handscoring except for screeners administered in Ohio, which were scored locally. The procedure for handscoring items was provided by the ELPA21 Program. The 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.

### **2.4.1 Rules for Handscoring**

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

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

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

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

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

Table 2.2 Nonscorable Condition Codes for Handscoring Items

Domain	Code	Description
Speaking	A	Blank
Speaking	B	Technological Issue
Writing	A	Blank

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

1. When a student responded with a word or phrase that can be tied to the stimulus, it could receive a score point of “1.” The “0” score point responses followed the bulleted list contained in the rubric.
2. If no words were spoken by the student, it was considered a blank.
3. A teacher voice was not necessarily interpreted as interference; if the teacher was heard telling the student to speak but not telling them what to say, the scorer scored the student’s response.
4. A student response of, “Yes, No, I don’t know,” was considered a refusal and should be scored a “0.”
5. A nonscore code of “B” should be given for responses with technical difficulty (e.g., speaking too close to the microphone causing unintelligible speech, broken recording with speech cut up, etc.).

### Chapter 3. Standard Setting

For both summative and screener assessments, the domain cut scores and the overall proficiency rules were set through a standard-setting meeting convened by the Program on July 19–22, 2016. Details about the standard setting can be found in the ELPA21 standard-setting technical report (Center for Research on Evaluation, Standards, and Student Testing [CRESST] & Pacific Metrics, 2016).

Five performance levels were established for each domain. The cut scores were set by grade, as listed in Table 3.2. 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 3.2 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 categories: (1) Emerging, (2) Progressing, and (3) Proficient. The following three 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):

1. Students whose domain performance levels were 1 or 2 across all nonexempt domains were identified as Emerging.
2. Students whose domain performance levels were 4 or 5 across all nonexempt domains were identified as Proficient.
3. Students with domain performance levels that did not fit with Emerging or Proficient (as defined previously) were identified as Progressing.

See details in the Appendix B (Overall Proficiency Determination Look-up Tables) in the ELPA21 Scoring Specification: School Year 2020–2021 (CRESST, 2019).

## Chapter 4. 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 for the test to be considered reliable. The reliability coefficient is one way to assess this consistency; it refers to the ratio of true score variance to observed score variance:

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

It is also conceptually defined as “the degree to which measures are free from error and therefore yield consistent results” (Peter, 1979, p.6). As such, the reliability coefficient places a limit on the construct validity of a test (Peterson, 1994). There are various approaches for estimating the reliability of scores. The conventional approaches used are characterized as follows:

The *test-retest* method measures stability over time. With this method, the same test is administered twice to the same group at two different points in time. If test scores from the two administrations are highly correlated, then the test scores are deemed to have a high level of stability. For example, if the result is highly stable, those who scored high on the first administration tend to obtain a high score on the second administration. The critical factor, however, is the time interval. The time interval should not be too long, which could allow for changes in the test takers' true scores. Likewise, it should not be too short, in which case memory and practice may confound the results. The test-retest method is most effective for measuring constructs that are stable over time, such as intelligence or personality traits.

The *parallel-forms* method is used for measuring equivalence. With this design, two parallel forms of the test are administered to the same group. This method requires two similar forms of a test; however, it is very difficult to create two strictly parallel forms. When this method is applied, the effects of memory or practice can be eliminated or reduced, since the tests are not purely identical as they are with the test-retest method. The reliability coefficient from this method indicates the degree to which the two tests are measuring the same construct. While there are a wide variety of possible items to administer to measure any particular construct, it is only feasible to administer a sample of items on any given test. If there is a high correlation between the scores of the two tests, then inferences regarding high reliability of scores can be substantiated. This method is commonly used to estimate the reliability of achievement or aptitude tests.

The *split-half* method uses one test divided into two halves within a single test administration. It is crucial to make the two half-tests as parallel as possible, as the correlation between the two half-tests is used to estimate reliability of the whole test. In general, this method produces a coefficient that underestimates the reliability for the full test. To correct the estimate, the Spearman-Brown prophecy formula (Brown, 1910; Spearman, 1910) can be applied. While this method is convenient, varying splits of the items may yield different reliability estimates.

The *internal consistency* method can be employed when it is not possible to conduct repeated test administrations. Whereas other methods often compute the correlation between two separate tests, this method considers each item within a test to be a one-item test. There are several other statistical methods based on this idea: Coefficient alpha (Cronbach & Shavelson, 2004), Kuder-Richardson Formula 20 (Kuder & Richardson, 1937), Kuder-Richardson Formula 21 (Kuder & Richardson, 1937), stratified coefficient alpha (Qualls, 1995), and Feldt-Raju coefficient (Feldt & Qualls, 1996; Feldt & Brennan, 1989).

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

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

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

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

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

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

In contrast to the homoscedastic errors assumed in CTT, the SEMs in item response theory (IRT) vary over the ability continuum. These heteroscedastic 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.

The reliability results are presented in Chapter 3 of technical reports Part II and Part III.

## 4.1 INTERNAL CONSISTENCY

Cronbach's alpha (Cronbach & Shavelson, 2004) is used to assess the internal consistency of items in each assessment for each domain for the summative assessment. A high Cronbach's alpha coefficient indicates that the items in the domain are related to each other, as expected for items intending to measure the same underlying concept (i.e., listening, reading, writing, and speaking).

## 4.2 MARGINAL STANDARD ERROR OF MEASUREMENT

Another way to examine score reliability is with the marginal standard error of measurement (MSEM) (or  $\bar{\sigma}_{error}^2$ ). MSEM is computed as the square root of  $\bar{\sigma}_{error}^2$ , which is the average of the squared standard errors measurement of the IRT-based scale scores obtained by applying the ELPA21 scoring procedures. Smaller values of MSEM indicate that the estimated test scores have greater precision, on average. The marginal reliability  $\bar{\rho} = 1 - \frac{\bar{\sigma}_{error}^2}{\sigma_{total}^2}$  (see Section 4.3 in the following paragraph) and the test MSEM are inversely related. The ratio of MSEM and the standard deviation of scale scores (i.e., signal-noise ratio) can also indicate the measurement errors. In other words, it shows the ratio of the error and total score ( $\frac{\bar{\sigma}_{error}}{\sigma_{total}}$ ).

## 4.3 MARGINAL RELIABILITY AND CONDITIONAL STANDARD ERROR OF MEASUREMENT

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

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

where  $\bar{\sigma}_{error}^2$  is the average error variance (variance of the measurement error),  $\sigma_{total}^2 = \sigma_{EAP}^2 + \bar{\sigma}_{error}^2$ , and  $\sigma_{EAP}^2$  is the variance of the EAP estimate. The maximum value for the marginal reliability is 1. A higher reliability coefficient indicates greater scoring precision.

## 4.4 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 (CA) analysis investigates how precisely students are classified into each performance level. By definition, classification consistency (CC) analysis investigates how consistently students are classified into each performance level across two independent administrations of equivalent forms. Since obtaining test scores from two independent administrations is not feasible due to issues such as logistics and cost constraints, the CC index is computed with the assumption that the same test is independently administered twice to the same group of students.



For ELPA21, since the overall proficiency is based on domain performance level, the CA and CC are examined at each cut score in each domain test. Five performance levels divided by four cut scores, cut scores 1–4, are established for each domain test.

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

At domain Level 1, 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 1 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 shown previously 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 shown previously for individual domains, this posterior can be approximated as a multivariate normal distribution with means equal to the vector of score estimates  $\widehat{\mathbf{SS}}_i$  and covariance equal to the error variance-covariance matrix  $\Sigma(\widehat{\mathbf{SS}}_i)$ , the diagonal of which provides the squared SEMs for the estimated scores):

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

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

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

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

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

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

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

To compute CA and CC for domain performance levels, 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  $n_{alm} = \sum_{p_{l_i=l}} p_{im}$  is the sum of the probabilities for each expected performance level at each observed performance level (the level actually assigned). In the matrix, the row represents the observed level and the column represents the expected level.

Based on the previous matrix, the CA for the cut 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

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

For example, the CA at the cut score 2 is the sum of the  $n_{alm}$  values in blue ( $\sum_{k,m=1}^2 n_{akm}$ ) assigned in the levels equal to or below cut score 2 at both expected and observed levels and in green ( $\sum_{k,m=3}^L n_{akm}$ ) 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 CC using  $p_{il}$ , similar to CA, a similar  $L \times L$  table is constructed by assuming the test is administered independently twice to the same student group,

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

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

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

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

The overall classification consistency is computed as

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

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

The CA and CC indexes 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 indexes.

#### 4.5 INTER-RATER ANALYSIS

The fidelity of handscoring was monitored by having a subset of student responses (20% of responses for each item in the summative and 10% in the screener) independently scored by two raters. Each student response was scored holistically by a trained and qualified rater using the scoring criteria developed and approved by ELPA21, with a second read conducted on 20% of responses for the summative and 10% of responses for the screener for each task type. Responses were randomly selected for second readings and scored by raters who were not aware of the score assigned by the first rater, or even that the response had been scored previously. The rater pool consisted of teachers, test administrators (TAs), school administrators, or other qualified school staff. The detailed information of handscoring quality assurance (QA), including scorer qualifications, is described in 7.2.2 of technical report Part I.

For both summative and screener assessments, handscorer 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.

## Chapter 5. 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) defined validity as “an integrated evaluative judgment of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of inferences and actions based on test scores and other modes of assessment.” Both definitions emphasize evidence and theory to support inferences and interpretations of test scores. The *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 2014) suggested five sources of validity evidence that can be used in evaluating a proposed interpretation of test scores. When validating test scores, these sources of evidence should be carefully considered.

The first source of evidence for validity is the relationship between the test content and the intended test construct. For test score inferences to support a validity claim, the items should be representative of the content domain, and the content domain should be relevant to the proposed interpretation of test scores. To determine content representativeness, diverse panels of content experts conduct alignment studies in which experts review individual items and rate them based on how well they match the test specifications or cognitive skills required for a particular construct (discussions about test development, form construction, scaling, equating, and standard setting can be found in related ELPA21 documents). Test scores can be used to support an intended validity claim when they contain minimal construct-irrelevant variance. For example, scores on a mathematics item targeting a specific mathematics skill that requires advanced reading proficiency and non-content-related vocabulary may display substantial 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 multi-dimensional 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.

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

The third source of evidence for validity is based on internal structure: the degree to which the relationships among test items and test components relate to the construct on which the proposed test scores are interpreted. Differential item functioning (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 dimensionality assessment, goodness-of-model-fit to data, and reliability analysis.

A fourth source of evidence for validity is the relationship of test scores to external variables. The *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 2014) divided 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 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 favoring different groups. Due to construct underrepresentation or construct-irrelevant components, the relation of test scores to a relevant criterion may differ from one group to another. Furthermore, validity generalization is related to whether the evidence is situation-specific or can be generalized across different settings and times. For example, sampling errors or range restriction may need to be considered to determine whether the conclusions of a test can be assumed for the larger population.

The fifth source of evidence for validity is based on whether the intended and unintended consequences of the test use should be included in the test validation process. Determining the validity of the test should depend 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 allows for one to evaluate if sufficient evidence has been presented to support the intended uses and interpretations of the test scores. Thus, determining the validity of a test first requires an explicit statement regarding the intended uses of the test scores and, subsequently, evidence that the scores can be used to support these inferences. The validity results are shown in Chapter 4 of technical reports Part II and Part III.

## Chapter 6. Reporting

For both summative and screener tests, the ELPA21 results were available in the ORS for schools and districts to print out and ORS-generated paper family reports to be sent home with the students. The screener results were reported online only. Arkansas, Ohio, and Washington ordered summative paper score reports that were shipped to districts.

### 6.1 ONLINE REPORTING SYSTEM

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

Furthermore, to facilitate comparisons, each aggregate report contained summary results for the selected aggregate unit, as well as all aggregate units above the selected aggregate. For example, if a school was selected, the summary results of the district to which the school belonged and the summary results of the state were also provided so that the school performance can be compared with district and state performance. If a teacher was selected, the summary results for the school, the district, and the state were also provided for comparison purposes. Table 6.3 lists the typical types of online reports and the levels at which they can be viewed (i.e., state, district, school, teacher, roster, and student) across the seven states.

*Table 6.3 Types of Online Score Reports by Level of Aggregation*

Level of Aggregation	Types of Online Score Reports
State District School Teacher Roster	<ul style="list-style-type: none"> <li>• Number of students tested and percentage of students determined proficient (overall and by subgroup)</li> <li>• Average composite scale scores (overall and comprehension) and standard errors of the averages (overall and by subgroup)</li> <li>• Percentage of students at each domain performance level (overall and by subgroup)</li> <li>• Average domain scale scores (listening, reading, speaking, and writing) and standard errors of the averages (overall and by subgroup)</li> <li>• On-demand student roster report</li> </ul>
Student	<ul style="list-style-type: none"> <li>• Overall and comprehension scale scores and standard errors of the scale scores</li> <li>• Proficiency status based on the domain performance levels</li> <li>• Domain scale scores with domain performance levels and level descriptors</li> </ul>

### 6.1.1 Types of Online Score Reports

The ORS was designed to help educators, students, and parents answer questions regarding how well students have performed in the assessment for each domain. The ORS was designed with great consideration for stakeholders who are not technical measurement experts (e.g., teachers, parents, students). It ensures that test results are easy to interpret and accessible. Simple language is used so that users can quickly understand assessment results and make valid inferences about student achievement. In addition, the ORS was designed to present student performance in a uniform format. For example, similar colors 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 ORS and select “Score Reports,” the online score reports are presented hierarchically. The ORS starts by presenting summaries on student performance by grade at a selected aggregate level. To view student performance for a specific aggregate unit, users can select the specific aggregate unit from a drop-down menu with a list of aggregate units (e.g., schools within a district, teachers within a school) to choose from. For more detailed student assessment results for a school, a teacher, and a roster, users can select the grade on the online score reports.

Generally, the ORS provides two categories of online score reports: 1) aggregate score reports and 2) student score reports. Table 6.3 summarizes the typical types of online score reports available at the aggregate level and the individual student level. Detailed information about the online score reports and instructions on how to navigate the online score reporting system can be found in the *Online Reporting System User Guide* for each state, accessible by the Help button in the ORS, as shown in Figures S15.1 and S29.1 in the Appendix.

### 6.1.2 Subgroup Reports

The aggregate score reports at a selected aggregate level are provided for students overall and by subgroups. Users can see student assessment results by any subgroup. Table S15.1 in each state’s Appendix presents the subgroup data and subgroup categories for each state. It is noted that the subgroup data and subgroup categories are not included in the Appendix for pooled analysis.

## 6.2 PAPER REPORTS

The ORS enables users to print reports as described earlier. The ORS also allows users to print the family report for each student. A mockup of score reports can be found in Sections 15 and 29 of the Appendix for each state. It is noted that the mockup for score reports is not included in the Appendix for pooled analysis.

## **Chapter 7. Quality Control**

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

### **7.1 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 (e.g., answer keys, item attributes, item parameters, passage information). The accuracy of the configuration file was checked and confirmed independently numerous times by multiple teams prior to the testing window. Scoring was also verified before the testing windows opened.

#### **7.1.1 Platform Review**

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

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

Platform review was conducted by CAI's QA team. The team leader projected every item from CAI's Item Tracking System (ITSx<sup>2</sup>), and team members, each behind a different platform, looked at the same item to ensure that it rendered as expected.

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

Both internal and external user acceptance Testing (UAT), usually the state's, were conducted before the Testing window opened. Detailed protocols were developed for the review process of the TDS, and reviewers were given thorough instructions to note or report issues related to system functionality, item display, and scoring.

---

<sup>2</sup>ITSx 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.



During the internal UAT, CAI staff took all ELPA21 online tests that covered the entire range of possibilities of item responses and the complete set of scoring rules in the TDS. When issues were found, CAI took immediate actions to address them. The examples of issues identified and the actions taken during the internal UAT are presented here:

Item layout issues: Some items were not rendering as anticipated in the TDS and the test was not moving. The item layouts were updated for these items to render correctly.

Item drop-down zoom issue: A zoom issue with the Editing Task Choice (ETC) (i.e., student identifies an incorrect word or phrase and chooses the replacement from several options) items where the drop-down content was not enlarged was identified. The items were updated to support different zoom levels in the drop-down menus.

Student eligibility issues: Braille eligibilities were not working as expected. The test IDs needed to be updated in the TDS to resolve the issue.

User eligibility issues: The user eligibilities were not working as expected. They were updated based on the state rules.

Tool configuration issues: Some tools were not consistent across the tests. The tools were updated based on the state and ELPA21 guidelines.

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

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

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

## **7.2 QUALITY ASSURANCE IN SCORING**

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

MI handscored the writing constructed-response items and speaking items. For online tests, the responses for the handscored items were transferred between CAI and MI on a rolling basis via Ledger.<sup>3</sup> Therefore, as soon as a student submitted a test to the TDS, the responses to handscored items were transformed into XML format, and were then sent to Ledger, from which MI retrieved responses for handscoring. When scoring was complete, the record was sent to Ledger, from which CAI downloaded the record for final scoring. The data transmission process was automatic.

After the test administration of paper-pencil tests, student responses were entered into the CAI Data Entry Interface (DEI) on the state testing portal for all ELPA21 domain tests, except for the writing constructed-response items. The responses of the writing constructed-response items were

---

<sup>3</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.

mailed to MI for scoring via secure shipping. After scoring, MI transmitted the scores to the Ledger system, from which CAI retrieved the item scores for final scoring. To answer speaking items, students who took paper-pencil tests spoke into the DEI directly, and the item responses followed the online procedure for scoring.

For braille assessments, 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.

### **7.2.1 Quality Assurance in Online Data**

The TDS has a real-time, built-in quality monitoring component. After a test was administered to a student, the TDS passed the resulting data to CAI's Quality Monitor (QM<sup>4</sup>) System. CAI's QM System conducted a series of data integrity checks, ensuring, for example, that the record for each test contains information for each item, keys for multiple-choice items, score points in each item, and total number of items, and that the test record contained no data from items that had been invalidated.

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

### **7.2.2 Quality Assurance in Handscoring**

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

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

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

---

<sup>4</sup>The QM System is CAI's quality monitoring system. It ensures that the information in a student record, such as item key or score point, is correct.

## **Leadership Recruitment/Qualifications**

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

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

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

## **Training**

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

To train ELPA21 scorers, MI scoring staff used approved rubrics and training materials taken from the rangefinding meetings. The training materials comprised anchor, qualifying, and training responses provided by the ELPA21 Program. 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 become familiar with the process of scoring student responses, and assess the scorers' understanding of the ELPA21 scoring criteria before they could begin live scoring.

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

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

Scorer training involved an intensive review of the rubric and anchor responses that 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 the rangefinding meetings. 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 at rangefinding) on at least one of the qualifying sets. Scorers who failed to achieve the qualifying criteria were given additional training to improve their accuracy. 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 are the qualifying sets in which the reader must score a 70% or higher with no nonadjacent scores.

Training was an ongoing process that did not end after the qualifying rounds. Feedback was an integral part of several reliability checks that were performed throughout the project. Primarily, team leaders monitored scorers' reliability by conducting read-behinds/listen-behinds on an as-needed basis. This is a process whereby team leaders re-read and check scores of each scorer on their team. This is to catch potential scorer drift (i.e., shifts in scoring over time) so that the scorer can have immediate feedback and be retrained in a timely fashion, if needed. The percentage of read-behinds conducted for an individual scorer is not fixed but varied based on current levels of performance. Scorers receive one-on-one retraining based on monitoring results. Scorers are removed from scoring an item or related group of items if they cannot score consistently with the rubric and the anchor responses after retraining. When live scoring began, one of the team leader's primary jobs was to do read-behinds for their team members to ensure that they were scoring accurately. As this process continued, the team leader could start to recognize if the individual readers had a firm grasp of the criteria for the particular task type that was being scored or who may have needed some additional coaching. Once this was established using the read-behinds, the reader's notes were sent for score clarifications and reader reliability reports. The team leader could then 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 a previous vendor. For 2020–2021, MI conducted a field-test score validation of the new short-response speaking items. This information is available from the Program.

### 7.2.3 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. These reports were reviewed by the program manager, scoring project director, scoring directors, and team leaders. 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 rates of exact, adjacent (raters match within one point), and nonadjacent (raters more than one point apart) interscorer agreement, as well as mismatches between scores and nonscorable codes, and within nonscorable codes. They also indicated the number of responses read by each scorer.

*Score Point Distribution Reports* displayed the percentage of responses that had been assigned each of the score points and nonscorable codes.

*Validity Reports* tracked how the scorers performed by comparing predetermined scored responses to scores assigned by the selected scorer on the same set of responses. If the assigned score of the selected scorer fell outside of a determined percentage of agreement, remediation occurred and additional responses were reviewed by the team leader of the individual(s) who needed to be monitored more closely.

*Item Status Reports* tracked each item and indicated the status (e.g., “first read complete,” “tabled”). This report was used to monitor the overall status and progress of handscoring.

#### Maintaining Consistency

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

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

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

Next, the scores that the scorers assigned to the validity responses were compared to the predetermined scores in order to determine the validity of the scorers’ scores. For each item, the

percentage of exact agreement and the percentage of high and low scores were computed. The same data were also computed for each specific scorer. Using these pieces of data, various validity reports could be produced in real time and used to monitor for potential drift.

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

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

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

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

#### **7.2.4 Quality Control on Final Scores**

CAI's scoring engine was used to produce final scores upon receiving handscores. Before operational scoring, CAI created mock-ups of student records to verify the accuracy of the scoring engine. Both CAI's analysis team (responsible for the scoring engine) and psychometricians independently computed scores on the mock-ups of student records. The Psychometrics and Statistics Team performed score verification using a different software and compared the scoring results with those from CAI's scoring engine. Specifically, if the Psychometrics and Statistics Team found score discrepancies from the scoring engine, they discussed with the analysis team to find out the causes of discrepancies. After the analysis team updated the scores in the scoring engine, the Psychometrics and Statistics Team compared the scores again. The process was performed iteratively until a 100% match was reached.

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

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

### **7.3 QUALITY ASSURANCE IN REPORTING**

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

#### **7.3.1 Online Report Quality Assurance**

Every assessment 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 QA checks and were uploaded to the DOR were they passed to the ORS, which was responsible for presenting individual-level results and calculating and presenting aggregate results. Absolutely no score was reported in the ORS until it passed all of the QA system’s validation checks.

#### **7.3.2 Paper Report Quality Assurance**

##### **Statistical Programming**

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

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

Each change was followed by a complete retesting with the entire collection of scenarios on which the macro was originally tested. The main statistical program was made up mostly of calls to

various macros, including macros that read-in and verify the data and conversion tables and macros that did the many complex calculations. This program was developed and tested using artificial data generated to test both typical and extreme cases. In addition, the program went through a rigorous code review by a senior statistician.

### **Display Programming**

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

Once CAI received the final data and VIPP programs, the CAI Communications and Reporting Team reviewed proofs that contained actual data based on CAI's standard QA documentation. In addition, CAI compared data independently calculated by CAI psychometricians with data on the reports. A large sample of reports was reviewed by several CAI staff members to ensure that all data were correctly placed on reports. This rigorous review was typically conducted over several days and took place in a secure location at CAI. All reports containing actual data were stored in a locked storage area. Prior to printing the reports, CAI provided a live data file and 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.



## References

- American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2014). *Standards for educational and psychological testing*. Washington, DC: Author.
- 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).
- 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.
- 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.
- Peter, J. P. (1979). Reliability: A review of psychometric basics and recent marketing practices. *Journal of Marketing Research*, 16(1), 6–17.
- Peterson, R. A. (1994). A meta-analysis of Cronbach's Coefficient Alpha. *Journal of Consumer Research*, 21, 381–391.
- Qualls, A. L. (1995). Estimating the reliability of a test containing multiple item formats. *Applied Measurement in Education*, 8, 111–120.
- Sireci, S. G., Thissen, D., & Wainer, H. (1991). On the reliability of testlet-based tests. *Journal of Educational Measurement*, 28(3), 234–247.

# **TECHNICAL REPORT**

## **PART II – SUMMATIVE ASSESSMENT**

**(ARKANSAS, IOWA, LOUISIANA, NEBRASKA, OHIO, WASHINGTON,  
AND WEST VIRGINIA)**

### **English Language Proficiency Assessment for the 21st Century – Listening, Reading, Speaking, and Writing**

**Grades K–12**

**2020–2021 Administration**

*Submitted to:*

ELPA21

*Submitted by:*

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

December 2021

## Table of Contents

<b>Chapter 1. Test Administrations .....</b>	<b>3</b>
<b>1.1 Testing Windows .....</b>	<b>3</b>
<b>1.2 Test Design .....</b>	<b>3</b>
<b>1.3 Test Administration Manual.....</b>	<b>5</b>
1.3.1 Directions for Test Administration.....	5
1.3.2 Training/Practice Tests.....	5
1.3.3 Instructions for Summative Assessments.....	6
<b>1.4 Business Scoring Rules for the Summative Assessment .....</b>	<b>6</b>
<b>Chapter 2. 2020–2021 Summary.....</b>	<b>8</b>
<b>2.1 2020–2021 Student Participation .....</b>	<b>9</b>
<b>2.2 2020–2021 Student Scale Score and Performance Summary.....</b>	<b>11</b>
<b>2.3 2020–2021 Testing Time for Online Summative Tests .....</b>	<b>18</b>
<b>Chapter 3. Reliability.....</b>	<b>19</b>
<b>3.1 Internal Consistency .....</b>	<b>19</b>
<b>3.2 Marginal Standard Error of Measurement.....</b>	<b>20</b>
<b>3.3 Marginal Reliability and Conditional Standard Error of Measurement .....</b>	<b>20</b>
<b>3.4 Classification Accuracy and Consistency.....</b>	<b>21</b>
<b>3.5 Inter-rater Analysis.....</b>	<b>25</b>
<b>Chapter 4. Validity.....</b>	<b>27</b>
<b>4.1 Dimensionality Analysis.....</b>	<b>27</b>
<b>4.2 Student Abilities versus Test Difficulties .....</b>	<b>27</b>
<b>Chapter 5. Reporting .....</b>	<b>28</b>
<b>References .....</b>	<b>29</b>

## **List of Tables**

Table 1.1 2020–2021 ELPA21 Summative Testing Windows by State .....	3
Table 1.2 Number of Items and Score Points by Domain and Grade Band—Online Summative .	4
Table 1.3 Number of Items and Score Points by Domain and Grade Band—Paper Summative ...	4
Table 1.4 Number of Items and Score Points by Domain and Grade Band—Braille Summative .	4
Table 1.5 Scoring Outcome for the Comprehension Score .....	7
Table 2.1 Student Participation in Each State by Grade.....	7
Table 2.2 Scale Score Summary by Grade—Listening and Reading* .....	12
Table 2.3 Scale Score Summary by Grade—Speaking and Writing* .....	13
Table 2.4 Scale Score Summary by Grade—Comprehension and Overall* .....	14
Table 2.5 Percentage of Students in Each Performance Level by Grade—Listening and Reading* .....	15
Table 2.7 Percentage of Students in Each Overall Proficiency Category by Grade.....	17
Table 3.1 Cronbach’s Alpha by Domain and Grade.....	20
Table 3.2 Marginal Reliability by Score and Domain* .....	21
Table 3.3 Overall Classification Accuracy and Consistency for Domain Performance Levels, by Grade and Domain*.....	22
Table 3.4 Classification Accuracy for Each Cut Score by Grade and Domain* .....	23
Table 3.5 Classification Consistency for Each Cut Score by Grade and Domain* .....	24
Table 3.6 Summative Classification Accuracy and Classification Consistency for Overall Proficiency Categories by Grade.....	25
Table 3.7 Summary of Kappa Coefficients by Grade Band .....	26

## Chapter 1. Test Administrations

The summative assessments were administered to students in six grade bands: kindergarten, grade 1, grades 2–3, grades 4–5, grades 6–8, and grades 9–12. The tests do not have a time limit. Each form of the summative assessment involves four domain tests. Students can be exempted from as many as three domain tests.

### 1.1 TESTING WINDOWS

The 2020–2021 summative assessment windows for the seven states discussed in this report are shown in Table 1.1. While testing windows remained open in the spring of 2021, some students were unable to complete the English Language Proficiency Assessment for the 21st Century (ELPA21) due to the ongoing impacts of the coronavirus (COVID-19) pandemic.

*Table 1.1 2020–2021 ELPA21 Summative Testing Windows by State*

State	ELPA21 Summative
Arkansas	1/25/2021–3/19/2021
Iowa	2/1/2021–4/9/2021
Louisiana	2/1/2021–3/12/2021
Nebraska	2/8/2021–4/2/2021
Ohio	2/1/2021–4/23/2021
Washington	3/22/2021–6/4/2021
West Virginia	2/2/2021–4/2/2021

### 1.2 TEST DESIGN

The 2020–2021 summative assessment included one online form, one paper-pencil form, and one braille form. Each form had separate tests for the four language domains.

Tables 1.2–1.4 list the number of operational items and score points in each online, paper-pencil, and braille form. The tables show that listening and reading had comparable numbers of items between online and paper forms in each test. Braille form has fewer items than the two other forms. Writing and speaking had fewer but comparable numbers of items in each test. No field-test items were included in the 2020–2021 summative assessments.

Table 1.2 Number of Items and Score Points by Domain and Grade Band—Online Summative

Domain	Grade/Grade Band											
	K		1		2–3		4–5		6–8		9–12	
	Items	Score Points	Items	Score Points	Items	Score Points	Items	Score Points	Items	Score Points	Items	Score Points
Listening	29	29	24	24	25	26	29	32	34	38	23	26
Reading	23	23	30	30	30	35	27	30	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	110	77	122	78	126	76	121

Table 1.3 Number of Items and Score Points by Domain and Grade Band—Paper Summative

Domain	Grade/Grade Band											
	K		1		2–3		4–5		6–8		9–12	
	Items	Score Points	Items	Score Points	Items	Score Points	Items	Score Points	Items	Score Points	Items	Score Points
Listening	28	28	22	22	23	24	24	27	30	31	21	21
Reading	23	23	29	29	26	28	26	28	28	32	35	38
Speaking	11	27	9	25	9	25	8	30	7	27	7	27
Writing	11	18	9	16	10	20	10	27	8	28	8	28
Total	73	96	69	92	68	97	68	112	73	118	71	114

Table 1.4 Number of Items and Score Points by Domain and Grade Band—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

## 1.3 TEST ADMINISTRATION MANUAL

### 1.3.1 Directions for Test Administration

For 2020–2021, the *Test Administration Manual* (TAM) was developed to guide test administrators (TAs) through the summative assessment. The TAM covers the following key points:

- Overview of the ELPA21 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

### 1.3.2 Training/Practice Tests

To help TAs and students familiarize themselves with the online registration and test delivery systems, training or practice tests were provided before and during the testing windows. Training/practice tests could be accessed through a non-secure or secure browser.

The summative assessment 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 the following procedures:

- logging in;
- starting a test session;
- providing the session ID to the students who are signing into the test session;
- monitoring students' progress throughout their tests; and
- ending the test.

The *Practice Tests* site introduces students to the following procedures:

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

- taking the test; and
- submitting the test.

### **1.3.3 Instructions for Summative Assessments**

The TA instructions for summative assessments include brief directions for each domain test. Detailed instructions for the following procedures are also provided:

- logging in to the 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
- ending the test session and logging out.

### **1.4 BUSINESS SCORING RULES FOR THE SUMMATIVE ASSESSMENT**

Business rules and instructions applicable to the 2020–2021 ELPA21 summative assessment included the following:

1. A domain test was considered “attempted” if a student was presented with the first operational item; it was not necessary for the student to respond to at least one item.
2. If a domain test was attempted, any items without a response (i.e., skipped, omitted, not reached) in that domain were assigned the minimum score (0 points).
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 assigned the code “N” (Domain Not Attempted).
4. If any domain tests were exempted before a student started the first domain test, items from the exempted domains were excluded from the computation of the domain and composite scores. In this case, the domain score and performance level were assigned the code “E” (Domain Exempted). However, if the domain test was started in Cambium Assessment, Inc.’s Test Delivery System (TDS), the test was considered attempted even if an exemption was intended. In that case, items in the domain were included in the computation of scores.
5. If no domains were attempted (i.e., every domain was either not attempted or exempted), the overall composite score, domain score, and comprehension score were assigned the code “N.”
6. If a student was exempted from reading or listening, the exempted domain was excluded from the computation of the comprehension score. For the comprehension score results, see Table 1.5 for reporting of scenarios in which neither listening nor reading were attempted (i.e., each domain was either exempted or non-attempted).



*Table 1.5 Scoring Outcome for the Comprehension Score*

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

## Chapter 2. 2020–2021 Summary

The 2020–2021 student participation and performance statistics for each state and the pooled analysis for the summative assessment are presented in Sections 1–5 of the Appendix. The figures and tables included in Sections 1–5 are listed here:

- Section 1. Summative Assessment—Student Participation
  - Table S1.1 displays the number and percentage of students in each test mode (braille, paper-pencil fixed form, and online) in each grade (K–12) and across the state (or states, in the case of the pooled analysis).
  - Table S1.2 lists the number and percentage of students taking each test by subgroups (including grade, gender, ethnicity, and primary disabilities) and by other characteristics (e.g., migrant, special education, Title I, or Section 504 Plan status). The pooled analysis includes the summary by gender and ethnicity. Subgroups vary across the states, for example, the female subgroups vary from 43.2% to 48.7% while male subgroups vary from 50.9% to 56.3% across the grade/grade bands
- Section 2. Summative Assessment—Raw Score Summary
  - Tables S2.1–S2.13 present the number of students; the minimum, mean, maximum, and standard deviation of domain raw scores by performance level in each grade and the overall raw scores by proficiency classification in each grade across the states.
- Section 3 Summative Assessment—Raw Score Distributions
  - Figures S3.1–S3.65 present the frequency distributions of raw scores by performance level for each domain in each grade and the frequency distributions of overall raw scores by proficiency classification (overall proficiency level) in each grade.
- Section 4. Summative Assessment—Scale Score Summary
  - Tables S4.1–S4.13 present the number of students; the minimum, maximum, average, and standard deviation of the domain scale scores, overall scale scores and comprehension scale scores across the seven states and by subgroups in each grade. The pooled analysis includes the summary by gender and ethnicity.
  - Table S4.14 summarizes the number and percentage of students who were marked “non-attempt” or “exempt” in each domain and grade.
- Section 5. Summative Assessment—Percentage of Students by Domain Performance Level
  - Figure S5.1 shows the percentage of students in each performance level in each domain test across grades in the state (or states, in the case of the pooled analysis).
  - Tables S5.1–S5.13 show the total number of students taking each domain test and the percentage of students in each performance level by domain test across the state

and by subgroups. The pooled analysis includes the summary by gender and ethnicity.

- Section 6. Summative Assessment—Percentage of Students by Overall Proficiency Category
  - Figure S6.1 shows the percentage of students in each overall proficiency category across grades in the state (or states, in the case of the pooled analysis).
  - Tables S6.1–S6.13 show the total number of students who are categorized in each of the overall proficiency categories (i.e., Emerging, Progressing, and Proficient) across the state and by subgroups. The pooled analysis includes the summary by gender and ethnicity.
- Section 7. Summative Assessment—Testing Time
  - Table S7.1 summarizes testing time per grade or grade band.

## **2.1 2020–2021 STUDENT PARTICIPATION**

In the 2020–2021 test administration, not all eligible students completed the tests due to the ongoing impacts of the COVID-19 pandemic. Table 2.1 summarizes student participation in each state. There were 272,131 students in total who participated in the 2020–2021 summative assessment. The state of Washington had the most tested students, followed by the state of Ohio.

Table 2.1 Student Participation in Each State by Grade

Grade	Arkansas	Arkansas	Iowa	Iowa	Louisiana	Louisiana	Nebraska	Nebraska	Ohio	Ohio	Washington	Washington	West Virginia	West Virginia	Total	Total	Total
	2020-21	2019-20	2020-21	2019-20	2020-21	2019-20	2020-21	2019-20	2020-21	2019-20	2020-21	2019-20	2020-21	2019-20	2020-21	2019-20	Two Year N Diff
<b>K</b>	≥4,190	≥4,640	≥4,410	≥4,450	≥3,240	≥3,400	≥3,670	≥3,880	≥8,990	≥10,120	≥12,040	≥15,290	≥200	≥200	≥36,7670	≥42,010	≥-5,250
<b>1</b>	≥4,480	≥4,360	≥3,960	≥3,800	≥3,390	≥3,760	≥3,420	≥3,540	≥8,940	≥8,800	≥12,650	≥15,780	≥190	≥250	≥37,060	≥40,320	≥-3,270
<b>2</b>	≥3,870	≥3,820	≥3,200	≥3,110	≥3,110	≥3,270	≥2,660	≥2,870	≥7,060	≥7,320	≥11,370	≥14,770	≥200	≥180	≥31,500	≥35,370	≥-3,880
<b>3</b>	≥3,350	≥3,350	≥2,560	≥2,430	≥2,470	≥2,600	≥1,990	≥2,020	≥5,650	≥5,850	≥9,550	≥11,960	≥120	≥160	≥25,710	≥28,400	≥-2,690
<b>4</b>	≥3,060	≥2,890	≥2,270	≥2,230	≥2,130	≥2,440	≥1,570	≥1,800	≥4,750	≥4,410	≥8,440	≥10,270	≥130	≥130	≥22,380	≥24,200	≥-1,820
<b>5</b>	≥2,690	≥2,790	≥1,910	≥2,100	≥1,950	≥2,090	≥1,220	≥1,500	≥3,480	≥3,990	≥7,200	≥9,190	≥90	≥130	≥18,550	≥21,820	≥-3,270
<b>6</b>	≥2,640	≥2,460	≥1,830	≥2,020	≥1,700	≥1,910	≥1,110	≥1,200	≥3,310	≥3,360	≥6,270	≥7,830	≥100	≥130	≥16,990	≥18,950	≥-1,960
<b>7</b>	≥2,410	≥2,510	≥1,830	≥1,800	≥1,650	≥1,790	≥940	≥960	≥2,920	≥3,250	≥5,660	≥7,070	≥110	≥110	≥15,540	≥17,520	≥-1,990
<b>8</b>	≥2,490	≥2,360	≥1,820	≥2,020	≥1,590	≥1,720	≥850	≥1,000	≥3,030	≥3,380	≥5,410	≥7,060	≥100	≥100	≥15,320	≥17,670	≥-2,350
<b>9</b>	≥2,430	≥2,520	≥1,940	≥2,380	≥1,650	≥2,480	≥980	≥1,300	≥3,330	≥4,290	≥4,790	≥7,160	≥90	≥130	≥15,240	≥20,300	≥-5,060
<b>10</b>	≥2,430	≥2,690	≥2,030	≥2,050	≥1,730	≥1,550	≥1,070	≥1,150	≥3,190	≥3,670	≥4,540	≥6,610	≥120	≥140	≥15,150	≥17,890	≥-2,750
<b>11</b>	≥2,330	≥2,550	≥1,590	≥1,690	≥1,110	≥1,090	≥820	≥910	≥2,680	≥2,990	≥3,720	≥5,100	≥80	≥120	≥12,360	≥14,480	≥-2,130
<b>12</b>	≥1,860	≥2,120	≥1,240	≥1,420	≥760	≥810	≥710	≥920	≥2,080	≥2,240	≥2,750	≥4,310	≥90	≥100	≥9,510	≥11,940	≥-2,440
<b>Total</b>	≥38,270	≥39,120	≥30,650	≥31,550	≥26,530	≥28,980	≥21,060	≥23,100	≥59,490	≥63,720	≥94,440	≥122,460	≥1,670	≥1,960	≥272,130	≥310,930	≥-38,800

Table S1.1 in Section 1 of the Appendix presents student participation in each mode. In the seven states combined, the most frequent mode of test administration was online (99.85%), followed by paper (0.14%) and braille (<0.01%).

Table S1.2 in Section 1 of the Appendix shows student participation by subgroups. For the pooled analysis, the number of students tested decreases as the grade level increases. There were more male students tested (50.9%–56.3%) than female students (43.2%–48.7%). In each test, most students were Hispanic or Latino (57.6%–67.4%), followed by Asian students (8.8%–16.9%) and White students (7.0%–10.4%).

The results from Tables S2.1–S2.13 in Section 2 and Figures S3.1–S3.65 in Section 3 of the Appendix show that most of the students were in category 3 or 4 at the domain level in each grade. At the overall raw score level, most of the students were in the progressing category for all grades.

## **2.2 2020–2021 STUDENT SCALE SCORE AND PERFORMANCE SUMMARY**

Tables 2.2–2.4 summarize student performance in the 2020–2021 test administration across the seven states for the students who completed the tests. These tables show the number of students; the minimum, mean, maximum, and standard deviation of each domain scale scores; and the comprehension and overall scale scores in each grade for the pooled analysis. The ELPA21 tests are not vertically linked across all grades. Scale scores can be compared only within grade-band tests (i.e., grades 2–3, 4–5, 6–8, and 9–12). A disaggregated summary based on subgroups is also available in Section 4 of the Appendix.

Table 2.5 and Table 2.6 display the percentage of students in each performance level for each grade and domain. In addition, Table 2.7 shows the percentage of students in each overall proficiency category in each grade. Sections 5 and 6 of the Appendix further summarize the percentage of students in each domain test by subgroups, by performance level, and by overall proficiency category, respectively.

For both reading and writing in the pooled analysis, Table 2.5 and Table 2.6 show that most students are in performance level 3 except for grade 2 in reading and kindergarten and grade 1 in writing. Middle school and high school students have higher percentages in levels 1 and 2 than in levels 4 and 5. In the listening domain, the greatest number of level 3 students is in grade 7 and above. In the speaking domain, the greatest number of level 3 students is in grade 5 and above. In grades 2–12, more students are in levels 4 and 5 than in levels 1 and 2 in the listening and speaking domains.

The percentage of students in each proficiency category is summarized in Table 2.7 and Figure S6.1 in the Appendix. Table 2.7 shows that most students (70.6%–77.3%) are in the Progressing category in all grades. The percentage of students who are Progressing is relatively stable from kindergarten to grade 2 and the largest increase occurs from grade 2 to 3. The largest drop occurs from grade 3 to grade 4 and remains stable to grade 8, decreases until grade 10, and then increases to grade 12. The percentage of students in the Emerging category decreases from kindergarten to grade 3, then increases until grade 10, and thereafter drops consistently.

Table 2.2 Scale Score Summary by Grade—Listening and Reading\*

Grade	Listening					Reading				
	N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>K</b>	≥36,730	233	554.2	745	77.7	≥36,600	247	555.0	740	74.9
<b>1</b>	≥37,020	233	551.5	711	71.9	≥36,910	235	530.6	759	82.5
<b>2</b>	≥31,450	221	530.6	728	63.8	≥31,350	224	509.8	762	69.3
<b>3</b>	≥25,670	221	555.6	737	67.0	≥25,560	224	545.9	770	73.2
<b>4</b>	≥22,350	216	514.1	722	66.6	≥22,210	227	511.8	737	66.3
<b>5</b>	≥18,520	216	531.9	758	69.5	≥18,410	227	532.8	774	70.0
<b>6</b>	≥16,940	222	517.6	737	64.4	≥16,820	239	517.4	752	60.1
<b>7</b>	≥15,480	222	530.2	768	69.4	≥15,400	239	532.5	777	65.1
<b>8</b>	≥15,240	222	543.2	782	76.3	≥15,190	239	548.5	783	71.2
<b>9</b>	≥15,130	249	538.8	770	72.6	≥15,090	257	537.5	782	69.9
<b>10</b>	≥15,020	249	543.8	758	75.6	≥15,000	257	543.4	772	74.2
<b>11</b>	≥12,280	249	557.4	775	72.6	≥12,240	257	555.1	783	73.4
<b>12</b>	≥9,440	249	555.5	735	68.9	≥9,400	257	553.0	753	70.0

\*Scores from domain tests marked as Exemption or Not Attempted are excluded.

\*Scale scores cannot be compared across grade bands.

Table 2.3 Scale Score Summary by Grade—Speaking and Writing\*

Grade	Speaking					Writing				
	N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
K	≥36,510	285	569.7	744	90.1	≥36,560	302	529.8	718	81.1
1	≥36,850	263	562.5	736	74.1	≥36,880	238	518.6	741	89.4
2	≥31,300	251	536.8	749	68.8	≥31,320	230	502.3	760	76.5
3	≥25,540	251	562.0	753	72.0	≥25,540	230	541.4	768	77.6
4	≥22,220	235	534.7	754	71.8	≥22,230	222	507.8	725	72.1
5	≥18,420	235	545.2	782	73.1	≥18,410	222	529.2	771	73.4
6	≥16,800	260	536.9	739	70.4	≥16,790	235	509.9	750	69.0
7	≥15,340	260	543.8	735	73.9	≥15,370	235	525.0	775	73.1
8	≥15,110	260	551.4	773	77.9	≥15,150	235	538.6	787	79.2
9	≥14,940	300	555.4	742	75.4	≥15,000	261	531.2	751	74.6
10	≥14,860	300	561.3	736	74.9	≥14,960	261	535.7	741	76.1
11	≥12,130	300	574.1	732	70.2	≥12,160	261	548.5	778	70.7
12	≥9,300	300	574.2	724	68.9	≥9,350	261	547.7	726	66.7

\*Scores from domain tests marked as Exemption or Not Attempted are excluded.

\*Scale scores cannot be compared across grade bands.

Table 2.4 Scale Score Summary by Grade—Comprehension and Overall\*

Grade	Comprehension					Overall				
	N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>K</b>	≥36,750	3361	5522.2	6776	536.6	≥36,760	3160	5512.2	7023	598.2
<b>1</b>	≥37,040	3387	5451.9	6698	534.3	≥37,060	2967	5423.7	7032	611.4
<b>2</b>	≥31,480	3260	5298.9	6801	483.3	≥31,500	2930	5252.4	7097	532.4
<b>3</b>	≥25,690	3260	5517.6	6654	515.2	≥25,710	2930	5508.5	7174	557.5
<b>4</b>	≥22,370	3273	5237.4	6817	487.9	≥22,380	2877	5239.2	6911	532.7
<b>5</b>	≥18,540	3273	5382.7	6817	520.0	≥18,550	2877	5384.3	7262	549.7
<b>6</b>	≥16,980	3323	5269.2	6967	459.7	≥16,990	2993	5264.3	6915	504.1
<b>7</b>	≥15,520	3323	5373.2	6967	500.2	≥15,540	2993	5366.2	7150	538.3
<b>8</b>	≥15,300	3323	5484.9	6967	552.7	≥15,320	2993	5466.6	7337	585.0
<b>9</b>	≥15,200	3470	5423.3	7171	531.8	≥15,240	3220	5425.0	7187	560.8
<b>10</b>	≥15,110	3470	5465.5	7171	565.6	≥15,150	3220	5468.2	7116	576.5
<b>11</b>	≥12,330	3470	5559.8	7171	561.4	≥12,360	3220	5570.8	7110	546.4
<b>12</b>	≥9,480	3470	5541.3	7171	535.0	≥9,510	3220	5562.1	6935	518.9

\*Scale scores cannot be compared across grade bands.



Table 2.5 Percentage of Students in Each Performance Level by Grade—Listening and Reading\*

Grade	Listening						Reading					
	N	1	2	3	4	5	N	1	2	3	4	5
K	≥36,730	13.6	13.7	49.0	10.8	12.9	≥36,600	14.3	15.6	37.4	14.5	18.1
1	≥37,020	7.0	6.1	30.6	26.7	29.6	≥36,910	30.6	16.9	27.0	11.5	13.9
2	≥31,450	4.1	4.2	26.4	33.8	31.4	≥31,350	24.1	18.5	30.7	13.6	13.1
3	≥25,670	3.5	4.0	24.9	39.6	28.0	≥25,560	25.9	19.5	33.8	12.2	8.6
4	≥22,350	5.7	5.8	21.5	43.4	23.6	≥22,210	19.5	16.5	34.7	18.0	11.3
5	≥18,520	6.6	6.8	13.7	47.8	25.0	≥18,410	19.0	17.6	40.2	14.9	8.3
6	≥16,940	6.3	6.5	22.1	41.2	24.0	≥16,820	18.6	18.4	41.4	13.8	7.8
7	≥15,480	9.7	10.8	38.0	25.2	16.2	≥15,400	25.2	24.4	38.2	7.9	4.3
8	≥15,240	10.3	10.2	34.7	26.9	18.0	≥15,190	23.6	23.2	43.8	5.9	3.4
9	≥15,130	14.6	10.6	37.3	22.6	15.0	≥15,090	26.7	21.6	42.8	5.8	3.2
10	≥15,020	14.2	11.2	33.7	21.4	19.5	≥15,000	26.4	19.9	40.8	7.7	5.2
11	≥12,280	9.2	10.2	33.7	22.2	24.7	≥12,240	21.3	19.5	42.7	9.4	7.1
12	≥9,440	7.8	10.6	36.3	23.9	21.4	≥9,400	20.0	21.6	43.8	8.8	5.8

\*Scores from domain tests marked as Exemption or Not Attempted are excluded.

Table 2.6 Percentage of Students in Each Performance Level by Grade—Speaking and Writing\*

Grade	Speaking						Writing					
	N	1	2	3	4	5	N	1	2	3	4	5
<b>K</b>	≥36,510	17.1	10.4	27.6	15.4	29.5	≥36,560	42.2	26.0	21.1	3.6	7.1
<b>1</b>	≥36,850	26.3	28.1	9.6	14.6	21.4	≥36,880	40.7	20.1	23.5	6.4	9.2
<b>2</b>	≥31,300	20.2	19.2	17.1	21.3	22.2	≥31,320	26.4	17.5	29.5	13.7	12.9
<b>3</b>	≥25,540	15.0	13.1	20.2	28.5	23.2	≥25,540	26.2	18.4	33.1	13.5	8.9
<b>4</b>	≥22,220	13.6	12.1	21.4	28.5	24.4	≥22,230	16.7	13.2	50.6	12.4	7.1
<b>5</b>	≥18,420	15.6	14.4	30.2	22.6	17.2	≥18,410	12.4	10.3	62.1	9.6	5.5
<b>6</b>	≥16,800	13.6	11.9	33.7	23.3	17.5	≥16,790	12.4	10.6	57.1	12.2	7.7
<b>7</b>	≥15,340	14.8	14.8	38.1	18.1	14.2	≥15,370	19.8	19.4	47.3	8.2	5.3
<b>8</b>	≥15,110	14.7	12.9	38.5	17.8	16.1	≥15,150	20.2	19.2	48.0	7.3	5.3
<b>9</b>	≥14,940	16.2	12.8	36.8	17.4	16.9	≥15,000	22.2	19.9	48.3	6.3	3.2
<b>10</b>	≥14,860	14.7	13.5	33.1	17.6	21.1	≥14,960	22.7	18.6	45.9	7.7	5.2
<b>11</b>	≥12,130	10.1	12.5	32.2	19.0	26.3	≥12,160	17.0	19.2	46.9	9.7	7.1
<b>12</b>	≥9,300	9.4	11.6	34.5	19.3	25.2	≥9,350	15.3	21.4	49.2	8.4	5.8

\*Scores from domain tests marked as Exemption or Not Attempted are excluded.

Table 2.7 Percentage of Students in Each Overall Proficiency Category by Grade

Grade	N	Emerging	Progressing	Proficient
K	≥36,760	17.6	74.4	8.0
1	≥37,060	12.2	74.6	13.3
2	≥31,500	8.0	72.2	19.7
3	≥25,710	7.2	76.4	16.4
4	≥22,380	10.7	72.9	16.5
5	≥18,550	11.9	76.3	11.7
6	≥16,990	11.7	76.3	12.0
7	≥15,540	17.4	75.7	6.9
8	≥15,320	17.6	76.2	6.2
9	≥15,240	21.5	73.5	5.0
10	≥15,150	21.6	70.6	7.8
11	≥12,360	16.0	73.4	10.7
12	≥9,510	14.0	77.3	8.6

### **2.3 2020–2021 TESTING TIME FOR ONLINE SUMMATIVE TESTS**

Table S7.1 in the Appendix shows testing time for each grade or grade band. In general, tests for upper grades show longer testing times than the tests for lower grades. Testing time was computed by taking the sum of the total time spent on all pages (cumulative across all visits to each page) in the test. In this analysis, only valid scores from students who took online tests (i.e., students who answered all items and earned a score) were included. Scores from students who had domain exemptions or skipped any item were not included in the analysis.

## **Chapter 3. Reliability**

In this section, test reliability for the summative assessment is provided using

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

The methods used in the computation of test reliability are described in Part I of Chapter 4. The results for each method are included in Sections 8–12 of the Appendix. The figures and the tables in each section of the Appendix are illustrated below:

- Section 8. Summative Assessment—Cronbach’s Alpha
  - Figure S8.1 shows the Cronbach’s alpha for each domain test across grades.
- Section 9. Summative Assessment—Marginal Reliability
  - Figure S9.1 shows the ratio of MSEM to the standard deviation of scale scores at the test level.
  - Figure S9.2 presents the marginal reliability for each domain test across grades.
  - Figures S9.3 and S9.4 present the marginal reliability by gender and by ethnicity for each domain test across grades, respectively.
- Section 10. Summative Assessment—CSEM
  - Figures S10.1–S10.13 show the CSEM plots for each domain, overall, and comprehension tests.
- Section 11 Summative Assessment—Classification Accuracy and Classification Consistency
  - Figures S11.1 and S11.2 show the CA and CC for each domain test across grades, respectively.
  - Figure S11.3 shows the CA and CC for each overall proficiency category.
- Section 12. Summative Assessment—Inter-Rater Analysis
  - Tables S12.1–12.6 display the inter-rater analysis result for each handscored item in each grade.

### **3.1 INTERNAL CONSISTENCY**

Due to the smaller sample size (see Section 1 of the Appendix), scores earned by students who took braille and paper-pencil tests were excluded from the analysis. Table 3.1 shows the values of

Cronbach’s alpha for the pooled sample (across states) based on the items in each domain test, arranged by grade level. Values range from 0.81 to 0.94. Nunnally (1978) suggested 0.70 as a minimally acceptable value for the alpha coefficient. All domain tests have alpha coefficients that exceed 0.70, indicating that reliability for all domain assessments is acceptable based on this criterion. The results of Cronbach’s alpha for all domains and grades are plotted in Figure S8.1 in the Appendix.

*Table 3.1 Cronbach’s Alpha by Domain and Grade*

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

### 3.2 MARGINAL STANDARD ERROR OF MEASUREMENT

Another way to examine score reliability is with the marginal standard error of measurement (MSEM) (or  $\bar{\sigma}_{error}^2$ ). The ratio of MSEM and the standard deviation of scale scores (i.e., signal-noise ratio) can also indicate the measurement errors. In other words, it shows the ratio of the error and total score ( $\frac{\bar{\sigma}_{error}}{\sigma_{total}}$ ). See details in 4.2 (p.13) in “ELPA21\_2020-21\_Technical\_Report\_Part I\_Assessment Overview”. The plot of this ratio is displayed in Figure S9.1 in the Appendix.

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

The marginal reliability for the pooled analysis is presented in Table 3.2 and is plotted in Figure S9.2 in the Appendix. The results show that the listening tests for grades 1–5 have the lowest reliabilities, followed by the speaking tests. The reliability for the speaking domain in the

middle and high school tests are lower than the other domains. All the reliability indexes are above .8, except for the listening test in grades 1–3 and the comprehension test in grades K–3. In addition, Section 9 of the Appendix presents marginal reliability by subgroups, and Section 10 of the Appendix displays CSEM plots by grades.

Table 3.2 Marginal Reliability by Score and Domain\*

Grade	N	Listening	Reading	Speaking	Writing	Comprehension	Overall
K	≥36,430	.86	.84	.90	.89	.79	.83
1	≥36,760	.76	.91	.81	.91	.71	.84
2	≥31,210	.79	.91	.83	.92	.75	.86
3	≥25,450	.77	.90	.83	.91	.75	.86
4	≥22,110	.85	.90	.85	.91	.81	.88
5	≥18,320	.85	.90	.85	.90	.82	.88
6	≥16,680	.87	.89	.85	.90	.82	.87
7	≥15,230	.88	.89	.87	.90	.84	.88
8	≥15,010	.89	.90	.87	.91	.85	.89
9	≥14,810	.90	.92	.90	.91	.88	.89
10	≥14,760	.91	.93	.89	.91	.89	.90
11	≥12,040	.89	.92	.88	.90	.88	.88
12	≥ 9,210	.88	.92	.87	.88	.87	.87

\*Scores for domain tests marked as Exemption or Not Attempted are excluded.

### 3.4 CLASSIFICATION ACCURACY AND CONSISTENCY

Table 3.3 shows the overall CA and CC in each domain. The detail description of CA and CC can be found on p.12 in Section 4.4 of ELPA21\_2020-21\_Technical\_Report\_Part I. Scores from pencil and braille tests were excluded. 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.

The pooled analysis results for each cut score (cut scores can be found in Table 3.1 in ELPA21 2021-21 Technical Report Part I) are presented in Table 3.4 and Table 3.5, as well as Figures S11.1 and S11.2 in the Appendix. For each cut score, all CAs are above 0.83 and all CCs are above 0.77. In listening and speaking, both indexes for cut score 3 and/or cut score 4 are relatively low in elementary and middle school grades, which indicates a lack of difficult items.

The CA and CC results for overall proficiency categories are summarized in Table 3.6 and Figure S11.3 in the Appendix. All CAs and CCs are above 0.86 for overall and above 0.90 for each category. The CA indexes for between Emerging and Progressing are higher than those for between Progressing and Proficient in all grades except for kindergarten and grades 7–9. The CC

indexes for between Emerging and Progressing are higher than those for between Progressing and Proficient in all grades except for kindergarten and grades 8–10.

*Table 3.3 Overall Classification Accuracy and Consistency for Domain Performance Levels, by Grade and Domain\**

Grade	Accuracy				Consistency			
	Listening	Reading	Speaking	Writing	Listening	Reading	Speaking	Writing
K	.71	.66	.69	.77	.63	.56	.60	.69
1	.62	.73	.57	.75	.53	.64	.49	.68
2	.67	.71	.57	.73	.56	.62	.48	.64
3	.66	.71	.56	.70	.55	.62	.47	.61
4	.72	.71	.60	.76	.62	.62	.50	.67
5	.72	.73	.59	.79	.62	.64	.49	.72
6	.74	.72	.61	.76	.64	.62	.51	.68
7	.70	.75	.62	.73	.61	.65	.52	.64
8	.71	.77	.64	.75	.62	.69	.54	.66
9	.72	.80	.67	.75	.62	.73	.58	.66
10	.72	.79	.67	.75	.62	.72	.58	.66
11	.72	.78	.67	.72	.62	.70	.57	.63
12	.71	.77	.66	.72	.61	.69	.57	.63

\*Scores for domain tests marked as Exemption or Not Attempted are excluded.



Table 3.3 Classification Accuracy for Each Cut Score by Grade and Domain\*

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

\*Scores for domain tests marked as 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.

Table 3.4 Classification Consistency for Each Cut Score by Grade and Domain\*

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

\*Scores for domain tests marked as 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.

Table 3.6 Summative Classification Accuracy and Classification Consistency for Overall Proficiency Categories by Grade

Grade	Accuracy			Consistency		
	Overall	Between Emerging and Progressing	Between Progressing and Proficient	Overall	Between Emerging and Progressing	Between Progressing and Proficient
K	.91	.95	.96	.88	.94	.95
1	.89	.95	.94	.86	.94	.92
2	.90	.97	.93	.86	.96	.91
3	.90	.98	.92	.87	.97	.90
4	.89	.97	.92	.86	.96	.90
5	.90	.97	.93	.88	.96	.91
6	.91	.97	.93	.88	.96	.92
7	.92	.96	.96	.89	.94	.95
8	.92	.96	.96	.90	.95	.95
9	.93	.96	.97	.90	.95	.96
10	.91	.96	.95	.88	.94	.94
11	.90	.96	.94	.87	.95	.93
12	.91	.96	.95	.88	.95	.93

### 3.5 INTER-RATER ANALYSIS

For the 2020–2021 summative assessment, consistency of handscoring was evaluated for a total of 72 items (11 items in kindergarten, 9 items in grade 1, and 13 items in each of the other four grade bands). Handscored items on paper-pencil and braille forms were not included in the results due to the small sample size.

Table 3.7 contains the summary of Kappa coefficients for each summative assessment in the pooled analysis. The description about Kappa coefficients can be found in Chapter 4 (p.10) of the ELPA21\_2020-21\_Technical\_Report\_Part I. The table shows that 58.2–94.1% of handscores are consistent between the first rater and the second rater, and 0.3%–5.8% of handscores are off by two or more points across the six tests. The weighted Kappa coefficients ranged from 0.612 to 0.910. In 2019-2020, the weighted Kappa coefficients ranged from 0.656 to 0.909. The inter-rater consistencies are also assessed by item and are summarized in Section 12 of the Appendix. In general, the inter-rater consistency values (weighted kappa; rater agreement) are reasonable and are in the similar range as those in the previous years. Some items in the Speaking domain (e.g., see grade band 4-5 in Table S12.4) have relatively lower exact agreement (e.g., 58.8, 63.0), this may be due to the higher score points (e.g., score point=5).

Table 3.5 Summary of Kappa Coefficients by Grade Band

Grade/Grade Band	Number of Items	Weighted Kappa		% Exact Agreement		% within 1 Agreement		% Not within 1 Agreement	
		Min	Max	Min	Max	Min	Max	Min	Max
K	11	.0759	.0863	69.8	93.8	96.8	99.5	0.5	3.2
1	9	0.612	0.881	58.2	94.1	97.1	99.3	0.7	2.9
2–3	13	0.689	0.896	63.0	93.5	97.8	99.7	0.3	2.2
4–5	13	0.684	0.878	58.8	86.1	94.2	99.4	0.6	5.8
6–8	13	0.730	0.908	64.3	91.8	98.1	99.4	0.6	1.9
9–12	13	0.729	0.910	65.3	91.3	97.8	99.5	0.5	2.2

## Chapter 4. Validity

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

The analysis results for each state and the pooled analysis are summarized in the following sections of the Appendix:

- Section 13. Summative Assessment—Dimensionality
  - Figures S13.1–S13.6 present the scree plots for each domain test. If a test involves multiple grades, the results are broken down by grade.
- Section 14. Summative Assessment—Ability versus Difficulty
  - Figures S14.1–S14.6 present the comparison of student ability versus test difficulty on the logit scale for each domain test for each grade band of students, respectively.

### 4.1 DIMENSIONALITY ANALYSIS

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

The dimensionality analysis results are presented in the scree plots in Section 13 of the Appendix. 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 and the overall test.

### 4.2 STUDENT ABILITIES VERSUS 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, item difficulties were plotted versus student abilities for each domain. Specifically, the density plots of students' abilities ( $\theta$ ) and item location parameters were plotted and compared in each domain.

The results, which are included in Section 14 in the Appendix, show that student abilities are generally higher than the test difficulties in all domain tests, except for the reading tests in grade 1, grades 2–3, grades 4–5, grades 6–8 and grades 9–12 and the writing test in kindergarten, where the test difficulties match student abilities well.

## **Chapter 5. Reporting**

A detailed introduction to the Centralized Reporting System can be found in Chapter 6 of Part I of the technical report. Reporting mockups for the summative assessment in each state appear in Section 15 of the Appendix. It is noted that the mockup for score reports is not included in the Appendix for the pooled analysis.

## References

- 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.
- Jolliffe, I. (2002). *Principal component analysis* (2nd ed.). New York: Springer.
- Nunnally, J. C. (1978). *Psychometric Theory* (2nd ed.). New York: McGraw-Hill.
- Samejima, F. (1969). Estimation of latent ability using a response pattern of graded scores (Series 17) *Psychometric Monographs*. Richmond, VA: Psychometric Society.

# **TECHNICAL REPORT**

## **PART III – SCREENER ASSESSMENT**

**(ARKANSAS, IOWA, LOUISIANA, NEBRASKA, OHIO, WASHINGTON,  
AND WEST VIRGINIA)**

### **English Language Proficiency Assessment for the 21st Century — Listening, Reading, Speaking, and Writing**

**Grades Pre-K–12**

**2020–2021 Administration**

*Submitted to:*

ELPA21

*Submitted by:*

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

September 2021



# Table of Contents

<b>Chapter 1. Test Administration.....</b>	<b>1</b>
<b>1.1 TESTING WINDOW.....</b>	<b>Error! Bookmark not defined.</b>
<b>1.2 TEST DESIGN .....</b>	<b>1</b>
<b>1.3 TEST ADMINISTRATION MANUAL .....</b>	<b>6</b>
<b>1.3.1 Directions for Administration .....</b>	<b>6</b>
<b>1.3.2 Training/Practice Tests.....</b>	<b>7</b>
<b>1.4 BUSINESS SCORING RULES FOR THE SCREENER ASSESSMENT .....</b>	<b>7</b>
<b>Chapter 2. 2020-2021 Summary .....</b>	<b>9</b>
<b>2.1 2020–2021 STUDENT PARTICIPATION.....</b>	<b>10</b>
<b>2.2 2020–2021 STUDENT SCALE SCORE AND PERFORMANCE-LEVEL SUMMARY .....</b>	<b>15</b>
<b>2.3 2020–2021 TESTING TIME FOR ONLINE SCREENER TESTS.....</b>	<b>21</b>
<b>Chapter 3. Reliability .....</b>	<b>22</b>
<b>3.1 MARGINAL STANDARD ERROR OF MEASUREMENT.....</b>	<b>22</b>
<b>3.2 MARGINAL RELIABILITY.....</b>	<b>23</b>
<b>3.3 CLASSIFICATION ACCURACY AND CONSISTENCY.....</b>	<b>23</b>
<b>3.4 INTER-RATER ANALYSIS .....</b>	<b>27</b>
<b>Chapter 4. Validity .....</b>	<b>29</b>
<b>4.1 COMPARISONS OF PERFORMANCE FROM SCREENER TO SUMMATIVE.....</b>	<b>29</b>
<b>Chapter 5. Reporting.....</b>	<b>31</b>
<b>REFERENCES.....</b>	<b>32</b>

## **List of Tables**

Table 1.1 2020–2021 ELPA21 Screener Testing Windows by State .....	1
Table 1.2 Threshold Step 2 Summed Scores for Proceeding to Step 3 by Grade Band .....	4
Table 1.3 Number of Items and Score Points by Domain and Grade Band—Online Screener .....	5
Table 1.4 Number of Items and Score Points by Domain and Grade Band—Paper Screener .....	6
Table 1.5 Number of Items and Score Points by Domain and Grade Band—Braille Screener .....	6
Table 2.1 Number of Students Who Participated in ELPA21 Screener in 2019–2020 and 2020–2021 by State and Grade .....	12
Table 2.2 Number of Students Participating in 2020–2021 ELPA21 Summative, Screener Tests, and Both; by State and Grade Band .....	13
Table 2.3 Scale Score Summary by Grade—Listening and Reading* .....	16
Table 2.4 Scale Score Summary by Grade—Speaking and Writing* .....	17
Table 2.5 Scale Score Summary by Grade—Comprehension and Overall* .....	18
Table 2.6 Percentage of Students in Each Performance Level by Grade—Listening and Reading* .....	19
Table 2.7 Percentage of Students in Each Performance Level by Grade—Speaking and Writing* .....	19
Table 2.8 Percentage of Students in Each Overall Proficiency Category by Grade .....	21
Table 3.1 Marginal Reliability by Score and Grade* .....	23
Table 3.2 Overall Classification Accuracy and Consistency for Domain Performance Levels, by Domain and Grade* .....	24
Table 3.3 Classification Accuracy for Each Cut Score by Domain and Grade* .....	25
Table 3.4 Classification Consistency for Each Cut Score by Domain and Grade* .....	26
Table 3.5 Screener Classification for Overall Proficiency Classifications by Grade .....	27
Table 3.6 Summary of Kappa Coefficients by Grade Band .....	28

## List of Figures

Figure 1.1 2020–2021 ELPA21 Screener Online Test Design .....	3
Figure 1.2 2020–2021 ELPA21 Screener Paper Test Design .....	5

## Chapter 1. Test Administration

The screener tests were administered to students in the following groups: kindergarten (K), grade 1, grades 2–3, grades 4–5, grades 6–8, and grades 9–12. Some states administered the screener tests to pre-kindergarten (pre-K) students. For the screener test, as with the summative assessment, each form of the screener assessments involves four domain (Listening, Reading, Speaking & Writing) tests. Students can be exempted from as many as three domain tests. The assessments do not have a time limit.

### 1.1 TESTING WINDOW

The 2020–2021 summative testing windows for the seven states discussed in this report are shown in Table 1.1. Although testing windows remained open in 2021, due to the continued impact of the Coronavirus (COVID-19) pandemic, some students did not complete the English Language Proficiency Assessment (ELPA) screener assessments.

*Table 1.1 2020–2021 ELPA21 Screener Testing Windows by State*

State	ELPA21 Screener
Arkansas	8/4/2020–7/16/2021
Iowa	8/3/2020–7/16/2021
Louisiana	8/3/2020–7/16/2021
Nebraska	8/4/2020–7/16/2021
Ohio	8/6/2020–7/16/2021
Washington	8/3/2020–6/30/2021
West Virginia	8/10/2020–6/21/2021

### 1.2 TEST DESIGN

Each 2020–2021 screener test has one online form, one paper-pencil form, and one braille form. Pre-K students were permitted to take the kindergarten tests.

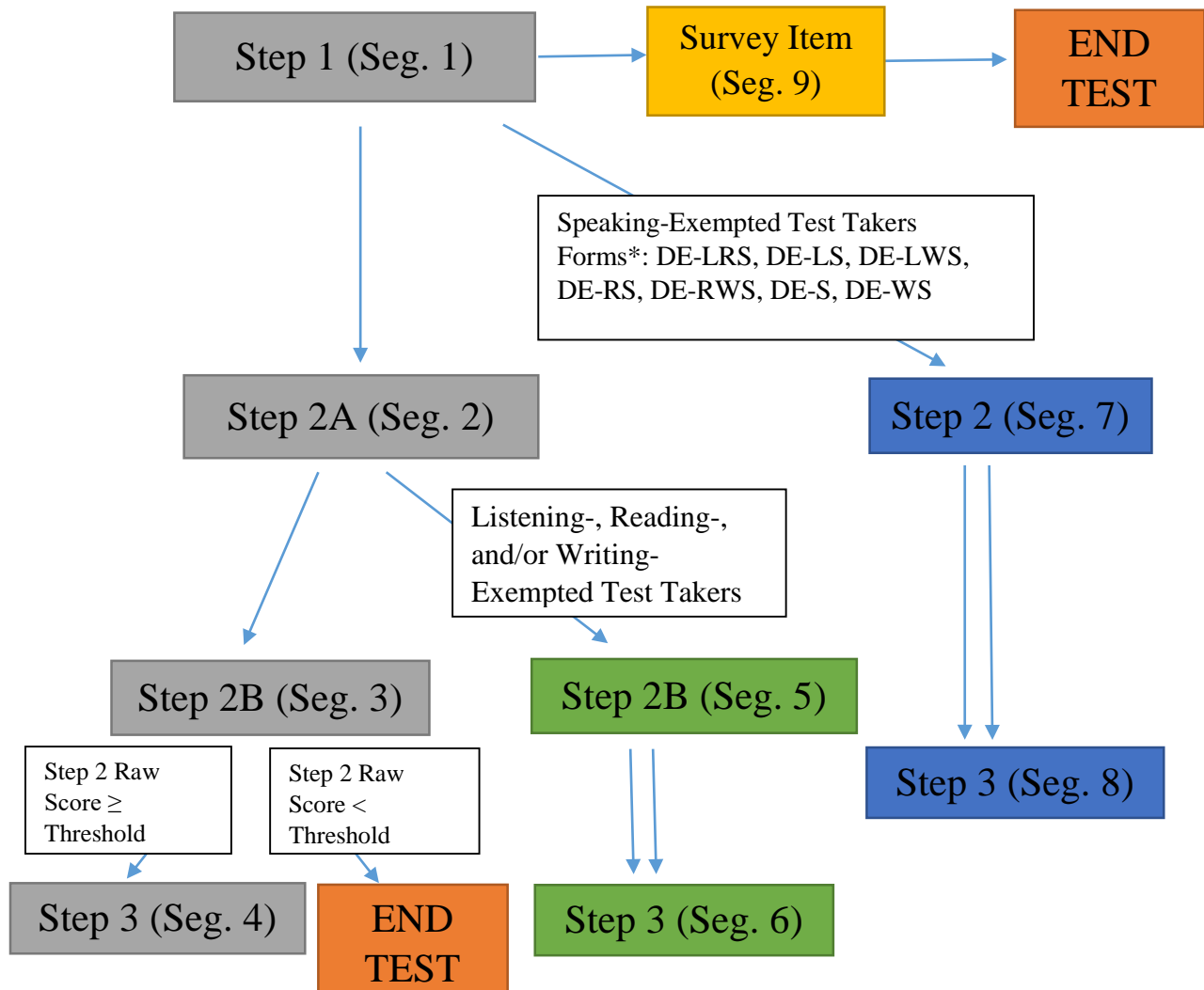
The online form has three steps. Step 1 consists of practice items, while Steps 2 and 3 include operational items. To allow for domain exemptions and because test administrator (TA) input is required (at the end of Step 1 and for the scoring of speaking items in Step 2), the three steps are administered as nine segments, with various possible routes through a subset of those segments, as shown in Figure 1.1. The content of the segments includes the following:

- Segment 1 (Step 1) includes non-scored practice items. At the end of Segment 1, the TA indicates whether the student should proceed to the operational items. If the TA determines that the test should not proceed, the student is directed to Segment 9, and then the test ends. In this case, the student is assigned an overall classification of “Proficiency Not

Demonstrated” and domain performance levels are assigned as “Performance Not Determined.” If the TA indicates the test should proceed, then the student is routed to Segment 2 (Step 2A) unless the student is exempted from the speaking domain, in which case the student is routed to Segment 7 (modified version of Step 2).

- Segment 2 (Step 2A) consists of on-the-fly, scored speaking items. After the student responds to these items, the TA assigns a score to each item. From Segment 2, 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 (modified version of Step 2B).
- 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 summed score meets or exceeds the threshold score, the test is routed to Segment 4 (Step 3) (see Table 1.2 for threshold information).
- Segment 4 (Step 3) includes operational items from all four domains.
- Segment 5 (Step 2B for students who are exempted from the listening, reading, and/or writing domain) consists of machine-scored, operational items from all non-exempted domains. Upon completion of Segment 5, students proceed to Segment 6 (modified version of Step 3), 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 in which their exempted domains are suppressed. Upon completion of Segment 7, students proceed to Segment 8 (modified version of Step 3), 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.

Figure 1.1 2020–2021 ELPA21 Screener Online Test Design



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

Table 1.2 Threshold Step 2 Summed Scores for Proceeding to Step 3 by Grade Band

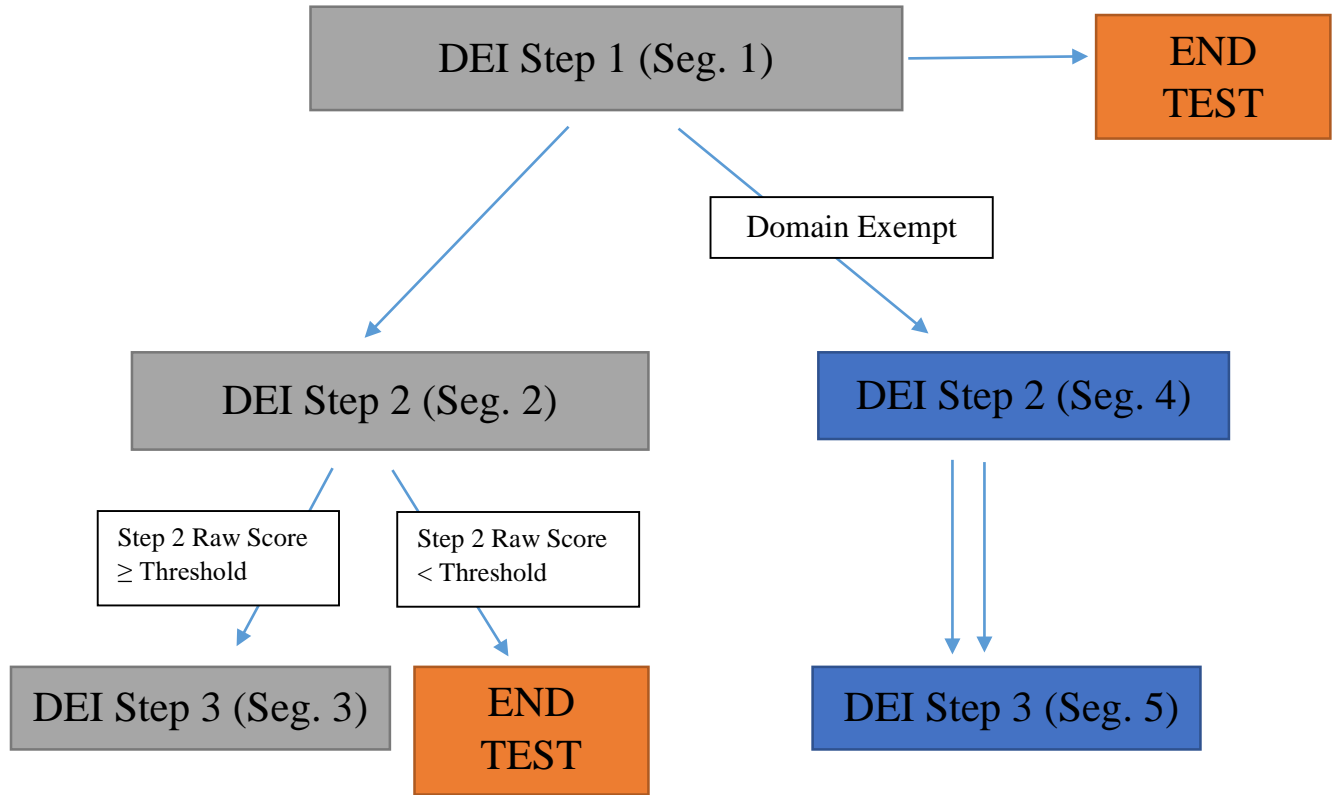
Grade Band	Threshold Score	Step 2 Max Score
Pre-K/K	23	26
1	24	27
2–3	25	28
4–5	26	31
6–8	28	33
9–12	27	30

The paper-pencil form has five segments:

- Segment 1 (Step 1) includes non-scored, practice items. At the end of Segment 1, the TA indicates whether the student should proceed to the operational items. If the TA determines that the test should not proceed, the test ends.
- Segment 2 (Step 2) includes operational items from all four domains. After data entry is completed for Segment 2, a summed score is computed from all the item scores in this segment. If this summed score is below a threshold score, the test ends. If the raw score meets or exceeds the threshold score, the test is routed to Segment 3 (Step 3) (see Table 1.2 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 1.2 displays the test design for the paper-pencil screener test. For the paper-pencil form, after test administration, student responses are entered into the Cambium Assessment, Inc.’s (CAI) Data Entry Interface (DEI) on the state testing portal for all ELPA21 domain tests. Practice test items are not entered in the DEI and are not scored.

Figure 1.2 2020–2021 ELPA21 Screener Paper Test Design



The braille form includes two segments. In 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 the student should not proceed, then the test ends.

The non-domain-exempted form summary of the screener tests is listed in Table 1.3-Table 1.5. Specifically, Table 1.3 includes items from Segments 2–4, Table 1.4 includes Segments 2–3, and Table 1.5 includes Segment 2 items.

Table 1.3 Number of Items and Score Points by Domain and Grade Band—Online Screener

	Grade/Grade Band											
	Pre-K/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	15	18
Reading	9	9	13	13	11	13	21	23	13	13	16	17
Speaking	6	14	6	15	6	14	7	21	9	27	9	27
Writing	10	10	11	11	14	17	9	21	7	23	6	20
Total	38	46	41	50	42	55	47	75	46	81	46	82



Table 1.4 Number of Items and Score Points by Domain and Grade Band—Paper Screener

Domain	Grade/Grade Band											
	Pre-K/K		1		2–3		4–5		6–8		9–12	
	Items	Score Points	Items	Score Points	Items	Score Points	Items	Score Points	Items	Score Points	Items	Score Points
Listening	13	13	11	11	11	11	10	10	17	18	15	18
Reading	9	9	13	13	11	13	21	23	13	13	16	17
Speaking	6	14	6	15	6	14	7	21	9	27	9	27
Writing	10	10	11	11	14	17	9	21	7	23	6	20
Total	38	46	41	50	42	55	47	75	46	81	46	82

Table 1.5 Number of Items and Score Points by Domain and Grade Band—Braille Screener

Domain	Grade/Grade Band											
	Pre-K/K		1		2–3		4–5		6–8		9–12	
	Items	Score Points	Items	Score Points	Items	Score Points	Items	Score Points	Items	Score Points	Items	Score Points
Listening	9	9	9	9	10	10	11	11	11	12	10	13
Reading	11	11	9	9	8	10	13	15	11	11	12	13
Speaking	6	14	6	16	6	16	8	29	8	25	8	25
Writing	8	8	8	8	10	13	9	21	7	23	8	26
Total	34	42	32	42	34	49	41	76	37	71	38	77

## 1.3 TEST ADMINISTRATION MANUAL

### 1.3.1 Directions for Administration

For the 2020–2021 administration, a Test Administration Manual (TAM) was developed for each state. The TAM guides TAs in test administration.

The TAM for the screener tests usually includes the following key points:

- Overview of the ELPA21 Screener
- TA qualifications
- Preliminary planning
- Materials required
- Administrative considerations
- Student preparation/guidance in Step 1
- Administrative guidance in Step 2 and Step 3
- Test security instructions in each of the three steps
- Contact information for user support

### 1.3.2 Training/Practice Tests

To help TAs and students familiarize themselves with the online registration and test delivery systems, training or practice tests (Step 1 in screener tests) are provided before and during the testing windows. Training/practice tests can be accessed through a non-secure browser or a secure browser. For screener assessments, the tests become secure automatically when students proceed to Step 2.

The training/practice tests have two components: one for TAs to create and manage the training/practice test sessions and a 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 the test (adjusting the audio sound, checking the microphone for recording speaking responses, and reviewing test instructions);
- taking the test; and
- submitting the test.

## 1.4 BUSINESS SCORING RULES FOR THE SCREENER ASSESSMENT

Business rules and instructions applied to the 2020–2021 screener assessment include the following:

1. All pending and expired test records in Step 2 should be scored. Exception: Expired tests in Washington are not scored due to an existing state rule.
2. 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.
3. If a 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 0.
4. If a student has a domain exemption for a domain, the domain is reported as exempt if it is not attempted.

- a. For online tests, any domain exemptions must be entered in the Test Information Distribution Engine (TIDE) prior to the student starting the test. Students taking the online screener will be presented with items in non-exempt domains only.
  - b. For paper-pencil tests, TAs are told which items to not 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 in the DEI, the domain will be scored as though the student was not exempt.
5. ELPA21 states make the decision of whether to use the pre-K test on an individual basis.
  6. For the Ohio screener administration, handscored items are scored by local TAs.
  7. Tests in which the TA indicates that the student will not continue after the Step 1 practice items will be scored as follows:
  8. Each domain will be scored 0. The score of 0 will receive a label of “Performance Not Determined.”
  9. Proficiency status will be scored as “D” and reported as “Proficiency Not Demonstrated.”

## **Chapter 2. 2020-2021 Summary**

The 2020–2021 screener results are presented in this chapter and in Sections 16–22 of the appendix. The figures and tables included in each section are listed below:

- Section 16. Screener—Student Participation
  - Table S16.1 displays the number and percentage of students in each test mode of braille, paper-pencil, and online in each grade (pre-K–12) and across the state.
  - Table S16.2 lists the number and percentage of students taking each test by subgroup, including grade, gender, ethnicity, primary disabilities, and other groups such as migrant, special education (SPED), Title I, or Section 504 Plan. Subgroups can vary across states. The pooled analysis includes the summary by gender and ethnicity.
- Section 17. Screener Assessment—Raw Score Summary
  - Tables S17.1–S17.14 present the number of students, minimum, maximum, average, and standard deviation of domain raw scores across the state and by each performance level in each grade. Tables S17.1–S17.14 also present the number of students, minimum, maximum, average, and standard deviation of the overall raw scores across the state and by each proficiency level in each grade.
  - Note that the 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. This is important in interpreting the raw score statistics in the Appendices. For the screener, we also have to consider whether a student advanced to Step 3 when interpreting raw scores.
- Section 18 Screener Assessment—Raw Score Distributions
  - Figures S18.1–S18.65 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 19. Screener Assessment—Scale Score Summary
  - Tables S19.1–S19.14 present the number of students, the minimum, average, maximum, and standard deviation of domain, overall and comprehension scores across the state (or states, in the case of the pooled analysis), and by subgroups in each grade of pre-K–12. Subgroups can vary across the states. The pooled analysis includes the summary by gender and ethnicity.
  - Table S19.15 summarizes the number and percentage of students who were marked “non-attempt” or “exempt” in each domain and grade.
- Section 20. Screener Assessment—Percentage of Students by Domain Performance Level

- Figure S20.1 shows the percentage of students in each performance level in each domain test across grades in the state (or states, in the case of the pooled analysis).
- Tables S20.1–S20.14 present the total number of students taking each domain test and the percentage of students in each performance level by domain test across the state (or states, in the case of the pooled analysis) and by subgroups.
- Section 21. Screener Assessment—Percentage of Students by Overall Proficiency Level
  - Figure S21.1 shows the percentage of students in each overall proficiency category across grades in the state (or states, in the case of the pooled analysis).
  - Tables S21.1–S21.14 present the total number of students who are categorized in each of the overall proficiency categories: Emerging, Progressing, Proficient, and Proficiency Not Demonstrated by subgroups.
- Section 22. Screener Assessment—Testing Time
  - Table S22.1 shows the testing time by end step in each grade/grade band.

## **2.1 2020–2021 STUDENT PARTICIPATION**

Due to the COVID-19 pandemic, not all eligible students completed the assessments during the 2020–2021 administration. Section S16.2 of the Appendix shows student participation by subgroups. For the pooled analysis from K–12, the number of students tested decreases as the grade level increases. There were more male students (47.7%–50.9%) than female students (44.9%–48.9%) tested. In each test, the greatest number of participating students were in the group of Hispanic or Latino (43.7%–71.4%), followed by Asian students (10.3%–19.3%), and White students (4.5%–11.6%).

Table 2.1 shows the overall student participation for each state. There were 53,644 students in total who took the 2020–2021 screener tests. Washington had the most students, followed by Ohio. Most students were from pre-K and kindergarten.

Table 2.2 presents the frequencies of students who took summative tests, screener tests, and both summative and screener tests. It shows that kindergarten students had the highest percentage of students taking both the screener and the summative tests in the 2020–2021 school year.

Section S16.1 of the Appendix presents student participation in each mode. In the seven ELPA21 states combined, the most frequent mode of administration was online (99.94%), followed by paper (0.06%) and braille (<0.01%).

Section S16.2 of the Appendix shows student participation by subgroups. For the pooled analysis from K–12, the number of students tested decreases as the grade level increases. There were more male students (47.7%–50.9%) than female students (44.9%–48.9%) tested. In each test, the greatest number of participating students were in the group of Hispanic or Latino (43.7%–71.4%), followed by Asian students (10.3%–19.3%), and White students (4.5%–11.6%).

Table 2.6 Number of Students Who Participated in ELPA21 Screener in 2019–2020 and 2020–2021 by State and Grade

Grade	Arkansas	Arkansas	low a	low a	Louisiana	Louisiana	Nebraska	Nebraska	Ohio	Ohio	Washingto	Washingto	West	West	Total	Total	Total										
	2020-21	2019-20	2020-21	2019-20	2020-21	2019-20	2020-21	2019-20	2020-21	2019-20	n	n	Virginia	Virginia	2020-21	2019-20	2020-21	2019-20	Two Year N Diff								
Pre-K	≥3870	≥2150	≥4780	≥3100	≥3760	≥1920	≥3260	≥2710												≥10	≥160	≥180	≥15860	≥10090	≥5760		
K	≥1260	≥1320	≥240	≥170	≥300	≥200	≥140	≥60	≥8150	≥9960	≥8630	≥14310	≥70	≥50	≥18820	≥26100										≥-7280	
1	≥390	≥540	≥360	≥430	≥470	≥810	≥220	≥310	≥990	≥1610	≥650	≥1970	≥50	≥60	≥3160	≥5760										≥-2610	
2	≥340	≥440	≥270	≥380	≥300	≥630	≥170	≥210	≥680	≥1240	≥410	≥1420	≥40	≥40	≥2230	≥4390										≥-2170	
3	≥290	≥390	≥250	≥370	≥290	≥580	≥190	≥180	≥610	≥1080	≥340	≥1300	≥30	≥80	≥2030	≥4010										≥-1990	
4	≥270	≥310	≥230	≥360	≥210	≥540	≥140	≥210	≥490	≥930	≥320	≥1200	≥30	≥80	≥1720	≥3650										≥-1940	
5	≥250	≥380	≥210	≥280	≥220	≥480	≥120	≥150	≥380	≥930	≥270	≥1100	≥30	≥70	≥1500	≥3410										≥-1910	
6	≥240	≥320	≥200	≥280	≥190	≥490	≥70	≥90	≥400	≥780	≥240	≥1130	≥20	≥40	≥1380	≥3150										≥-1770	
7	≥260	≥340	≥160	≥250	≥160	≥480	≥80	≥90	≥370	≥830	≥210	≥1060	≥30	≥120	≥1300	≥3200										≥-1900	
8	≥230	≥310	≥150	≥260	≥160	≥440	≥60	≥90	≥330	≥680	≥210	≥980	≥20	≥30	≥1180	≥2810										≥-1630	
9	≥300	≥430	≥300	≥530	≥280	≥940	≥150	≥220	≥470	≥1300	≥290	≥1600	≥20	≥60	≥1850	≥5100										≥-3260	
10	≥260	≥450	≥170	≥270	≥110	≥240	≥70	≥90	≥310	≥680	≥220	≥1140	≥20	≥70	≥1190	≥2960										≥-1770	
11	≥190	≥440	≥130	≥160	≥60	≥140	≥40	≥50	≥220	≥410	≥180	≥1110	≥20	≥50	≥860	≥2390										≥-1540	
12	≥90	≥240	≥50	≥110	≥20	≥60	≥30	≥40	≥150	≥250	≥130	≥870	≥10	≥30	≥510	≥1620										≥-1110	
Total	≥8310	≥8130	≥7570	≥7010	≥6610	≥8010	≥4790	≥4540	≥13600	≥20720	≥12160	≥29250	≥580	≥1020	≥53640	≥78710											≥-25070

Table 2.7 Number of Students Participating in 2020–2021 ELPA21 Summative, Screener Tests, and Both; by State and Grade Band

State	Grade/Grade Band	N Summative	N Screener	N Both
Arkansas	Pre-K and K	≥4,190	≥5,140	≥3,900
	1	≥4,480	≥390	≥290
	2–3	≥7,220	≥630	≥430
	4–5	≥5,750	≥530	≥320
	6–8	≥7,550	≥730	≥470
	9–12	≥9,060	≥870	≥600
Iowa	Pre-K and K	≥4,410	≥5,030	≥3,940
	1	≥3,960	≥360	≥260
	2–3	≥5,760	≥520	≥350
	4–5	≥4,180	≥450	≥270
	6–8	≥5,490	≥510	≥330
	9–12	≥6,820	≥670	≥430
Louisiana	Pre-K and K	≥3,240	≥4,060	≥2,910
	1	≥3,390	≥470	≥380
	2–3	≥5,580	≥600	≥410
	4–5	≥4,080	≥430	≥290
	6–8	≥4,950	≥520	≥400
	9–12	≥5,260	≥500	≥340
Nebraska	Pre-K and K	≥3,670	≥3,410	≥2,690
	1	≥3,420	≥220	≥150
	2–3	≥4,650	≥360	≥220
	4–5	≥2,790	≥260	≥120
	6–8	≥2,910	≥220	≥120
	9–12	≥3,590	≥300	≥160
Ohio	K	≥8,990	≥8,150	≥7,130
	1	≥8,940	≥990	≥720
	2–3	≥12,720	≥1,290	≥890
	4–5	≥8,240	≥880	≥500
	6–8	≥9,270	≥1,110	≥690
	9–12	≥11,300	≥1,160	≥780
Washington	K	≥12,040	≥8,630	≥6,590
	1	≥12,650	≥650	≥410
	2–3	≥20,930	≥750	≥420
	4–5	≥15,650	≥590	≥300
	6–8	≥17,350	≥680	≥340
	9–12	≥15,810	≥830	≥390
West Virginia	Pre-K and K	≥200	≥240	≥190
	1	≥190	≥50	≥30
	2–3	≥320	≥70	≥40



State	Grade/Grade Band	N Summative	N Screener	N Both
	4–5	≥230	≥60	≥20
	6–8	≥310	≥70	≥30
	9–12	≥400	≥80	≥50

## **2.2 2020–2021 STUDENT SCALE SCORE AND PERFORMANCE-LEVEL SUMMARY**

Table 2.3-Table 2.5 show the domain, comprehension, and overall scale score summary by grade level. The ELPA21 tests are not vertically linked across all grades. Scale scores can be compared only for tests or students within a grade band (grades 2–3, 4–5, 6–8, and 9–12). Scale score summary by subgroup for each grade is also presented in Section 19 of the Appendix.

Table 2.6 and Table 2.7 present the number and percentage of students by grade and performance level in each domain test. The results indicate that performance level 1 is the most frequent level achieved in speaking and writing in grades pre-K–10, in reading in grades 1–10, and in speaking in grades 7–10. Reading and writing follow a similar pattern; the percentage of students in level 1 decrease from pre-K to grade 6 (with slight increase in grade 1), then slightly increase to grade 9 and decrease in the remaining grades. For listening, the percentage of students who reach level 1 decreases from pre-K to grade 3 (with slight increase in grade 1), then increases until grade 9 (with slight decrease in grade 6), and then decreases afterwards. Disaggregated results by gender and ethnicity are provided in Section 20 of the Appendix.

Table 2.8 and Figure S21.1 in the Appendix present the percentage of students achieving each overall proficiency category, by grade. The results show that the majority of students have achieved the Emerging or Progressing category. The percentages of students who are proficient increase from grades pre-K to kindergarten, consistently decrease from grade 1 to grade 5, and slightly increase to grade 7, and then decrease to grade 9, and go up afterwards. The percentages of students in the Emerging category are relatively stable until grade 6, increase from grade 6 to grade 9, and then consistently decrease above grade 9. Section 21 of the Appendix displays the overall proficiency category for each grade by gender and ethnicity.

Table 2.8 Scale Score Summary by Grade—Listening and Reading\*

Grade	Listening					Reading				
	N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Pre-K</b>	≥15,290	314	517.4	714	61.4	≥15,300	318	514.0	708	61.1
<b>K</b>	≥18,340	314	528.9	714	67.6	≥18,330	318	525.7	708	67.1
<b>1</b>	≥3,040	288	512.3	678	81.9	≥3,040	286	488.1	704	89.9
<b>2</b>	≥2,160	286	492.8	710	81.2	≥2,160	278	478.9	734	89.2
<b>3</b>	≥1,960	286	516.2	710	91.3	≥1,960	278	509.0	734	102.2
<b>4</b>	≥1,630	270	493.1	778	102.8	≥1,630	270	494.4	795	104.2
<b>5</b>	≥1,440	270	518.4	778	113.3	≥1,440	270	523.2	795	112.2
<b>6</b>	≥1,260	279	509.1	738	96.9	≥1,260	296	512.3	733	96.1
<b>7</b>	≥1,200	279	513.6	738	101.3	≥1,200	296	520.6	733	99.0
<b>8</b>	≥1,070	279	505.6	738	108.0	≥1,070	296	513.1	733	105.6
<b>9</b>	≥1,600	297	499.2	731	108.2	≥1,600	309	501.9	733	104.6
<b>10</b>	≥1,080	297	513.3	731	100.6	≥1,080	309	517.0	733	96.9
<b>11</b>	≥800	297	541.5	731	96.9	≥800	309	544.9	733	94.0
<b>12</b>	≥480	297	549.4	731	97.0	≥470	309	551.8	733	94.7

\* Domains with Exemption or Not Attempted are excluded.

\* Scale scores cannot be compared across grade bands.

Table 2.9 Scale Score Summary by Grade—Speaking and Writing\*

Grade	Speaking					Writing				
	N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
Pre-K	≥15,290	339	506.9	711	77.9	≥15,300	347	480.5	684	56.1
K	≥18,330	339	518.7	711	82.7	≥18,330	334	495.0	684	65.8
1	≥3,040	310	493.6	669	86.5	≥3,040	283	483.7	698	90.3
2	≥2,160	292	476.6	703	95.3	≥2,160	276	474.4	737	90.9
3	≥1,960	292	499.1	703	107.1	≥1,960	276	506.3	737	104.1
4	≥1,630	270	502.7	786	125.3	≥1,630	268	491.9	797	108.5
5	≥1,440	270	525.0	786	131.4	≥1,440	268	522.4	797	116.3
6	≥1,260	296	515.6	732	107.0	≥1,260	281	506.2	741	99.0
7	≥1,200	296	518.6	732	108.0	≥1,200	281	512.8	741	101.7
8	≥1,070	296	505.6	732	116.0	≥1,070	281	506.1	741	108.3
9	≥1,600	332	509.9	722	107.1	≥1,600	315	502.0	732	101.2
10	≥1,080	332	524.9	722	97.9	≥1,080	315	514.5	732	93.9
11	≥800	332	550.5	722	93.6	≥800	315	539.6	732	91.0
12	≥480	330	560.5	722	88.7	≥480	315	547.9	732	93.3

\* Domains with Exemption or Not Attempted are excluded.

\* Scale scores cannot be compared across grade bands.

Table 2.10 Scale Score Summary by Grade—Comprehension and Overall\*

Grade	Comprehension					Overall				
	N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Pre-K</b>	≥15,300	3978	5356.0	6375	468.3	≥15,300	3646	5106.8	6763	481.3
<b>K</b>	≥18,340	3936	5426.0	6375	489.9	≥18,340	3646	5209.7	6763	537.9
<b>1</b>	≥3,040	3785	5203.8	6387	586.6	≥3,040	3364	5039.8	6629	684.8
<b>2</b>	≥2,160	3756	5098.5	6439	615.4	≥2,160	3326	4926.6	6880	707.3
<b>3</b>	≥1,960	3756	5269.4	6439	677.8	≥1,960	3326	5147.3	6880	810.1
<b>4</b>	≥1,630	3649	5092.2	6700	681.1	≥1,630	3237	5058.2	7401	881.2
<b>5</b>	≥1,440	3649	5261.0	6700	743.9	≥1,440	3237	5273.6	7401	944.6
<b>6</b>	≥1,260	3803	5226.2	6476	665.9	≥1,260	3388	5183.1	6974	790.9
<b>7</b>	≥1,200	3803	5279.2	6476	703.0	≥1,200	3388	5228.6	6974	812.5
<b>8</b>	≥1,070	3803	5223.2	6476	745.3	≥1,070	3388	5155.4	6974	870.0
<b>9</b>	≥1,600	3787	5144.2	6524	757.6	≥1,600	3605	5125.6	6923	834.3
<b>10</b>	≥1,080	3787	5254.9	6524	719.8	≥1,080	3605	5240.5	6923	766.7
<b>11</b>	≥800	3787	5463.3	6524	698.2	≥800	3605	5455.4	6923	737.7
<b>12</b>	≥480	3787	5499.2	6524	688.4	≥480	3605	5520.6	6923	731.1

\* Scale scores cannot be compared across grade bands.

Table 2.11 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>Pre-K</b>	≥15,850	3.5	19.2	18.0	55.3	2.0	2.1	≥15,850	3.5	23.2	21.3	45.6	3.6	2.9
<b>K</b>	≥18,810	2.5	17.0	15.3	56.3	3.6	5.3	≥18,810	2.5	20.1	19.0	46.4	5.2	6.8
<b>1</b>	≥3,140	3.2	18.6	7.9	40.2	12.7	17.3	≥3,140	3.2	50.8	13.2	15.7	7.5	9.6
<b>2</b>	≥2,230	3.1	17.6	9.5	29.8	21.2	18.8	≥2,230	3.1	44.4	10.1	23.5	7.5	11.5
<b>3</b>	≥2,010	2.8	16.3	10.6	26.4	22.4	21.6	≥2,010	2.8	42.2	16.1	19.9	9.5	9.6
<b>4</b>	≥1,710	4.2	20.9	7.8	15.7	25.9	25.4	≥1,710	4.2	35.5	10.4	20.3	12.0	17.5
<b>5</b>	≥1,490	3.7	22.9	7.4	9.2	24.7	32.2	≥1,490	3.7	33.0	12.4	19.4	10.8	20.7
<b>6</b>	≥1,370	8.2	20.0	7.3	12.2	22.0	30.4	≥1,370	8.2	31.7	7.8	22.0	11.9	18.4
<b>7</b>	≥1,290	7.1	25.8	8.9	20.6	15.9	21.6	≥1,290	7.1	35.5	13.3	24.0	8.4	11.8
<b>8</b>	≥1,170	8.9	30.4	10.0	17.3	15.0	18.3	≥1,170	8.9	41.1	11.5	26.7	6.8	5.0
<b>9</b>	≥1,830	12.9	34.1	8.3	18.5	9.9	16.3	≥1,830	12.9	41.3	12.8	20.6	6.4	5.9
<b>10</b>	≥1,170	7.5	30.4	9.0	22.1	11.6	19.5	≥1,170	7.5	38.4	13.6	26.6	7.8	6.1
<b>11</b>	≥850	5.4	20.3	10.0	22.7	14.6	27.0	≥850	5.4	27.6	15.2	31.4	9.8	10.7
<b>12</b>	≥500	4.6	17.3	9.7	23.5	15.5	29.4	≥500	4.6	24.5	16.5	30.7	11.0	12.7
<b>Total</b>	≥53,490	5.2	20.8	9.4	24.9	14.7	19.3	≥53,490	5.2	32.7	13.0	25.1	8.1	10.3

\* Level 0: Performance Not Determined.

\* Domains with Exemption or Not Attempted are excluded.

Table 2.12 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>Pre-K</b>	≥15,850	3.5	37.2	20.8	25.1	9.9	3.5	≥15,850	3.5	63.3	25.7	6.1	1.0	0.5
<b>K</b>	≥18,810	2.5	33.2	20.8	25.2	10.5	7.8	≥18,810	2.5	56.1	27.3	10.0	2.6	1.4
<b>1</b>	≥3,140	3.2	58.7	22.6	4.1	4.2	7.1	≥3,140	3.2	59.8	12.4	13.2	4.8	6.6
<b>2</b>	≥2,230	3.1	48.7	18.4	10.0	7.8	11.9	≥2,230	3.1	44.8	14.1	18.6	7.4	12.0
<b>3</b>	≥2,010	2.8	43.6	13.4	12.0	12.8	15.4	≥2,010	2.8	44.9	13.8	18.5	8.1	11.9
<b>4</b>	≥1,710	4.2	32.6	11.0	12.6	11.4	28.2	≥1,710	4.2	32.2	9.8	29.2	8.7	16.0
<b>5</b>	≥1,490	3.7	34.1	9.2	11.9	9.5	31.6	≥1,490	3.7	28.0	9.1	30.1	8.1	21.0
<b>6</b>	≥1,370	8.2	28.6	8.2	20.9	10.9	23.2	≥1,370	8.2	24.8	9.8	27.7	9.7	20.0
<b>7</b>	≥1,290	7.1	30.7	11.2	22.3	8.9	19.9	≥1,290	7.1	33.6	13.4	23.5	8.3	14.1
<b>8</b>	≥1,170	8.9	35.5	11.0	19.5	8.3	16.8	≥1,170	8.9	39.6	10.9	24.6	7.7	8.2
<b>9</b>	≥1,830	12.9	35.9	10.7	18.0	8.2	14.4	≥1,830	12.9	40.8	12.7	18.4	6.1	9.1
<b>10</b>	≥1,170	7.5	30.2	13.0	24.9	8.4	16.1	≥1,170	7.5	37.6	15.0	23.2	7.0	9.9
<b>11</b>	≥850	5.4	22.7	12.3	24.3	11.9	23.4	≥850	5.4	27.4	16.6	27.3	10.3	13.0
<b>12</b>	≥500	4.6	17.5	11.9	28.0	13.7	24.3	≥500	4.6	25.2	16.7	26.4	9.5	17.5
<b>Total</b>	≥53,480	5.2	32.7	13.1	17.5	9.4	16.6	≥53,480	5.2	37.3	14.0	20.0	6.9	11.1

\* Level 0: Performance Not Determined.

\* Domains with Exemption or Not Attempted are excluded.

Table 2.13 Percentage of Students in Each Overall Proficiency Category by Grade

Grade	N	Emerging	Progressing	Proficient	Proficiency Not Demonstrated
Pre-K	≥15,850	32.3	61.5	2.7	3.5
K	≥18,810	28.0	65.8	3.8	2.5
1	≥3,140	26.0	63.2	7.5	3.2
2	≥2,230	26.8	55.5	14.6	3.1
3	≥2,010	26.7	54.3	16.2	2.8
4	≥1,710	28.2	44.9	22.6	4.2
5	≥1,490	29.6	39.9	26.7	3.7
6	≥1,370	26.1	42.3	23.5	8.2
7	≥1,290	32.7	43.1	17.1	7.1
8	≥1,170	38.8	41.4	10.9	8.9
9	≥1,830	40.5	35.8	10.7	12.9
10	≥1,170	35.9	44.8	11.9	7.5
11	≥850	27.4	49.8	17.4	5.4
12	≥500	22.9	51.5	21.1	4.6
Total	≥53,490	30.1	49.6	14.8	5.5

### 2.3 2020–2021 TESTING TIME FOR ONLINE SCREENER TESTS

In the 2020–2021 online screener tests, students who did not have domain exemption were advanced to Segments 2 and 3 (Step 2) and were advanced to Segment 4 (Step 3) if their raw scores met or exceeded the threshold score for Step 2 (Table 1.2). Therefore, students who completed Step 3 took more items than those who stopped at Step 2. Table S22.1 of the Appendix summarizes testing time by end step in each grade and grade band. Students who had any non-attempted or exempted domains or had Proficiency Not Demonstrated are 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 lower-grade tests due to the tests being longer and the items being more complex.



## Chapter 3. Reliability

In the same procedure as the summative assessment described in Chapter 3 in Part I of the *ELPA21 2020–2021 Technical Report*, the reliability for screener tests is assessed using

- marginal standard error of measurement (MSEM)
- marginal reliability
- conditional standard error of measurement (CSEM)
- classification accuracy (CA) and consistency (CC)
- inter-rater analysis

The results for each state are illustrated in the following sections of the Appendix:

- Section 23. Screener Assessment—Marginal Reliability
  - Figure S23.1 shows the ratio of MSEM to the standard deviation of scale scores at the test level, by domain and grade
  - Figure S23.2 presents the marginal reliability for each domain test across grades
- Section 24. Screener Assessment—Conditional Standard Error of Measurement (CSEM)
  - Figures S24.1–S24.14 show the CSEM plots for each domain, overall, and comprehension score. If an ELPA21 test applies to multiple grades, the CSEM plots are broken down by grade. Scores can be computed from tests that end at Step 2 or Step 3. Because students stopping after Step 2 completed a shorter test, it is expected that these students' scores would have a greater error. The CSEM plots use different colors to differentiate the students who ended the test after Step 2 from those who completed Step 3
- Section 25. Screener Assessment—Classification Accuracy and Consistency
  - Figure S25.1 shows the CA for each domain test
  - Figure S25.2 shows the CC for each domain test
  - Figure S25.3 presents the CA and CC for the overall proficiency
- Section 26. Screener Assessment—Inter-Rater Analysis
  - Tables S26.1–S26.7 display the inter-rater analysis result for each handscored item in each grade

### 3.1 MARGINAL STANDARD ERROR OF MEASUREMENT

As described in Part I, the MSEM is a way to examine score reliability. The ratio of MSEM to the standard deviation of scale scores can also indicate the measure errors. The analysis for the ratio is displayed in Figure S23.1 in the Appendix.

### 3.2 MARGINAL RELIABILITY

The marginal reliability for the pooled analysis is presented in Table 3.1 and is plotted in Figure S23.2 in the Appendix. Pre-K and kindergarten have lower marginal reliability than the other grades. Writing has lower marginal reliability at pre-K and grades 9–12, but has higher reliability for grades 3 and 5. Listening has relatively lower reliability than the other domains in grades 1–5. In addition, Section 24 of the Appendix displays CSEM plots by domain and grade.

Table 3.1 Marginal Reliability by Score and Grade\*

Grade	N	Listening	Reading	Speaking	Writing	Comprehension	Overall
Pre-K	≥15,290	.72	.70	.77	.66	.66	.71
K	≥18,330	.75	.72	.79	.72	.67	.75
1	≥3,040	.77	.86	.81	.86	.71	.85
2	≥2,160	.82	.90	.86	.90	.78	.89
3	≥1,960	.83	.91	.88	.92	.79	.91
4	≥1,630	.89	.92	.91	.92	.84	.93
5	≥1,440	.90	.92	.91	.93	.85	.93
6	≥1,260	.90	.90	.91	.90	.86	.92
7	≥1,200	.91	.90	.91	.91	.86	.92
8	≥1,070	.92	.91	.92	.92	.88	.93
9	≥1,600	.93	.92	.91	.89	.90	.92
10	≥1,080	.92	.91	.90	.87	.89	.91
11	≥800	.91	.90	.90	.87	.87	.91
12	≥470	.90	.90	.88	.87	.87	.90

\* Domains with Exemption or Not Attempted are excluded.

### 3.3 CLASSIFICATION ACCURACY AND CONSISTENCY

Table 3.2 presents overall CA and CC by domain and grade. The paper-pencil and braille forms were excluded. CC rates can be lower than CA rates 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 results for each cut score are presented in Table 3.3 and Table 3.4 as well as Figures S25.1–S25.2 in the Appendix. 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 or close to 0.8. In terms of CC, the indices are all above 0.7 in all cut scores and all grades. The reliability indices in the middle school tests are above 0.85 for all domains. Table 3.5 and Figure S25.3 in the Appendix display the CA and CC for overall proficiency categories. The plot shows that all the accuracy and consistency indices are above 0.79. The accuracy indices for between Emerging and Progressing are lower than those for between

Progressing and Proficient in pre-K to grade 2 and are comparable with those for between Progressing and Proficient in the other grades.

Table 3.2 Overall Classification Accuracy and Consistency for Domain Performance Levels, by Domain and Grade\*

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

\* Domains with Exemption or Not Attempted are excluded.

Table 3.3 Classification Accuracy for Each Cut Score 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
Pre-K	.90	.83	.93	.97	.87	.81	.89	.95	.87	.85	.89	.93	.80	.93	.99	.99
K	.91	.85	.92	.95	.88	.83	.88	.93	.87	.85	.88	.92	.81	.92	.97	.97
1	.92	.88	.85	.89	.89	.91	.94	.95	.84	.89	.91	.94	.92	.93	.94	.95
2	.92	.91	.86	.89	.92	.92	.93	.95	.88	.87	.89	.93	.91	.92	.94	.96
3	.93	.93	.87	.88	.93	.91	.92	.94	.91	.89	.89	.90	.93	.93	.93	.94
4	.94	.94	.90	.89	.93	.93	.92	.94	.93	.91	.90	.91	.94	.93	.92	.94
5	.95	.94	.92	.90	.94	.94	.93	.93	.94	.92	.91	.90	.95	.94	.93	.93
6	.95	.96	.93	.90	.95	.94	.91	.92	.95	.91	.90	.91	.93	.94	.92	.92
7	.95	.95	.90	.90	.95	.93	.91	.92	.94	.91	.91	.92	.94	.92	.92	.93
8	.95	.96	.91	.91	.95	.94	.92	.94	.95	.92	.92	.93	.95	.94	.92	.94
9	.95	.95	.93	.93	.95	.93	.94	.95	.94	.94	.91	.93	.92	.92	.94	.94
10	.94	.94	.92	.92	.94	.93	.93	.94	.93	.92	.90	.92	.91	.91	.93	.94
11	.95	.95	.91	.90	.94	.92	.91	.92	.94	.93	.88	.89	.92	.90	.91	.92
12	.95	.94	.92	.90	.94	.92	.90	.91	.95	.92	.87	.89	.91	.90	.91	.91

\* Domains with Exemption or Not Attempted are excluded.

\* Cuts 1 to 4 fall between performance levels 1 and 2, 2 and 3, 3 and 4, 4 and 5, respectively.

Table 3.4 Classification Consistency for Each Cut Score 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
Pre-K	.85	.76	.90	.95	.81	.74	.85	.92	.81	.79	.85	.89	.73	.90	.98	.99
K	.87	.78	.87	.93	.83	.76	.83	.90	.82	.79	.84	.88	.74	.88	.96	.97
1	.88	.83	.79	.84	.85	.88	.91	.93	.79	.84	.87	.91	.88	.90	.92	.93
2	.89	.87	.80	.85	.88	.88	.90	.93	.84	.83	.85	.89	.87	.89	.92	.94
3	.90	.90	.82	.83	.90	.88	.89	.91	.87	.84	.84	.87	.90	.90	.90	.92
4	.92	.91	.86	.85	.91	.90	.89	.91	.90	.87	.86	.87	.92	.90	.89	.92
5	.92	.92	.89	.86	.92	.91	.90	.89	.91	.89	.87	.86	.92	.92	.90	.90
6	.92	.93	.90	.86	.92	.91	.88	.89	.92	.88	.85	.87	.90	.91	.89	.89
7	.93	.93	.87	.86	.92	.89	.88	.90	.92	.87	.87	.89	.91	.89	.89	.90
8	.93	.94	.88	.87	.93	.91	.89	.92	.92	.89	.88	.90	.93	.91	.89	.91
9	.93	.93	.90	.91	.92	.91	.92	.93	.91	.91	.88	.90	.88	.89	.91	.92
10	.92	.92	.89	.89	.91	.90	.90	.92	.91	.89	.86	.88	.87	.87	.90	.91
11	.93	.92	.88	.86	.92	.89	.87	.89	.92	.90	.83	.85	.88	.86	.87	.89
12	.93	.91	.88	.85	.92	.89	.86	.88	.93	.88	.82	.84	.88	.87	.87	.88

\* Domains with Exemption or Not Attempted are excluded.

\* Cuts 1 to 4 fall between performance levels 1 and 2, 2 and 3, 3 and 4, 4 and 5, respectively.

Table 3.5 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
Pre-K	.84	.86	.98	.79	.82	.97
K	.85	.88	.98	.81	.84	.97
1	.85	.89	.95	.79	.85	.94
2	.87	.92	.95	.82	.89	.93
3	.87	.94	.93	.82	.91	.91
4	.88	.95	.93	.84	.92	.91
5	.88	.95	.92	.84	.94	.90
6	.87	.95	.92	.84	.94	.90
7	.87	.95	.93	.84	.93	.91
8	.89	.95	.94	.86	.93	.92
9	.90	.95	.95	.87	.93	.93
10	.88	.95	.94	.85	.92	.93
11	.86	.94	.92	.83	.93	.90
12	.85	.94	.91	.82	.92	.89

### 3.4 INTER-RATER ANALYSIS

In the 2020–2021 screener tests, two to four handscored items in kindergarten to grade band 4–5 online tests and nine handscored items in each of the middle school (grade band 6–8) and high school (grade band 9–12) online tests had second rater scores. Around 10% of the responses to the handscored items were scored by a second rater. Table 3.6 contains the number of items in each grade or grade band, the ranges of Cohen's Kappa (for items with max score of 1 point) or quadratic weighted Kappa (QWK) (for items with max score of 2 or more points), the percentage of exact matches, the percentage of within one agreement, and the percentage of more than one agreement for the pooled analysis. The weighted Kappa coefficients are all above 0.70, except for one item in grade 1, four items in grade band 6–8, and four items in grade band 9–12. Overall, 63%–92.9% of handscores are consistent (exact agreement) between the first rater and the second rater, and 100% of handscores agreed within one score point.

The inter-rater consistencies are also assessed by item and are summarized in Section 26 of the Appendix.

Table 3.6 Summary of Kappa Coefficients by Grade Band

Grade/Grade Band	Number of Items	Weighted Kappa		% Exact Agreement		% within 1 Agreement		% Not within 1 Agreement	
		Min	Max	Min	Max	Min	Max	Min	Max
<b>Pre-K</b>	2	.819	.932	74.3	87.8	100.0	100.0	0.0	0.0
<b>K</b>	2	.909	.912	84.9	86.7	100.0	100.0	0.0	0.0
<b>1</b>	2	.630	.873	63.9	85.9	100.0	100.0	0.0	0.0
<b>2–3</b>	3	.731	.849	73.9	75.2	100.0	100.0	0.0	0.0
<b>4–5</b>	4	.829	.857	63.1	82.9	100.0	100.0	0.0	0.0
<b>6–8</b>	9	.473	.929	68.9	88.5	100.0	100.0	0.0	0.0
<b>9–12</b>	9	.344	.917	63.0	92.9	100.0	100.0	0.0	0.0

## **Chapter 4. Validity**

Discussions on the test development, form construction, scaling, equating, and standard setting can be found in related documents from ELPA21 (see ELPA21 Scoring Specification: School Year 2019–2020; ELPA21 Standard Setting Technical Report).

Since the items and item parameters in the screener tests are from the item pool for summative tests, and the purpose of the screener is for the prediction of students' English overall proficiency categories. Instead of evaluating the validity aspects as those for the summative tests, we evaluate the relationships between the screener and 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 27–28 in the Appendix:

- Section 27. Correlations Between Summative and Screener Tests
  - Table S27.1 shows the correlations between domain, overall, and comprehension scores.
  - Table S27.2 summarizes the correlations by between domain performance level and overall proficiency categories.
- Section 28. Student Progress from Screener to Summative
  - Figures S28.1–S28.2 display within-year average differences in domain, overall, and comprehension scale score.
  - Figures S28.3–S28.4 present changes domain performance level and overall proficiency.
  - Figures S28.5–S28.10 show scatter plots of scale scores for the screener and summative assessment.
  - Tables S28.1–S28.6 summarize the comparison of scale score summary statistics between domain, overall and comprehension scores.

### **4.1 COMPARISONS OF PERFORMANCE FROM SCREENER TO SUMMATIVE**

Students who took the ELPA21 Screener and were classified as English learners (EL) (Proficiency Not Demonstrated, Emerging, or Progressing) would, in general, be expected to also take the ELPA21 Summative assessment. The test questions on the screener and summative assessments were drawn from the same item pools and assess the same ELP standards adopted by the ELPA21 member states. 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 summative and screener tests was assessed using Pearson correlations. The correlation between the performance levels from both tests was 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 S27.1 and S27.2 in the Appendix.

Table S27.1 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, followed by the grade 1 test; the correlations are above 0.79 in listening, reading, writing, comprehension, and overall scale scores in grades 2 and above. The speaking tests have relatively lower correlations than the other three domains except those taken at the kindergarten and grade 1 levels.

Table S27.2 shows the Gamma correlations between domain performance levels and test proficiency categories. Similar to the correlations between scale scores presented in Table S27.1, kindergarten has the lowest correlations in all domain performance levels and overall proficiency categories. For grade 2 and above, the correlations are about 0.8 except for the speaking domain. In addition, the correlations between overall 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 two ELPA21 tests because they were given to the same students at different times.

Student progress from the time they took screener tests to the time they took summative tests was evaluated by the changes in scale scores and performance levels. The major confounding factor in this result is the measurement error in both assessments. Given the acceptable marginal reliability indices described in 0 of this document, as well as the Part II of the *ELPA21 2020–2021 Technical Report*, we can still see the trend of student progress. Section 28 of the Appendix summarizes the results of progress analysis. Only students who had valid scores on both the screener and summative tests were included in each of the analyses.

Figures S28.1 and S28.2 in the Appendix 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. Figures S28.3 and S28.4 display the percentage of students in each domain performance level and overall proficiency category, respectively. In each pair of bars, the left bar is from the screener test and the right bar is from the corresponding summative test. The plots indicate that more students are in higher domain performance levels and overall proficiency categories in the summative tests than in the screener tests. In addition, Figures S28.5–S28.10 in the Appendix present scatter plots of scale score change from screener to summative assessments for each grade, and Tables S28.1–S28.6 summarize comparisons of scale scores between screener and summative assessments.

## **Chapter 5. Reporting**

A detailed introduction for the Online Reporting System (ORS) can be found in Chapter 5 in Part I of the *ELPA21 2020–2021 Technical Report*. The reporting mockups for the screener tests of each state are included in Section 29 of the Appendix for each state. It is noted that the mockup for score reports is not included in the Appendix for pooled analysis.

## References

- 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.
- Goodman, L. & Kruskal, W. (1954). Measures of association for cross classifications. *Journal of the American Statistical Association*, 49, 732-764.

**TECHNICAL REPORT**  
**PART IV - APPENDIX FOR LOUISIANA**

**English Language Proficiency Assessment for the 21st  
Century -  
Listening, Reading, Speaking, and Writing**

**Grades K-12**

**2020-2021 Administration**

***Submitted to:***  
ELPA21

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

December 2021

## Table of Contents

Section 1: Summative Assessment - Student Participation .....	15
Table S1.1: Students Who Participated in Each Mode of Testing - Summative .....	16
Table S1.2: Student Participation by Subgroups - Summative.....	17
Section 2: Summative Assessment - Raw Score Statistics .....	20
Table S2.1: Summative Raw Score Summary - Kindergarten .....	21
Table S2.2: Summative Raw Score Summary - Grade 1 .....	22
Table S2.3: Summative Raw Score Summary - Grade 2.....	23
Table S2.4: Summative Raw Score Summary - Grade 3.....	24
Table S2.5: Summative Raw Score Summary - Grade 4.....	25
Table S2.6: Summative Raw Score Summary - Grade 5.....	26
Table S2.7: Summative Raw Score Summary - Grade 6.....	27
Table S2.8: Summative Raw Score Summary - Grade 7.....	28
Table S2.9: Summative Raw Score Summary - Grade 8.....	29
Table S2.10: Summative Raw Score Summary - Grade 9.....	30
Table S2.11: Summative Raw Score Summary - Grade 10.....	31
Table S2.12: Summative Raw Score Summary - Grade 11 .....	32
Table S2.13: Summative Raw Score Summary - Grade 12.....	33
Section 3: Summative Assessment - Raw Score Distributions.....	34
Figure S3.1: Summative Raw Score Summary - Kindergarten Listening .....	35
Figure S3.2: Summative Raw Score Summary - Kindergarten Reading.....	36
Figure S3.3: Summative Raw Score Summary - Kindergarten Speaking .....	37
Figure S3.4: Summative Raw Score Summary - Kindergarten Writing.....	38
Figure S3.5: Summative Raw Score Summary - Kindergarten Overall .....	39
Figure S3.6: Summative Raw Score Summary - Grade 1 Listening .....	40
Figure S3.7: Summative Raw Score Summary - Grade 1 Reading .....	41
Figure S3.8: Summative Raw Score Summary - Grade 1 Speaking.....	42
Figure S3.9: Summative Raw Score Summary - Grade 1 Writing.....	43
Figure S3.10: Summative Raw Score Summary - Grade 1 Overall .....	44
Figure S3.11: Summative Raw Score Summary - Grade 2 Listening .....	45
Figure S3.12: Summative Raw Score Summary - Grade 2 Reading .....	46
Figure S3.13: Summative Raw Score Summary - Grade 2 Speaking.....	47
Figure S3.14: Summative Raw Score Summary - Grade 2 Writing.....	48
Figure S3.15: Summative Raw Score Summary - Grade 2 Overall .....	49

Figure S3.16: Summative Raw Score Summary - Grade 3 Listening ..... 50

Figure S3.17: Summative Raw Score Summary - Grade 3 Reading ..... 51

Figure S3.18: Summative Raw Score Summary - Grade 3 Speaking..... 52

Figure S3.19: Summative Raw Score Summary - Grade 3 Writing ..... 53

Figure S3.20: Summative Raw Score Summary - Grade 3 Overall ..... 54

Figure S3.21: Summative Raw Score Summary - Grade 4 Listening ..... 55

Figure S3.22: Summative Raw Score Summary - Grade 4 Reading ..... 56

Figure S3.23: Summative Raw Score Summary - Grade 4 Speaking..... 57

Figure S3.24: Summative Raw Score Summary - Grade 4 Writing ..... 58

Figure S3.25: Summative Raw Score Summary - Grade 4 Overall ..... 59

Figure S3.26: Summative Raw Score Summary - Grade 5 Listening ..... 60

Figure S3.27: Summative Raw Score Summary - Grade 5 Reading ..... 61

Figure S3.28: Summative Raw Score Summary - Grade 5 Speaking..... 62

Figure S3.29: Summative Raw Score Summary - Grade 5 Writing ..... 63

Figure S3.30: Summative Raw Score Summary - Grade 5 Overall ..... 64

Figure S3.31: Summative Raw Score Summary - Grade 6 Listening ..... 65

Figure S3.32: Summative Raw Score Summary - Grade 6 Reading ..... 66

Figure S3.33: Summative Raw Score Summary - Grade 6 Speaking..... 67

Figure S3.34: Summative Raw Score Summary - Grade 6 Writing ..... 68

Figure S3.35: Summative Raw Score Summary - Grade 6 Overall ..... 69

Figure S3.36: Summative Raw Score Summary - Grade 7 Listening ..... 70

Figure S3.37: Summative Raw Score Summary - Grade 7 Reading ..... 71

Figure S3.38: Summative Raw Score Summary - Grade 7 Speaking..... 72

Figure S3.39: Summative Raw Score Summary - Grade 7 Writing ..... 73

Figure S3.40: Summative Raw Score Summary - Grade 7 Overall ..... 74

Figure S3.41: Summative Raw Score Summary - Grade 8 Listening ..... 75

Figure S3.42: Summative Raw Score Summary - Grade 8 Reading ..... 76

Figure S3.43: Summative Raw Score Summary - Grade 8 Speaking..... 77

Figure S3.44: Summative Raw Score Summary - Grade 8 Writing ..... 78

Figure S3.45: Summative Raw Score Summary - Grade 8 Overall ..... 79

Figure S3.46: Summative Raw Score Summary - Grade 9 Listening ..... 80

Figure S3.47: Summative Raw Score Summary - Grade 9 Reading ..... 81

Figure S3.48: Summative Raw Score Summary - Grade 9 Speaking..... 82

Figure S3.49: Summative Raw Score Summary - Grade 9 Writing ..... 83

Figure S3.50: Summative Raw Score Summary - Grade 9 Overall ..... 84

Figure S3.51: Summative Raw Score Summary - Grade 10 Listening ..... 85

Figure S3.52: Summative Raw Score Summary - Grade 10 Reading ..... 86

Figure S3.53: Summative Raw Score Summary - Grade 10 Speaking..... 87

Figure S3.54: Summative Raw Score Summary - Grade 10 Writing ..... 88

Figure S3.55: Summative Raw Score Summary - Grade 10 Overall ..... 89

Figure S3.56: Summative Raw Score Summary - Grade 11 Listening ..... 90

Figure S3.57: Summative Raw Score Summary - Grade 11 Reading ..... 91

Figure S3.58: Summative Raw Score Summary - Grade 11 Speaking..... 92

Figure S3.59: Summative Raw Score Summary - Grade 11 Writing ..... 93

Figure S3.60: Summative Raw Score Summary - Grade 11 Overall ..... 94

Figure S3.61: Summative Raw Score Summary - Grade 12 Listening ..... 95

Figure S3.62: Summative Raw Score Summary - Grade 12 Reading ..... 96

Figure S3.63: Summative Raw Score Summary - Grade 12 Speaking..... 97

Figure S3.64: Summative Raw Score Summary - Grade 12 Writing ..... 98

Figure S3.65: Summative Raw Score Summary - Grade 12 Overall ..... 99

Section 4: Summative Assessment - Scale Score Summary..... 100

Table S4.1: Summative Scale Score Summary by Subgroup - Kindergarten..... 101

Table S4.1: Summative Scale Score Summary by Subgroup - Kindergarten (cont.)..... 103

Table S4.1: Summative Scale Score Summary by Subgroup - Kindergarten (cont.)..... 105

Table S4.2: Summative Scale Score Summary by Subgroup - Grade 1 ..... 107

Table S4.2: Summative Scale Score Summary by Subgroup - Grade 1 (cont.) ..... 109

Table S4.2: Summative Scale Score Summary by Subgroup - Grade 1 (cont.) ..... 111

Table S4.3: Summative Scale Score Summary by Subgroup - Grade 2..... 113

Table S4.3: Summative Scale Score Summary by Subgroup - Grade 2 (cont.) ..... 115

Table S4.3: Summative Scale Score Summary by Subgroup - Grade 2 (cont.) ..... 117

Table S4.4: Summative Scale Score Summary by Subgroup - Grade 3..... 119

Table S4.4: Summative Scale Score Summary by Subgroup - Grade 3 (cont.) ..... 121

Table S4.4: Summative Scale Score Summary by Subgroup - Grade 3 (cont.) ..... 123

Table S4.5: Summative Scale Score Summary by Subgroup - Grade 4..... 125

Table S4.5: Summative Scale Score Summary by Subgroup - Grade 4 (cont.) ..... 127

Table S4.5: Summative Scale Score Summary by Subgroup - Grade 4 (cont.) ..... 129

Table S4.6: Summative Scale Score Summary by Subgroup - Grade 5..... 131

Table S4.6: Summative Scale Score Summary by Subgroup - Grade 5 (cont.) ..... 133

Table S4.6: Summative Scale Score Summary by Subgroup - Grade 5 (cont.) .....	135
Table S4.7: Summative Scale Score Summary by Subgroup - Grade 6.....	137
Table S4.7: Summative Scale Score Summary by Subgroup - Grade 6 (cont.) .....	139
Table S4.7: Summative Scale Score Summary by Subgroup - Grade 6 (cont.) .....	141
Table S4.8: Summative Scale Score Summary by Subgroup - Grade 7.....	143
Table S4.8: Summative Scale Score Summary by Subgroup - Grade 7 (cont.) .....	145
Table S4.8: Summative Scale Score Summary by Subgroup - Grade 7 (cont.) .....	147
Table S4.9: Summative Scale Score Summary by Subgroup - Grade 8.....	149
Table S4.9: Summative Scale Score Summary by Subgroup - Grade 8 (cont.) .....	151
Table S4.9: Summative Scale Score Summary by Subgroup - Grade 8 (cont.) .....	153
Table S4.10: Summative Scale Score Summary by Subgroup - Grade 9.....	155
Table S4.10: Summative Scale Score Summary by Subgroup - Grade 9 (cont.) .....	157
Table S4.10: Summative Scale Score Summary by Subgroup - Grade 9 (cont.) .....	159
Table S4.11: Summative Scale Score Summary by Subgroup - Grade 10.....	161
Table S4.11: Summative Scale Score Summary by Subgroup - Grade 10 (cont.) .....	163
Table S4.11: Summative Scale Score Summary by Subgroup - Grade 10 (cont.) .....	165
Table S4.12: Summative Scale Score Summary by Subgroup - Grade 11.....	167
Table S4.12: Summative Scale Score Summary by Subgroup - Grade 11 (cont.) .....	169
Table S4.12: Summative Scale Score Summary by Subgroup - Grade 11 (cont.) .....	171
Table S4.13: Summative Scale Score Summary by Subgroup - Grade 12.....	173
Table S4.13: Summative Scale Score Summary by Subgroup - Grade 12 (cont.) .....	175
Table S4.13: Summative Scale Score Summary by Subgroup - Grade 12 (cont.) .....	177
Table S4.14: Summative Summary of Domain Exemption and Not Attempted.....	179
Section 5: Summative Assessment - Percentage of Students by Domain Performance Level.....	180
Figure S5.1: Summative Percentage of Students in Performance Levels.....	181
Table S5.1: Summative Performance Level by Domain - Kindergarten.....	182
Table S5.1: Summative Performance Level by Domain - Kindergarten (cont.) .....	184
Table S5.2: Summative Performance Level by Domain - Grade 1 .....	186
Table S5.2: Summative Performance Level by Domain - Grade 1 (cont.).....	188
Table S5.3: Summative Performance Level by Domain - Grade 2 .....	190
Table S5.3: Summative Performance Level by Domain - Grade 2 (cont.).....	192
Table S5.4: Summative Performance Level by Domain - Grade 3 .....	194
Table S5.4: Summative Performance Level by Domain - Grade 3 (cont.).....	196
Table S5.5: Summative Performance Level by Domain - Grade 4 .....	198



Table S5.5: Summative Performance Level by Domain - Grade 4 (cont.).....	200
Table S5.6: Summative Performance Level by Domain - Grade 5 .....	202
Table S5.6: Summative Performance Level by Domain - Grade 5 (cont.).....	204
Table S5.7: Summative Performance Level by Domain - Grade 6 .....	206
Table S5.7: Summative Performance Level by Domain - Grade 6 (cont.).....	208
Table S5.8: Summative Performance Level by Domain - Grade 7 .....	210
Table S5.8: Summative Performance Level by Domain - Grade 7 (cont.).....	212
Table S5.9: Summative Performance Level by Domain - Grade 8 .....	214
Table S5.9: Summative Performance Level by Domain - Grade 8 (cont.).....	216
Table S5.10: Summative Performance Level by Domain - Grade 9 .....	218
Table S5.10: Summative Performance Level by Domain - Grade 9 (cont.).....	220
Table S5.11: Summative Performance Level by Domain - Grade 10 .....	222
Table S5.11: Summative Performance Level by Domain - Grade 10 (cont.).....	224
Table S5.12: Summative Performance Level by Domain - Grade 11 .....	226
Table S5.12: Summative Performance Level by Domain - Grade 11 (cont.).....	228
Table S5.13: Summative Performance Level by Domain - Grade 12 .....	230
Table S5.13: Summative Performance Level by Domain - Grade 12 (cont.).....	232
Section 6: Summative Assessment - Percentage of Students by Overall Proficiency Category .....	234
Figure S6.1: Summative Percentage of Students in Proficiency Categories .....	235
Table S6.1: Summative Overall Proficiency Categories - Kindergarten.....	236
Table S6.2: Summative Overall Proficiency Categories - Grade 1 .....	238
Table S6.3: Summative Overall Proficiency Categories - Grade 2 .....	240
Table S6.4: Summative Overall Proficiency Categories - Grade 3 .....	242
Table S6.5: Summative Overall Proficiency Categories - Grade 4 .....	244
Table S6.6: Summative Overall Proficiency Categories - Grade 5 .....	246
Table S6.7: Summative Overall Proficiency Categories - Grade 6 .....	248
Table S6.8: Summative Overall Proficiency Categories - Grade 7 .....	250
Table S6.9: Summative Overall Proficiency Categories - Grade 8 .....	252
Table S6.10: Summative Overall Proficiency Categories - Grade 9 .....	254
Table S6.11: Summative Overall Proficiency Categories - Grade 10 .....	256
Table S6.12: Summative Overall Proficiency Categories - Grade 11 .....	258
Table S6.13: Summative Overall Proficiency Categories - Grade 12 .....	260
Section 7: Summative Assessment - Testing Time.....	262
Table S7.1: Summative Testing Time .....	263

Section 8: Summative Assessment - Cronbach Alpha.....	264
Figure S8.1: Summative Cronbach Alpha by Test by Domain .....	265
Section 9: Summative Assessment - Marginal Reliability .....	266
Figure S9.1: Summative Ratio of Marginal Standard Error of Measurement to Standard Deviation of Estimated Scale Scores by Grade and Domain.....	267
Figure S9.2: Summative Marginal Reliability by Domain and by Grade.....	268
Figure S9.3: Summative Marginal Reliability by Gender, Domain and by Grade.....	269
Figure S9.4: Summative Marginal Reliability by Ethnicity, Domain and by Grade.....	270
Figure S9.5: Summative Marginal Reliability by Primary Disability, Domain and by Grade.....	271
Section 10: Summative Assessment - Conditional Standard Error of Measurement (CSEM).....	272
Figure S10.1: Summative Conditional Standard Error of Measurement for Kindergarten .....	273
Figure S10.2: Summative Conditional Standard Error of Measurement for Grade 1 .....	274
Figure S10.3: Summative Conditional Standard Error of Measurement for Grade 2 .....	275
Figure S10.4: Summative Conditional Standard Error of Measurement for Grade 3 .....	276
Figure S10.5: Summative Conditional Standard Error of Measurement for Grade 4 .....	277
Figure S10.6: Summative Conditional Standard Error of Measurement for Grade 5 .....	278
Figure S10.7: Summative Conditional Standard Error of Measurement for Grade 6 .....	279
Figure S10.8: Summative Conditional Standard Error of Measurement for Grade 7 .....	280
Figure S10.9: Summative Conditional Standard Error of Measurement for Grade 8 .....	281
Figure S10.10: Summative Conditional Standard Error of Measurement for Grade 9 .....	282
Figure S10.11: Summative Conditional Standard Error of Measurement for Grade 10 .....	283
Figure S10.12: Summative Conditional Standard Error of Measurement for Grade 11 .....	284
Figure S10.13: Summative Conditional Standard Error of Measurement for Grade 12 .....	285
Section 11: Summative Assessment - Classification Accuracy and Consistency .....	286
Figure S11.1: Summative Domain Level Classification Accuracy .....	287
Figure S11.2: Summative Domain Level Classification Consistency .....	288
Figure S11.3: Summative Overall Proficiency Classification .....	289
Section 12: Summative Assessment - Inter-Rater Analysis .....	290
Table S12.1: Summative Inter-Rater Result - Kindergarten.....	291
Table S12.2: Summative Inter-Rater Result - Grade 1 .....	292
Table S12.3: Summative Inter-Rater Result - Grade Band 2-3 .....	293
Table S12.4: Summative Inter-Rater Result - Grade Band 4-5 .....	294
Table S12.5: Summative Inter-Rater Result - Grade Band 6-8 .....	295
Table S12.6: Summative Inter-Rater Result - Grade Band 9-12 .....	296
Section 13: Summative Assessment - Dimensionality .....	297

Figure S13.1: Summative Validity - Dimensionality for Kindergarten..... 298

Figure S13.2: Summative Validity - Dimensionality for Grade 1 ..... 299

Figure S13.3: Summative Validity - Dimensionality for Grade Band 2-3 ..... 300

Figure S13.4: Summative Validity - Dimensionality for Grade Band 4-5 ..... 301

Figure S13.5: Summative Validity - Dimensionality for Grade Band 6-8 ..... 302

Figure S13.6: Summative Validity - Dimensionality for Grade Band 9-12 ..... 303

Section 14: Summative Assessment - Ability vs. Difficulty ..... 304

Figure S14.1: Summative Validity - Ability vs. Difficulty for Kindergarten..... 305

Figure S14.2: Summative Validity - Ability vs. Difficulty for Grade 1 ..... 306

Figure S14.3: Summative Validity - Ability vs. Difficulty for Grade Band 2-3 ..... 307

Figure S14.4: Summative Validity - Ability vs. Difficulty for Grade Band 4-5 ..... 308

Figure S14.5: Summative Validity - Ability vs. Difficulty for Grade Band 6-8 ..... 309

Figure S14.6: Summative Validity - Ability vs. Difficulty for Grade Band 9-12 ..... 310

Section 15: Summative Assessment - Mock Ups for Reporting..... 311

Table S15.1: Types of Subgroups..... 312

Figure S15.1: Summative ORS Page for State Overall Performance..... 314

Figure S15.2: Summative ORS Page for District Overall Performance..... 315

Figure S15.3: Summative ORS Page for District Domain Performance ..... 316

Figure S15.4: Summative ORS Page for Student Report ..... 317

Figure S15.5: Summative ORS Page for Subgroups ..... 318

Figure S15.6: Summative Mock-Up for Family Report ..... 319

Section 16: Screener Assessment - Student Participation..... 320

Table S16.1: Students Who Participated in Each Mode of Testing..... 321

Table S16.2: Student Participation by Subgroups ..... 322

Section 17: Screener Assessment - Raw Score Statistics ..... 325

Table S17.1: Screener Raw Score Summary - Pre-Kindergarten..... 326

Table S17.2: Screener Raw Score Summary - Kindergarten..... 327

Table S17.3: Screener Raw Score Summary - Grade 1 ..... 328

Table S17.4: Screener Raw Score Summary - Grade 2 ..... 329

Table S17.5: Screener Raw Score Summary - Grade 3 ..... 330

Table S17.6: Screener Raw Score Summary - Grade 4..... 331

Table S17.7: Screener Raw Score Summary - Grade 5..... 332

Table S17.8: Screener Raw Score Summary - Grade 6..... 333

Table S17.9: Screener Raw Score Summary - Grade 7 ..... 334

Table S17.10: Screener Raw Score Summary - Grade 8 .....	335
Table S17.11: Screener Raw Score Summary - Grade 9 .....	336
Table S17.12: Screener Raw Score Summary - Grade 10 .....	337
Table S17.13: Screener Raw Score Summary - Grade 11 .....	338
Table S17.14: Screener Raw Score Summary - Grade 12 .....	339
Section 18: Screener Assessment - Raw Score Distributions .....	340
Figure S18.1: Screener Raw Score Summary - Pre-Kindergarten Listening.....	341
Figure S18.2: Screener Raw Score Summary - Pre-Kindergarten Reading .....	342
Figure S18.3: Screener Raw Score Summary - Pre-Kindergarten Speaking.....	343
Figure S18.4: Screener Raw Score Summary - Pre-Kindergarten Writing .....	344
Figure S18.5: Screener Raw Score Summary - Pre-Kindergarten Overall.....	345
Figure S18.6: Screener Raw Score Summary - Kindergarten Listening .....	346
Figure S18.7: Screener Raw Score Summary - Kindergarten Reading .....	347
Figure S18.8: Screener Raw Score Summary - Kindergarten Speaking .....	348
Figure S18.9: Screener Raw Score Summary - Kindergarten Writing.....	349
Figure S18.10: Screener Raw Score Summary - Kindergarten Overall .....	350
Figure S18.11: Screener Raw Score Summary - Grade 1 Listening.....	351
Figure S18.12: Screener Raw Score Summary - Grade 1 Reading .....	352
Figure S18.13: Screener Raw Score Summary - Grade 1 Speaking.....	353
Figure S18.14: Screener Raw Score Summary - Grade 1 Writing .....	354
Figure S18.15: Screener Raw Score Summary - Grade 1 Overall.....	355
Figure S18.16: Screener Raw Score Summary - Grade 2 Listening.....	356
Figure S18.17: Screener Raw Score Summary - Grade 2 Reading .....	357
Figure S18.18: Screener Raw Score Summary - Grade 2 Speaking.....	358
Figure S18.19: Screener Raw Score Summary - Grade 2 Writing .....	359
Figure S18.20: Screener Raw Score Summary - Grade 2 Overall.....	360
Figure S18.21: Screener Raw Score Summary - Grade 3 Listening.....	361
Figure S18.22: Screener Raw Score Summary - Grade 3 Reading .....	362
Figure S18.23: Screener Raw Score Summary - Grade 3 Speaking.....	363
Figure S18.24: Screener Raw Score Summary - Grade 3 Writing .....	364
Figure S18.25: Screener Raw Score Summary - Grade 3 Overall.....	365
Figure S18.26: Screener Raw Score Summary - Grade 4 Listening.....	366
Figure S18.27: Screener Raw Score Summary - Grade 4 Reading .....	367
Figure S18.28: Screener Raw Score Summary - Grade 4 Speaking.....	368

Figure S18.29: Screener Raw Score Summary - Grade 4 Writing .....	369
Figure S18.30: Screener Raw Score Summary - Grade 4 Overall.....	370
Figure S18.31: Screener Raw Score Summary - Grade 5 Listening.....	371
Figure S18.32: Screener Raw Score Summary - Grade 5 Reading .....	372
Figure S18.33: Screener Raw Score Summary - Grade 5 Speaking.....	373
Figure S18.34: Screener Raw Score Summary - Grade 5 Writing .....	374
Figure S18.35: Screener Raw Score Summary - Grade 5 Overall.....	375
Figure S18.36: Screener Raw Score Summary - Grade 6 Listening.....	376
Figure S18.37: Screener Raw Score Summary - Grade 6 Reading .....	377
Figure S18.38: Screener Raw Score Summary - Grade 6 Speaking.....	378
Figure S18.39: Screener Raw Score Summary - Grade 6 Writing .....	379
Figure S18.40: Screener Raw Score Summary - Grade 6 Overall.....	380
Figure S18.41: Screener Raw Score Summary - Grade 7 Listening.....	381
Figure S18.42: Screener Raw Score Summary - Grade 7 Reading .....	382
Figure S18.43: Screener Raw Score Summary - Grade 7 Speaking.....	383
Figure S18.44: Screener Raw Score Summary - Grade 7 Writing .....	384
Figure S18.45: Screener Raw Score Summary - Grade 7 Overall.....	385
Figure S18.46: Screener Raw Score Summary - Grade 8 Listening.....	386
Figure S18.47: Screener Raw Score Summary - Grade 8 Reading .....	387
Figure S18.48: Screener Raw Score Summary - Grade 8 Speaking.....	388
Figure S18.49: Screener Raw Score Summary - Grade 8 Writing .....	389
Figure S18.50: Screener Raw Score Summary - Grade 8 Overall.....	390
Figure S18.51: Screener Raw Score Summary - Grade 9 Listening.....	391
Figure S18.52: Screener Raw Score Summary - Grade 9 Reading .....	392
Figure S18.53: Screener Raw Score Summary - Grade 9 Speaking.....	393
Figure S18.54: Screener Raw Score Summary - Grade 9 Writing .....	394
Figure S18.55: Screener Raw Score Summary - Grade 9 Overall.....	395
Figure S18.56: Screener Raw Score Summary - Grade 10 Listening.....	396
Figure S18.57: Screener Raw Score Summary - Grade 10 Reading .....	397
Figure S18.58: Screener Raw Score Summary - Grade 10 Speaking.....	398
Figure S18.59: Screener Raw Score Summary - Grade 10 Writing .....	399
Figure S18.60: Screener Raw Score Summary - Grade 10 Overall.....	400
Figure S18.61: Screener Raw Score Summary - Grade 11 Listening.....	401
Figure S18.62: Screener Raw Score Summary - Grade 11 Reading .....	402

Figure S18.63: Screener Raw Score Summary - Grade 11 Speaking..... 403

Figure S18.64: Screener Raw Score Summary - Grade 11 Writing ..... 404

Figure S18.65: Screener Raw Score Summary - Grade 11 Overall..... 405

Figure S18.66: Screener Raw Score Summary - Grade 12 Listening..... 406

Figure S18.67: Screener Raw Score Summary - Grade 12 Reading ..... 407

Figure S18.68: Screener Raw Score Summary - Grade 12 Speaking..... 408

Figure S18.69: Screener Raw Score Summary - Grade 12 Writing ..... 409

Figure S18.70: Screener Raw Score Summary - Grade 12 Overall..... 410

Section 19: Screener Assessment - Scale Score Summary ..... 411

Table S19.1: Screener Scale Score Summary by Subgroup - Pre-Kindergarten ..... 412

Table S19.1: Screener Scale Score Summary by Subgroup - Pre-Kindergarten (cont.)..... 414

Table S19.1: Screener Scale Score Summary by Subgroup - Pre-Kindergarten (cont.)..... 416

Table S19.2: Screener Scale Score Summary by Subgroup - Kindergarten..... 418

Table S19.2: Screener Scale Score Summary by Subgroup - Kindergarten (cont.) ..... 419

Table S19.2: Screener Scale Score Summary by Subgroup - Kindergarten (cont.) ..... 420

Table S19.3: Screener Scale Score Summary by Subgroup - Grade 1 ..... 421

Table S19.3: Screener Scale Score Summary by Subgroup - Grade 1 (cont.)..... 423

Table S19.3: Screener Scale Score Summary by Subgroup - Grade 1 (cont.)..... 425

Table S19.4: Screener Scale Score Summary by Subgroup - Grade 2 ..... 427

Table S19.4: Screener Scale Score Summary by Subgroup - Grade 2 (cont.)..... 428

Table S19.4: Screener Scale Score Summary by Subgroup - Grade 2 (cont.)..... 429

Table S19.5: Screener Scale Score Summary by Subgroup - Grade 3 ..... 430

Table S19.5: Screener Scale Score Summary by Subgroup - Grade 3 (cont.)..... 431

Table S19.5: Screener Scale Score Summary by Subgroup - Grade 3 (cont.)..... 432

Table S19.6: Screener Scale Score Summary by Subgroup - Grade 4 ..... 433

Table S19.6: Screener Scale Score Summary by Subgroup - Grade 4 (cont.)..... 434

Table S19.6: Screener Scale Score Summary by Subgroup - Grade 4 (cont.)..... 435

Table S19.7: Screener Scale Score Summary by Subgroup - Grade 5 ..... 436

Table S19.7: Screener Scale Score Summary by Subgroup - Grade 5 (cont.)..... 437

Table S19.7: Screener Scale Score Summary by Subgroup - Grade 5 (cont.)..... 438

Table S19.8: Screener Scale Score Summary by Subgroup - Grade 6 ..... 439

Table S19.8: Screener Scale Score Summary by Subgroup - Grade 6 (cont.)..... 440

Table S19.8: Screener Scale Score Summary by Subgroup - Grade 6 (cont.)..... 441

Table S19.9: Screener Scale Score Summary by Subgroup - Grade 7 ..... 442

Table S19.9: Screener Scale Score Summary by Subgroup - Grade 7 (cont.).....	443
Table S19.9: Screener Scale Score Summary by Subgroup - Grade 7 (cont.).....	444
Table S19.10: Screener Scale Score Summary by Subgroup - Grade 8 .....	445
Table S19.10: Screener Scale Score Summary by Subgroup - Grade 8 (cont.).....	446
Table S19.10: Screener Scale Score Summary by Subgroup - Grade 8 (cont.).....	447
Table S19.11: Screener Scale Score Summary by Subgroup - Grade 9 .....	448
Table S19.11: Screener Scale Score Summary by Subgroup - Grade 9 (cont.).....	449
Table S19.11: Screener Scale Score Summary by Subgroup - Grade 9 (cont.).....	450
Table S19.12: Screener Scale Score Summary by Subgroup - Grade 10 .....	451
Table S19.12: Screener Scale Score Summary by Subgroup - Grade 10 (cont.).....	452
Table S19.12: Screener Scale Score Summary by Subgroup - Grade 10 (cont.).....	453
Table S19.13: Screener Scale Score Summary by Subgroup - Grade 11 .....	454
Table S19.13: Screener Scale Score Summary by Subgroup - Grade 11 (cont.).....	455
Table S19.13: Screener Scale Score Summary by Subgroup - Grade 11 (cont.).....	456
Table S19.14: Screener Scale Score Summary by Subgroup - Grade 12 .....	457
Table S19.14: Screener Scale Score Summary by Subgroup - Grade 12 (cont.).....	458
Table S19.14: Screener Scale Score Summary by Subgroup - Grade 12 (cont.).....	459
Table S19.15: Screener Summary of Domain Exemption.....	460
Section 20: Screener Assessment - Percentage of Students by Domain Performance Level .....	461
Figure S20.1: Screener Percentage of Students in Performance Levels.....	462
Table S20.1: Screener Performance Level by Domain - Pre-Kindergarten.....	463
Table S20.1: Screener Performance Level by Domain - Pre-Kindergarten (cont.).....	465
Table S20.2: Screener Performance Level by Domain - Kindergarten .....	467
Table S20.2: Screener Performance Level by Domain - Kindergarten (cont.).....	468
Table S20.3: Screener Performance Level by Domain - Grade 1.....	469
Table S20.3: Screener Performance Level by Domain - Grade 1 (cont.).....	471
Table S20.4: Screener Performance Level by Domain - Grade 2.....	473
Table S20.4: Screener Performance Level by Domain - Grade 2 (cont.).....	474
Table S20.5: Screener Performance Level by Domain - Grade 3.....	475
Table S20.5: Screener Performance Level by Domain - Grade 3 (cont.).....	477
Table S20.6: Screener Performance Level by Domain - Grade 4.....	479
Table S20.6: Screener Performance Level by Domain - Grade 4 (cont.).....	480
Table S20.7: Screener Performance Level by Domain - Grade 5.....	481
Table S20.7: Screener Performance Level by Domain - Grade 5 (cont.).....	482

Table S20.8: Screener Performance Level by Domain - Grade 6..... 483

Table S20.8: Screener Performance Level by Domain - Grade 6 (cont.)..... 484

Table S20.9: Screener Performance Level by Domain - Grade 7..... 485

Table S20.9: Screener Performance Level by Domain - Grade 7 (cont.)..... 486

Table S20.10: Screener Performance Level by Domain - Grade 8..... 487

Table S20.10: Screener Performance Level by Domain - Grade 8 (cont.)..... 488

Table S20.11: Screener Performance Level by Domain - Grade 9..... 489

Table S20.11: Screener Performance Level by Domain - Grade 9 (cont.)..... 490

Table S20.12: Screener Performance Level by Domain - Grade 10..... 491

Table S20.12: Screener Performance Level by Domain - Grade 10 (cont.)..... 492

Table S20.13: Screener Performance Level by Domain - Grade 11..... 493

Table S20.13: Screener Performance Level by Domain - Grade 11 (cont.)..... 494

Table S20.14: Screener Performance Level by Domain - Grade 12..... 495

Table S20.14: Screener Performance Level by Domain - Grade 12 (cont.)..... 496

Section 21: Screener Assessment - Percentage of Students by Overall Proficiency Category ..... 497

Figure S21.1: Screener Percentage of Students in Proficiency Categories ..... 498

Table S21.1: Screener Overall Proficiency Categories - Pre-Kindergarten ..... 499

Table S21.2: Screener Overall Proficiency Categories - Kindergarten ..... 501

Table S21.3: Screener Overall Proficiency Categories - Grade 1 ..... 502

Table S21.4: Screener Overall Proficiency Categories - Grade 2 ..... 504

Table S21.5: Screener Overall Proficiency Categories - Grade 3 ..... 505

Table S21.6: Screener Overall Proficiency Categories - Grade 4 ..... 506

Table S21.7: Screener Overall Proficiency Categories - Grade 5 ..... 507

Table S21.8: Screener Overall Proficiency Categories - Grade 6 ..... 508

Table S21.9: Screener Overall Proficiency Categories - Grade 7 ..... 509

Table S21.10: Screener Overall Proficiency Categories - Grade 8 ..... 510

Table S21.11: Screener Overall Proficiency Categories - Grade 9 ..... 511

Table S21.12: Screener Overall Proficiency Categories - Grade 10 ..... 512

Table S21.13: Screener Overall Proficiency Categories - Grade 11 ..... 513

Table S21.14: Screener Overall Proficiency Categories - Grade 12 ..... 514

Section 22: Screener Assessment - Testing Time..... 515

Table S22.1: Screener Testing Time..... 516

Section 23: Screener Assessment - Marginal Reliability..... 517

Figure S23.1: Screener Ratio of Marginal Standard Error of Measurement to Standard Deviation of Estimated Scale Scores by Grade and Domain..... 518



Figure S23.2: Screener Marginal Reliability by Domain and by Grade.....	519
Section 24: Screener Assessment - Conditional Standard Error of Measurement (CSEM).....	520
Figure S24.1: Screener Conditional Standard Error of Measurement for Pre-Kindergarten.....	521
Figure S24.2: Screener Conditional Standard Error of Measurement for Kindergarten .....	522
Figure S24.3: Screener Conditional Standard Error of Measurement for Grade 1 .....	523
Figure S24.4: Screener Conditional Standard Error of Measurement for Grade 2.....	524
Figure S24.5: Screener Conditional Standard Error of Measurement for Grade 3.....	525
Figure S24.6: Screener Conditional Standard Error of Measurement for Grade 4.....	526
Figure S24.7: Screener Conditional Standard Error of Measurement for Grade 5.....	527
Figure S24.8: Screener Conditional Standard Error of Measurement for Grade 6.....	528
Figure S24.9: Screener Conditional Standard Error of Measurement for Grade 7.....	529
Figure S24.10: Screener Conditional Standard Error of Measurement for Grade 8.....	530
Figure S24.11: Screener Conditional Standard Error of Measurement for Grade 9.....	531
Figure S24.12: Screener Conditional Standard Error of Measurement for Grade 10.....	532
Figure S24.13: Screener Conditional Standard Error of Measurement for Grade 11.....	533
Figure S24.14: Screener Conditional Standard Error of Measurement for Grade 12.....	534
Section 25: Screener Assessment - Classification Accuracy and Consistency.....	535
Figure S25.1: Screener Domain Level Classification Accuracy .....	536
Figure S25.2: Screener Domain Level Classification Consistency .....	537
Figure S25.3: Screener Overall Proficiency Classification .....	538
Section 26: Screener Assessment - Inter-Rater Analysis.....	539
Table S26.1: Screener Inter-Rater Result - Pre-Kindergarten .....	540
Table S26.2: Screener Inter-Rater Result - Kindergarten.....	541
Table S26.3: Screener Inter-Rater Result - Grade 1 .....	542
Table S26.4: Screener Inter-Rater Result - Grade Band 2-3 .....	543
Table S26.5: Screener Inter-Rater Result - Grade Band 4-5 .....	544
Table S26.6: Screener Inter-Rater Result - Grade Band 6-8 .....	545
Table S26.7: Screener Inter-Rater Result - Grade Band 9-12 .....	546
Section 27: Correlations Between Summative and Screener tests.....	547
Table S27.1: Pearson Correlations Between Scale Scores for the Screener and Summative Assessments .....	548
Table S27.2: Gamma Correlations Between Domain/Proficiency Classifications for the Screener and Summative Assessments.....	549
Section 28: Student Progress from Screener to Summative .....	549
Figure S28.1: Average Domain Scale Score Progress.....	551

Figure S28.2: Average Overall and Comprehension Scale Score Progress..... 552

Figure S28.3: Percentages of Domain Performance Level Progress ..... 553

Figure S28.4: Percentages of Overall Proficiency Progress ..... 554

Figure S28.5: Scatter Plot of Scale Score Change from Screener to Summative for Grade K ..... 555

Figure S28.6: Scatter Plot of Scale Score Change from Screener to Summative for Grade 1 ..... 556

Figure S28.7: Scatter Plot of Scale Score Change from Screener to Summative for Grade Band 2-3557

Figure S28.8: Scatter Plot of Scale Score Change from Screener to Summative for Grade Band 4-5558

Figure S28.9: Scatter Plot of Scale Score Change from Screener to Summative for Grade Band 6-8559

Figure S28.10: Scatter Plot of Scale Score Change from Screener to Summative for Grade Band 9-12  
..... 560

Table S28.1: Comparison of Scale Scores Between Screener and Summative - Listening ..... 561

Table S28.2: Comparison of Scale Scores Between Screener and Summative - Reading ..... 562

Table S28.3: Comparison of Scale Scores Between Screener and Summative - Speaking..... 563

Table S28.4: Comparison of Scale Scores Between Screener and Summative - Writing ..... 564

Table S28.5: Comparison of Scale Scores Between Screener and Summative - Comprehension ..... 565

Table S28.6: Comparison of Scale Scores Between Screener and Summative - Overall..... 566

Section 29: Screener Assessment - Mock Ups for Reporting..... 567

Figure S29.1: Screener ORS Page for State Overall Performance ..... 568

Figure S29.2: Screener ORS Page for District Overall Performance ..... 569

Figure S29.3: Screener ORS Page for District Domain Performance ..... 570

Figure S29.4: Screener ORS Page for Student Report ..... 571

Figure S29.5: Screener ORS Page for Subgroups ..... 572

Figure S29.6: Screener Mock-Up for Family Report ..... 573

## **Section 1: Summative Assessment - Student Participation**

**Table S1.1: Students Who Participated in Each Mode of Testing - Summative**

Grade	Total	Braille		Online		Paper	
		N	%	N	%	N	%
<b>K</b>	≥ 3,240	<10	NR	≥ 3,240	≥ 99.00	<10	NR
<b>1</b>	≥ 3,390	<10	NR	≥ 3,390	≥ 99.00	<10	NR
<b>2</b>	≥ 3,110	<10	NR	≥ 3,110	≥ 99.00	<10	NR
<b>3</b>	≥ 2,470	<10	NR	≥ 2,470	≥ 99.00	<10	NR
<b>4</b>	≥ 2,130	<10	NR	≥ 2,130	≥ 99.00	<10	NR
<b>5</b>	≥ 1,950	<10	NR	≥ 1,950	≥ 99.00	<10	NR
<b>6</b>	≥ 1,700	<10	NR	≥ 1,700	≥ 99.00	<10	NR
<b>7</b>	≥ 1,650	<10	NR	≥ 1,650	≥ 99.00	<10	NR
<b>8</b>	≥ 1,590	<10	NR	≥ 1,590	≥ 99.00	<10	NR
<b>9</b>	≥ 1,650	<10	NR	≥ 1,650	≥ 99.00	<10	NR
<b>10</b>	≥ 1,730	<10	NR	≥ 1,730	≥ 99.00	<10	NR
<b>11</b>	≥1,110	<10	NR	≥ 1,110	≥ 99.00	<10	NR
<b>12</b>	≥760	<10	NR	≥ 760	≥ 99.00	<10	NR
<b>Total</b>	≥26,530	<10	NR	≥26,530	≥ 99.00	<10	NR

**Table S1.2: Student Participation by Subgroups - Summative**

Subgroup	Status	K		1		2-3		4-5		6-8		9-12	
		N	%	N	%	N	%	N	%	N	%	N	%
<b>Total</b>		≥3,240	100.0	≥3,390	100.0	≥5,580	100.0	≥4,080	100.0	≥4,950	100.0	≥5,260	100.0
<b>Grade</b>	<b>K</b>	≥3,240	100.0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	<b>1</b>	NA	NA	≥3,390	100.0	NA	NA	NA	NA	NA	NA	NA	NA
	<b>2</b>	NA	NA	NA	NA	3,110	55.7	NA	NA	NA	NA	NA	NA
	<b>3</b>	NA	NA	NA	NA	≥2,470	44.3	NA	NA	NA	NA	NA	NA
	<b>4</b>	NA	NA	NA	NA	NA	NA	≥2,130	52.3	NA	NA	NA	NA
	<b>5</b>	NA	NA	NA	NA	NA	NA	≥1,950	47.7	NA	NA	NA	NA
	<b>6</b>	NA	NA	NA	NA	NA	NA	NA	NA	≥1,700	34.5	NA	NA
	<b>7</b>	NA	NA	NA	NA	NA	NA	NA	NA	≥1,650	33.3	NA	NA
	<b>8</b>	NA	NA	NA	NA	NA	NA	NA	NA	≥1,590	32.2	NA	NA
	<b>9</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	≥1,650	31.4
	<b>10</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	≥1,730	33.0
	<b>11</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	≥1,110	21.1
<b>12</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	≥ 760	14.5	
<b>Gender</b>	<b>Female</b>	≥1,580	48.7	≥1,660	49.0	≥2,610	46.7	≥1,830	45.0	≥2,160	43.6	≥2,380	45.4
	<b>Male</b>	≥1,660	51.2	≥1,730	51.0	≥2,970	53.3	≥2,240	55.0	≥2,790	56.4	≥2,870	54.6
	<b>Missing</b>	<10	<1.0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	<1.0	<10	<1.0	≥ 20	<1.0	<10	<1.0	<10	<1.0	<10	<1.0
	<b>Asian</b>	≥200	6.4	≥260	7.9	≥420	7.6	≥280	6.9	≥300	6.2	≥ 410	7.9
	<b>Black or African American</b>	≥40	1.3	≥40	1.3	≥100	1.8	≥50	1.3	≥80	1.7	≥ 110	2.1

Subgroup	Status	K		1		2-3		4-5		6-8		9-12	
		N	%	N	%	N	%	N	%	N	%	N	%
	Hispanic or Latino	≥2,820	87.0	≥2,840	83.8	≥4,750	85.0	≥3,530	86.6	≥4,320	87.2	≥4,420	84.2
	Pacific Islander	<10	NR	≥10	0.4	≥20	0.5	<10	NR	≥10	0.4	≥10	0.2
	Two or More Races	≥10	0.4	≥30	0.9	≥20	0.4	≥10	0.4	≥20	0.4	≥10	0.3
	White	≥150	4.6	≥180	5.5	≥240	4.4	≥180	4.5	≥200	4.1	≥270	5.2
	Other/Unkn own	<10	NR	<10	NR	<10	NR	<10	NR	<10	NR	<10	NR
Other	Homeless	≥40	1.5	≥40	1.4	≥90	1.6	≥70	1.9	≥90	2.0	≥60	1.3
	Migrant	≥20	0.6	≥20	0.6	≥30	0.7	≥20	0.6	≥40	0.9	≥80	1.7
	Title I	≥2,850	88.0	≥3,240	95.5	≥5,360	96.0	≥3,920	96.1	≥4,730	95.5	≥5,000	95.2
	Section 504 Plan	<10	NR	<10	NR	≥50	0.9	≥120	3.1	≥190	3.9	≥90	1.9
Primary Disability	Autism	≥10	0.4	≥10	0.3	≥20	0.5	≥10	0.4	≥10	0.3	<10	NR
	Developmental Delay	≥50	1.6	≥70	2.1	≥100	1.9	<10	NR	<10	NR	<10	NR
	Emotional Disturbance	<10	NR	<10	NR	<10	NR	<10	NR	<10	0.0	<10	NR
	Gifted	<10	NR	<10	NR	<10	NR	<10	NR	<10	NR	<10	NR
	Hearing Impairment-Deafness	<10	NR	<10	NR	<10	NR	<10	NR	<10	0.0	<10	NR
	Hearing Impairment-Hard of Hearing	<10	NR	<10	NR	≥10	0.2	<10	NR	<10	NR	<10	NR
	Intellectual Disability-Mild	<10	NR	<10	NR	<10	NR	≥20	0.6	≥20	0.4	≥10	0.3

Subgroup	Status	K		1		2-3		4-5		6-8		9-12	
		N	%	N	%	N	%	N	%	N	%	N	%
	Intellectual Disability-Moderate	<10	NR	<10	NR	<10	NR	<10	NR	<10	NR	≥10	0.3
	Intellectual Disability-Severe	<10	NR	<10	NR	<10	NR	<10	NR	<10	NR	<10	NR
	Missing	≥3,130	96.6	≥3,230	95.1	≥5,200	93.2	≥3,750	91.9	≥4,620	93.2	≥5,030	95.7
	Multiple Disabilities	<10	NR	<10	NR	<10	NR	<10	NR	<10	NR	<10	NR
	Orthopedic Impairment	<10	NR	<10	NR	<10	NR	<10	NR	<10	NR	<10	NR
	Other Health Impairments	<10	NR	<10	NR	≥10	0.3	≥30	0.7	≥30	0.6	≥10	0.3
	Specific Learning Disability	<10	NR	<10	NR	≥70	1.4	≥150	3.8	≥180	3.6	≥90	1.7
	Speech or Language Impairments	≥30	1.1	≥60	1.8	≥100	1.9	≥60	1.5	≥30	0.7	≥10	0.3
	Talented	<10	NR	<10	NR	≥10	0.2	≥10	0.4	≥30	0.6	≥40	0.8
	Traumatic Brain Injury	<10	NR	<10	NR	<10	NR	<10	NR	<10	NR	<10	NR
	Visual Impairment-Blindness	<10	NR	<10	NR	<10	NR	<10	NR	<10	NR	<10	NR
	Visual Impairment-Partially Seeing	<10	NR	<10	NR	<10	NR	<10	NR	<10	NR	<10	NR

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



**Table S2.1: Summative Raw Score Summary – Kindergarten<sup>1</sup>**

Domain	Level	N	Min	Mean	Max	SD
<b>Listening</b>	1	≥690	0	13.5	22	3.6
	2	≥630	15	20.1	25	1.8
	3	≥1,440	20	24.6	29	1.8
	4	≥250	25	27.3	29	0.9
	5	≥200	26	28.2	29	0.7
<b>Reading</b>	1	≥720	0	10.3	17	3.0
	2	≥620	12	15.9	21	1.6
	3	≥1,140	14	19.4	23	1.5
	4	≥400	18	21.3	23	0.9
	5	≥340	20	22.1	23	0.8
<b>Speaking</b>	1	≥910	0	5.3	14	4.0
	2	≥450	11	14.5	17	1.5
	3	≥930	14	19.1	23	1.6
	4	≥410	19	22.1	24	0.9
	5	≥510	21	24.4	27	1.2
<b>Writing</b>	1	≥1,590	0	4.2	8	1.6
	2	≥980	5	8.8	13	1.7
	3	≥500	11	14.8	18	1.6
	4	≥60	17	17.4	18	0.5
	5	≥90	17	18.0	18	0.2
<b>Overall</b>	Emerging	≥990	0	39.8	66	11.8
	Progressing	≥2,110	41	72.0	95	10.1
	Proficient	≥110	87	91.3	97	2.4

Note 1. The 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. Note there are overlap of raw score ranges across performance levels.

**Table S2.2: Summative Raw Score Summary - Grade 1**

Domain	Level	N	Min	Mean	Max	SD
Listening	1	≥390	0	11.6	17	2.8
	2	≥330	14	16.9	20	1.3
	3	≥1,110	16	20.7	23	1.4
	4	≥790	20	22.9	24	0.8
	5	≥750	21	23.7	24	0.5
Reading	1	≥1,280	0	12.5	19	2.8
	2	≥560	13	17.1	22	1.6
	3	≥880	16	20.5	28	1.9
	4	≥340	20	24.2	29	1.5
	5	≥310	23	27.3	30	1.8
Speaking	1	≥1,270	0	12.9	20	4.9
	2	≥940	15	19.4	23	1.3
	3	≥270	17	21.1	23	1.0
	4	≥390	19	22.0	24	0.9
	5	≥490	21	23.4	25	0.9
Writing	1	≥1,670	0	6.9	15	3.7
	2	≥620	13	16.2	19	1.2
	3	≥700	16	18.8	20	0.8
	4	≥180	19	19.7	20	0.5
	5	≥200	19	19.9	20	0.3
Overall	Emerging	≥690	0	44.2	73	11.7
	Progressing	≥2,380	34	73.0	95	11.6
	Proficient	≥300	84	92.4	99	3.0

**Table S2.3: Summative Raw Score Summary - Grade 2**

Domain	Level	N	Min	Mean	Max	SD
Listening	1	≥190	0	9.8	14	2.8
	2	≥230	12	15.0	19	1.3
	3	≥990	13	20.0	24	1.9
	4	≥930	20	23.6	26	1.2
	5	≥750	23	25.2	26	0.8
Reading	1	≥980	0	13.9	21	3.0
	2	≥600	13	18.2	26	2.0
	3	≥920	15	22.6	31	2.7
	4	≥350	23	27.6	33	1.9
	5	≥240	25	31.3	35	1.9
Speaking	1	≥950	0	9.6	16	4.3
	2	≥620	13	16.1	19	1.2
	3	≥490	14	18.3	21	1.1
	4	≥560	16	19.9	23	1.1
	5	≥450	19	22.1	25	1.2
Writing	1	≥1,060	0	4.3	12	2.8
	2	≥540	6	11.7	16	1.6
	3	≥850	9	15.7	20	1.8
	4	≥390	13	18.8	22	1.2
	5	≥250	15	20.7	24	1.2
Overall	Emerging	≥410	0	37.5	62	10.8
	Progressing	≥2,250	29	70.7	97	12.8
	Proficient	≥420	84	94.5	107	4.1

**Table S2.4: Summative Raw Score Summary - Grade 3**

Domain	Level	N	Min	Mean	Max	SD
<b>Listening</b>	1	≥140	0	10.3	14	2.5
	2	≥200	12	15.6	19	1.6
	3	≥700	15	21.2	25	2.0
	4	≥860	21	24.4	26	1.0
	5	≥550	23	25.5	26	0.7
<b>Reading</b>	1	≥900	0	16.0	24	3.3
	2	≥430	15	22.3	28	2.3
	3	≥740	21	27.6	34	2.3
	4	≥240	26	31.2	35	1.6
	5	≥140	28	32.5	35	1.6
<b>Speaking</b>	1	≥630	0	9.6	17	4.6
	2	≥330	12	16.6	20	1.3
	3	≥460	15	18.9	22	1.2
	4	≥570	18	20.9	24	1.1
	5	≥460	20	22.8	25	1.1
<b>Writing</b>	1	≥900	0	7.4	16	4.6
	2	≥450	9	15.8	19	1.4
	3	≥680	13	18.7	22	1.3
	4	≥260	18	20.8	23	0.9
	5	≥160	20	22.2	24	1.0
<b>Overall</b>	Emerging	≥340	0	40.4	68	10.8
	Progressing	≥1,830	35	80.3	103	12.9
	Proficient	≥290	92	100.0	109	3.0

**Table S2.5: Summative Raw Score Summary - Grade 4**

Domain	Level	N	Min	Mean	Max	SD
Listening	1	≥210	2	11.6	18	3.1
	2	≥140	14	17.7	21	1.6
	3	≥450	16	22.7	28	2.0
	4	≥810	23	27.1	32	1.6
	5	≥500	26	30.0	32	1.2
Reading	1	≥590	1	8.0	14	2.3
	2	≥330	7	12.1	17	1.8
	3	≥630	10	16.8	23	2.3
	4	≥320	18	21.8	26	1.7
	5	≥230	20	25.9	30	2.1
Speaking	1	≥430	0	8.9	17	4.5
	2	≥250	13	17.2	21	1.5
	3	≥380	16	20.5	24	1.4
	4	≥560	18	22.9	26	1.1
	5	≥490	23	25.5	30	1.3
Writing	1	≥530	0	5.4	13	3.3
	2	≥310	9	15.0	20	2.1
	3	≥910	16	21.8	27	2.2
	4	≥230	22	25.5	28	1.1
	5	≥140	24	27.1	30	1.1
Overall	Emerging	≥340	12	35.9	64	10.4
	Progressing	≥1,460	37	80.7	108	14.2
	Proficient	≥310	95	104.7	118	4.3

**Table S2.6: Summative Raw Score Summary - Grade 5**

Domain	Level	N	Min	Mean	Max	SD
Listening	1	≥240	0	12.8	19	3.5
	2	≥180	16	19.9	24	1.6
	3	≥260	18	23.8	28	1.8
	4	≥790	23	27.7	32	1.7
	5	≥460	27	30.5	32	1.0
Reading	1	≥560	0	8.7	15	2.5
	2	≥330	10	14.2	20	2.0
	3	≥640	14	20.0	27	2.5
	4	≥250	21	24.7	29	1.5
	5	≥140	24	27.5	30	1.5
Speaking	1	≥480	0	10.2	18	5.0
	2	≥270	14	18.7	22	1.5
	3	≥500	17	21.9	25	1.3
	4	≥410	21	24.2	27	1.0
	5	≥260	23	26.2	29	1.0
Writing	1	≥420	0	5.9	14	3.3
	2	≥240	11	15.8	20	2.0
	3	≥1,030	15	23.2	28	2.4
	4	≥150	24	26.8	29	1.0
	5	≥90	26	28.0	30	1.0
Overall	Emerging	≥400	1	41.6	73	13.0
	Progressing	≥1,350	36	88.6	110	13.1
	Proficient	≥180	100	108.5	117	3.5

**Table S2.7: Summative Raw Score Summary - Grade 6**

Domain	Level	N	Min	Mean	Max	SD
Listening	1	≥230	1	15.8	22	3.1
	2	≥180	17	21.8	26	2.0
	3	≥380	20	27.2	33	2.4
	4	≥550	27	32.5	37	1.8
	5	≥340	32	35.7	38	1.2
Reading	1	≥480	0	9.9	16	2.5
	2	≥330	9	14.0	20	1.9
	3	≥590	14	19.2	25	2.5
	4	≥190	21	24.5	29	1.6
	5	≥90	24	28.4	32	1.8
Speaking	1	≥400	0	6.1	13	4.0
	2	≥250	9	14.3	17	1.5
	3	≥470	14	18.1	21	1.3
	4	≥300	17	20.7	23	0.9
	5	≥260	17	23.0	27	1.3
Writing	1	≥410	0	3.6	11	2.7
	2	≥230	8	12.0	16	1.7
	3	≥790	11	18.4	23	2.0
	4	≥160	20	21.9	24	0.9
	5	≥90	21	23.8	27	1.3
Overall	Emerging	≥380	2	40.7	69	11.1
	Progressing	≥1,160	40	83.5	109	13.5
	Proficient	≥140	95	106.2	118	4.9

**Table S2.8: Summative Raw Score Summary - Grade 7**

Domain	Level	N	Min	Mean	Max	SD
<b>Listening</b>	1	≥330	5	17.6	26	3.7
	2	≥210	19	25.0	31	2.3
	3	≥500	24	31.1	37	2.2
	4	≥380	31	34.8	38	1.3
	5	≥210	33	36.4	38	1.0
<b>Reading</b>	1	≥600	3	11.0	18	2.7
	2	≥370	12	17.5	26	2.1
	3	≥510	17	23.0	30	2.2
	4	≥110	23	27.5	31	1.4
	5	≥40	27	29.9	32	1.4
<b>Speaking</b>	1	≥420	0	5.8	15	4.3
	2	≥250	11	15.4	18	1.5
	3	≥520	14	19.1	23	1.2
	4	≥240	19	21.6	23	0.8
	5	≥190	21	23.5	27	1.1
<b>Writing</b>	1	≥550	0	6.9	16	4.9
	2	≥270	12	16.7	21	1.4
	3	≥650	16	20.6	25	1.5
	4	≥100	20	23.3	25	1.0
	5	≥60	21	24.7	27	1.1
<b>Overall</b>	Emerging	≥490	13	46.5	85	14.7
	Progressing	≥1,060	51	91.0	111	11.4
	Proficient	≥70	105	110.6	123	3.7



**Table S2.9: Summative Raw Score Summary - Grade 8**

Domain	Level	N	Min	Mean	Max	SD
Listening	1	≥360	0	18.2	27	3.8
	2	≥210	19	25.3	31	2.4
	3	≥440	25	32.0	37	2.2
	4	≥340	30	35.2	38	1.3
	5	≥220	33	36.7	38	1.0
Reading	1	≥620	0	11.6	18	2.9
	2	≥320	14	18.5	23	2.0
	3	≥530	20	24.9	31	2.4
	4	≥80	26	29.3	33	1.3
	5	≥30	28	30.8	33	1.2
Speaking	1	≥430	0	6.4	14	4.4
	2	≥230	9	15.3	18	1.5
	3	≥510	14	19.4	22	1.3
	4	≥220	20	21.8	24	0.8
	5	≥180	22	23.9	27	1.2
Writing	1	≥600	0	7.7	18	5.3
	2	≥250	14	17.6	21	1.6
	3	≥590	17	21.4	26	1.5
	4	≥90	22	23.9	26	0.8
	5	≥40	22	25.6	28	1.0
Overall	Emerging	≥520	18	48.3	79	14.6
	Progressing	≥990	54	94.4	115	11.7
	Proficient	≥70	108	113.5	125	2.8

**Table S2.10: Summative Raw Score Summary - Grade 9**

Domain	Level	N	Min	Mean	Max	SD
Listening	1	≥470	1	8.9	14	2.3
	2	≥230	10	13.9	19	1.6
	3	≥500	12	18.7	25	2.3
	4	≥260	19	22.5	26	1.5
	5	≥160	20	24.4	26	1.2
Reading	1	≥750	0	10.4	18	2.8
	2	≥300	12	17.9	24	2.5
	3	≥490	17	26.1	35	3.2
	4	≥60	30	32.7	36	1.5
	5	≥30	32	35.4	38	1.5
Speaking	1	≥470	0	4.6	12	3.8
	2	≥270	10	14.2	18	1.9
	3	≥500	16	20.2	23	1.5
	4	≥210	21	23.3	25	0.8
	5	≥180	23	25.4	27	1.0
Writing	1	≥690	0	6.5	15	4.4
	2	≥320	11	15.4	19	1.6
	3	≥550	13	19.2	24	1.7
	4	≥50	21	22.5	24	0.9
	5	≥20	22	23.7	27	1.2
Overall	Emerging	≥620	9	34.4	64	11.6
	Progressing	≥970	39	79.8	108	13.6
	Proficient	≥40	98	106.0	112	3.4

**Table S2.11: Summative Raw Score Summary - Grade 10**

Domain	Level	N	Min	Mean	Max	SD
<b>Listening</b>	1	≥490	1	9.1	14	2.4
	2	≥300	8	13.8	20	1.9
	3	≥470	13	18.8	25	2.3
	4	≥250	18	22.6	26	1.4
	5	≥200	21	24.3	26	1.1
<b>Reading</b>	1	≥800	0	10.7	19	3.0
	2	≥310	12	18.2	25	2.6
	3	≥470	18	26.6	35	3.5
	4	≥80	28	32.9	37	1.5
	5	≥40	33	35.9	40	1.6
<b>Speaking</b>	1	≥470	0	4.7	11	3.6
	2	≥350	10	14.3	18	2.0
	3	≥470	15	20.1	23	1.7
	4	≥200	20	23.2	25	0.9
	5	≥210	23	25.3	27	1.0
<b>Writing</b>	1	≥770	0	7.3	16	4.2
	2	≥340	9	15.3	19	1.6
	3	≥520	15	19.5	24	1.7
	4	≥50	20	22.5	25	1.1
	5	≥30	22	24.1	27	1.1
<b>Overall</b>	Emerging	≥700	8	37.0	65	12.2
	Progressing	≥950	42	80.9	108	14.2
	Proficient	≥60	99	106.7	115	3.6

**Table S2.12: Summative Raw Score Summary - Grade 11**

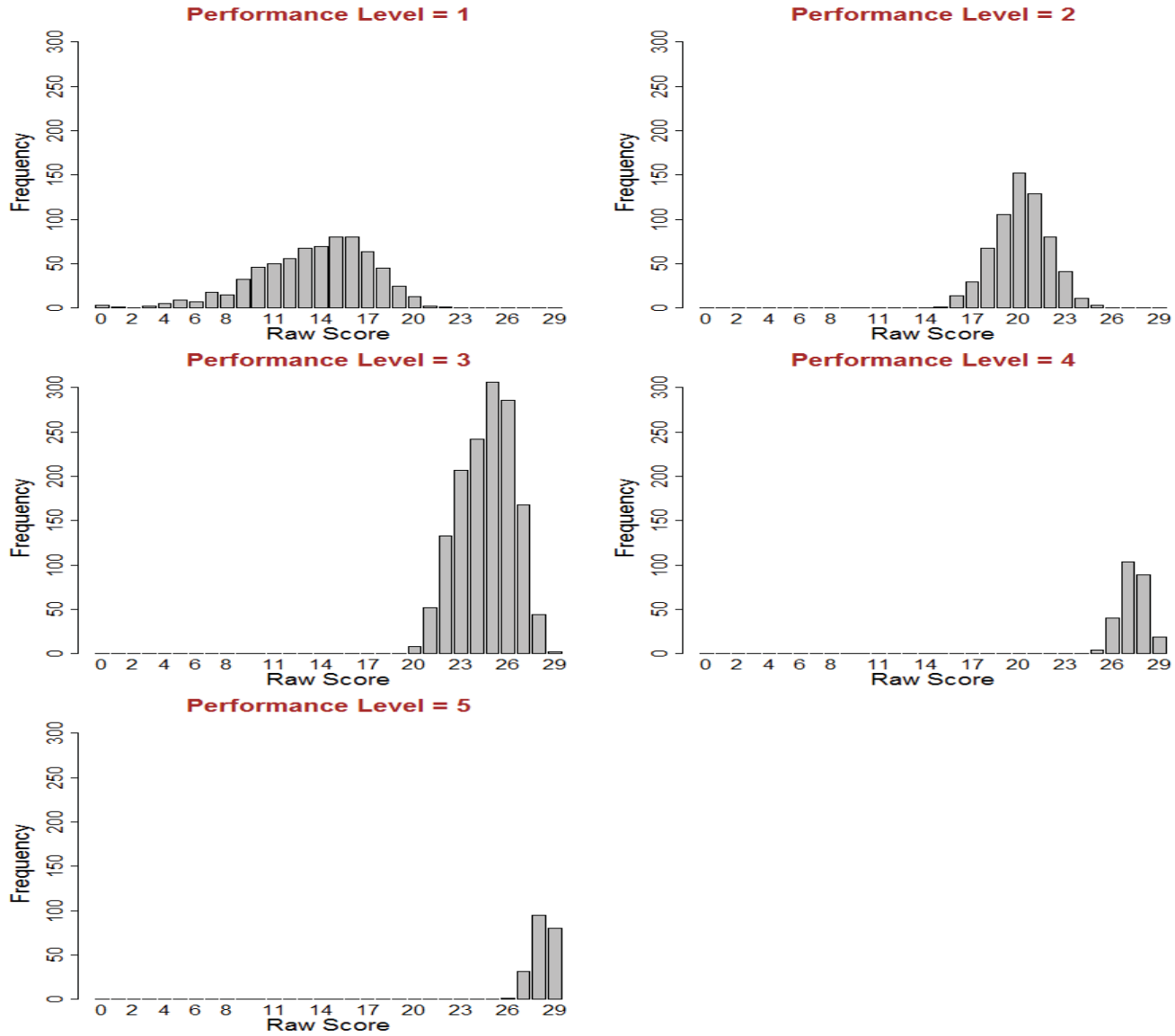
Domain	Level	N	Min	Mean	Max	SD
Listening	1	≥140	3	9.5	15	2.4
	2	≥180	8	13.8	20	1.9
	3	≥370	13	18.9	24	2.4
	4	≥210	18	22.7	26	1.6
	5	≥190	21	24.4	26	1.2
Reading	1	≥340	3	11.3	18	3.0
	2	≥240	12	18.2	25	2.4
	3	≥400	17	26.7	35	3.4
	4	≥70	29	32.9	36	1.5
	5	≥40	33	36.3	39	1.6
Speaking	1	≥150	0	4.8	12	3.8
	2	≥210	9	14.4	19	2.1
	3	≥370	15	20.4	24	1.6
	4	≥140	22	23.3	25	0.8
	5	≥220	22	25.4	27	1.0
Writing	1	≥300	0	8.3	14	4.0
	2	≥280	11	15.2	20	1.5
	3	≥430	15	19.4	23	1.6
	4	≥60	20	22.3	24	0.9
	5	≥20	23	24.3	27	1.1
Overall	Emerging	≥270	15	42.2	66	11.9
	Progressing	≥770	31	82.0	107	13.9
	Proficient	≥60	101	107.1	117	4.0

**Table S2.13: Summative Raw Score Summary - Grade 12**

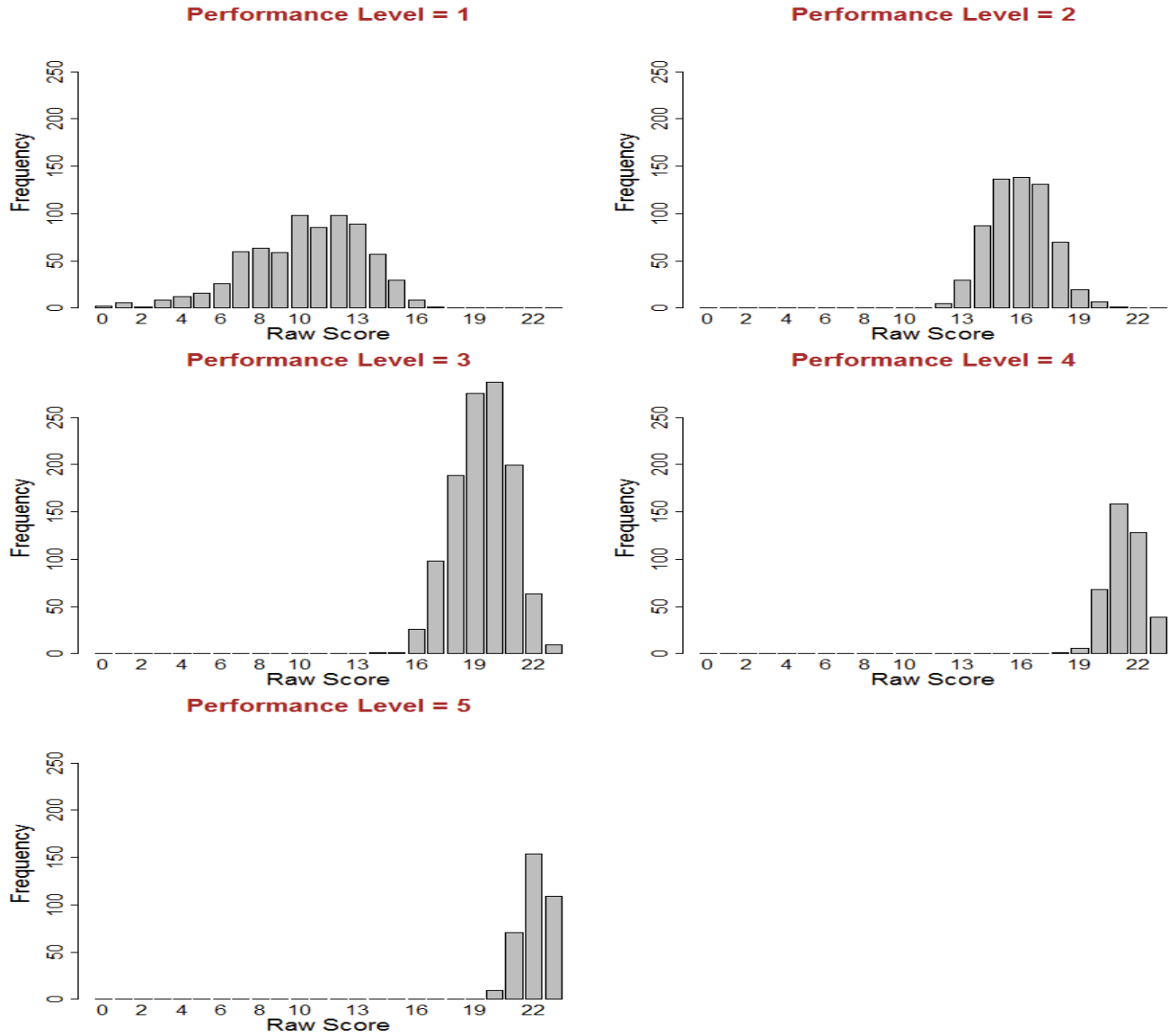
Domain	Level	N	Min	Mean	Max	SD
Listening	1	≥60	4	9.1	14	2.3
	2	≥110	9	13.5	17	1.7
	3	≥280	13	18.7	24	2.4
	4	≥170	18	22.5	26	1.6
	5	≥120	21	24.2	26	1.2
Reading	1	≥190	4	11.4	18	2.8
	2	≥180	12	18.0	25	2.6
	3	≥300	19	26.3	34	3.4
	4	≥50	29	32.8	36	1.5
	5	≥20	33	35.9	39	1.4
Speaking	1	≥90	0	4.6	11	3.9
	2	≥110	9	14.5	18	2.1
	3	≥250	13	20.4	23	1.6
	4	≥140	21	23.2	25	0.8
	5	≥140	23	25.6	27	1.0
Writing	1	≥170	0	9.1	15	3.9
	2	≥200	11	15.3	19	1.6
	3	≥310	14	19.4	25	1.8
	4	≥40	20	22.3	24	1.0
	5	≥10	23	24.2	27	1.2
Overall	Emerging	≥140	16	42.1	66	11.3
	Progressing	≥560	42	81.5	107	13.6
	Proficient	≥40	98	105.9	113	4.1

## **Section 3: Summative Assessment - Raw Score Distributions**

**Figure S3.1: Summative Raw Score Summary - Kindergarten Listening**

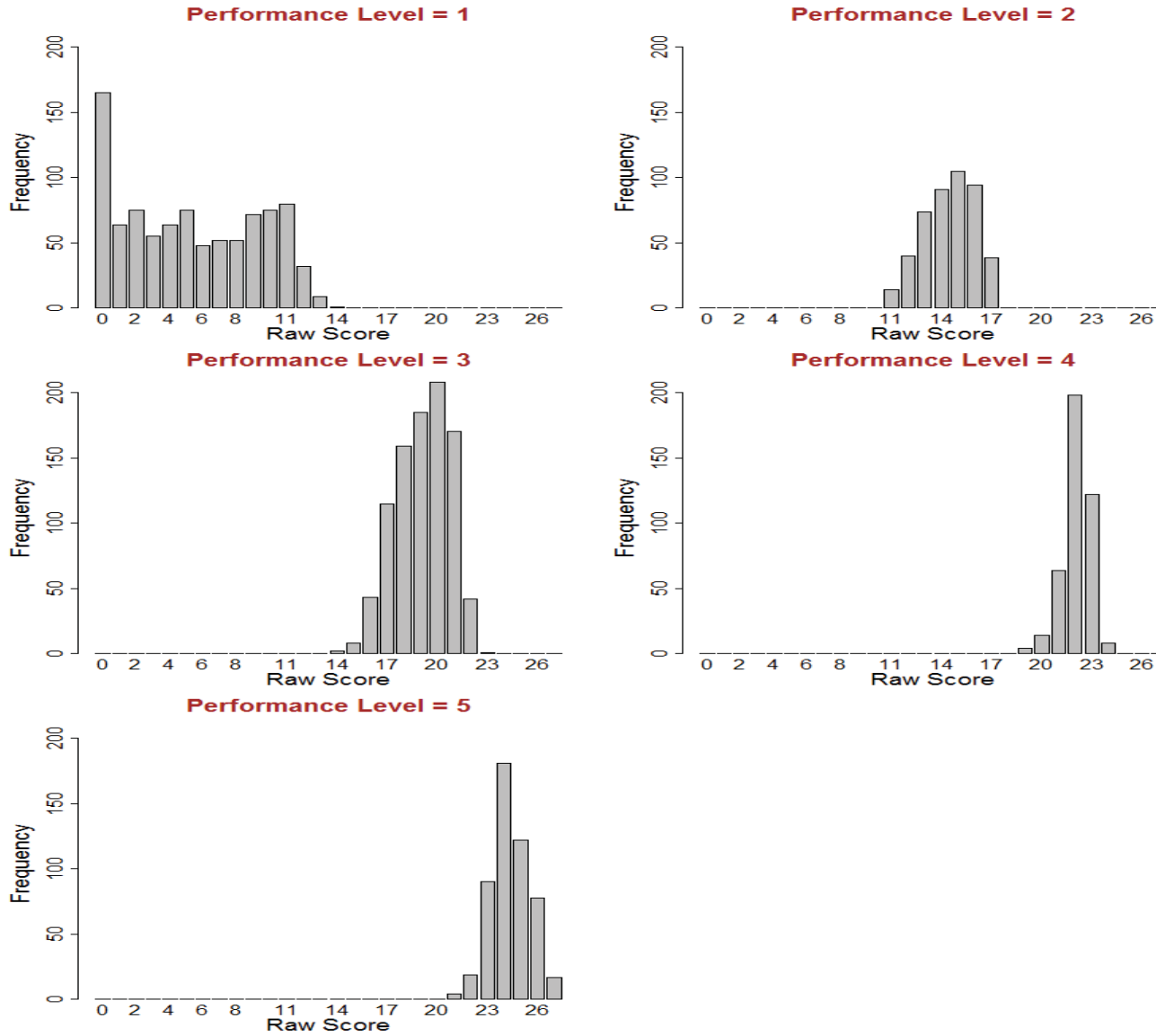


**Figure S3.2: Summative Raw Score Summary - Kindergarten Reading**

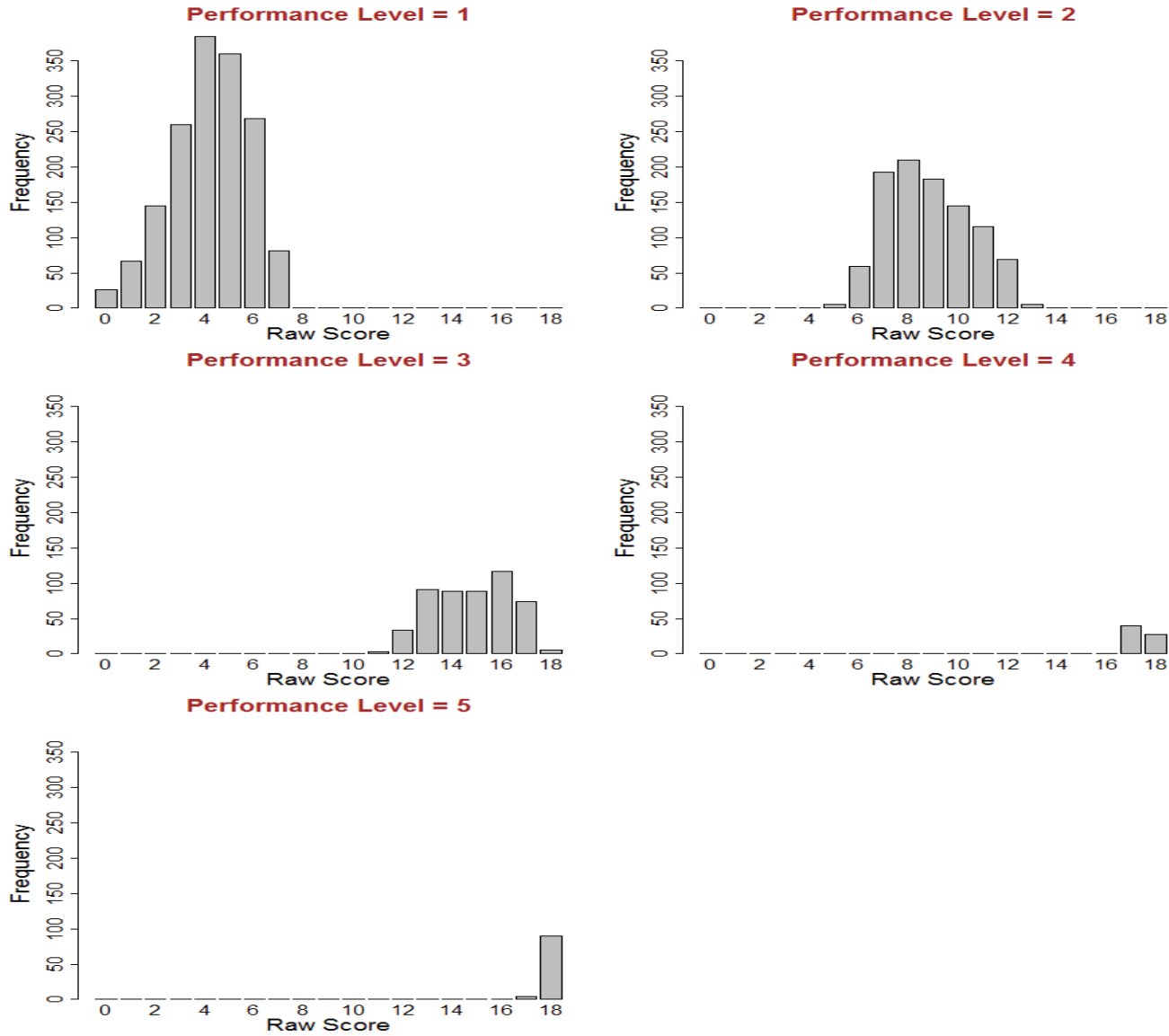




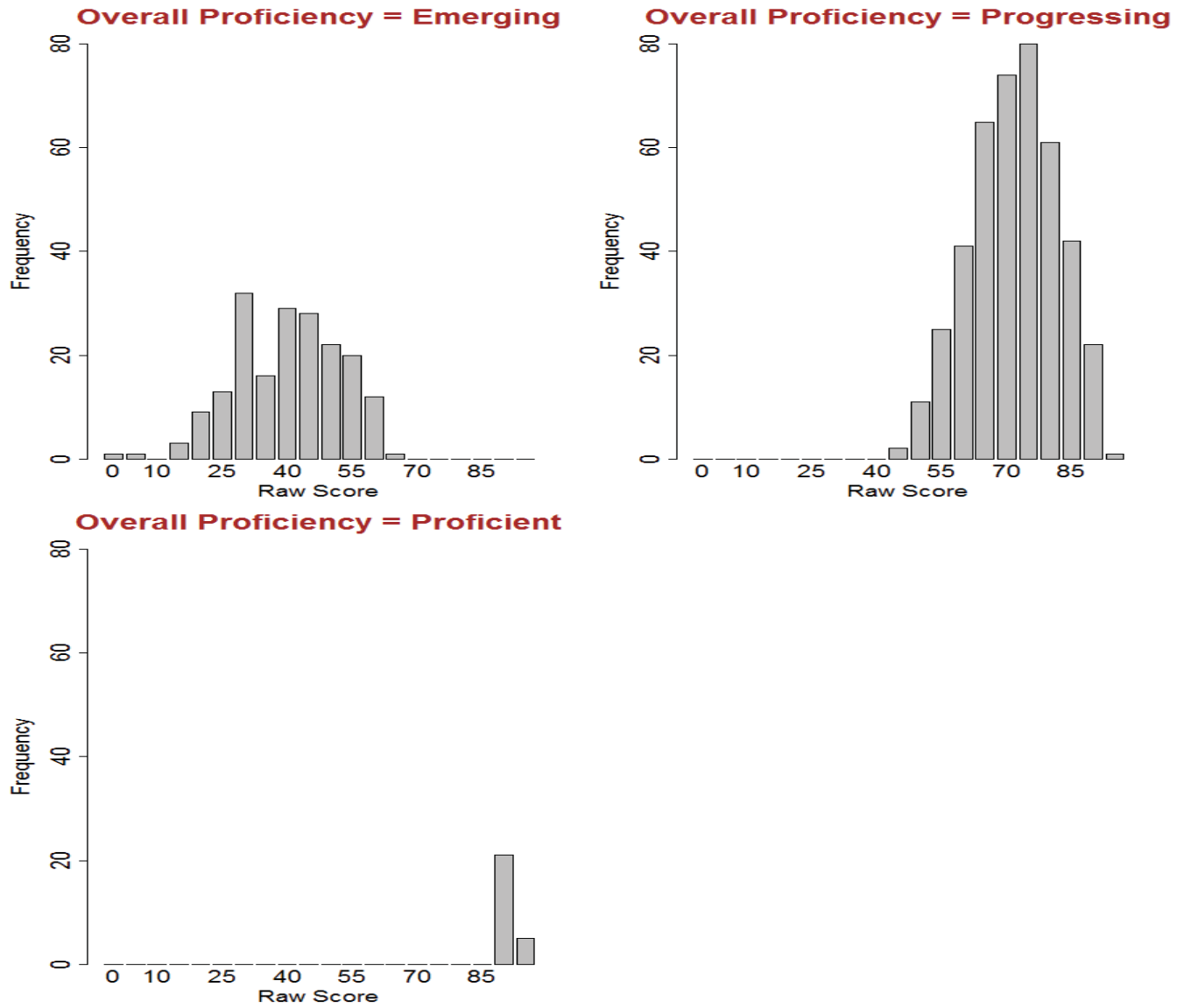
**Figure S3.3: Summative Raw Score Summary - Kindergarten Speaking**



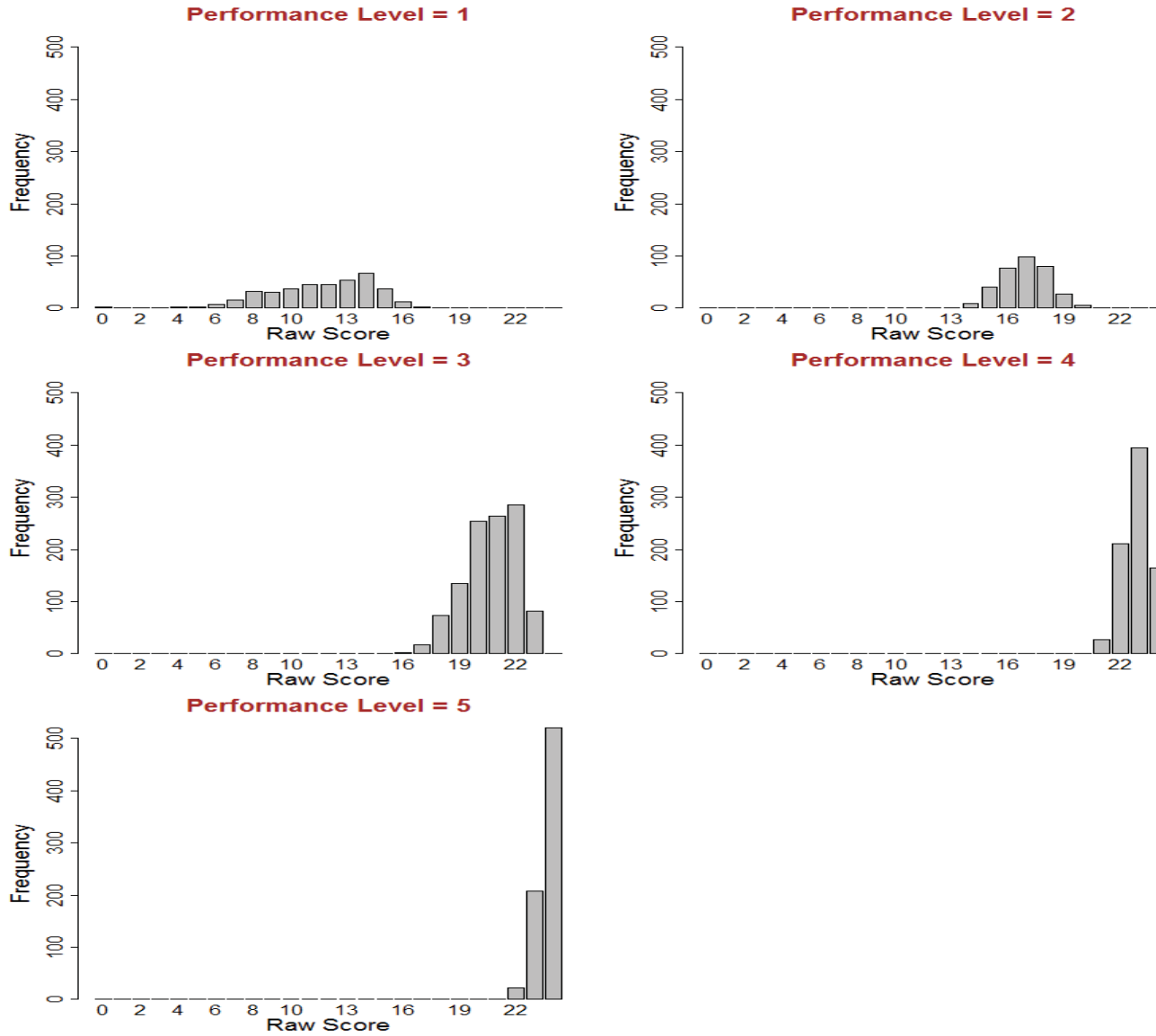
**Figure S3.4: Summative Raw Score Summary - Kindergarten Writing**



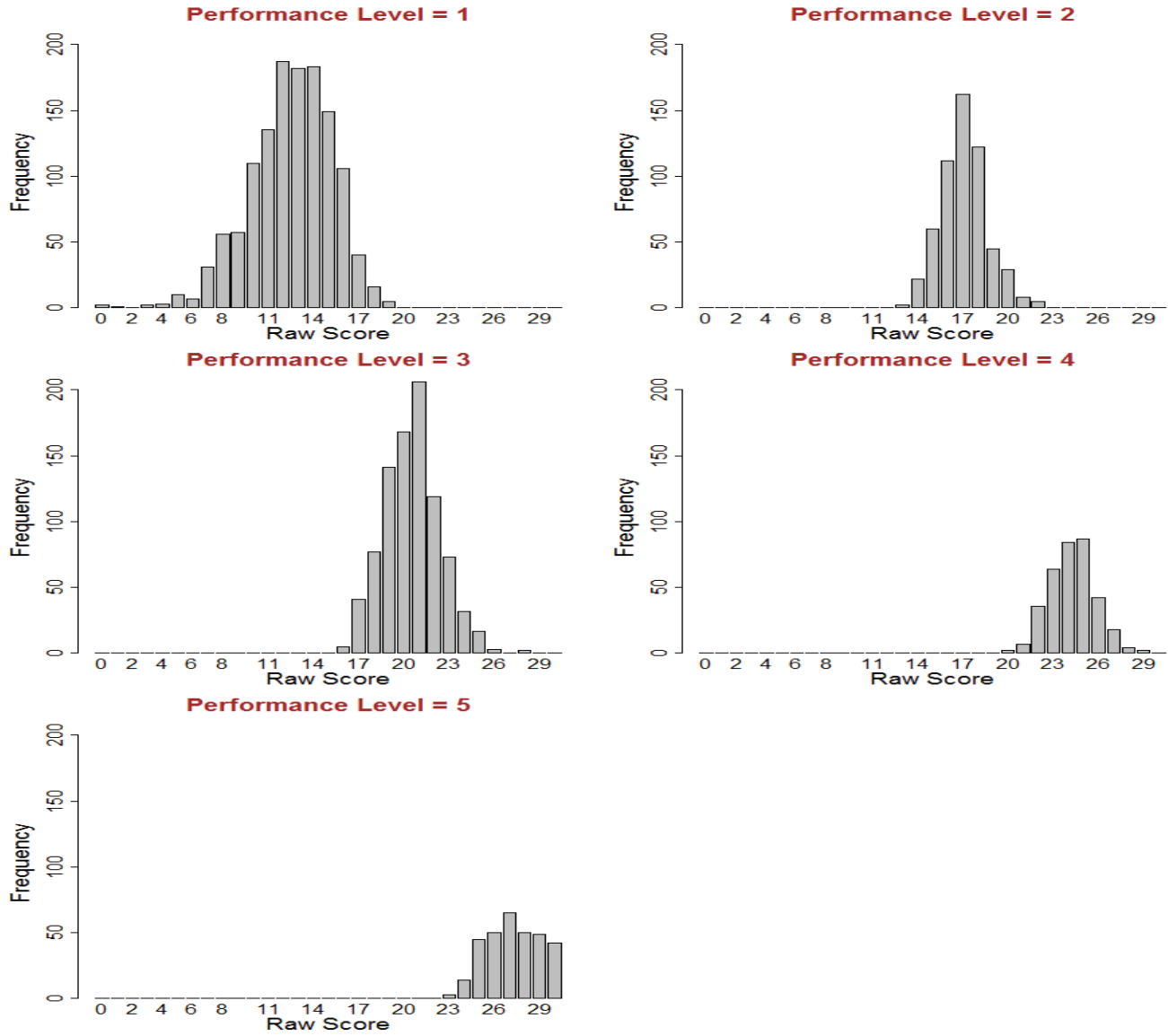
**Figure S3.5: Summative Raw Score Summary - Kindergarten Overall**



**Figure S3.6: Summative Raw Score Summary - Grade 1 Listening**

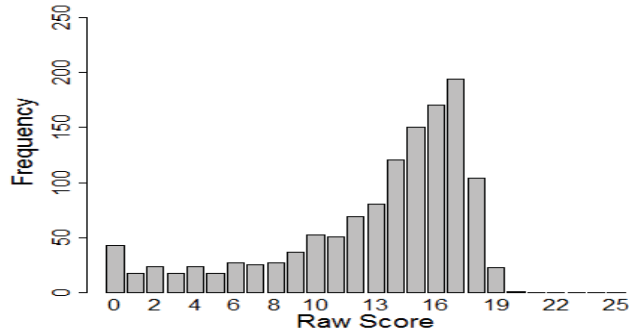


**Figure S3.7: Summative Raw Score Summary - Grade 1 Reading**

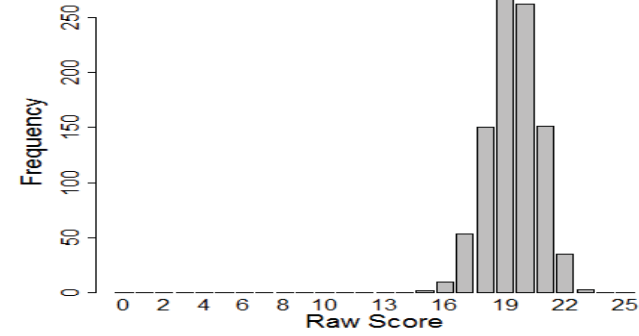


**Figure S3.8: Summative Raw Score Summary - Grade 1 Speaking**

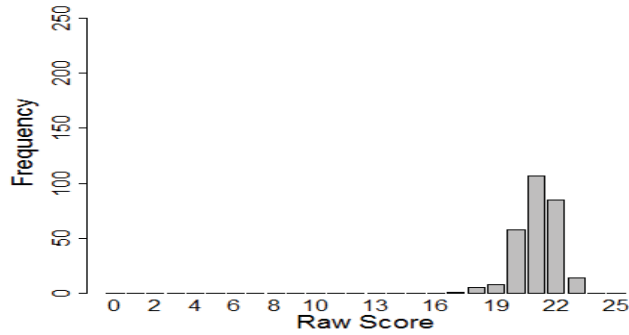
**Performance Level = 1**



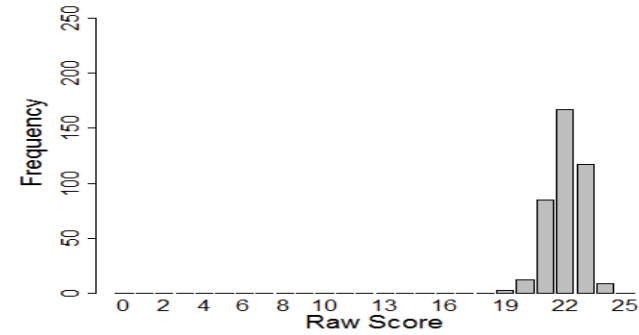
**Performance Level = 2**



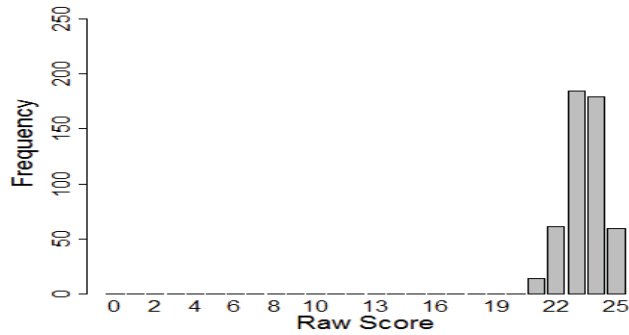
**Performance Level = 3**



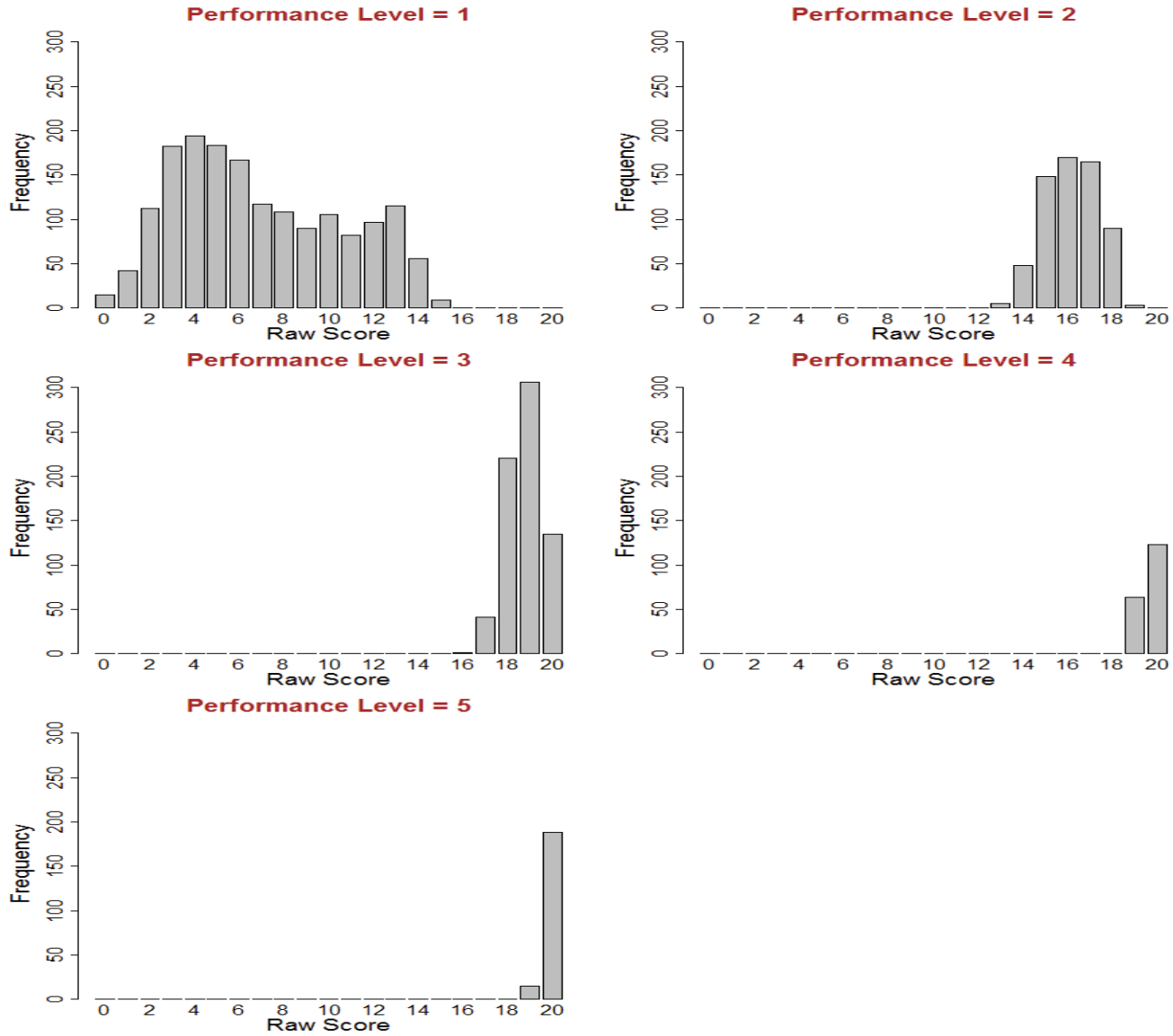
**Performance Level = 4**



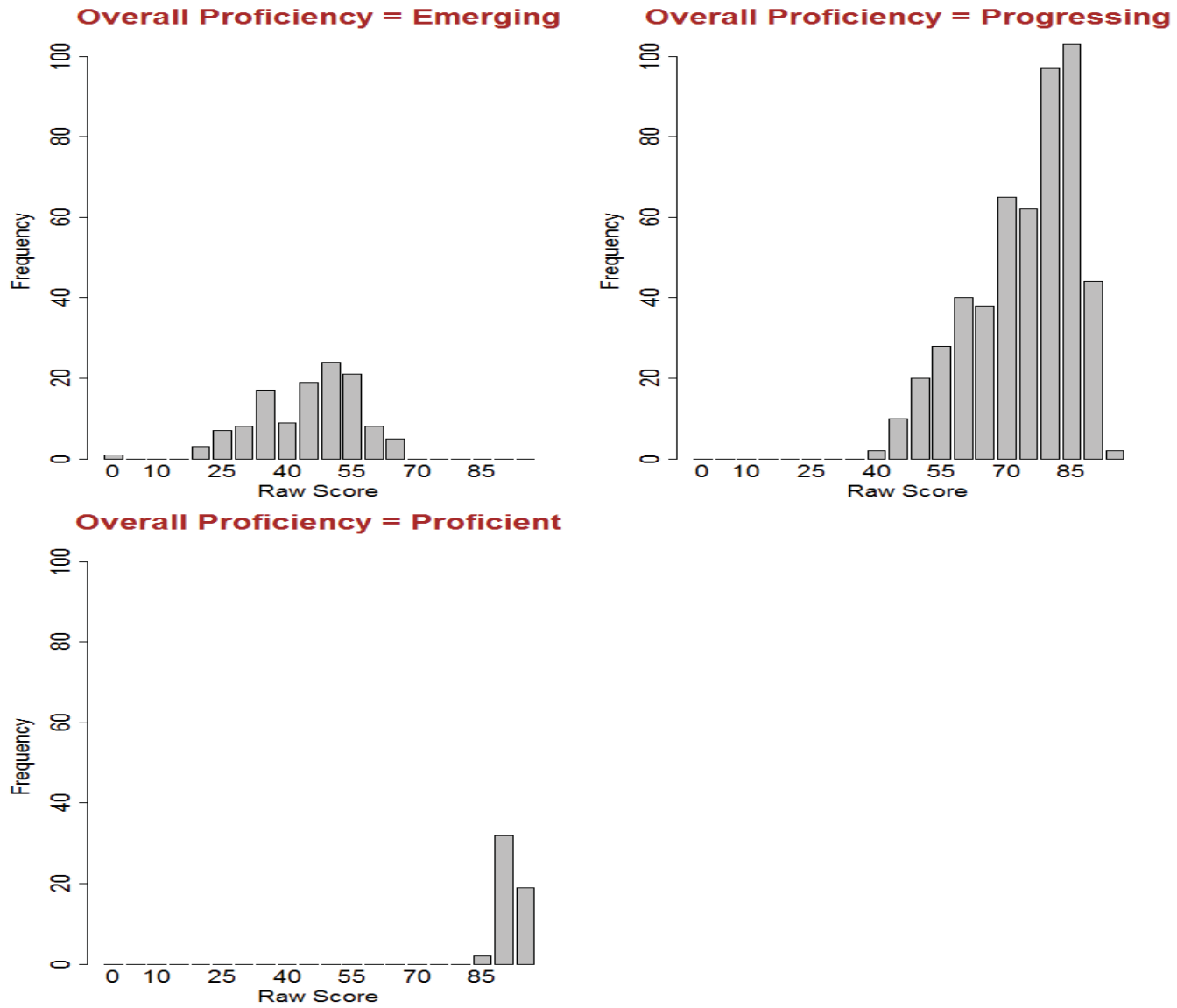
**Performance Level = 5**



**Figure S3.9: Summative Raw Score Summary - Grade 1 Writing**

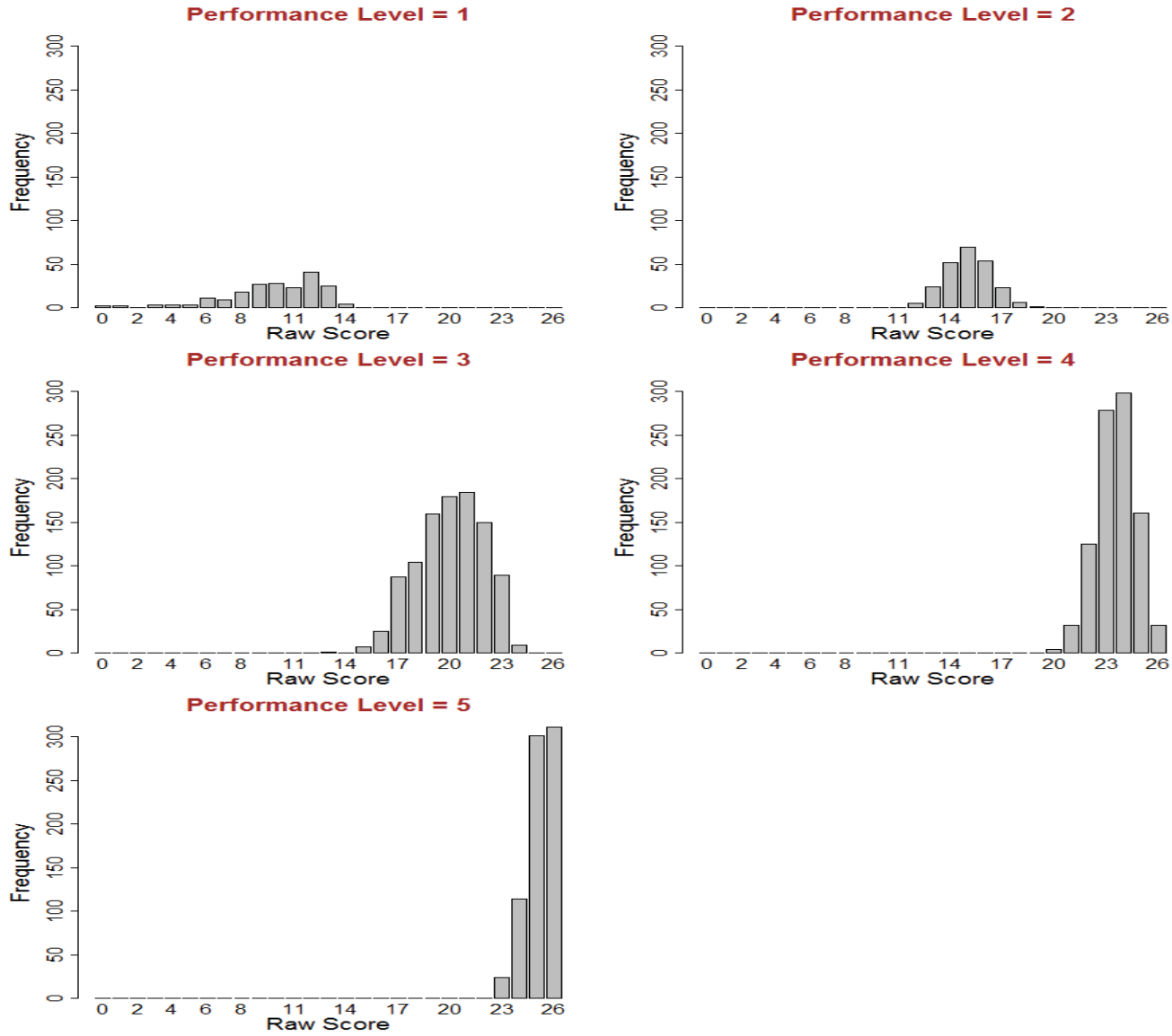


**Figure S3.10: Summative Raw Score Summary - Grade 1 Overall**

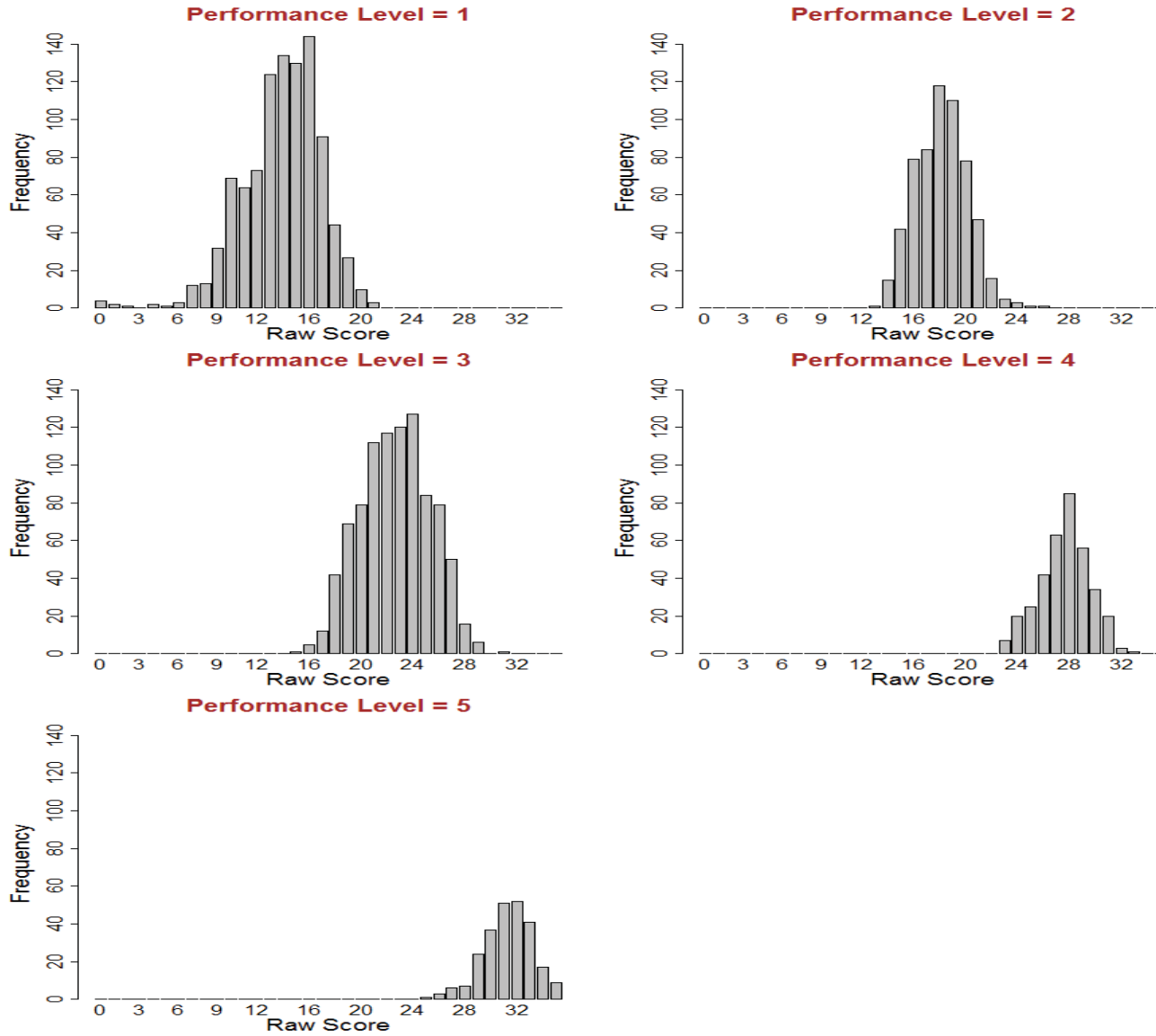




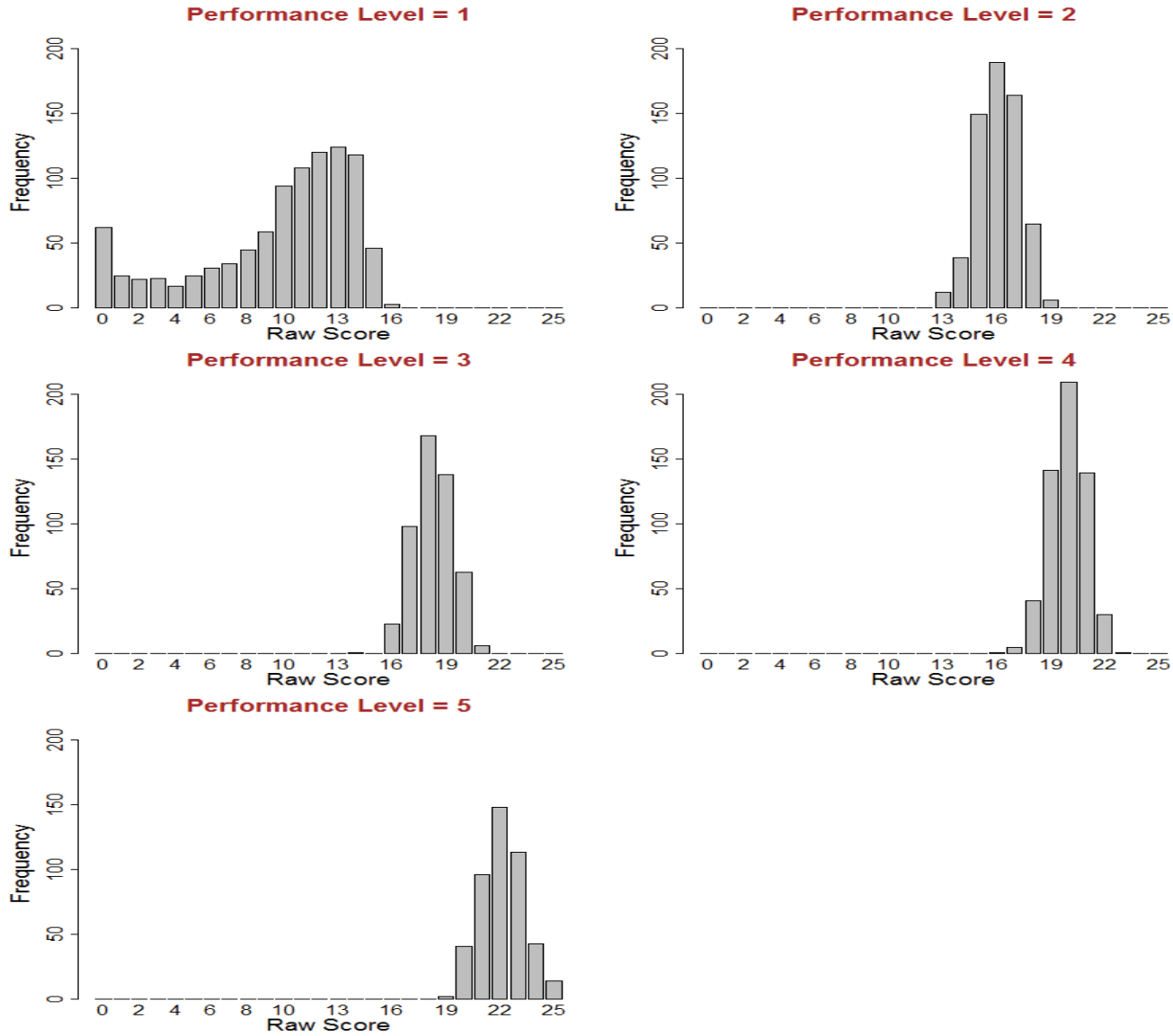
**Figure S3.11: Summative Raw Score Summary - Grade 2 Listening**



**Figure S3.12: Summative Raw Score Summary - Grade 2 Reading**

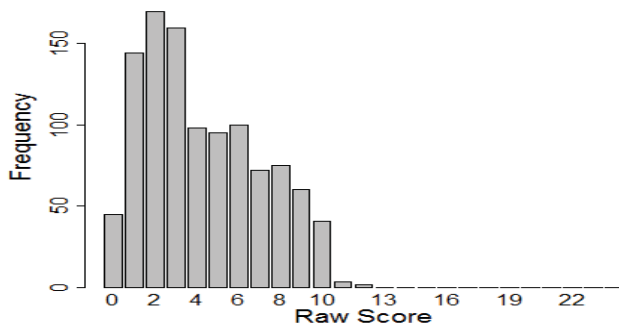


**Figure S3.13: Summative Raw Score Summary - Grade 2 Speaking**

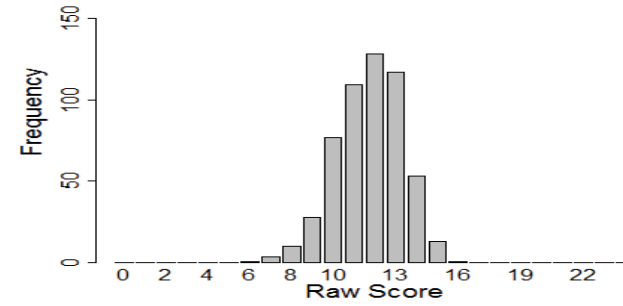


**Figure S3.14: Summative Raw Score Summary - Grade 2 Writing**

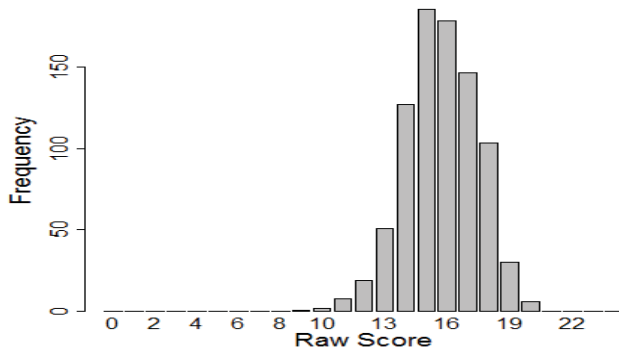
**Performance Level = 1**



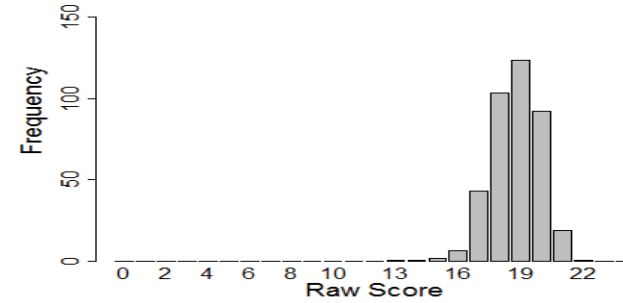
**Performance Level = 2**



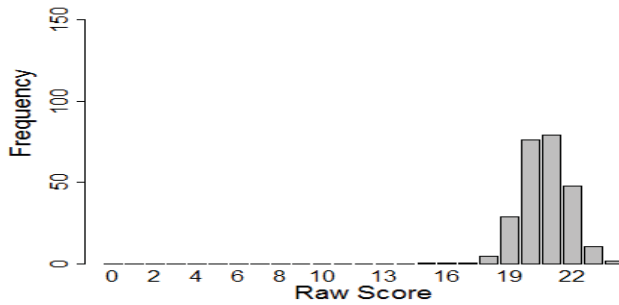
**Performance Level = 3**



**Performance Level = 4**

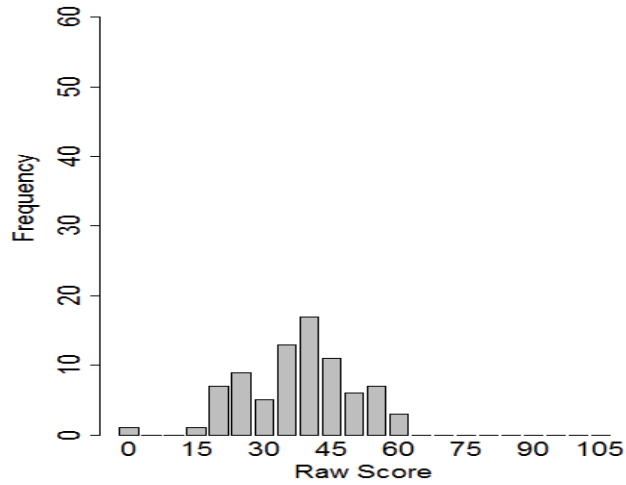


**Performance Level = 5**

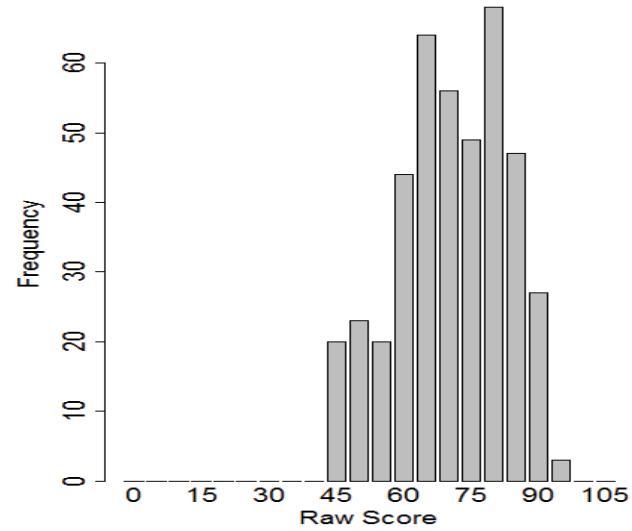


**Figure S3.15: Summative Raw Score Summary - Grade 2 Overall**

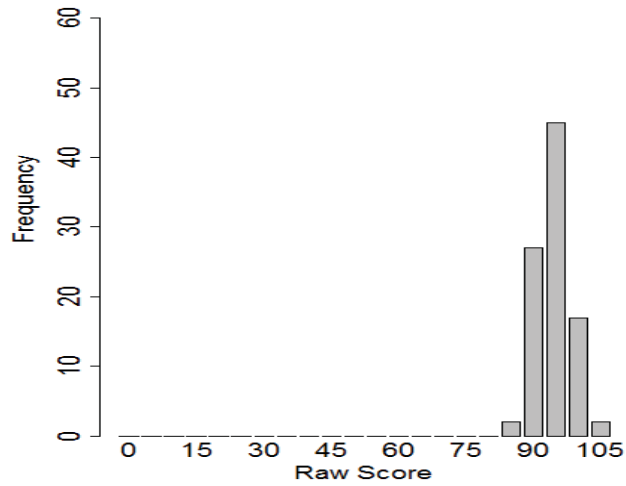
**Overall Proficiency = Emerging**



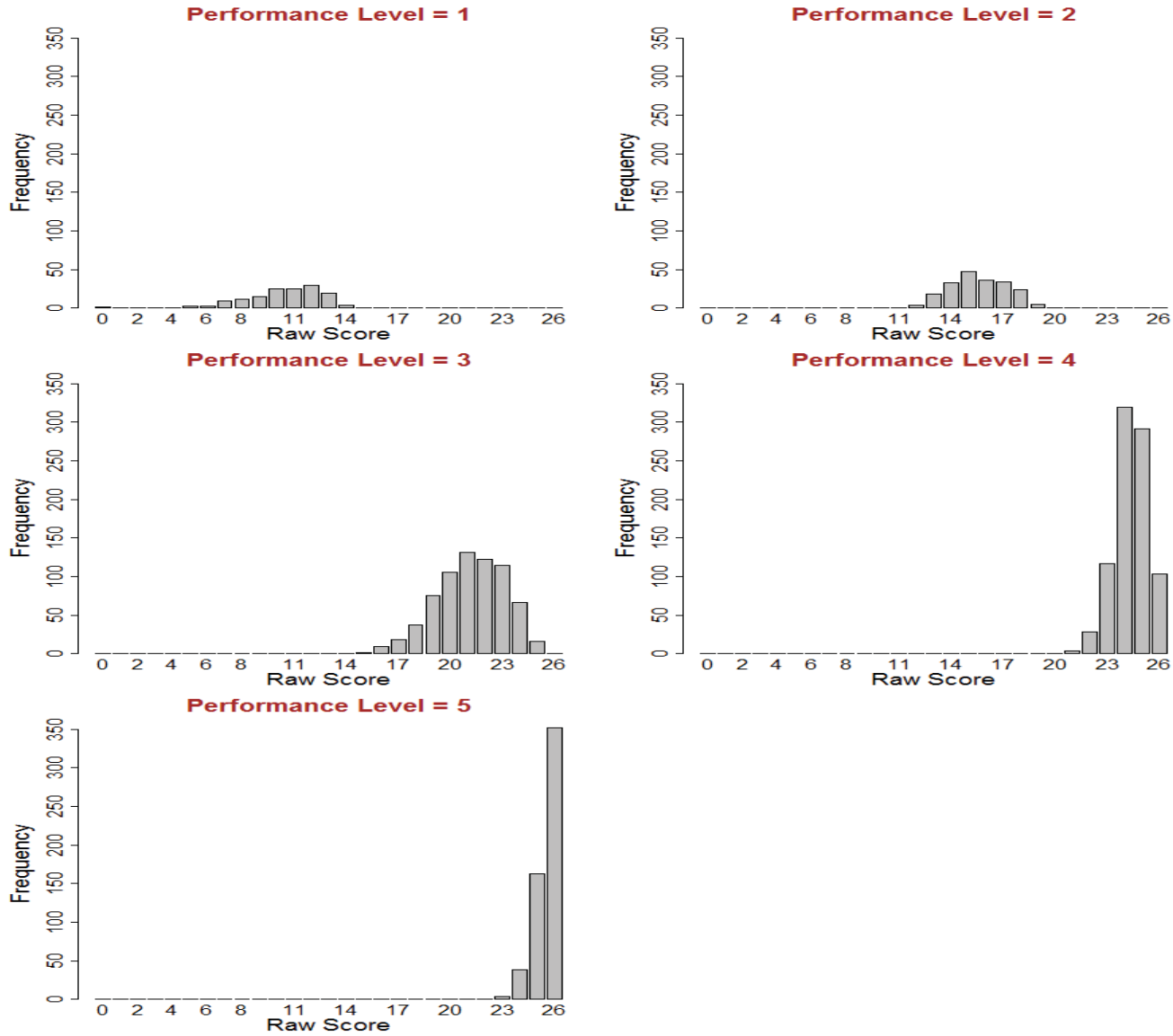
**Overall Proficiency = Progressing**



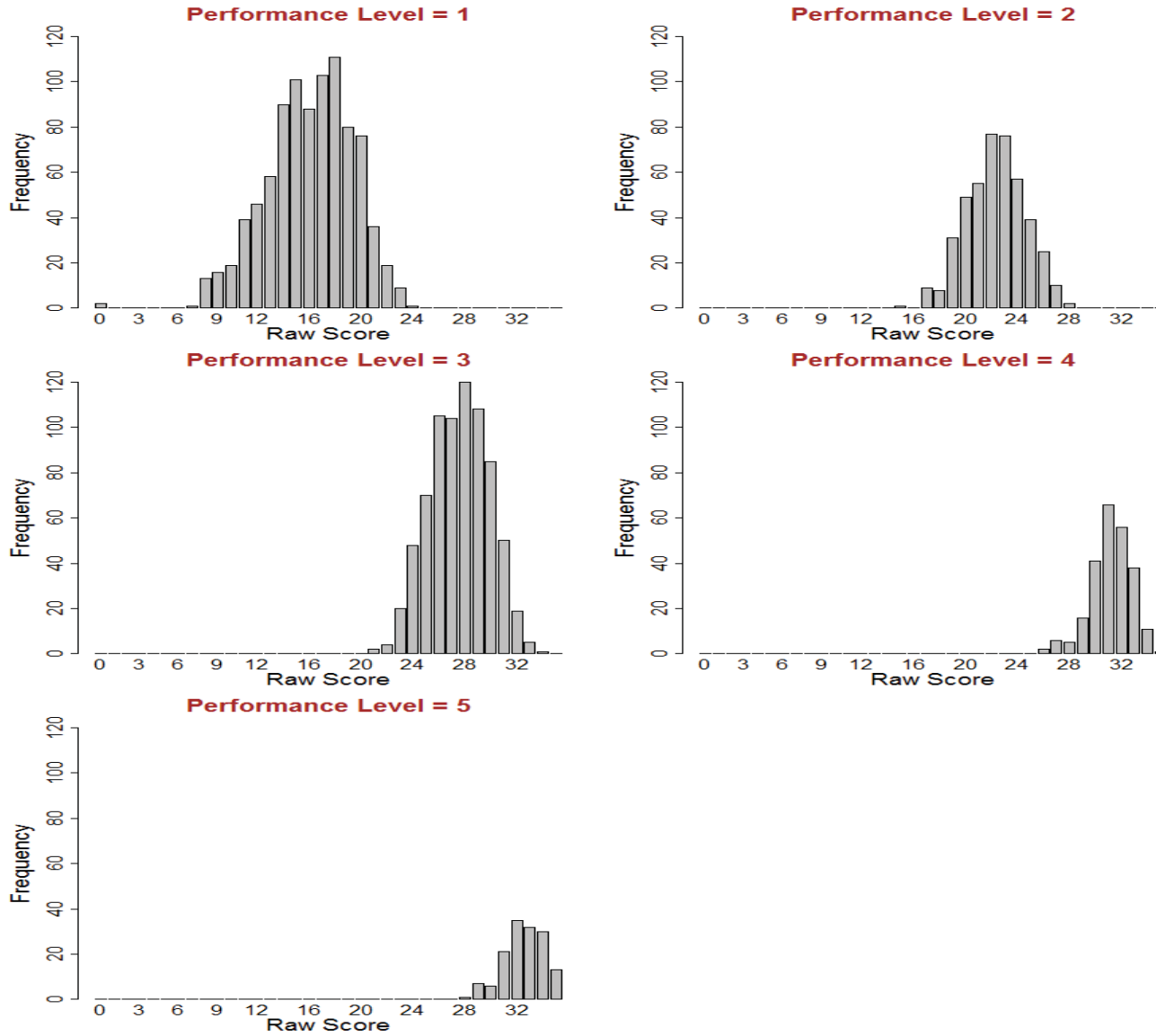
**Overall Proficiency = Proficient**



**Figure S3.16: Summative Raw Score Summary - Grade 3 Listening**

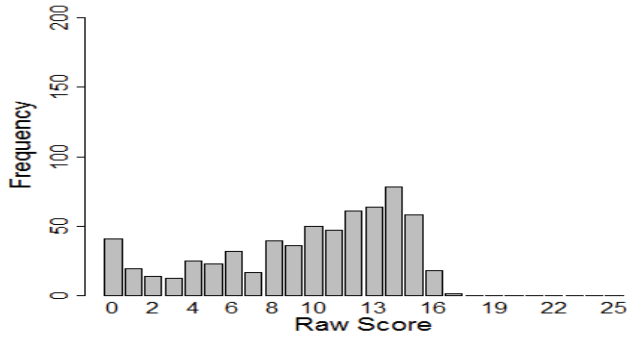


**Figure S3.17: Summative Raw Score Summary - Grade 3 Reading**

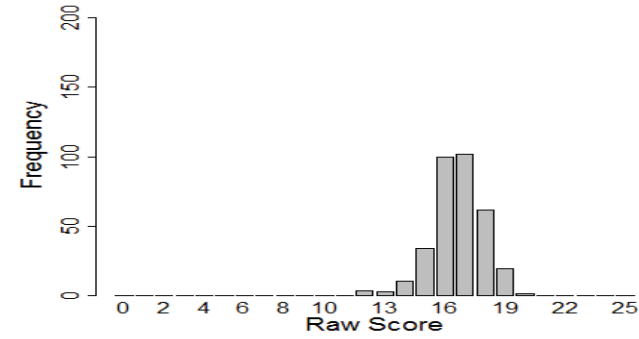


**Figure S3.18: Summative Raw Score Summary - Grade 3 Speaking**

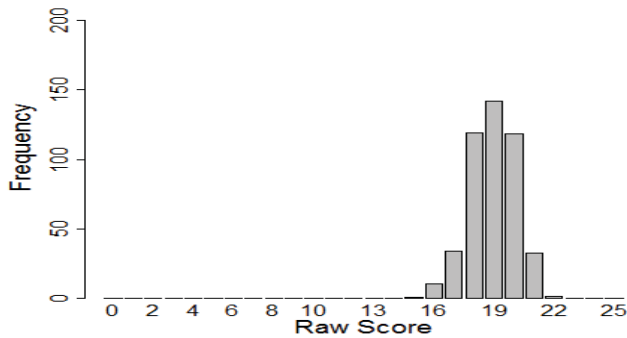
**Performance Level = 1**



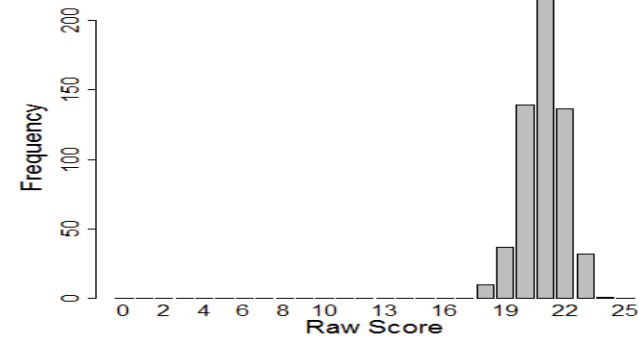
**Performance Level = 2**



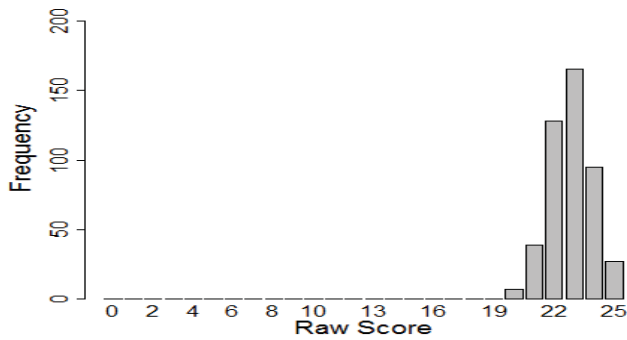
**Performance Level = 3**



**Performance Level = 4**



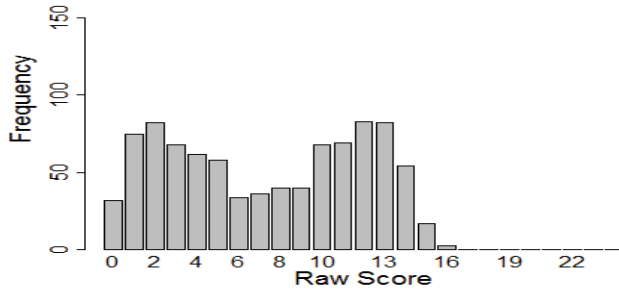
**Performance Level = 5**



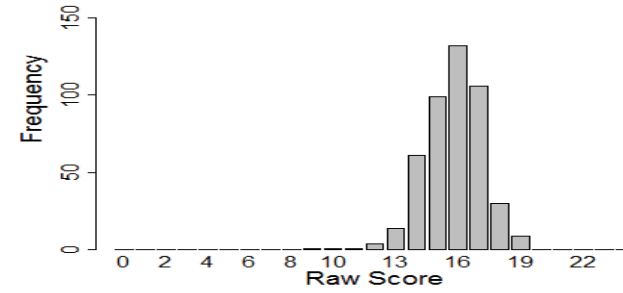


**Figure S3.19: Summative Raw Score Summary - Grade 3 Writing**

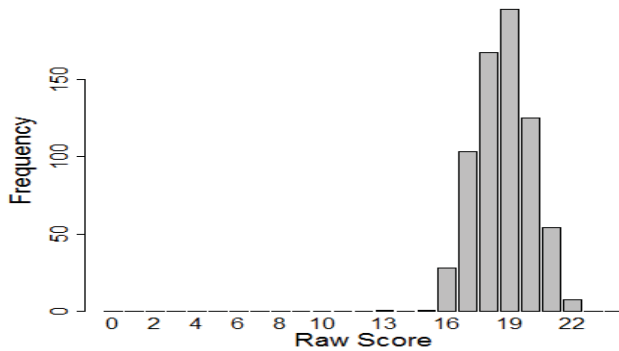
**Performance Level = 1**



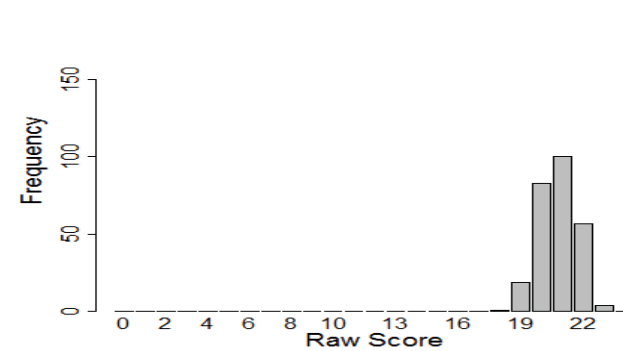
**Performance Level = 2**



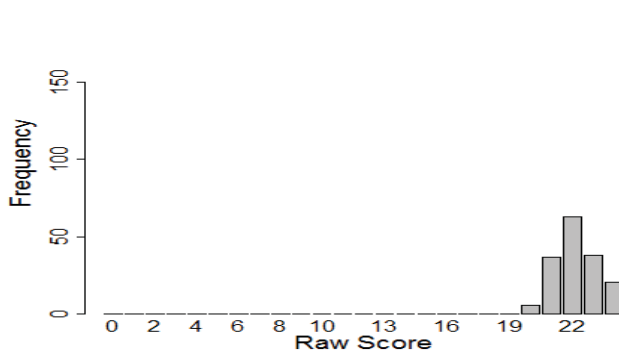
**Performance Level = 3**



**Performance Level = 4**

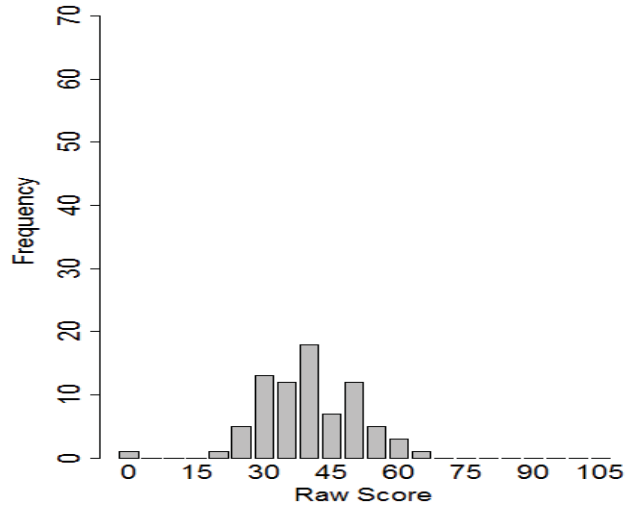


**Performance Level = 5**

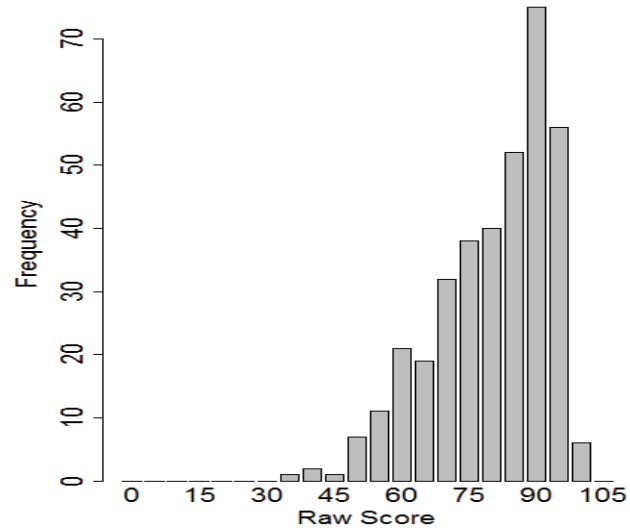


**Figure S3.20: Summative Raw Score Summary - Grade 3 Overall**

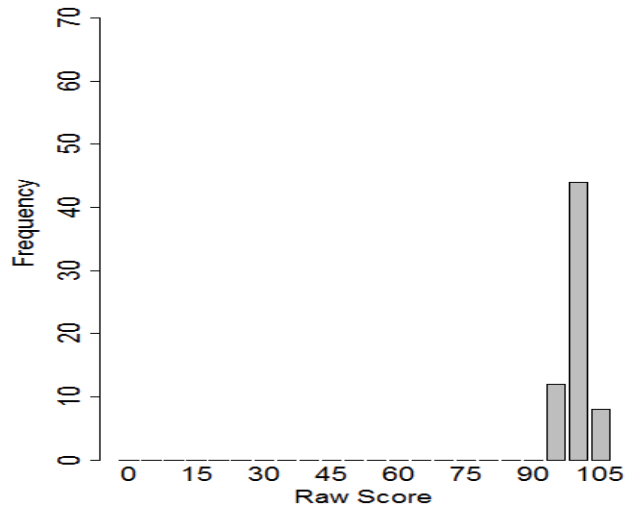
**Overall Proficiency = Emerging**



**Overall Proficiency = Progressing**

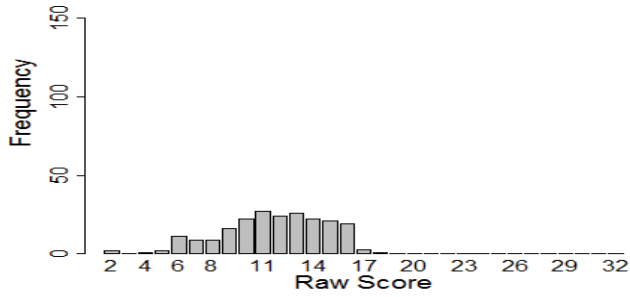


**Overall Proficiency = Proficient**

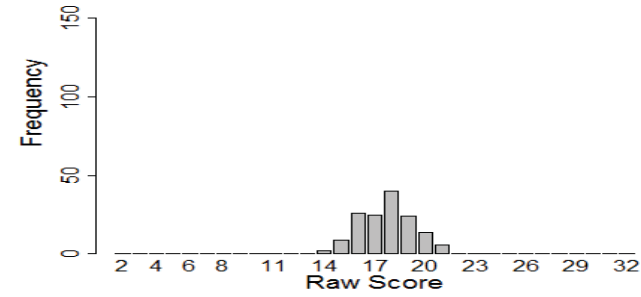


**Figure S3.21: Summative Raw Score Summary - Grade 4 Listening**

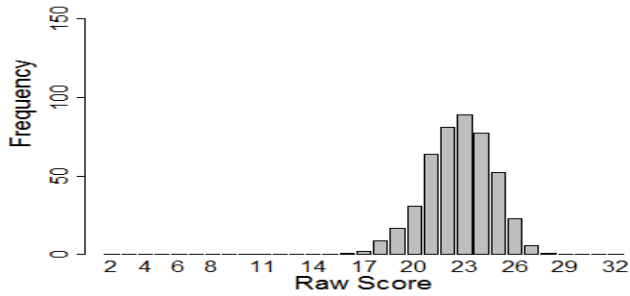
**Performance Level = 1**



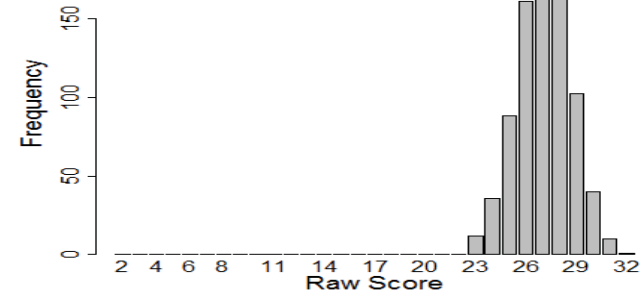
**Performance Level = 2**



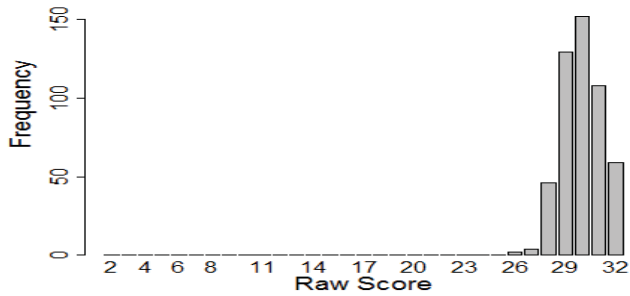
**Performance Level = 3**



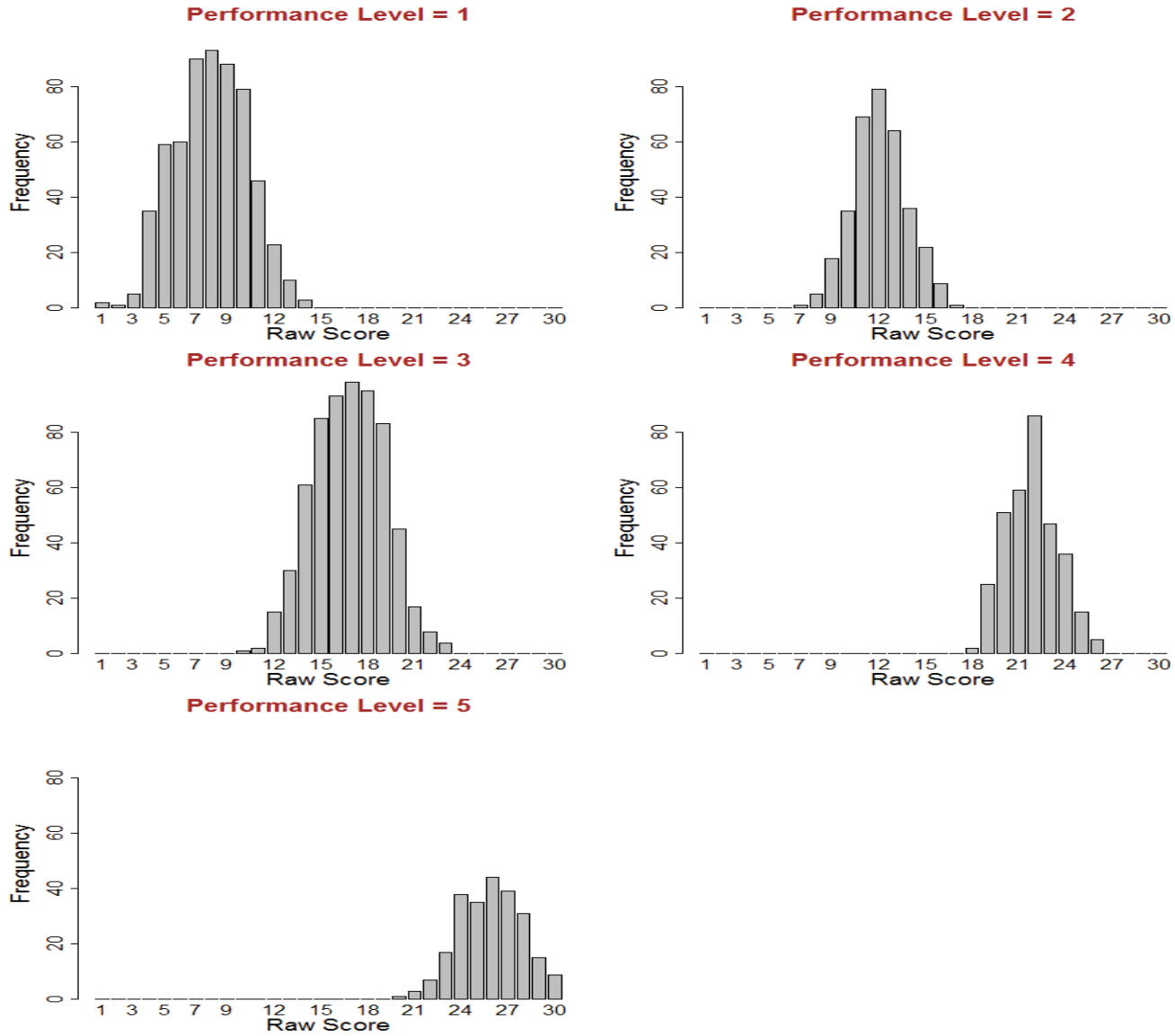
**Performance Level = 4**



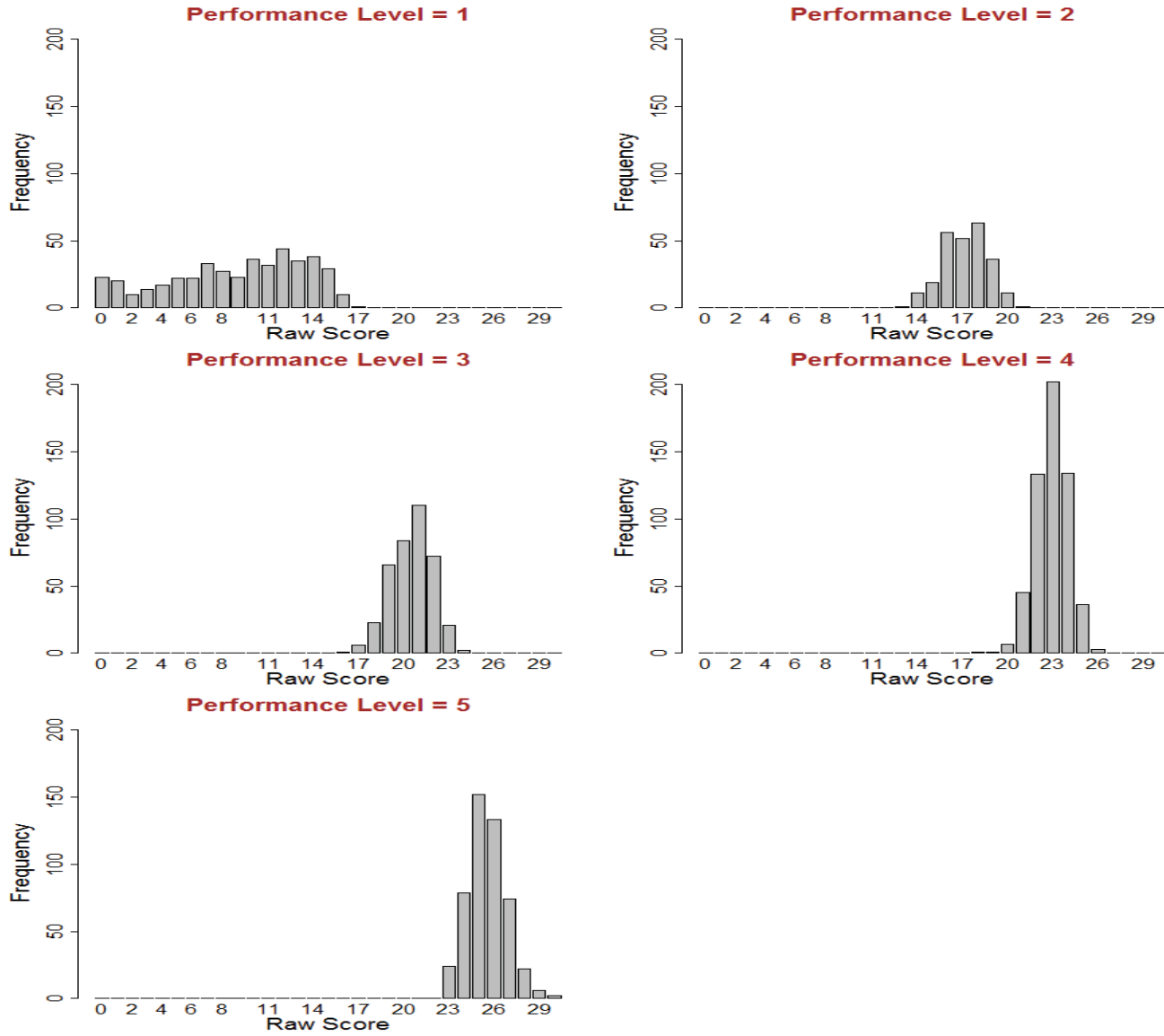
**Performance Level = 5**



**Figure S3.22: Summative Raw Score Summary - Grade 4 Reading**

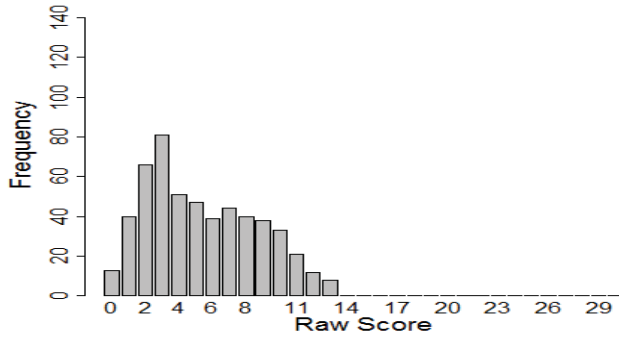


**Figure S3.23: Summative Raw Score Summary - Grade 4 Speaking**

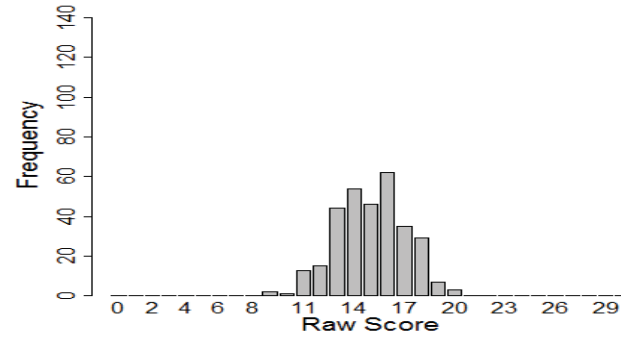


**Figure S3.24: Summative Raw Score Summary - Grade 4 Writing**

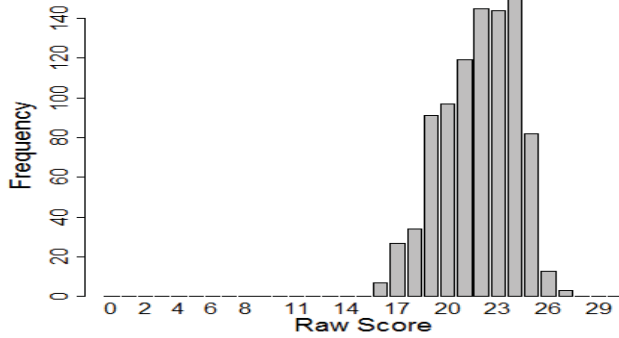
**Performance Level = 1**



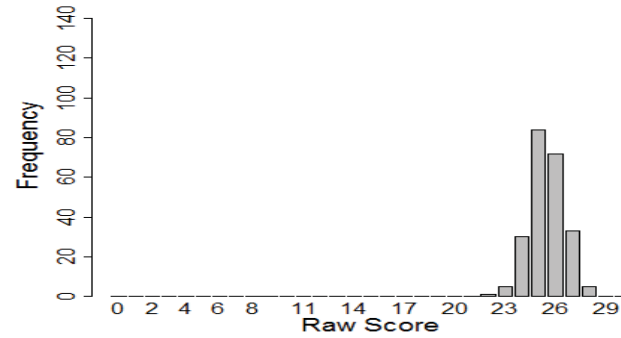
**Performance Level = 2**



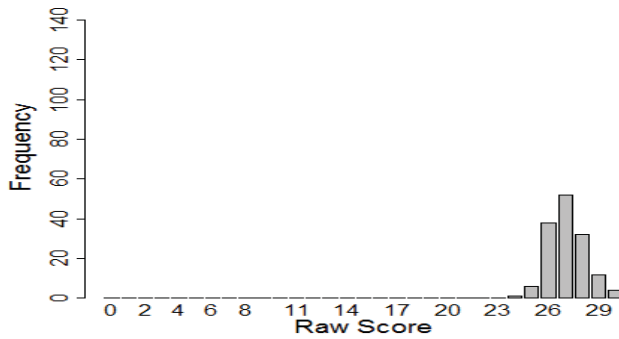
**Performance Level = 3**



**Performance Level = 4**

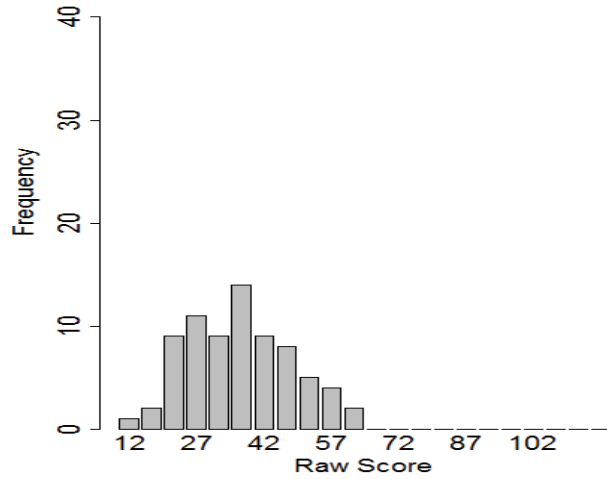


**Performance Level = 5**

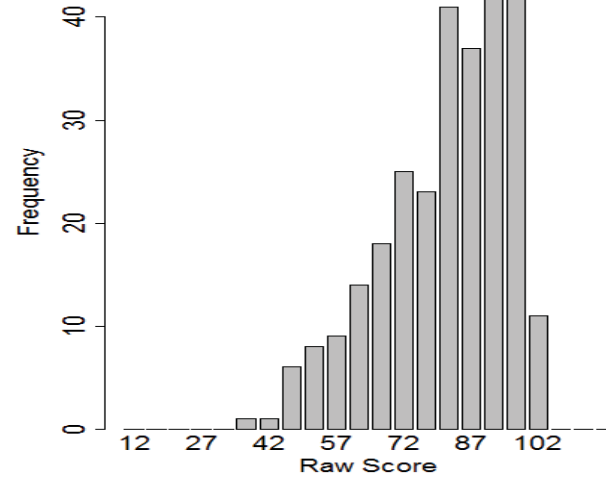


**Figure S3.25: Summative Raw Score Summary - Grade 4 Overall**

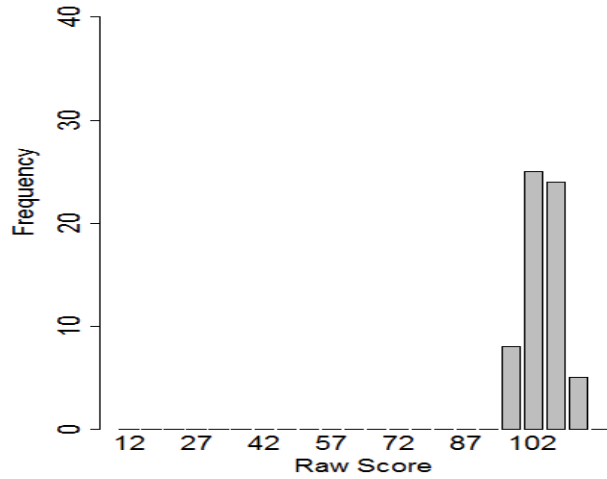
**Overall Proficiency = Emerging**



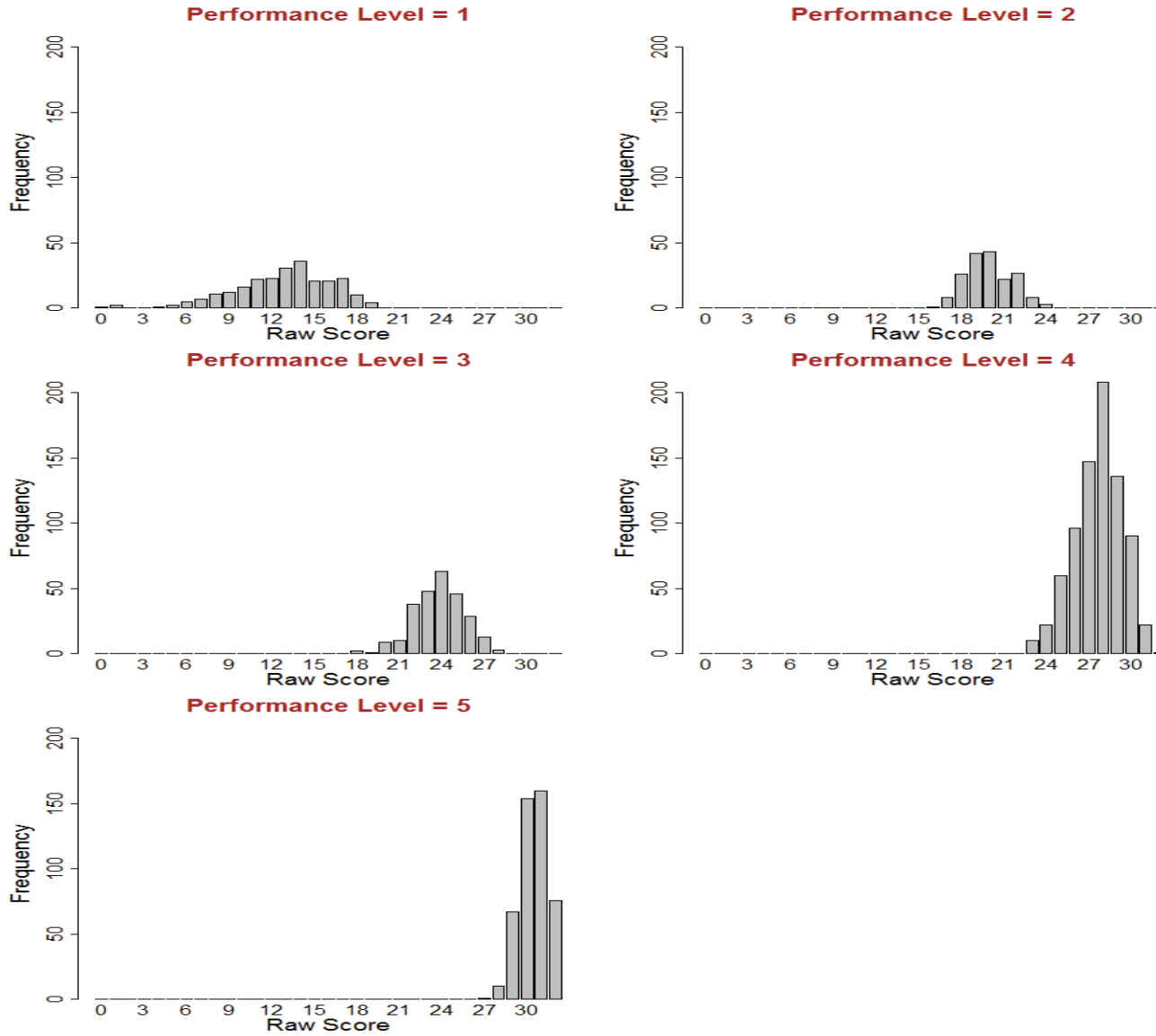
**Overall Proficiency = Progressing**



**Overall Proficiency = Proficient**

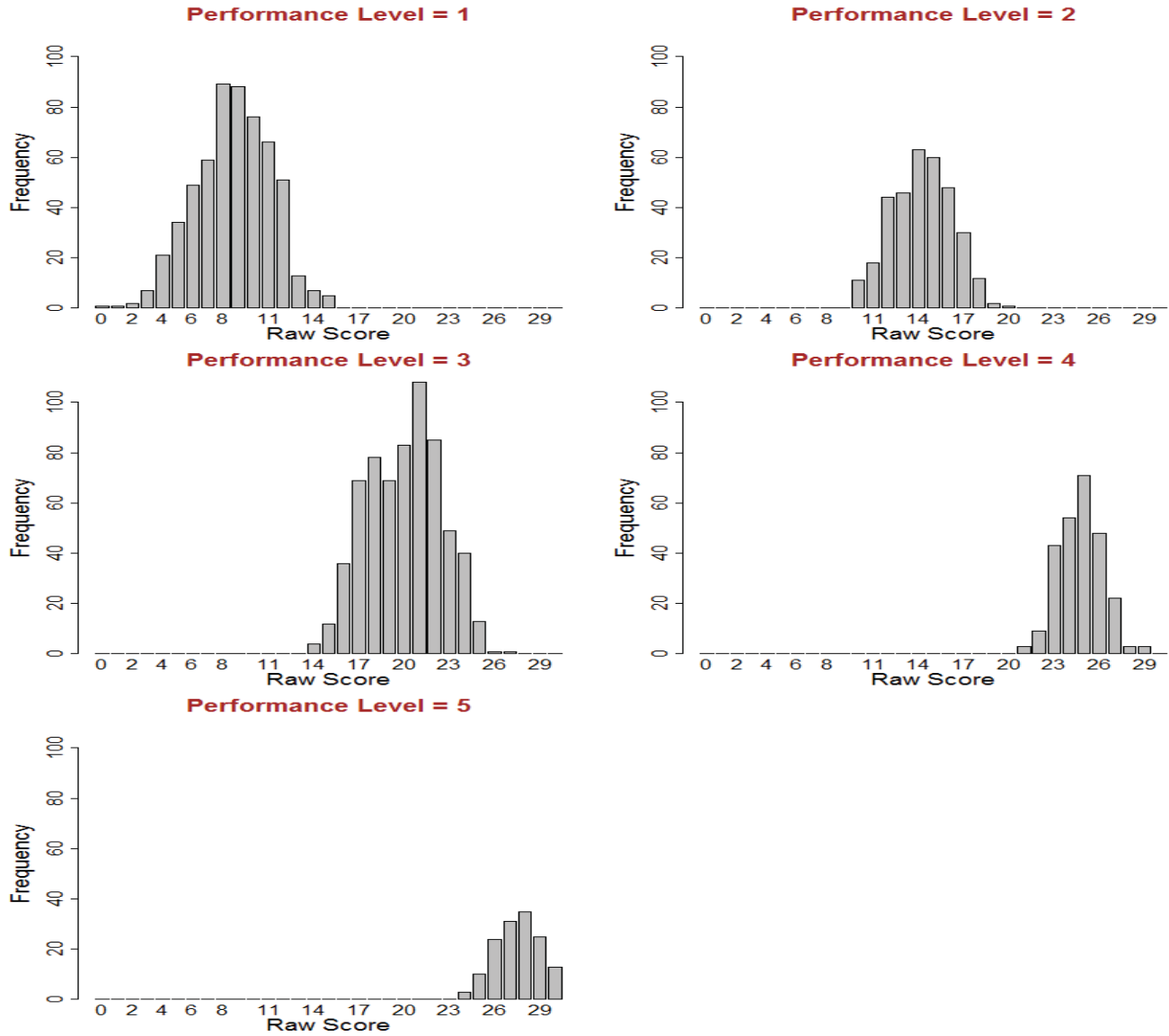


**Figure S3.26: Summative Raw Score Summary - Grade 5 Listening**

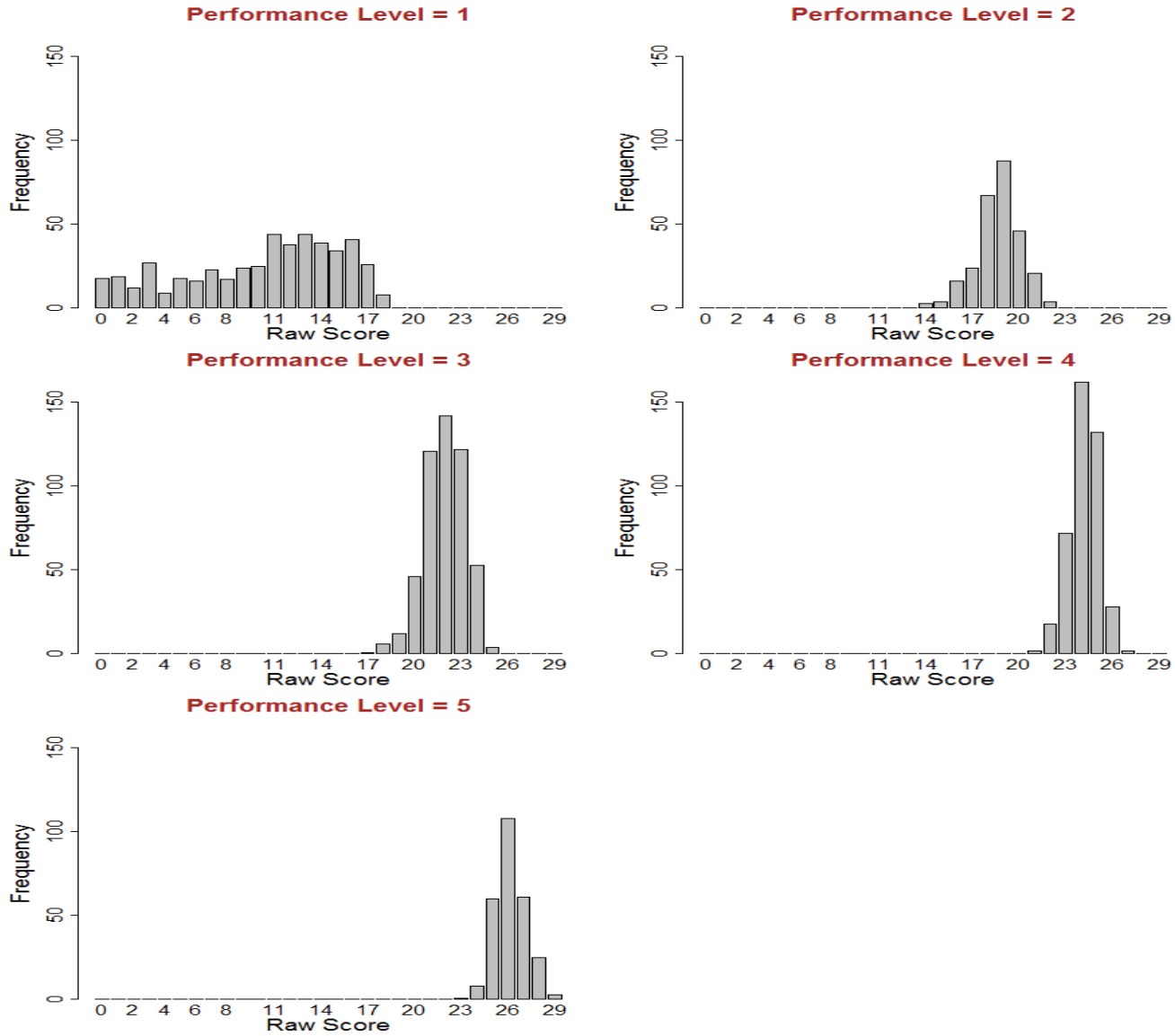




**Figure S3.27: Summative Raw Score Summary - Grade 5 Reading**

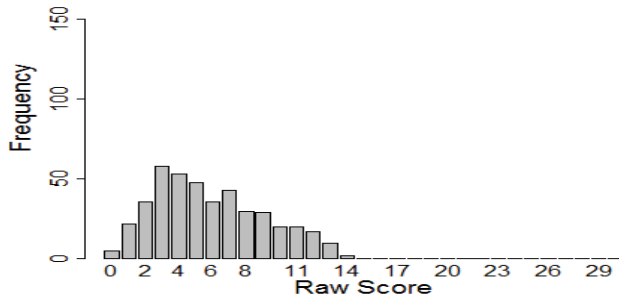


**Figure S3.28: Summative Raw Score Summary - Grade 5 Speaking**

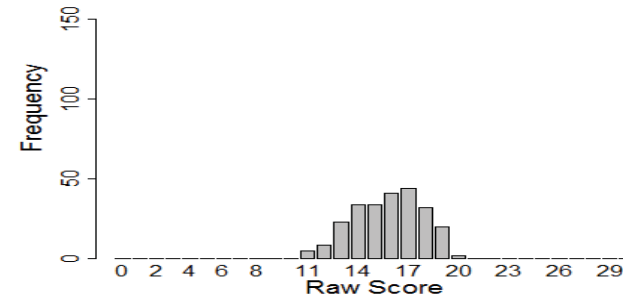


**Figure S3.29: Summative Raw Score Summary - Grade 5 Writing**

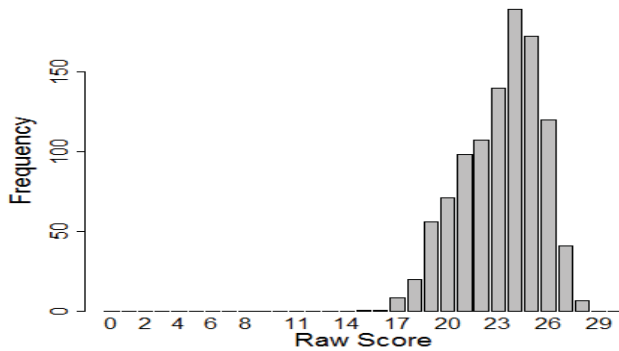
**Performance Level = 1**



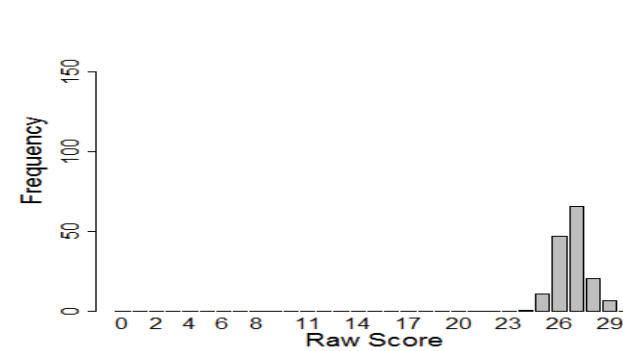
**Performance Level = 2**



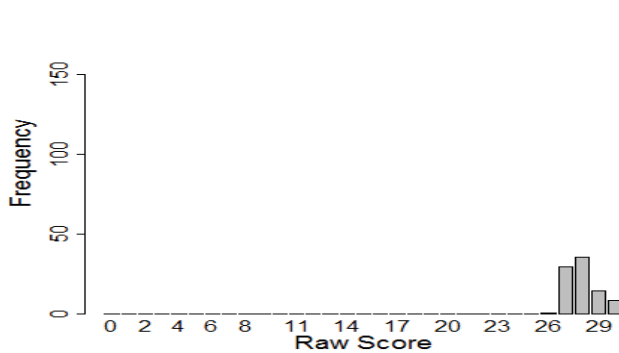
**Performance Level = 3**



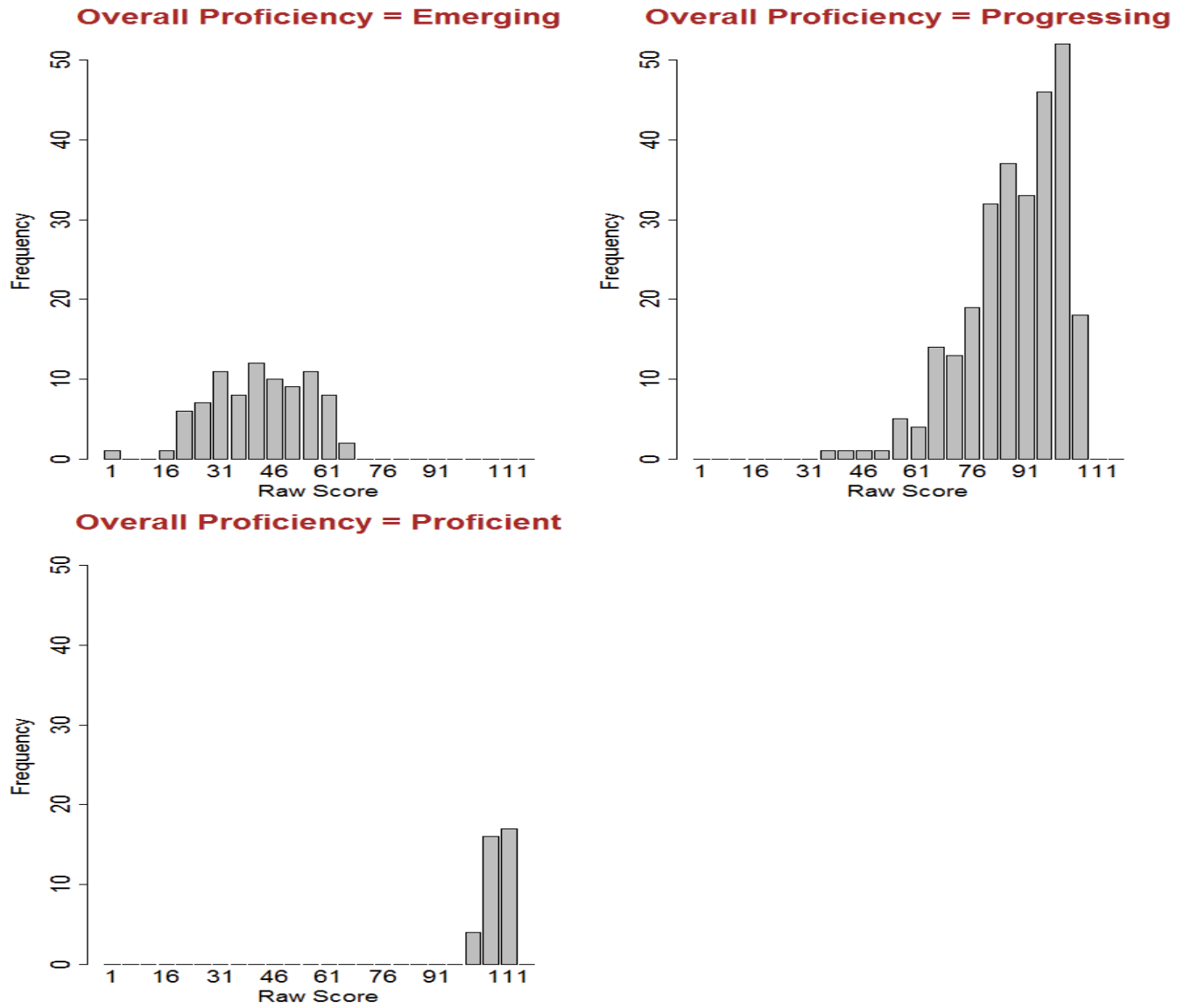
**Performance Level = 4**



**Performance Level = 5**

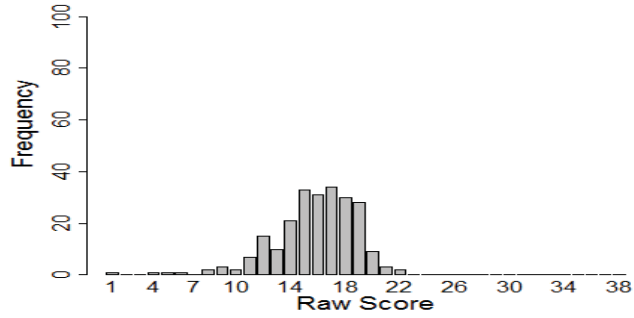


**Figure S3.30: Summative Raw Score Summary - Grade 5 Overall**

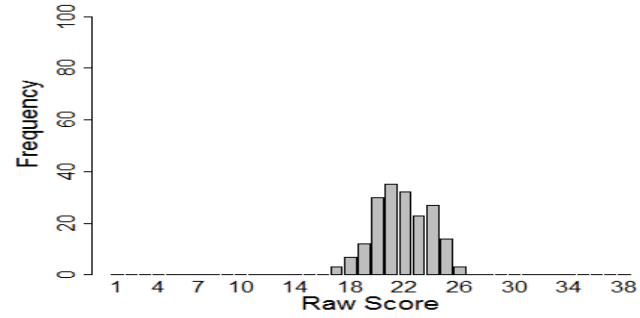


**Figure S3.31: Summative Raw Score Summary - Grade 6 Listening**

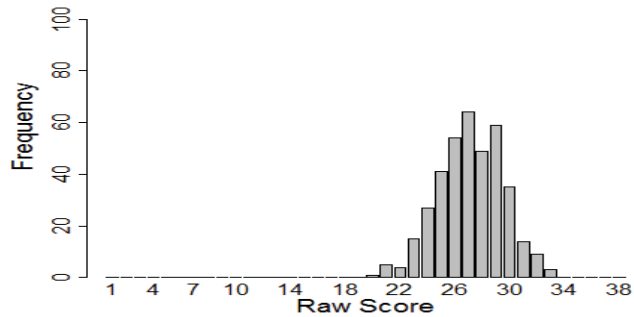
**Performance Level = 1**



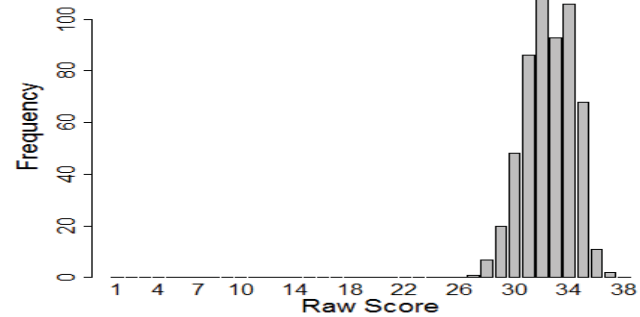
**Performance Level = 2**



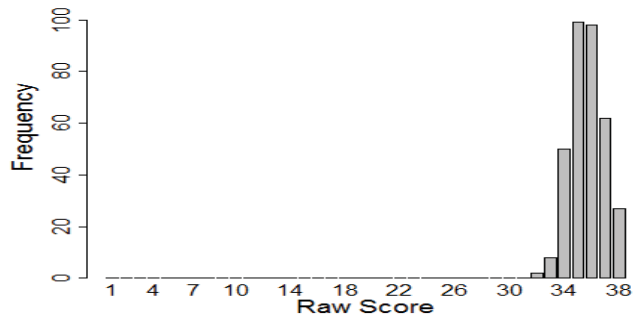
**Performance Level = 3**



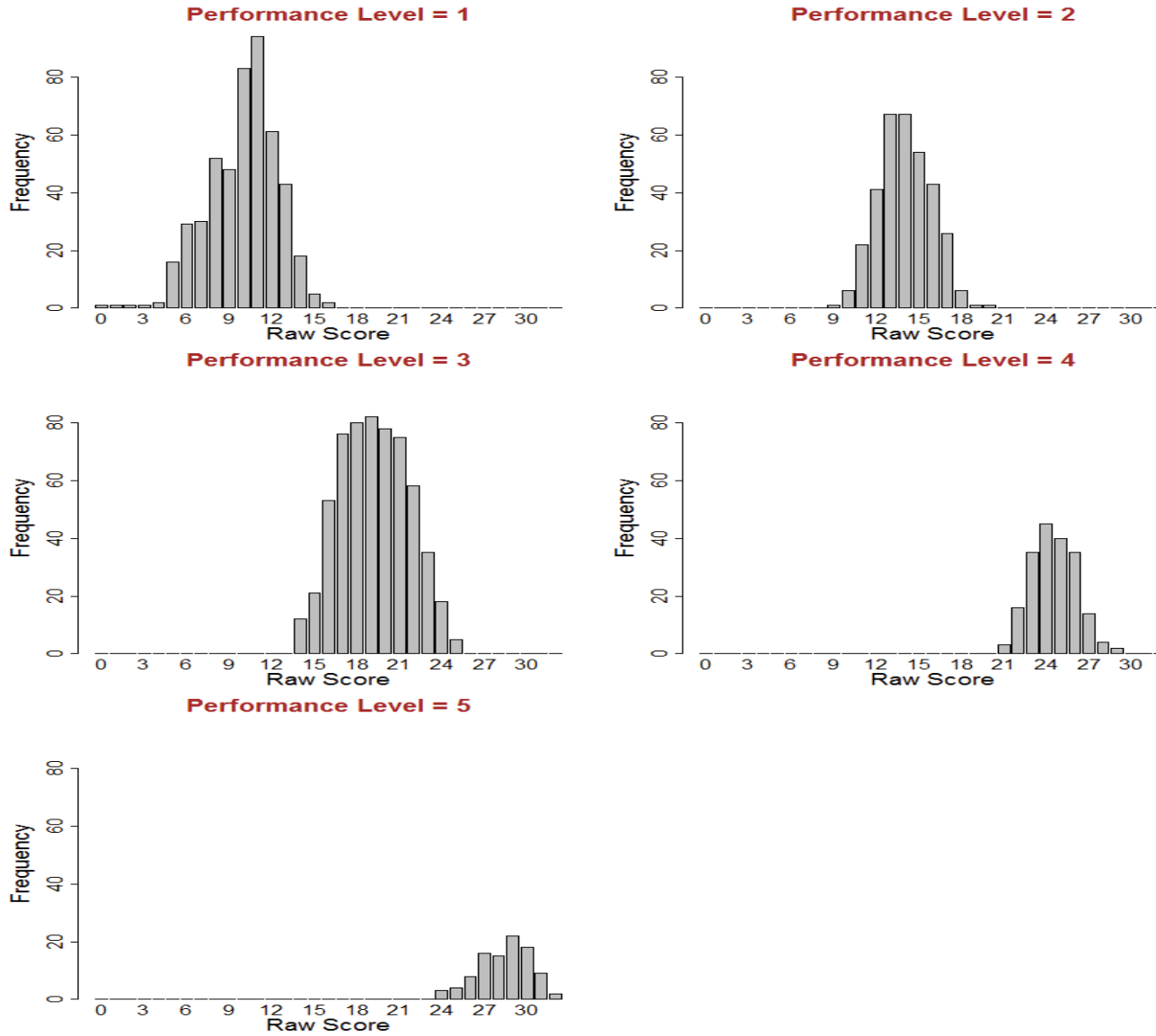
**Performance Level = 4**



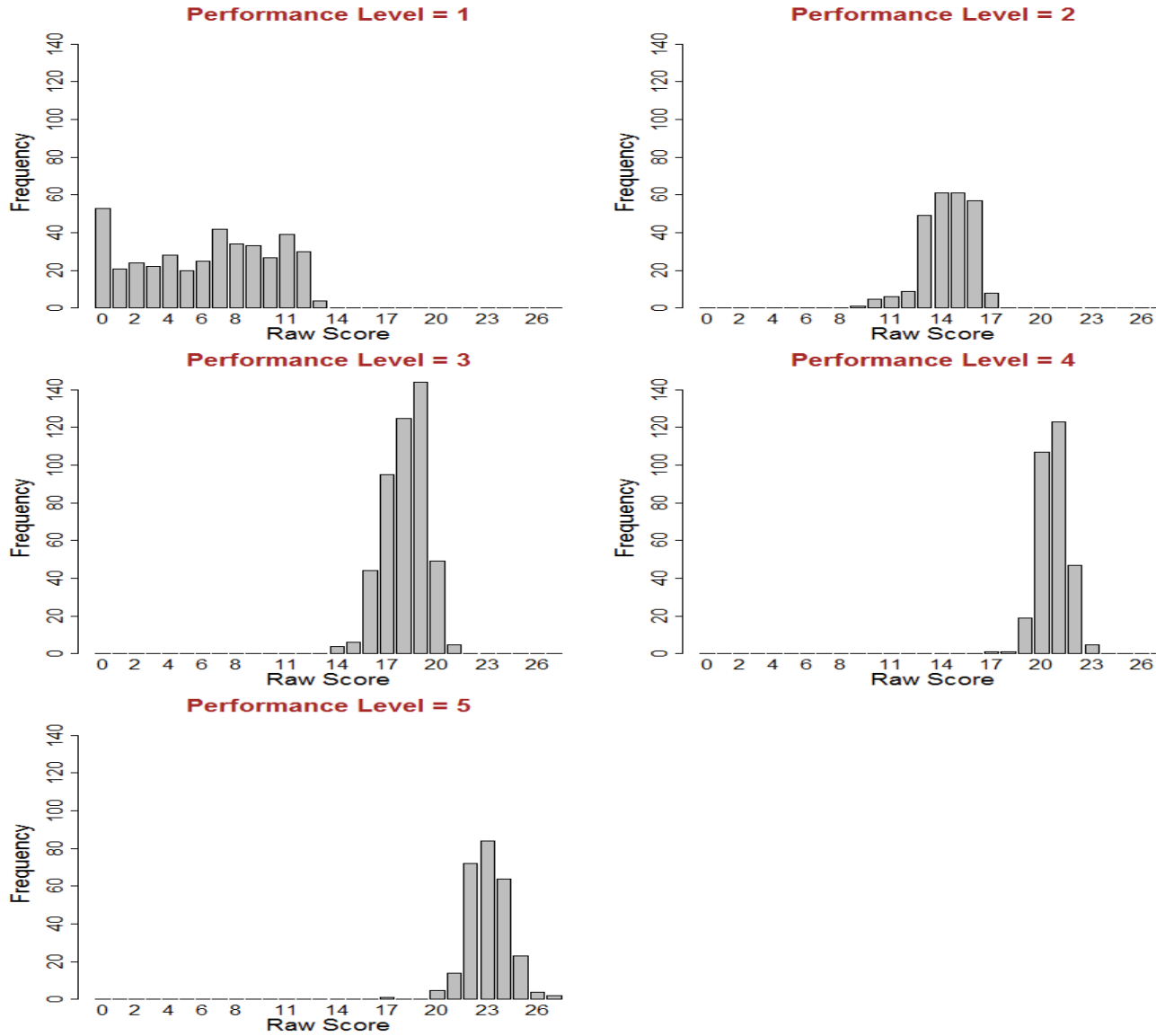
**Performance Level = 5**



**Figure S3.32: Summative Raw Score Summary - Grade 6 Reading**

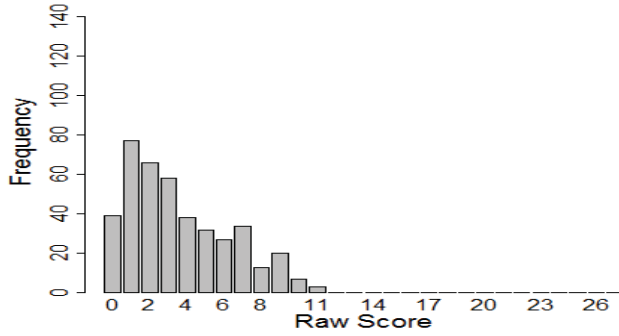


**Figure S3.33: Summative Raw Score Summary - Grade 6 Speaking**

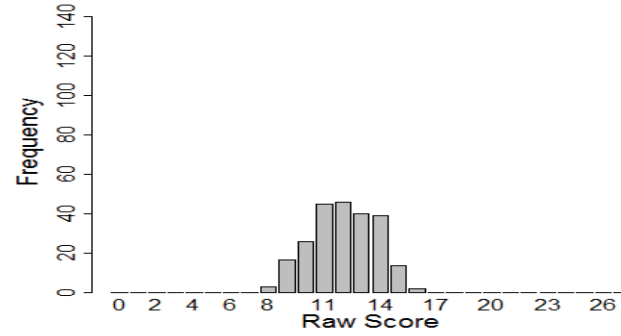


**Figure S3.34: Summative Raw Score Summary - Grade 6 Writing**

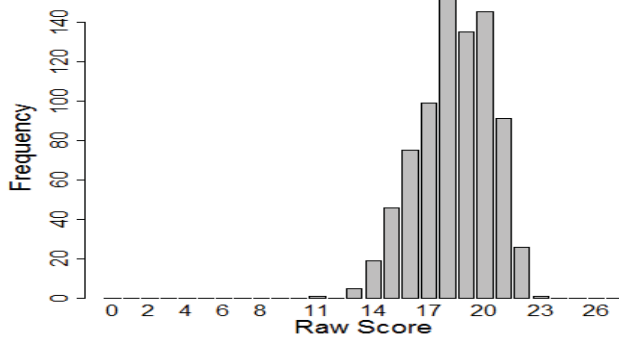
**Performance Level = 1**



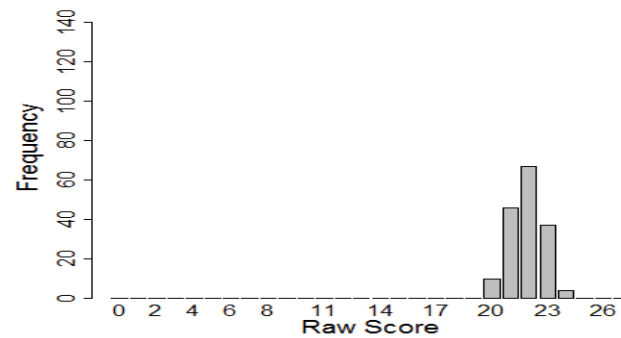
**Performance Level = 2**



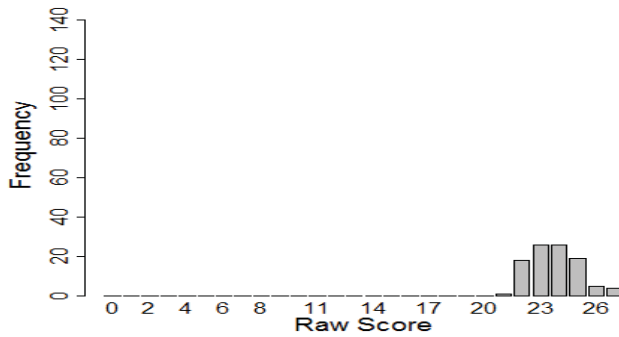
**Performance Level = 3**



**Performance Level = 4**

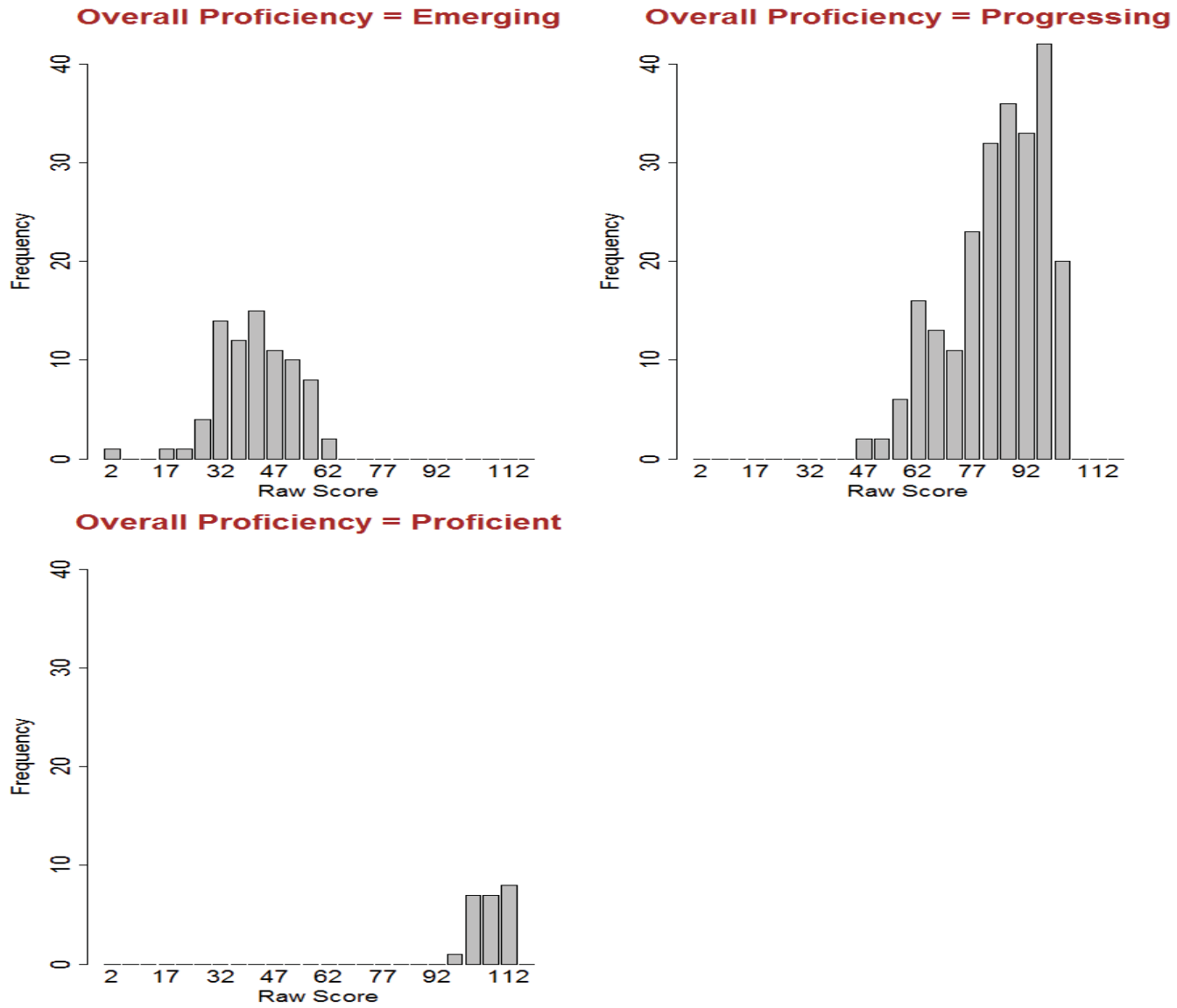


**Performance Level = 5**



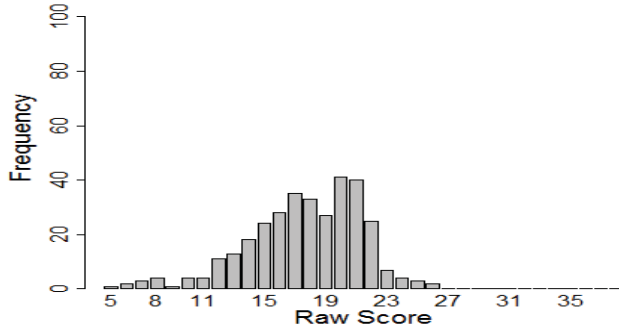


**Figure S3.35: Summative Raw Score Summary - Grade 6 Overall**

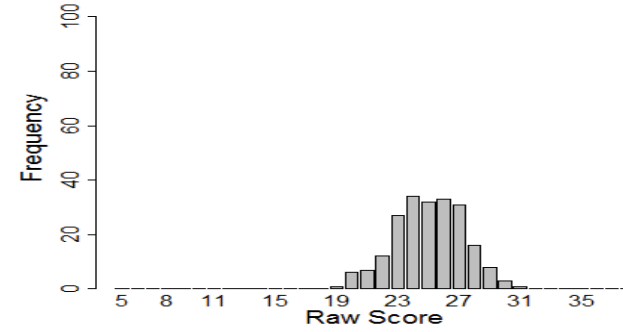


**Figure S3.36: Summative Raw Score Summary - Grade 7 Listening**

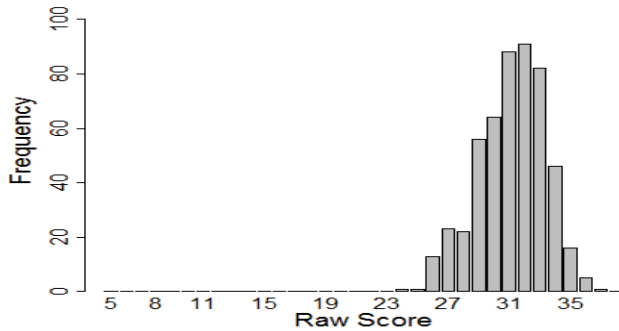
**Performance Level = 1**



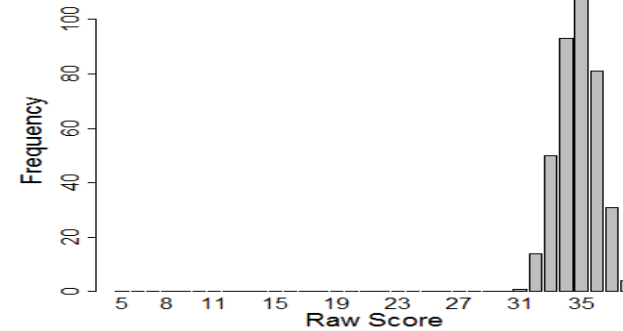
**Performance Level = 2**



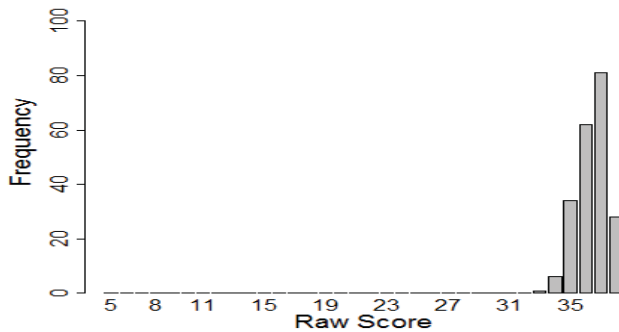
**Performance Level = 3**



**Performance Level = 4**

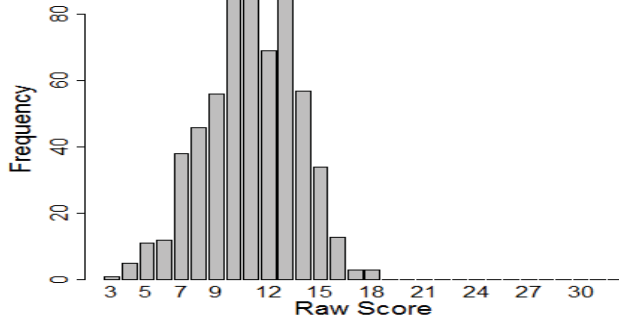


**Performance Level = 5**

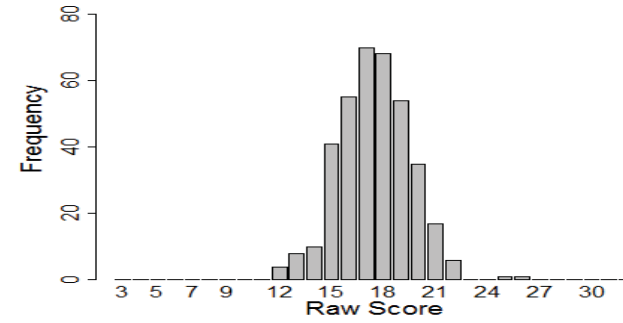


**Figure S3.37: Summative Raw Score Summary - Grade 7 Reading**

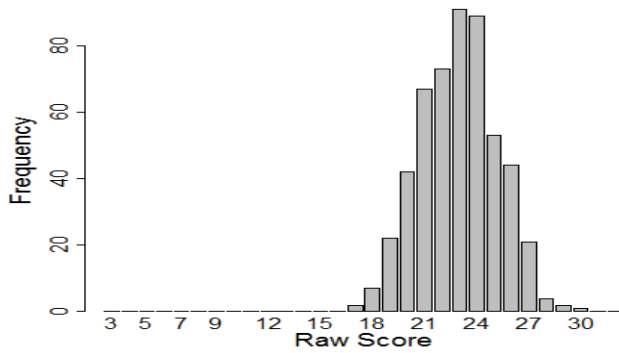
**Performance Level = 1**



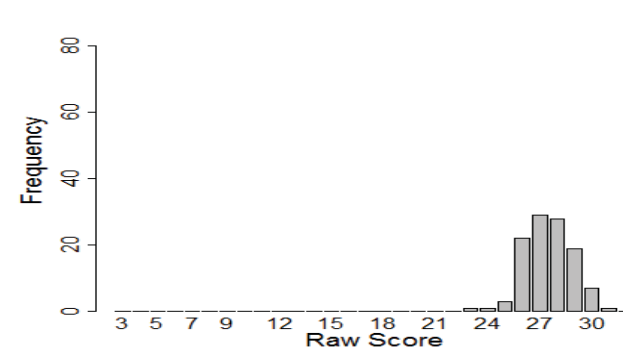
**Performance Level = 2**



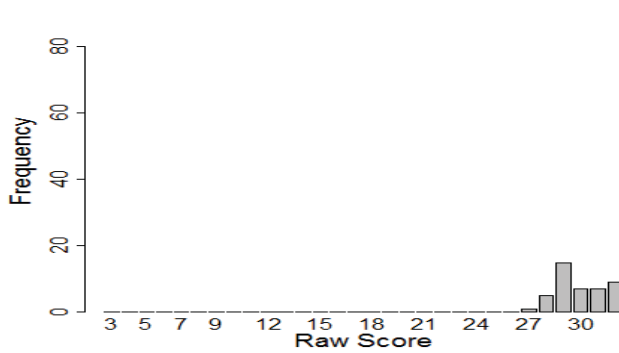
**Performance Level = 3**



**Performance Level = 4**

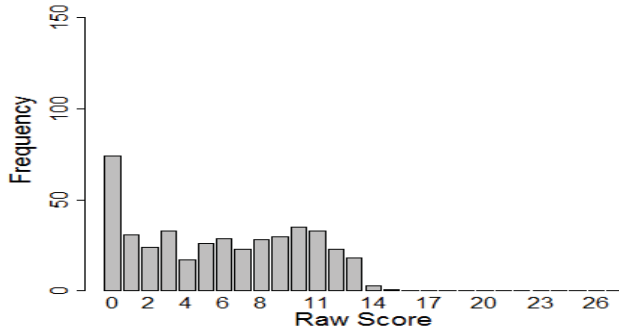


**Performance Level = 5**

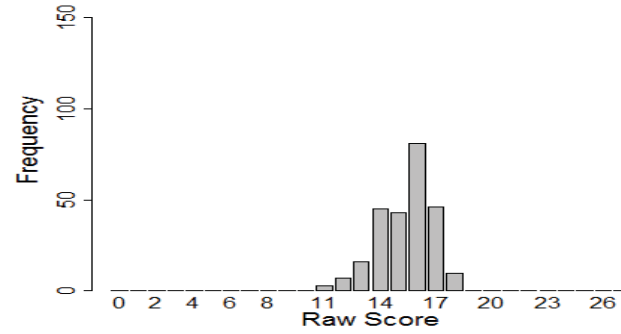


**Figure S3.38: Summative Raw Score Summary - Grade 7 Speaking**

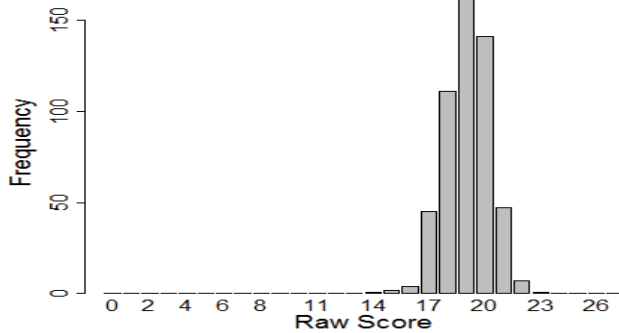
**Performance Level = 1**



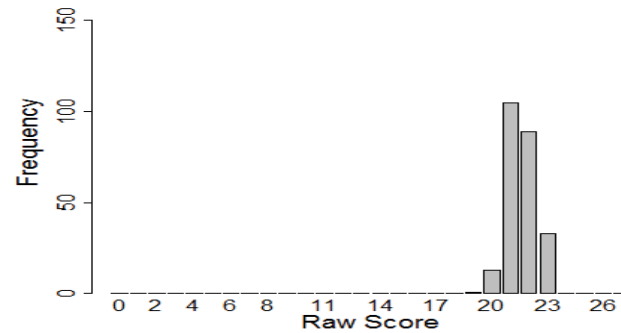
**Performance Level = 2**



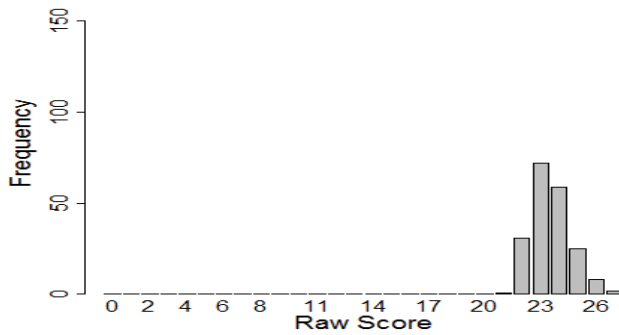
**Performance Level = 3**



**Performance Level = 4**

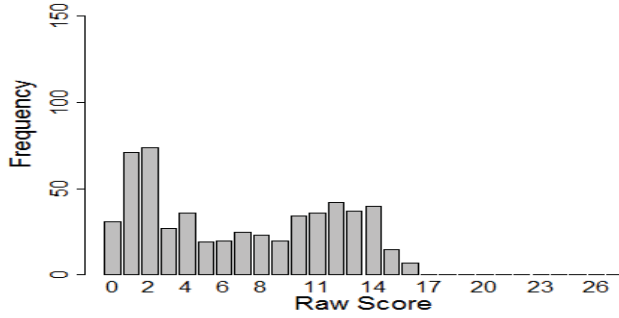


**Performance Level = 5**

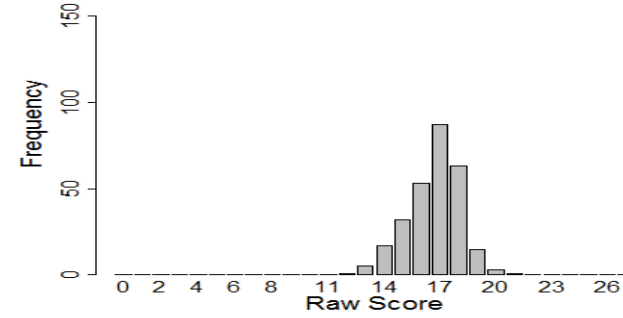


**Figure S3.39: Summative Raw Score Summary - Grade 7 Writing**

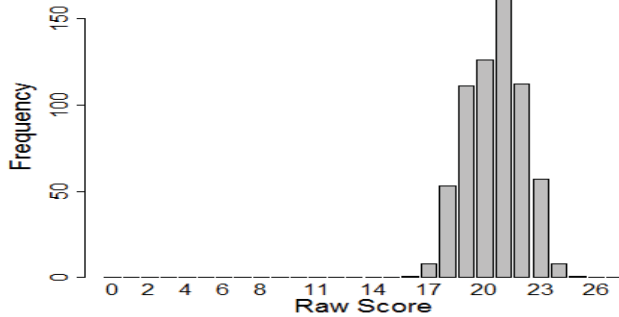
**Performance Level = 1**



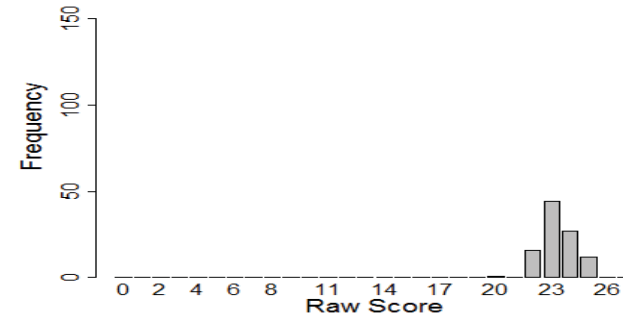
**Performance Level = 2**



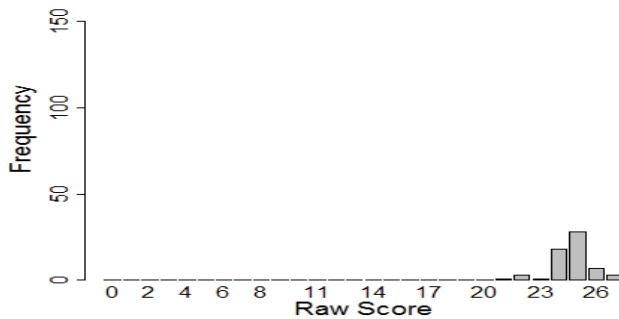
**Performance Level = 3**



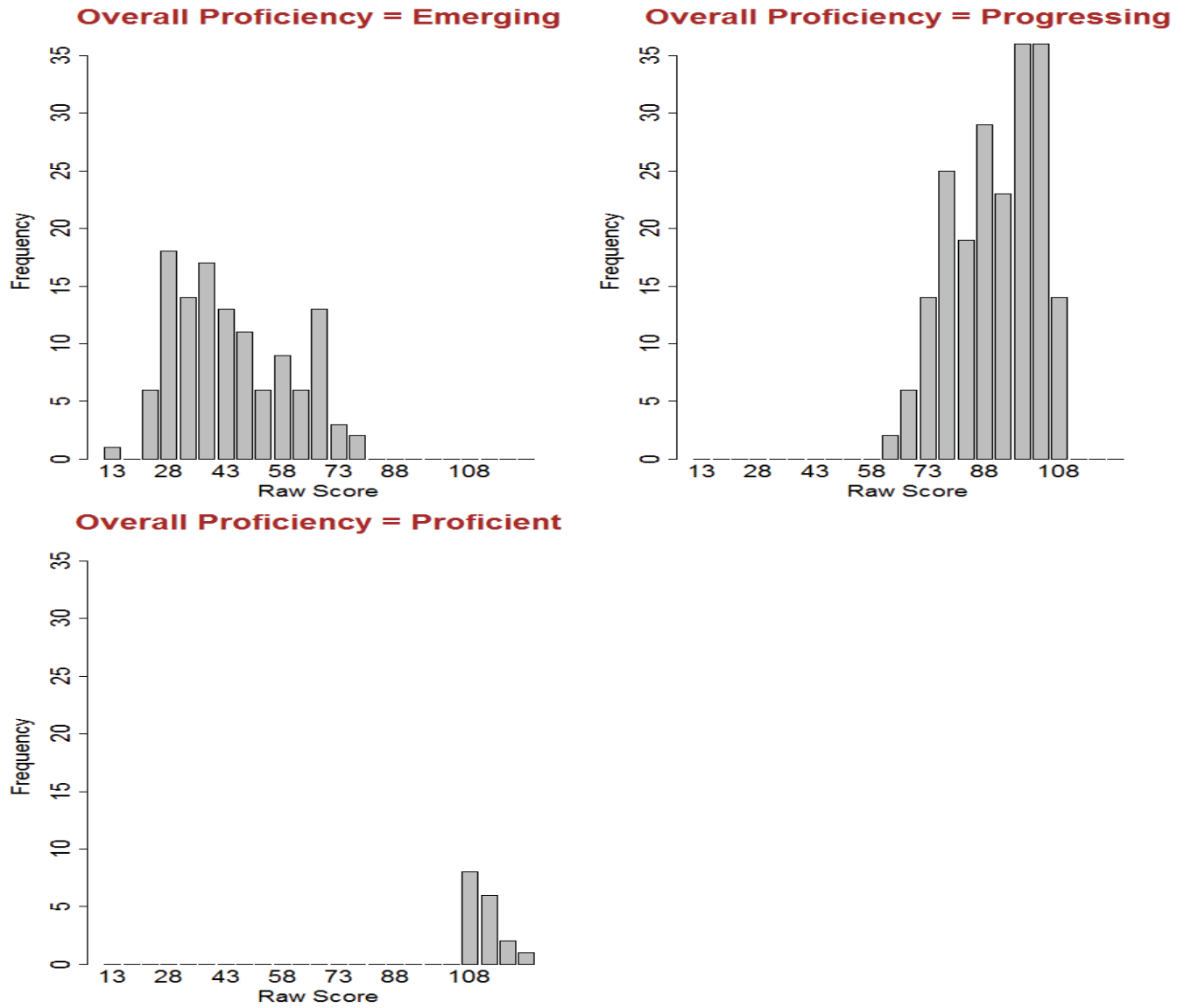
**Performance Level = 4**



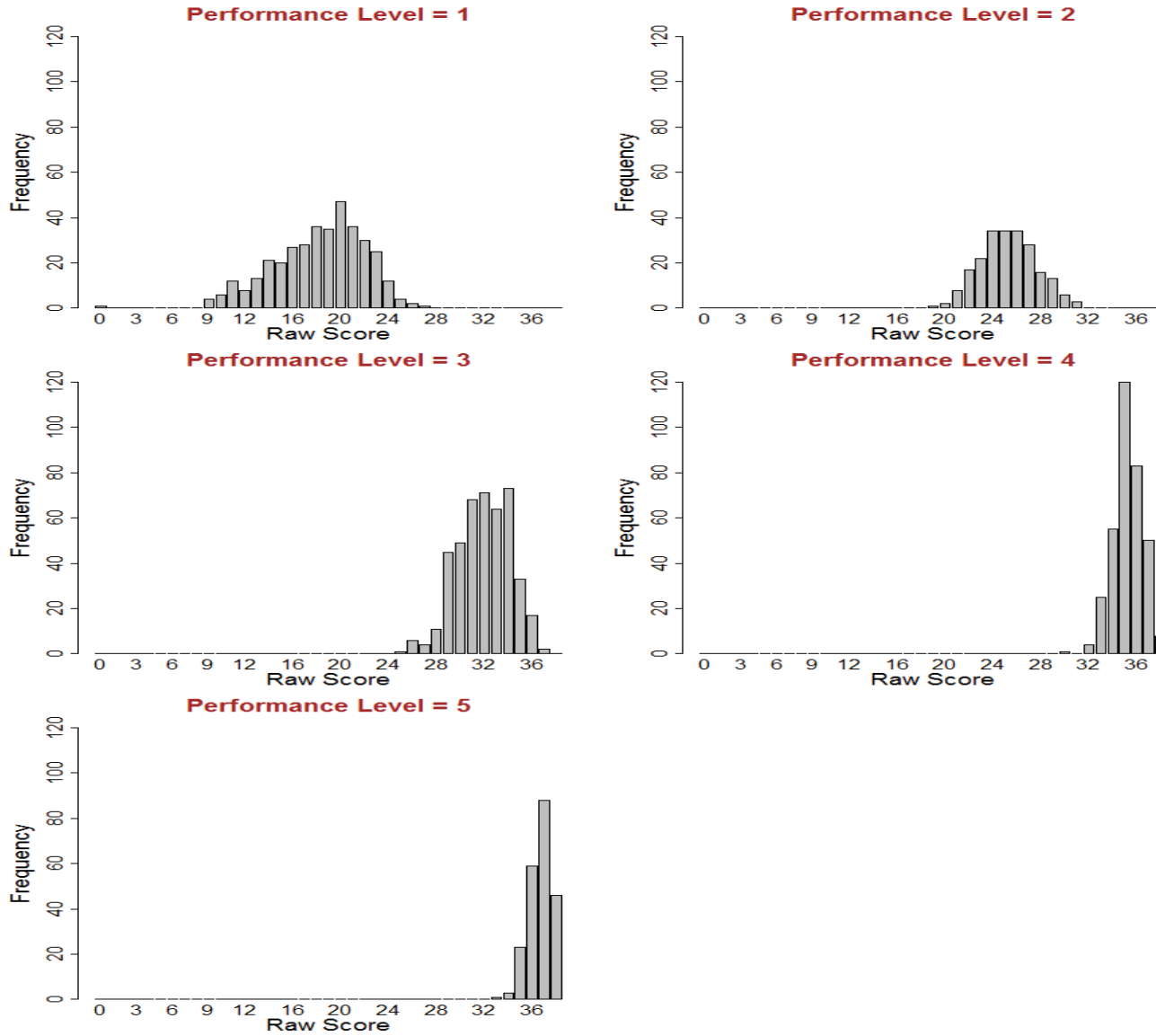
**Performance Level = 5**



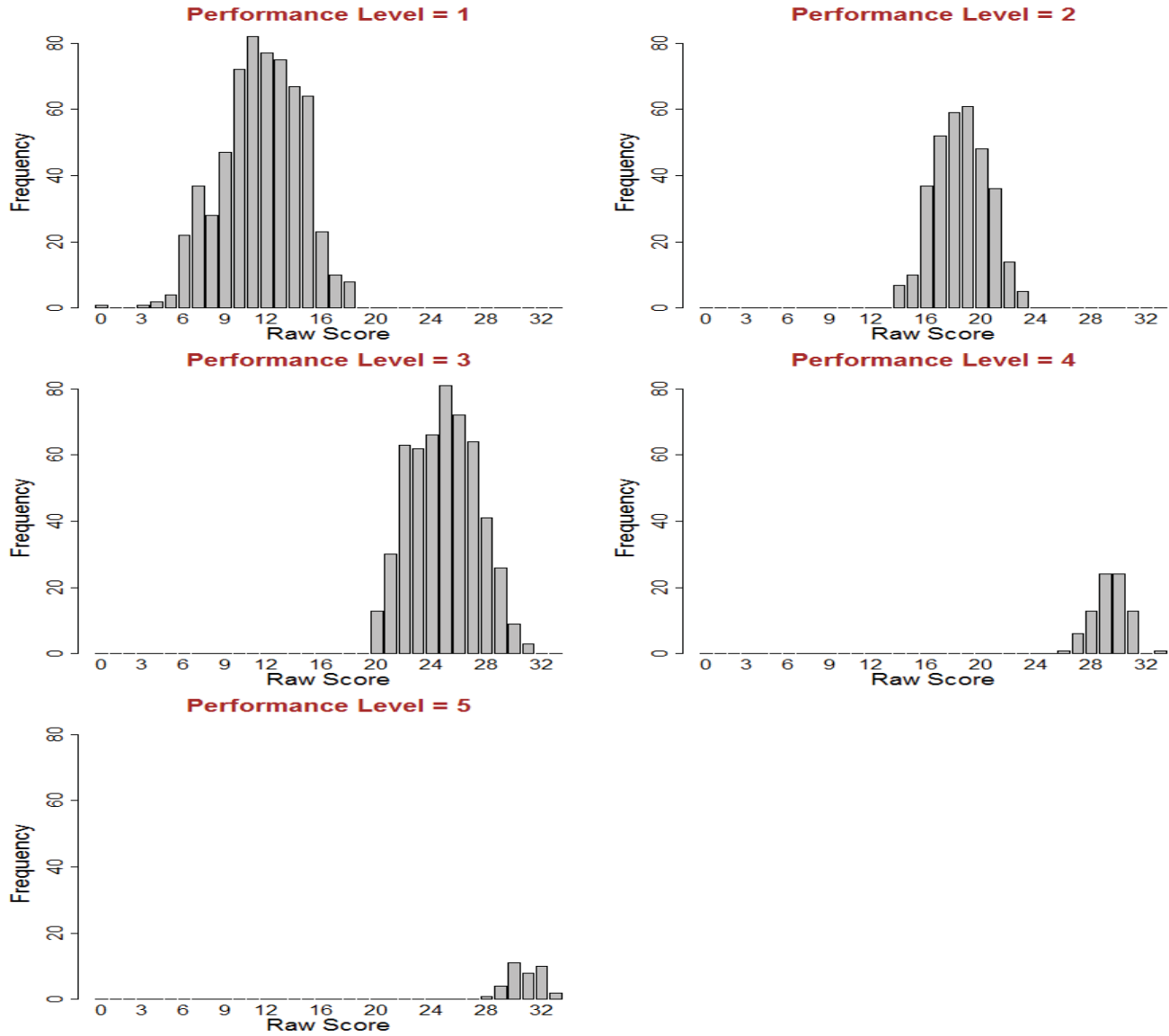
**Figure S3.40: Summative Raw Score Summary - Grade 7 Overall**



**Figure S3.41: Summative Raw Score Summary - Grade 8 Listening**

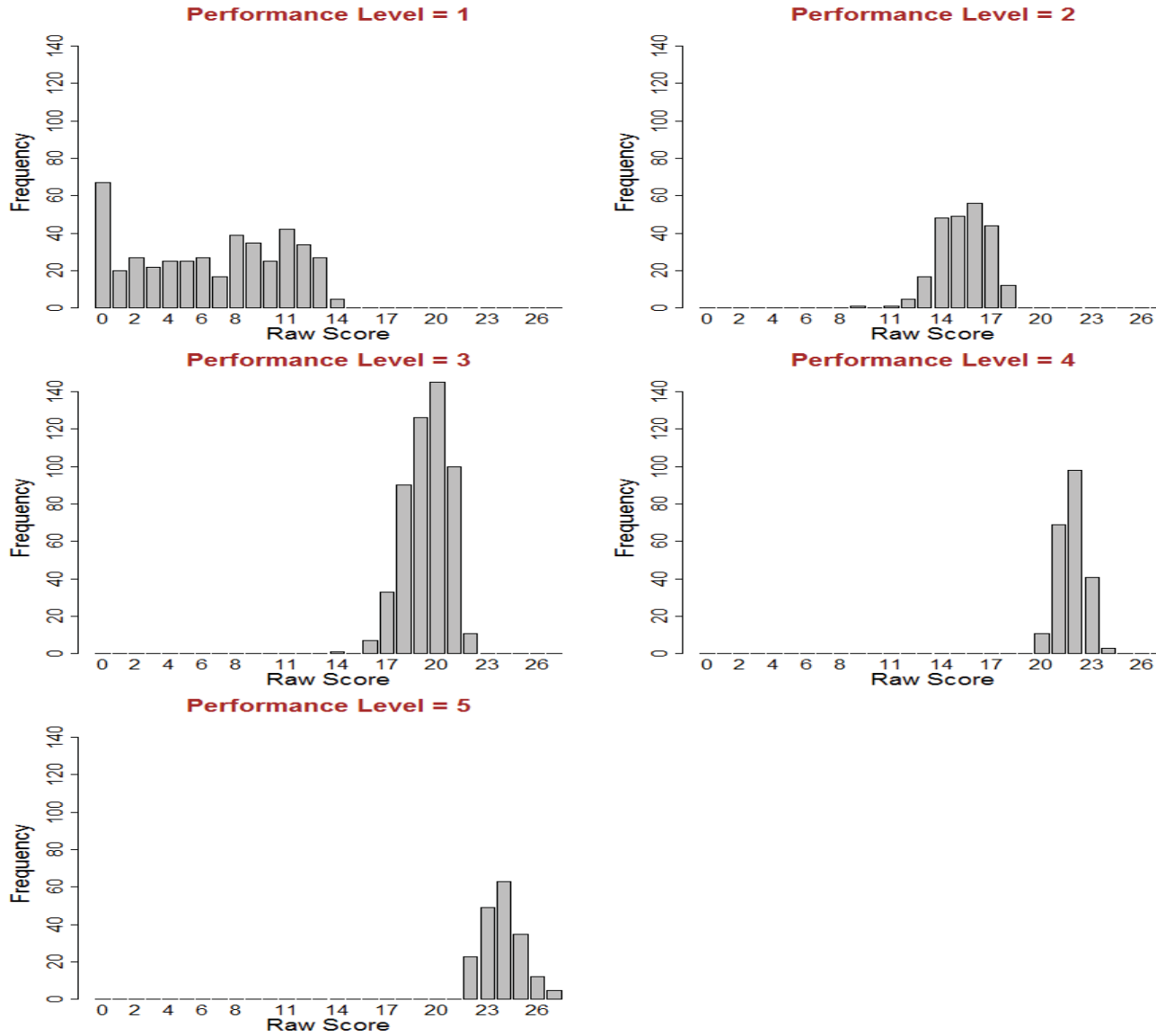


**Figure S3.42: Summative Raw Score Summary - Grade 8 Reading**



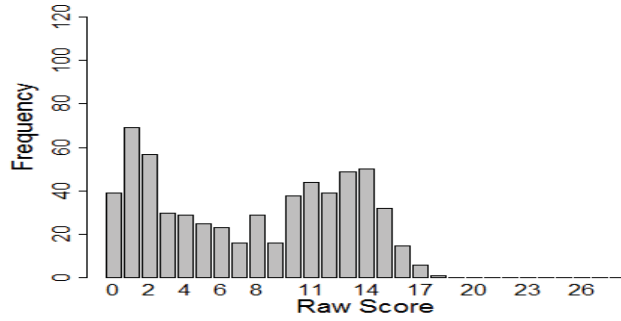


**Figure S3.43: Summative Raw Score Summary - Grade 8 Speaking**

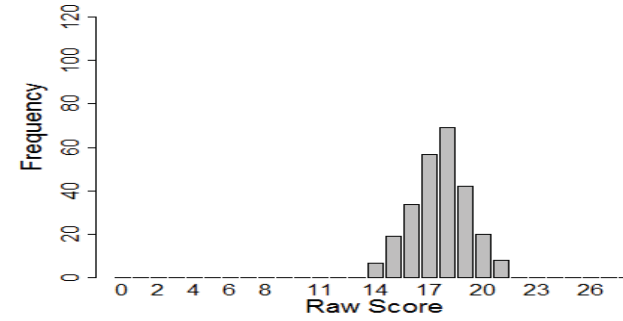


**Figure S3.44: Summative Raw Score Summary - Grade 8 Writing**

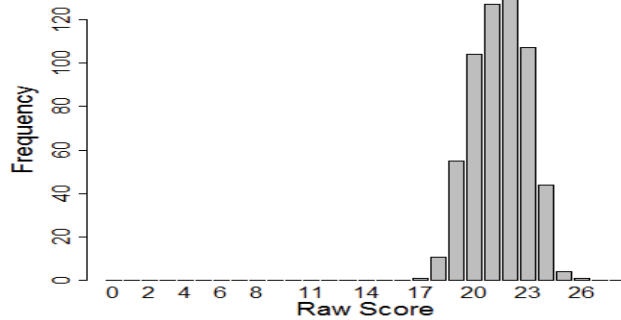
**Performance Level = 1**



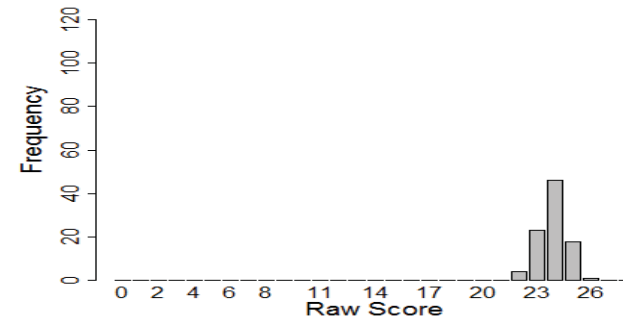
**Performance Level = 2**



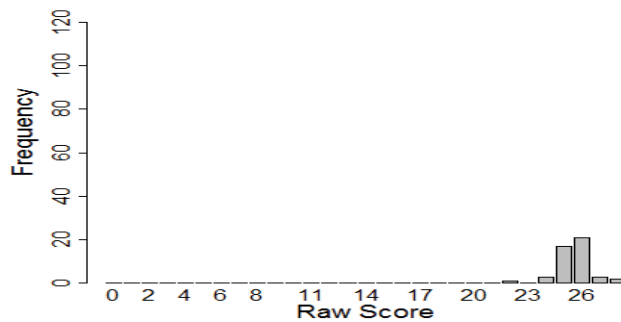
**Performance Level = 3**



**Performance Level = 4**

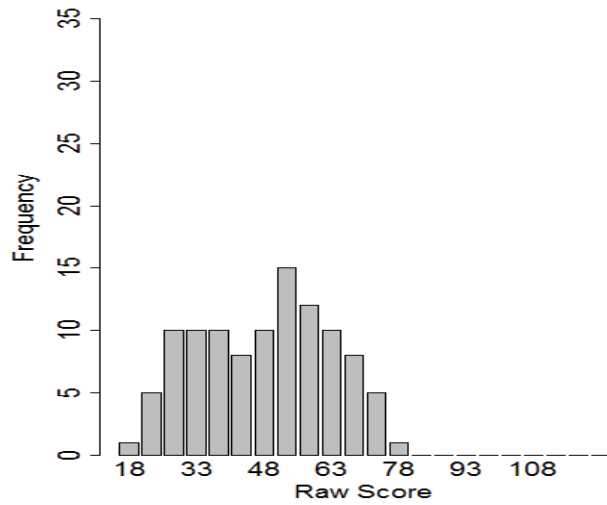


**Performance Level = 5**

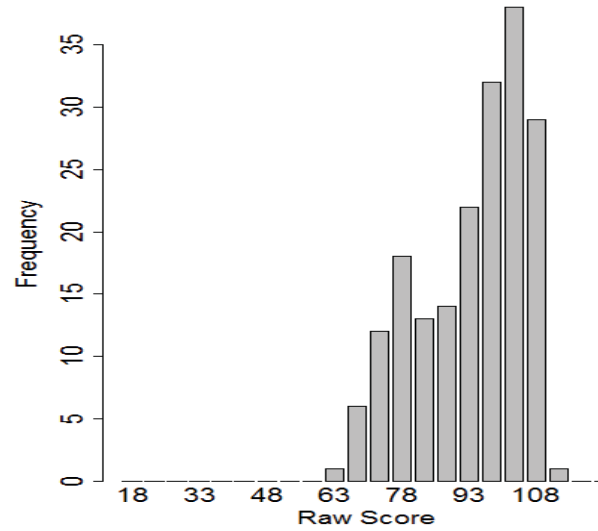


**Figure S3.45: Summative Raw Score Summary - Grade 8 Overall**

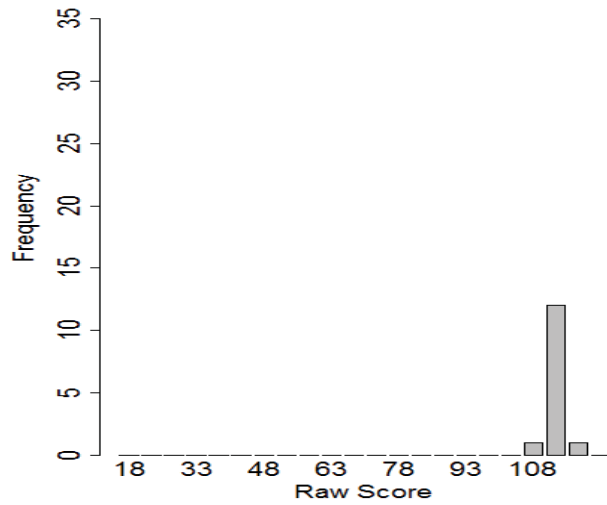
**Overall Proficiency = Emerging**



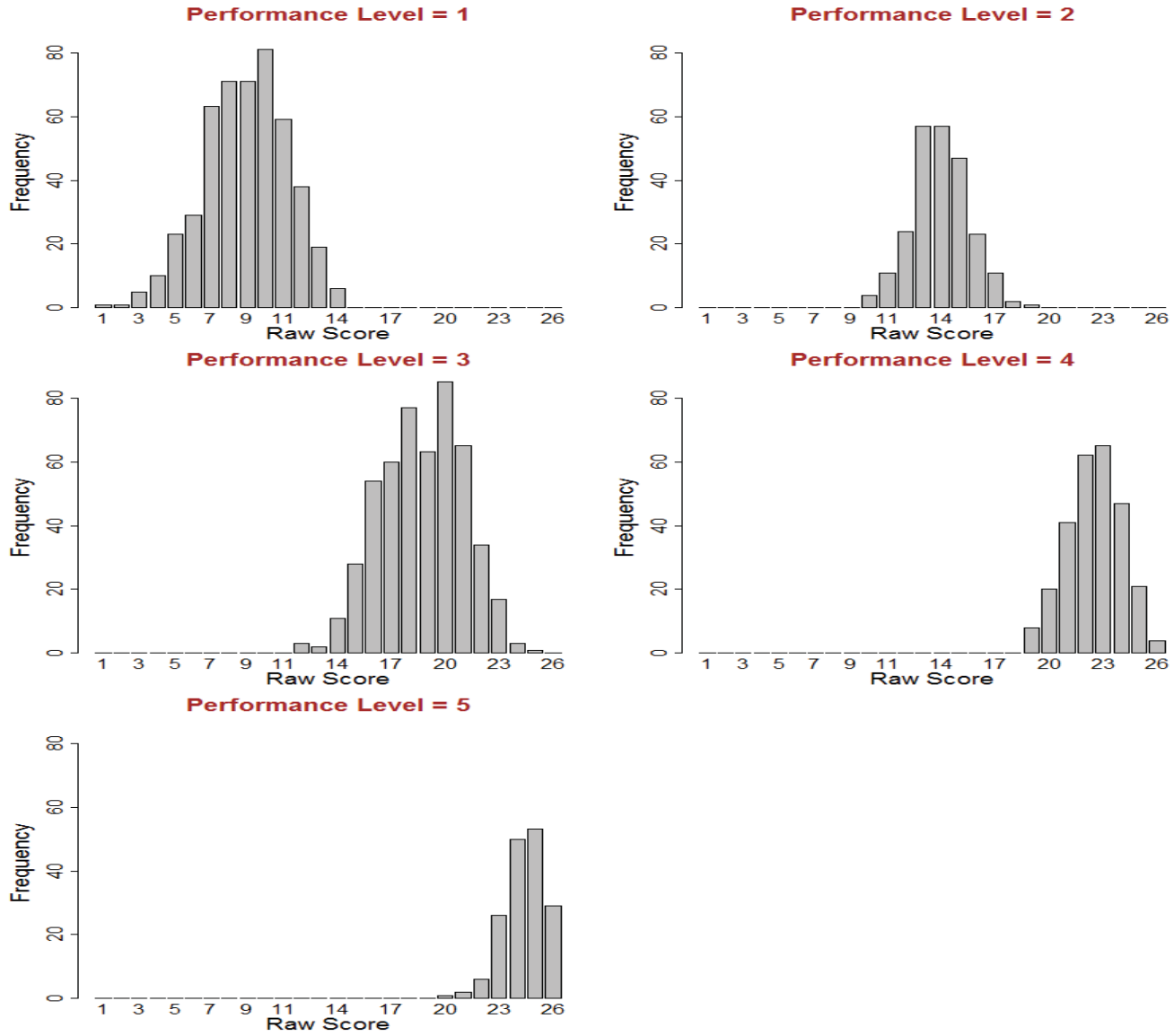
**Overall Proficiency = Progressing**



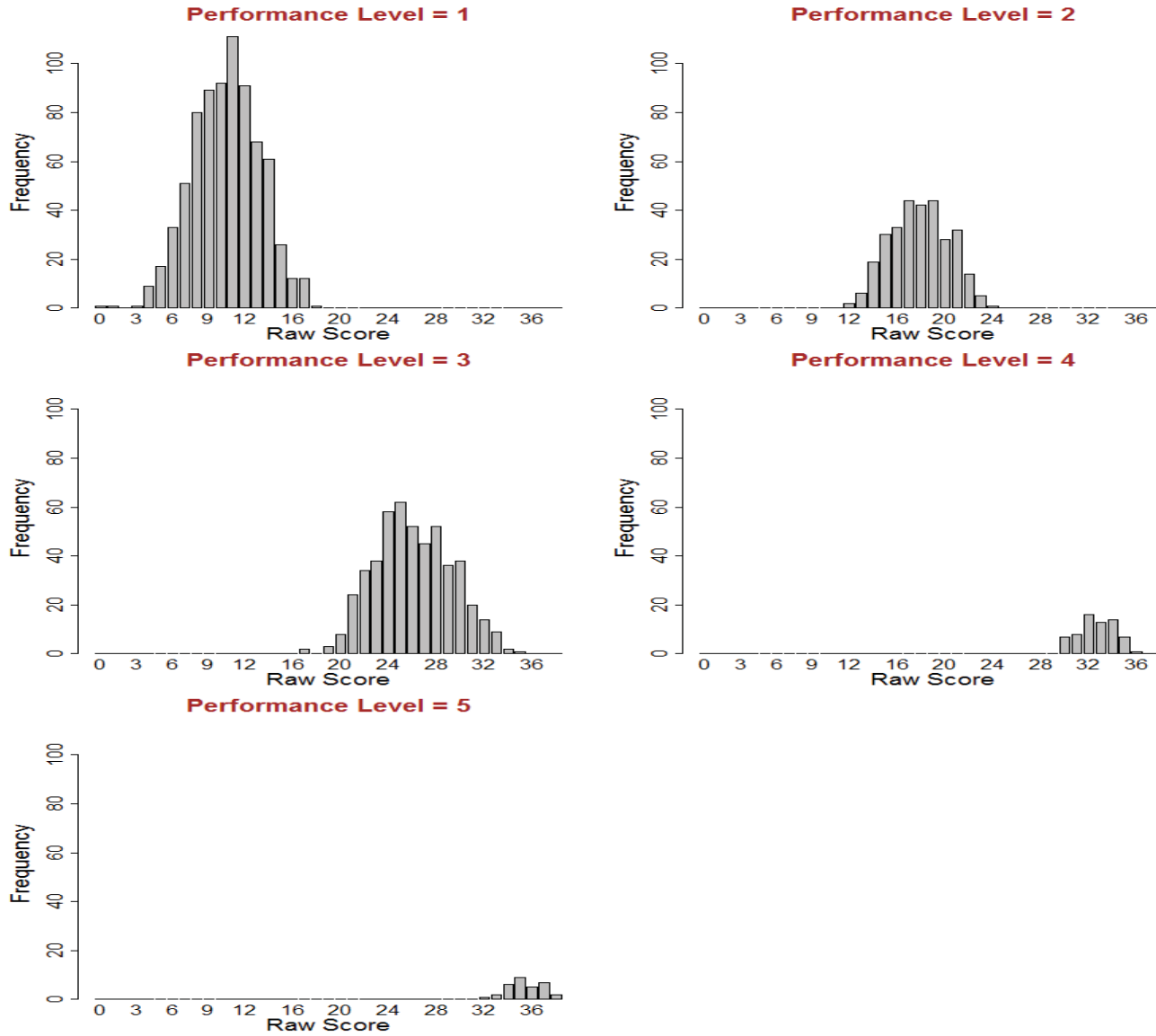
**Overall Proficiency = Proficient**



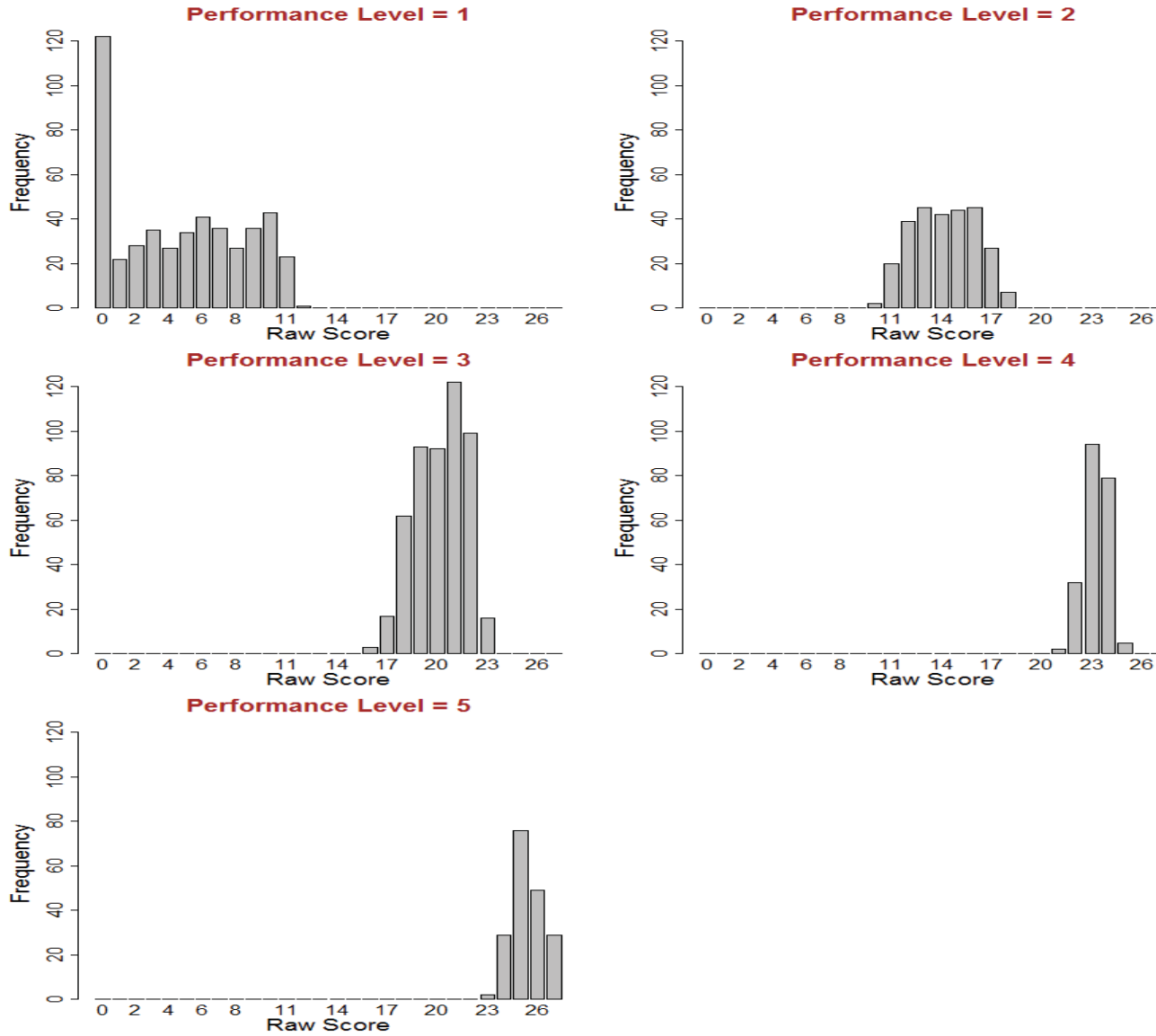
**Figure S3.46: Summative Raw Score Summary - Grade 9 Listening**



**Figure S3.47: Summative Raw Score Summary - Grade 9 Reading**

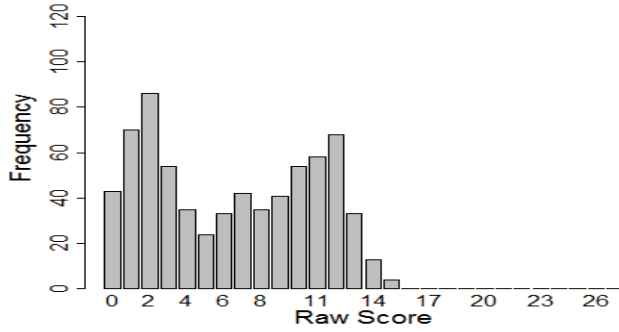


**Figure S3.48: Summative Raw Score Summary - Grade 9 Speaking**

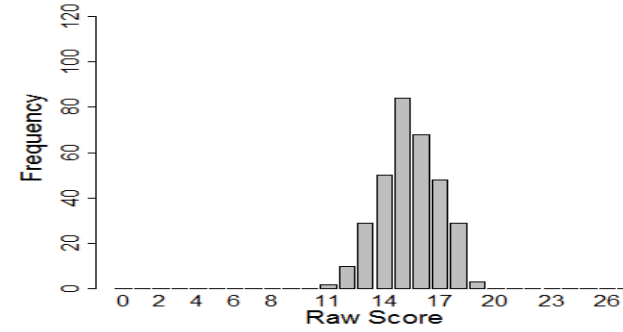


**Figure S3.49: Summative Raw Score Summary - Grade 9 Writing**

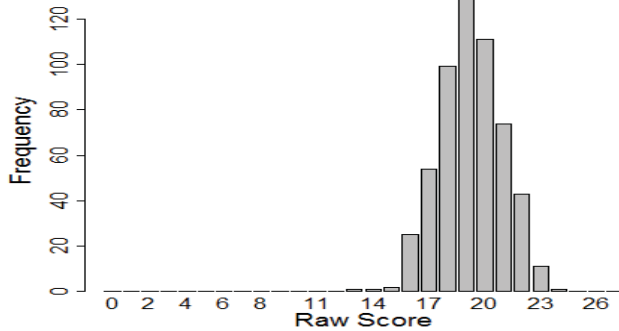
**Performance Level = 1**



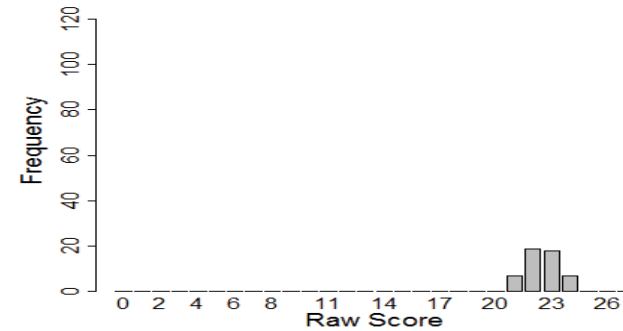
**Performance Level = 2**



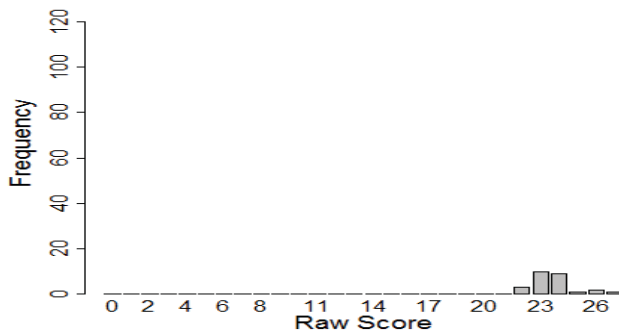
**Performance Level = 3**



**Performance Level = 4**

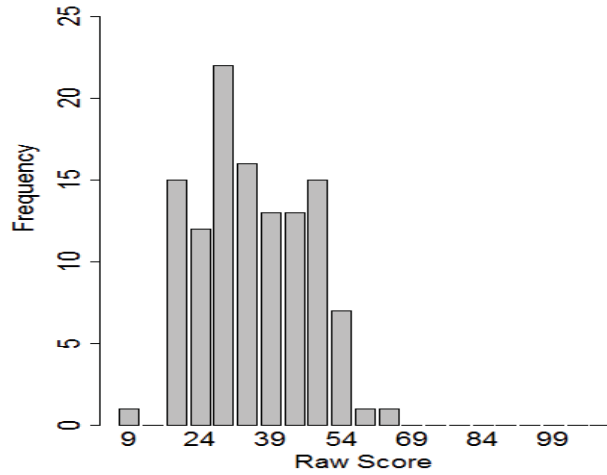


**Performance Level = 5**

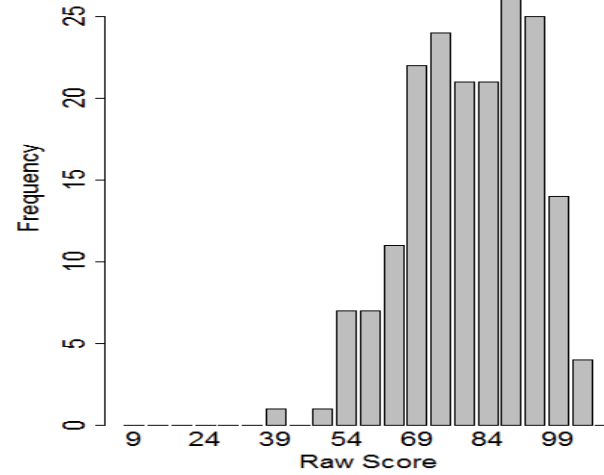


**Figure S3.50: Summative Raw Score Summary - Grade 9 Overall**

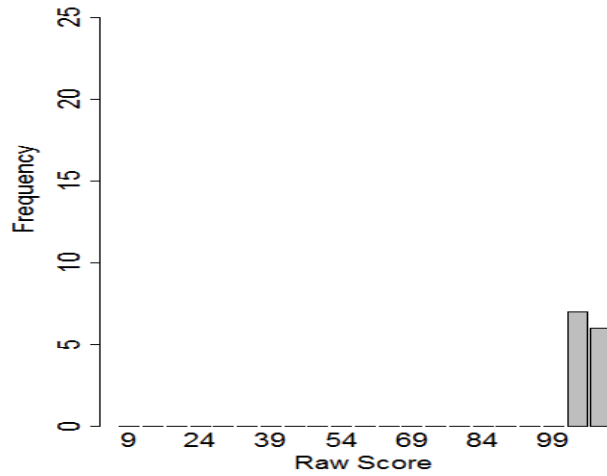
**Overall Proficiency = Emerging**



**Overall Proficiency = Progressing**

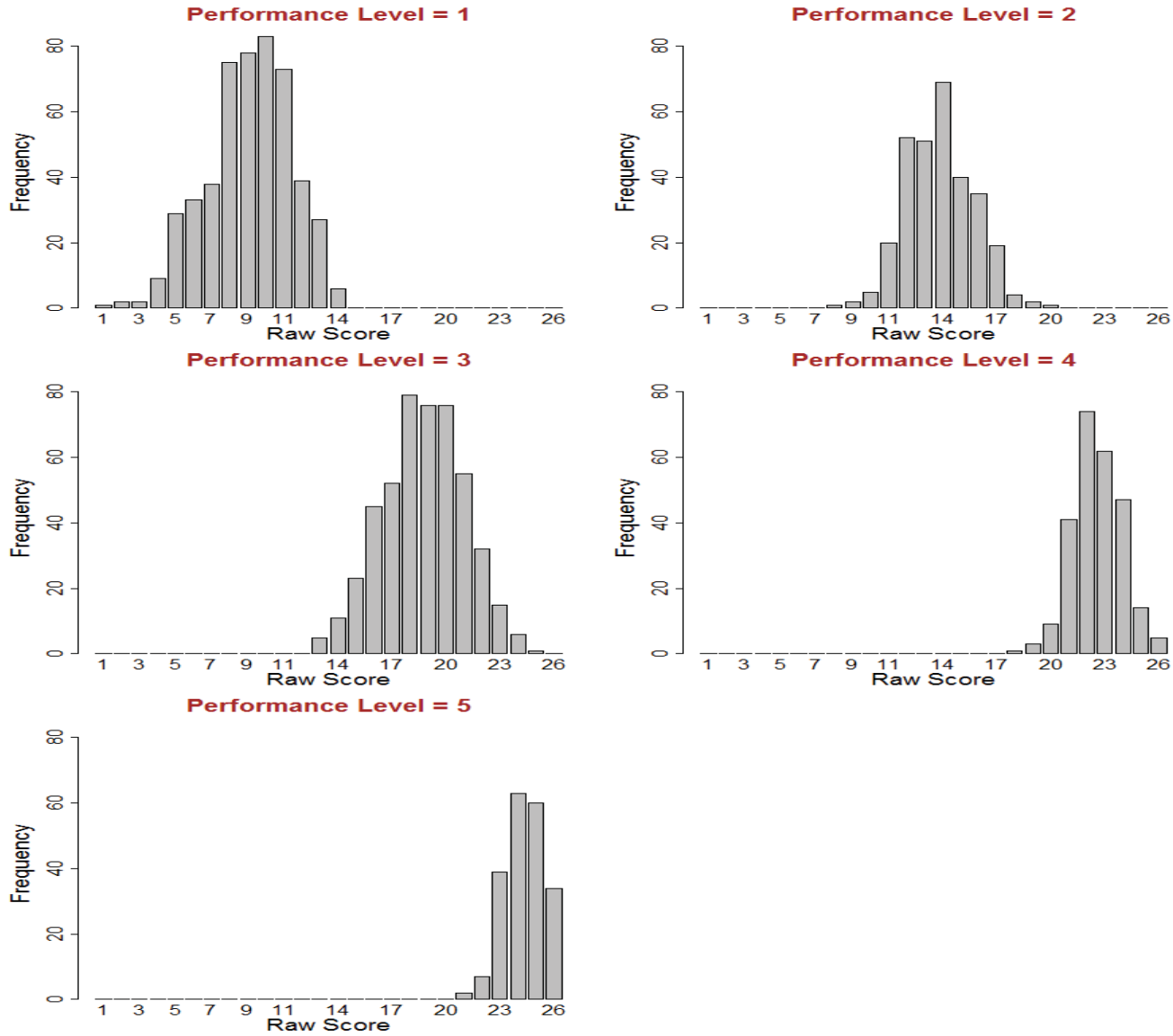


**Overall Proficiency = Proficient**

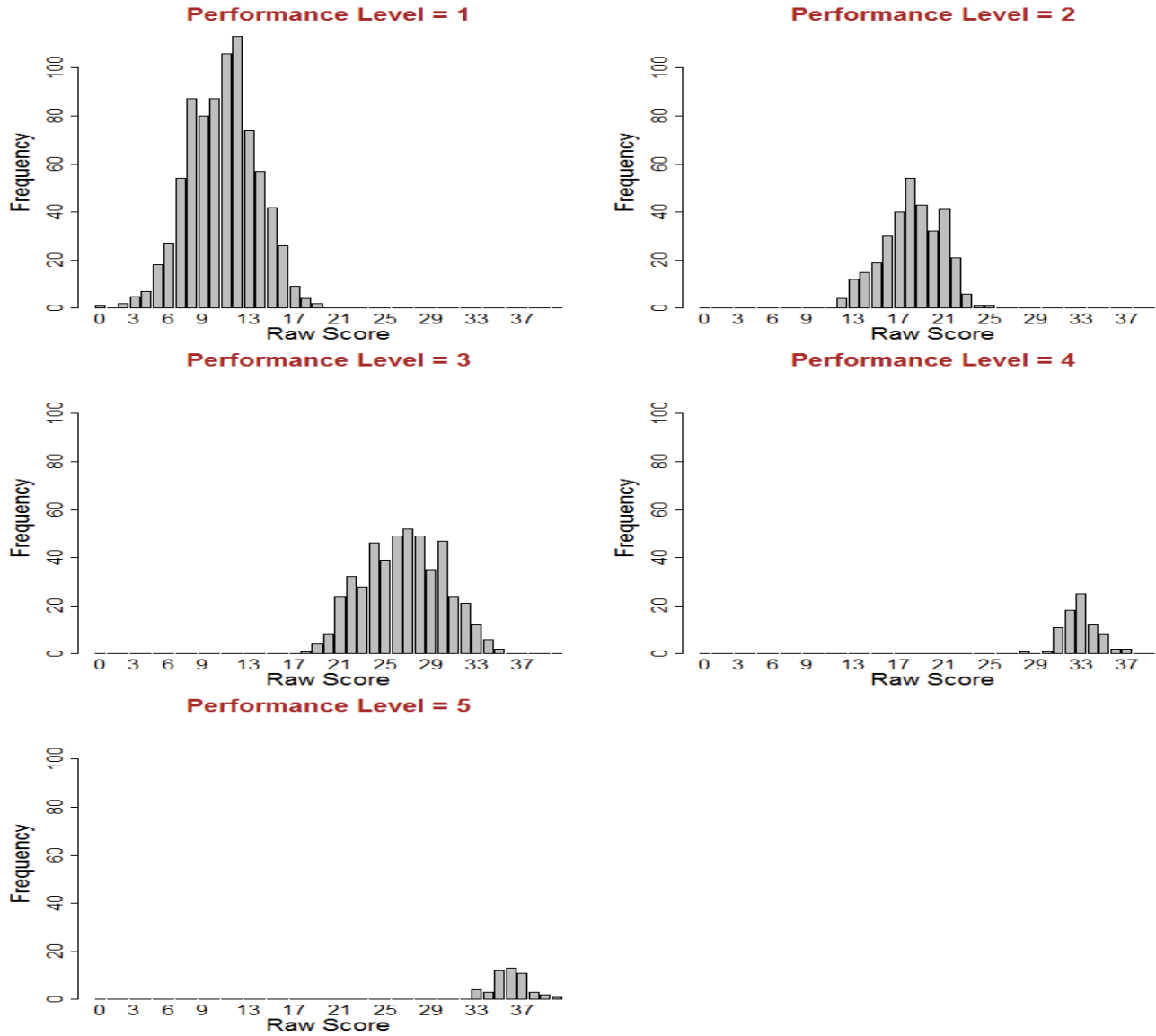




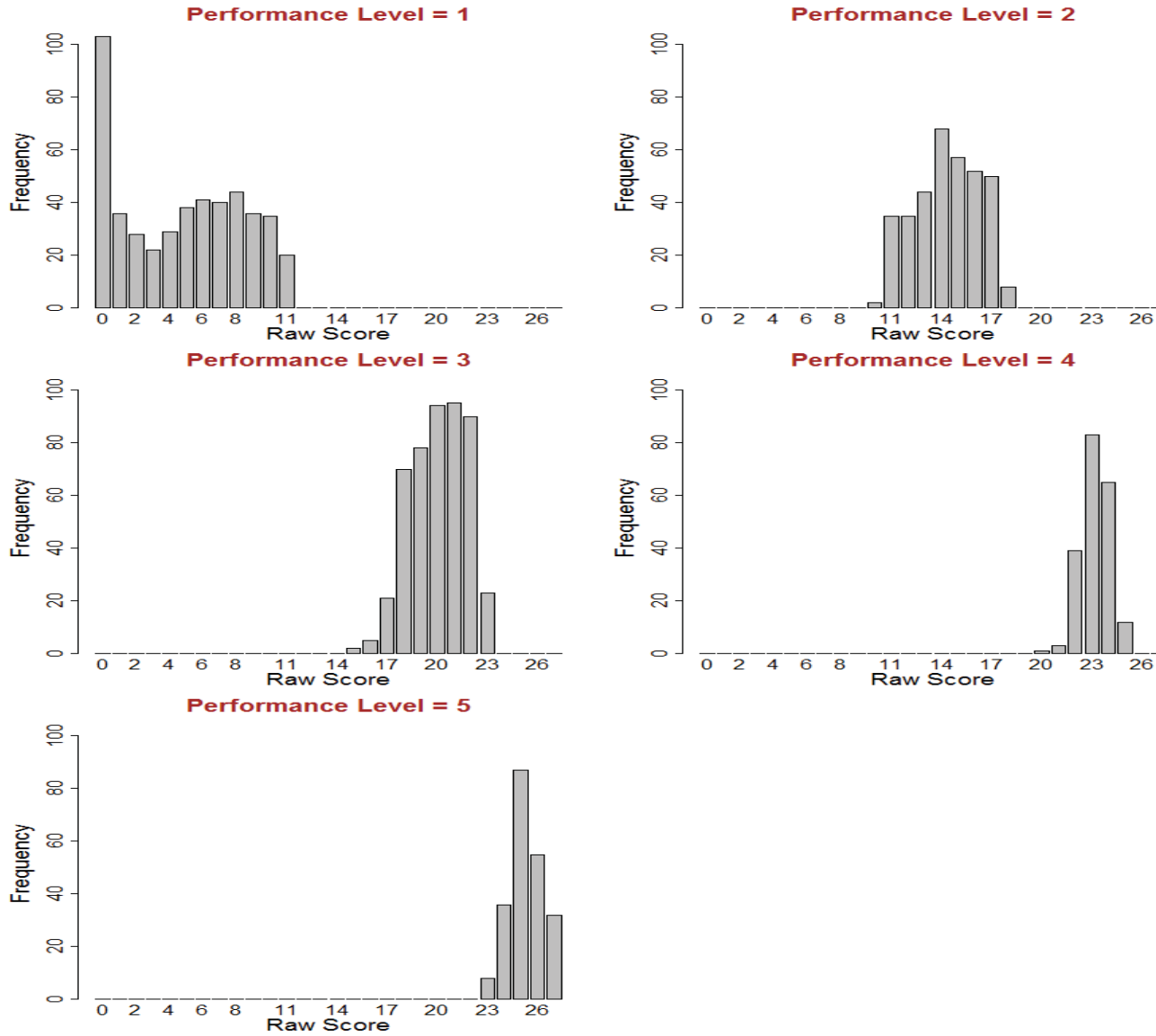
**Figure S3.51: Summative Raw Score Summary - Grade 10 Listening**



**Figure S3.52: Summative Raw Score Summary - Grade 10 Reading**

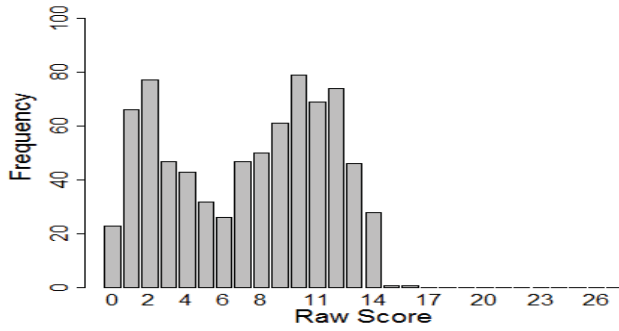


**Figure S3.53: Summative Raw Score Summary - Grade 10 Speaking**

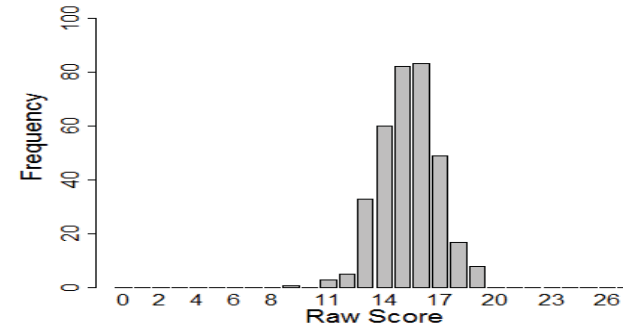


**Figure S3.54: Summative Raw Score Summary - Grade 10 Writing**

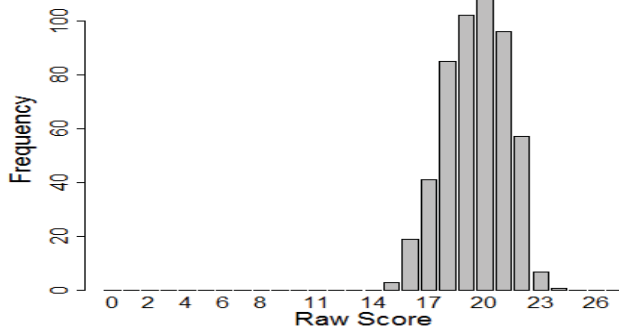
**Performance Level = 1**



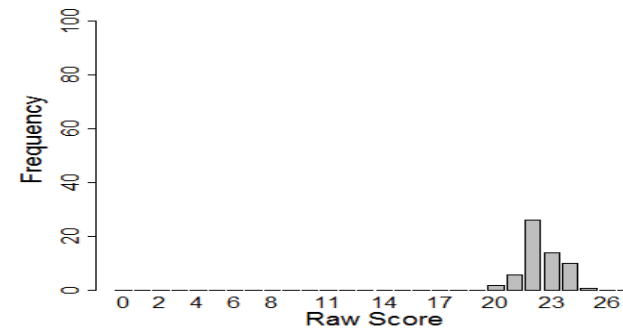
**Performance Level = 2**



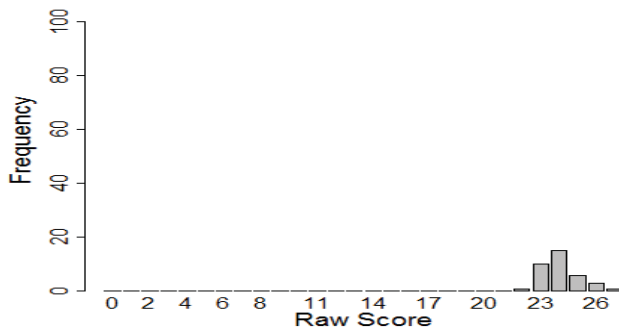
**Performance Level = 3**



**Performance Level = 4**

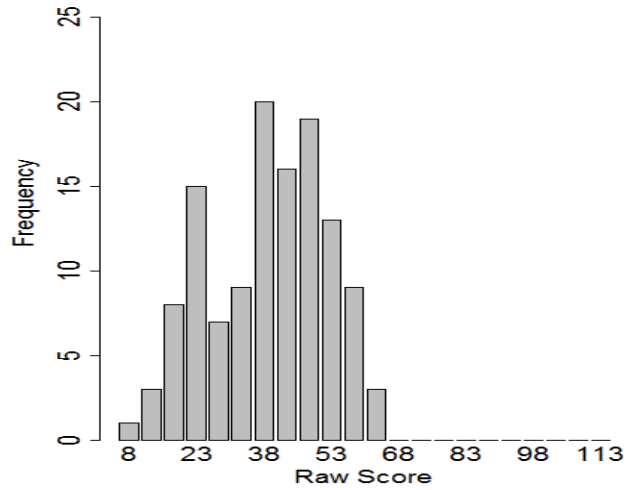


**Performance Level = 5**

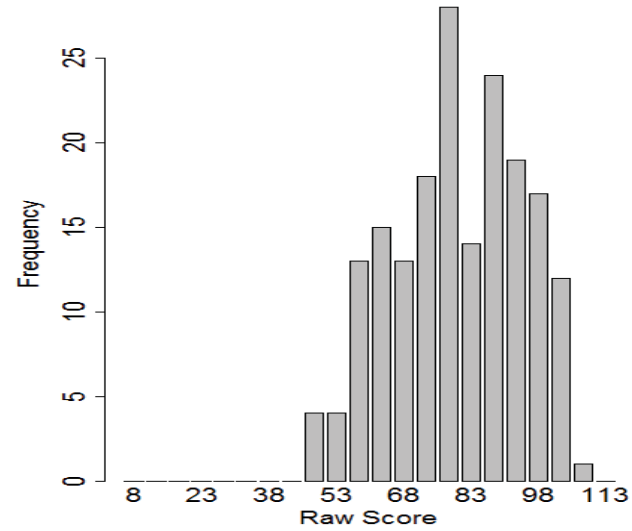


**Figure S3.55: Summative Raw Score Summary - Grade 10 Overall**

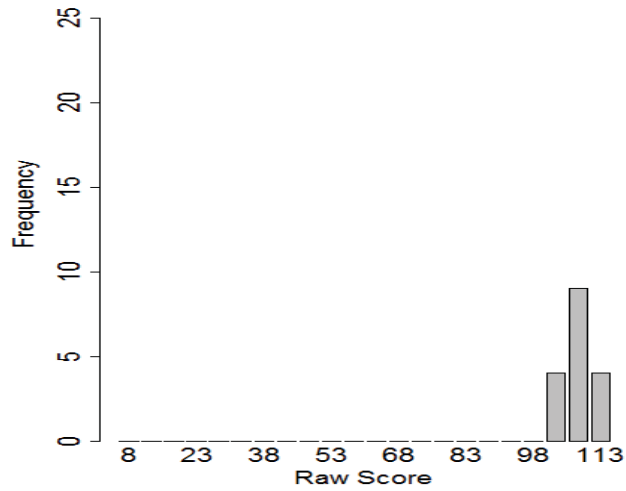
**Overall Proficiency = Emerging**



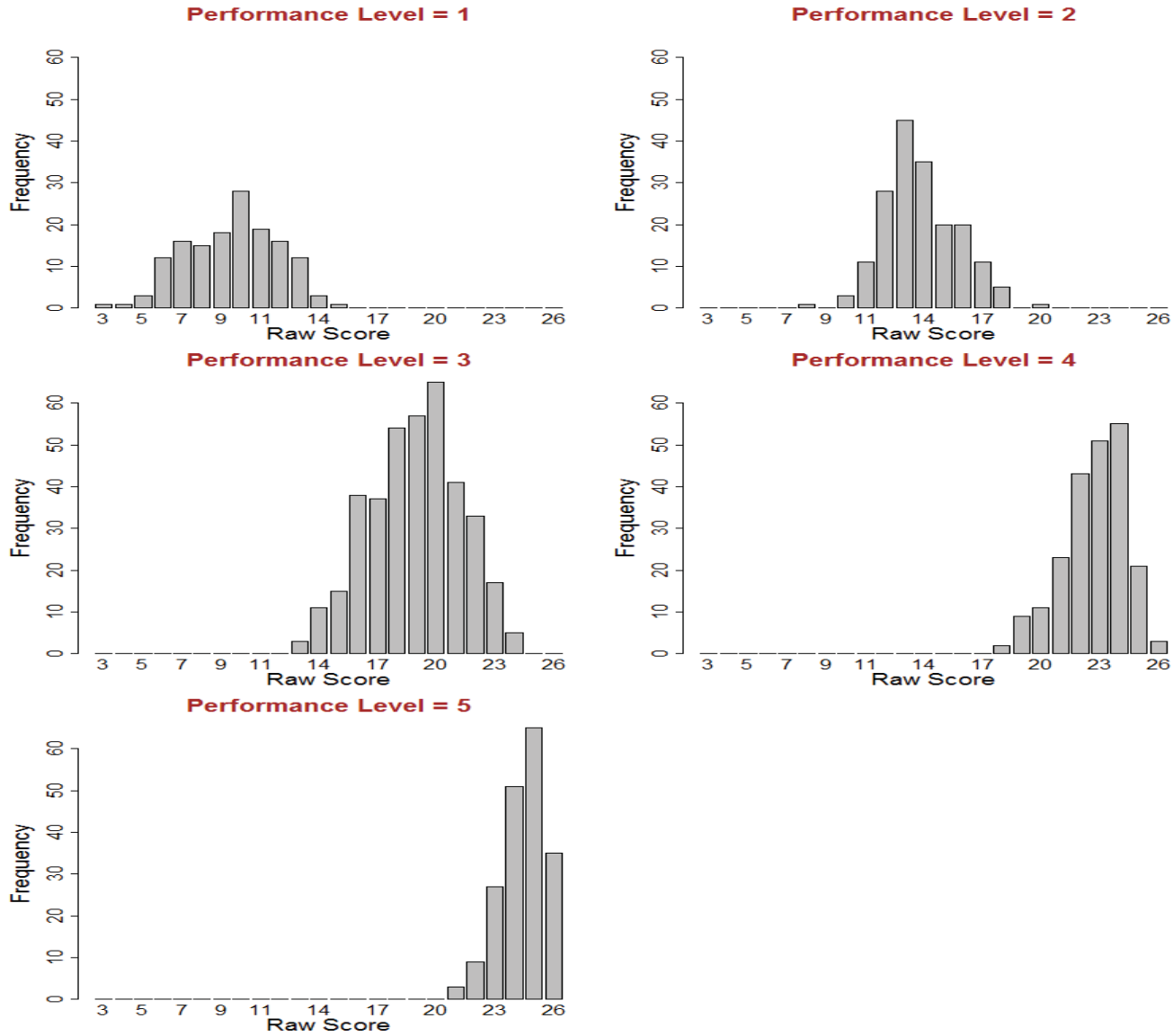
**Overall Proficiency = Progressing**



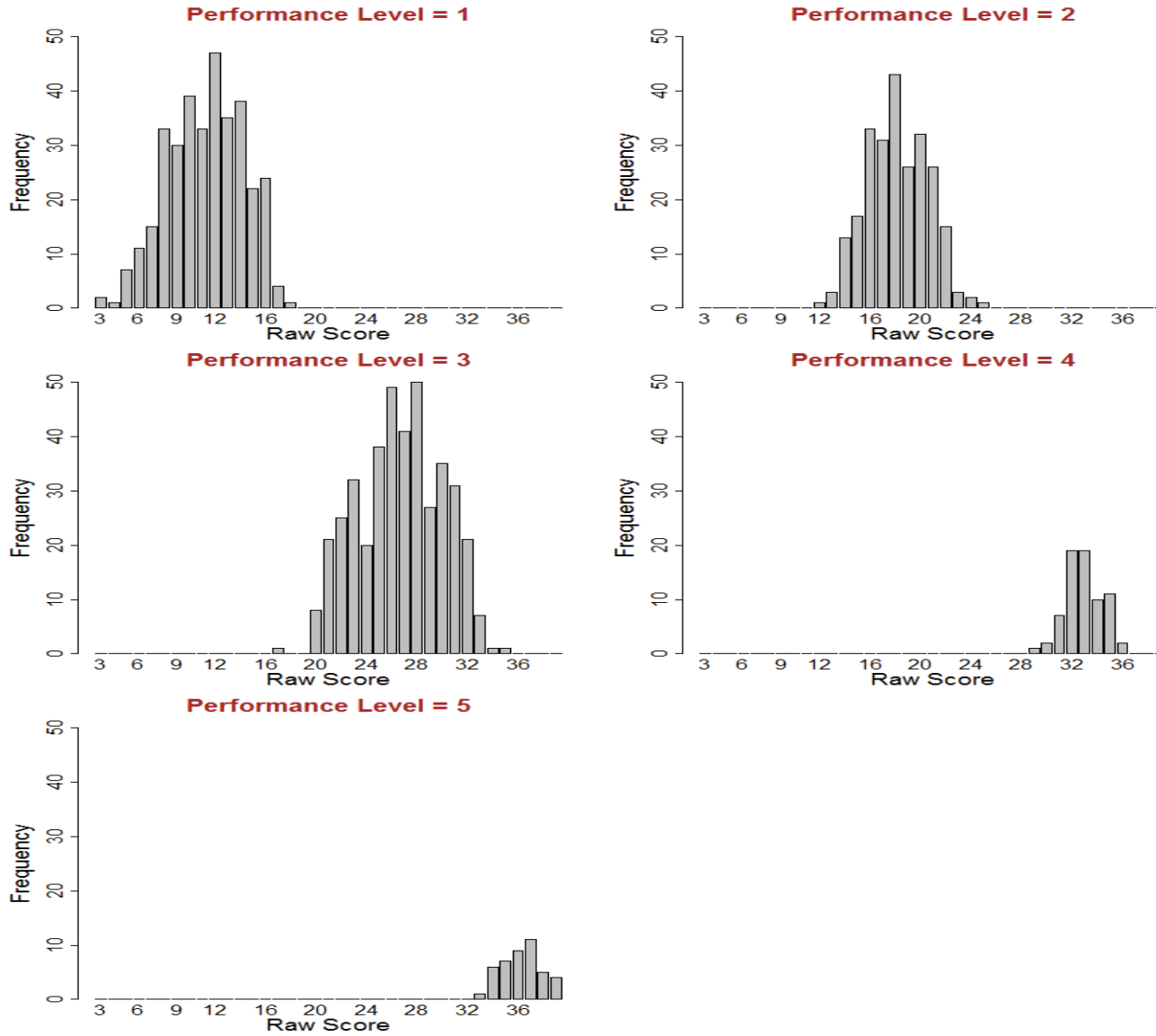
**Overall Proficiency = Proficient**



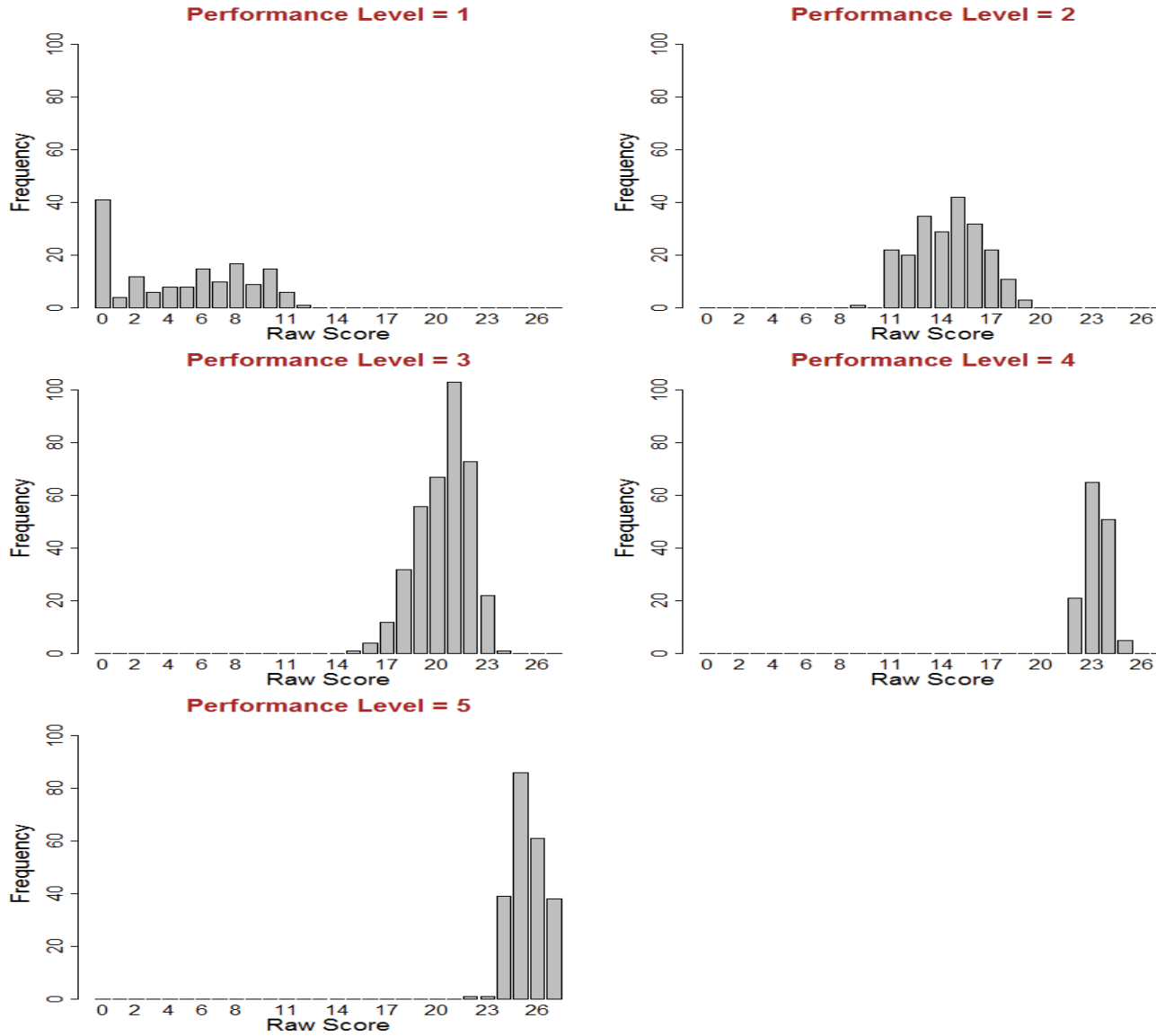
**Figure S3.56: Summative Raw Score Summary - Grade 11 Listening**



**Figure S3.57: Summative Raw Score Summary - Grade 11 Reading**

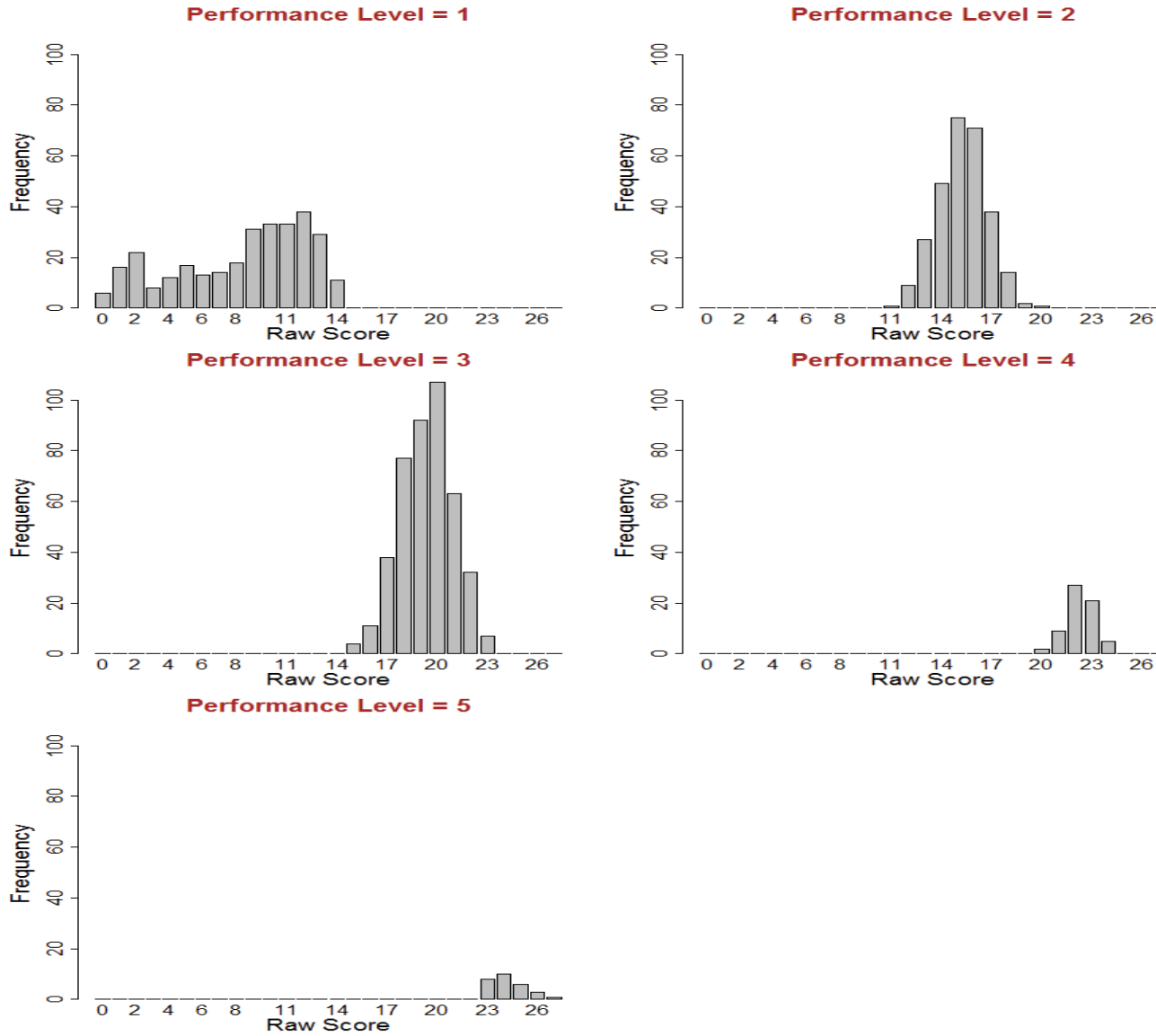


**Figure S3.58: Summative Raw Score Summary - Grade 11 Speaking**



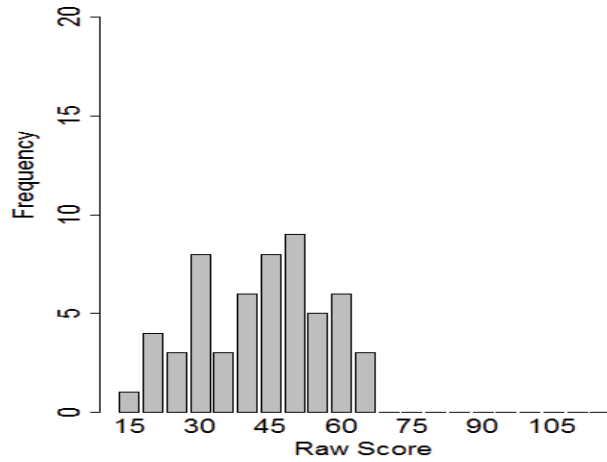


**Figure S3.59: Summative Raw Score Summary - Grade 11 Writing**

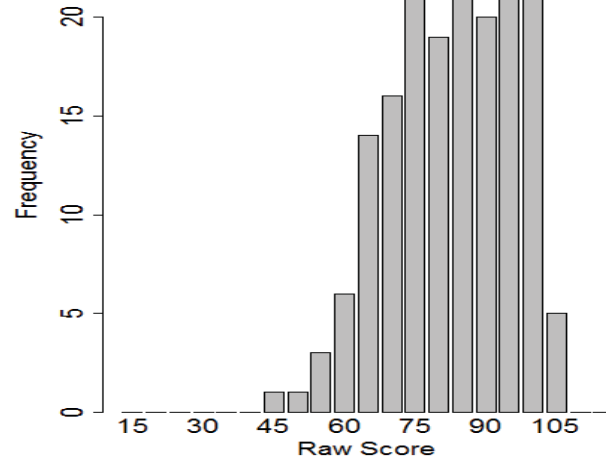


**Figure S3.60: Summative Raw Score Summary - Grade 11 Overall**

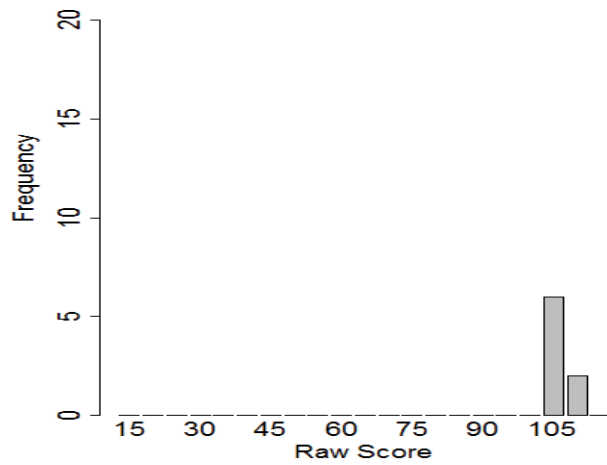
**Overall Proficiency = Emerging**



**Overall Proficiency = Progressing**

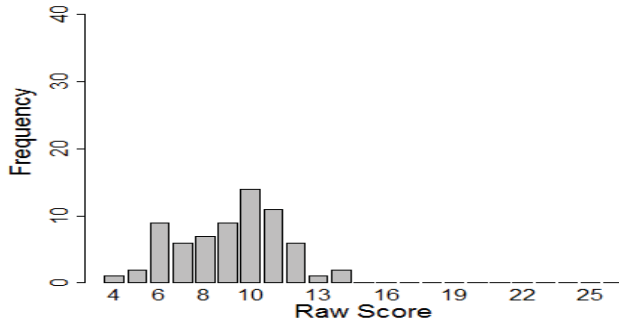


**Overall Proficiency = Proficient**

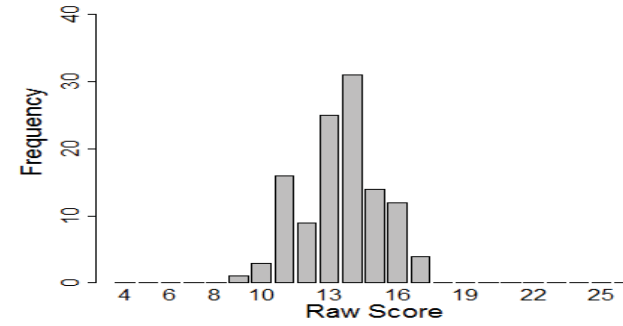


**Figure S3.61: Summative Raw Score Summary - Grade 12 Listening**

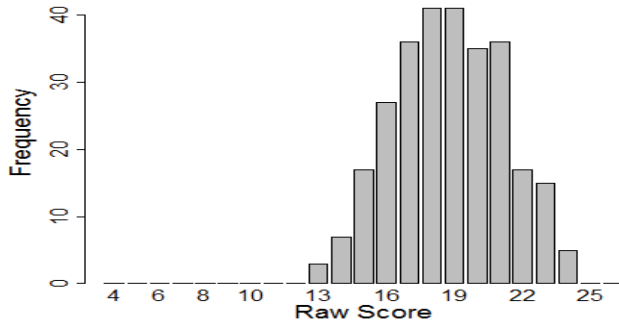
**Performance Level = 1**



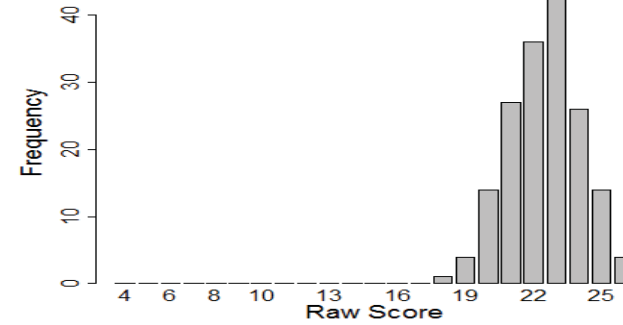
**Performance Level = 2**



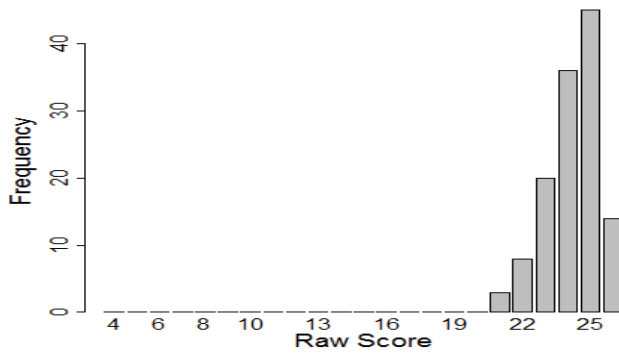
**Performance Level = 3**



**Performance Level = 4**

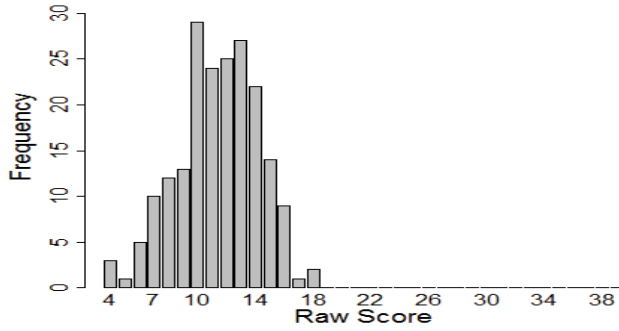


**Performance Level = 5**

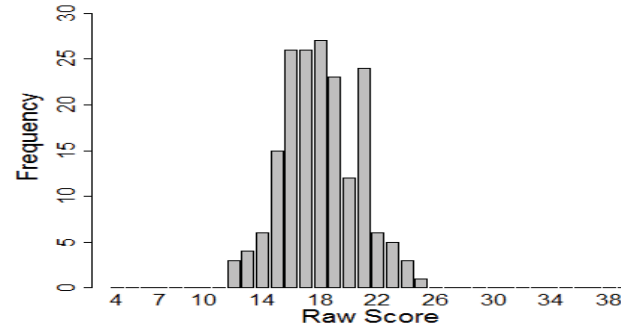


**Figure S3.62: Summative Raw Score Summary - Grade 12 Reading**

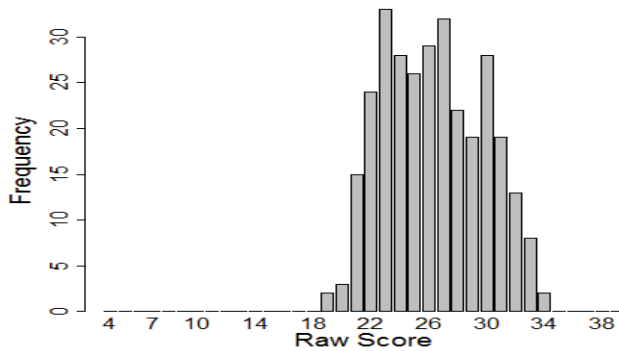
**Performance Level = 1**



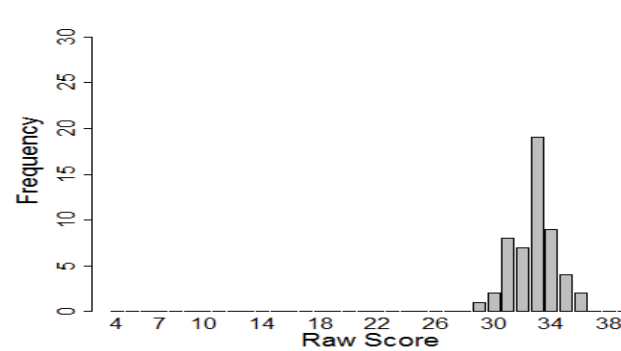
**Performance Level = 2**



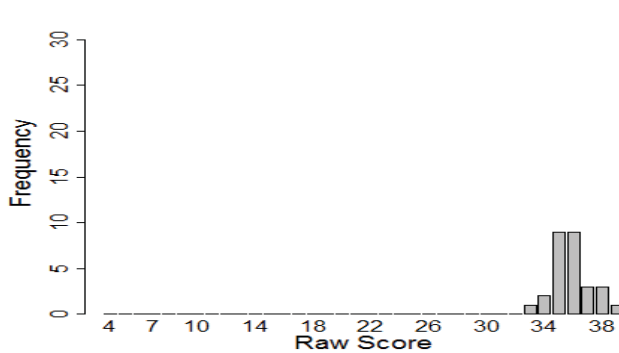
**Performance Level = 3**



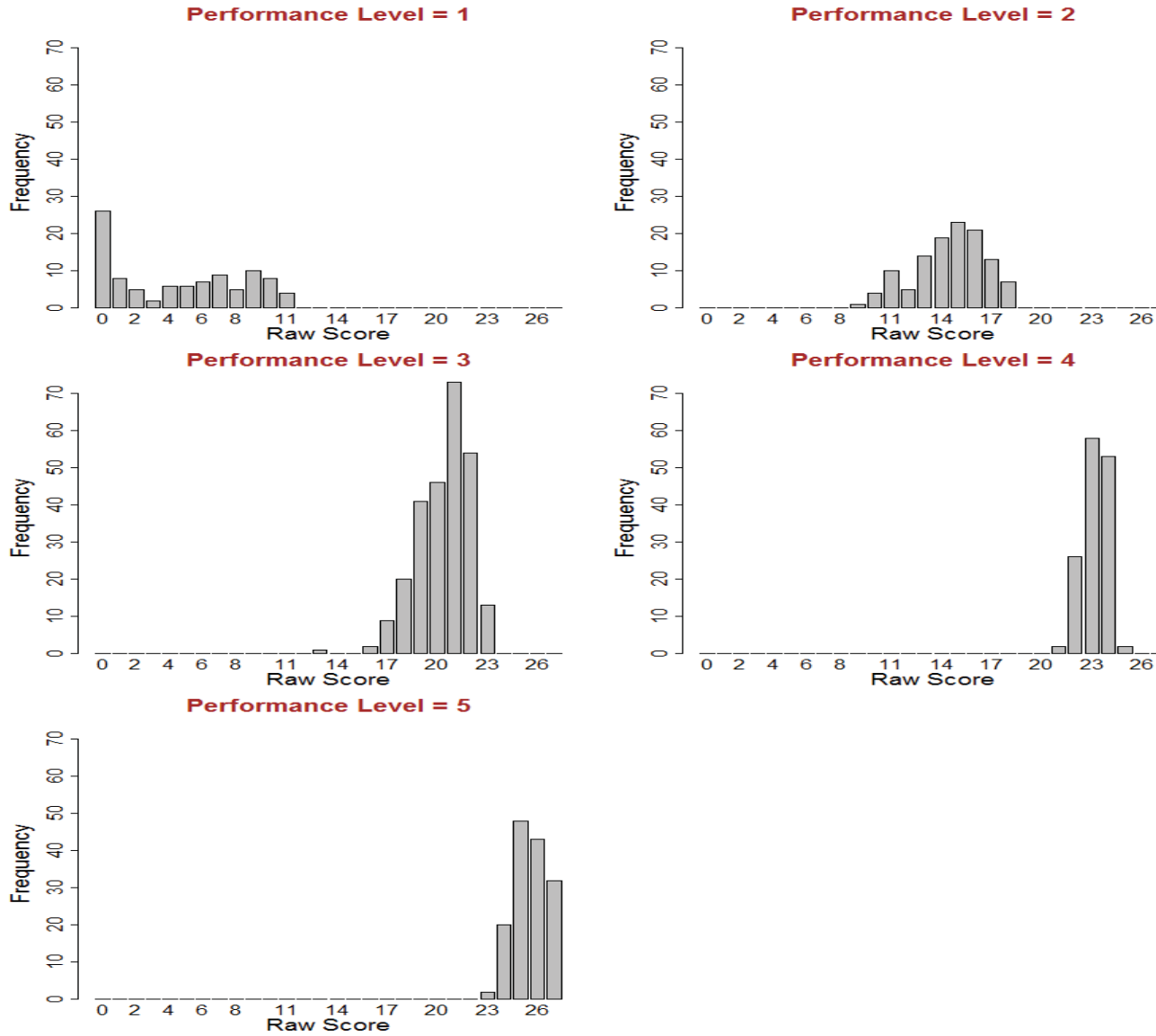
**Performance Level = 4**



**Performance Level = 5**

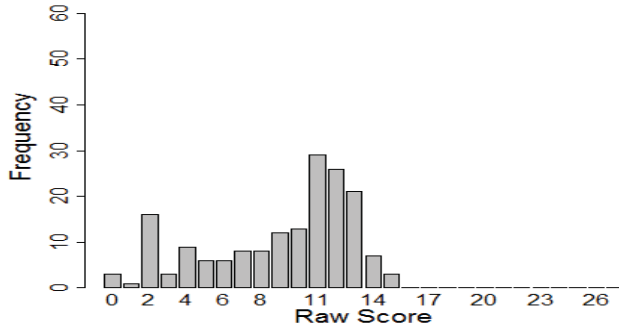


**Figure S3.63: Summative Raw Score Summary - Grade 12 Speaking**

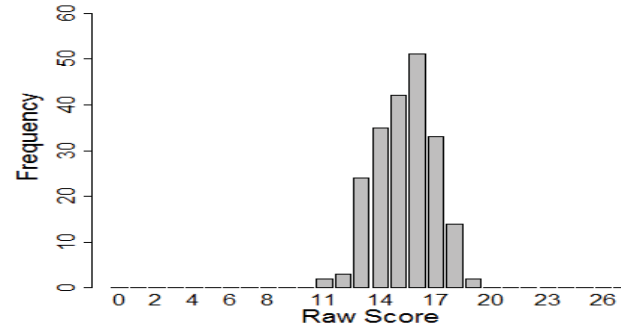


**Figure S3.64: Summative Raw Score Summary - Grade 12 Writing**

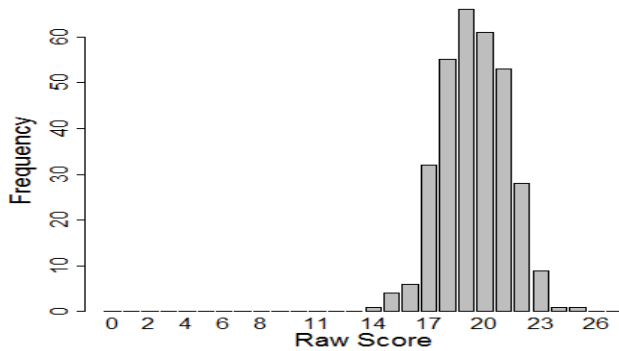
**Performance Level = 1**



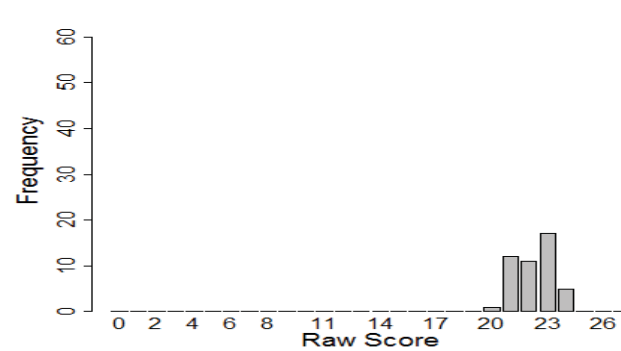
**Performance Level = 2**



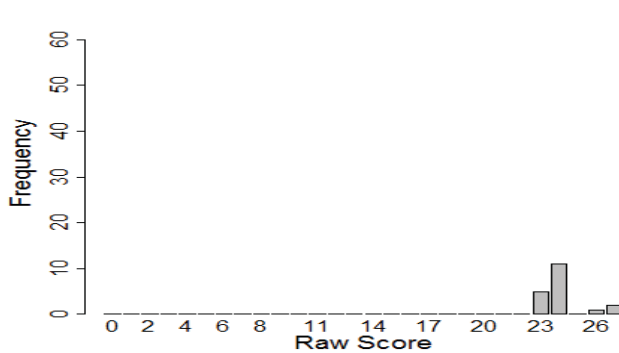
**Performance Level = 3**



**Performance Level = 4**

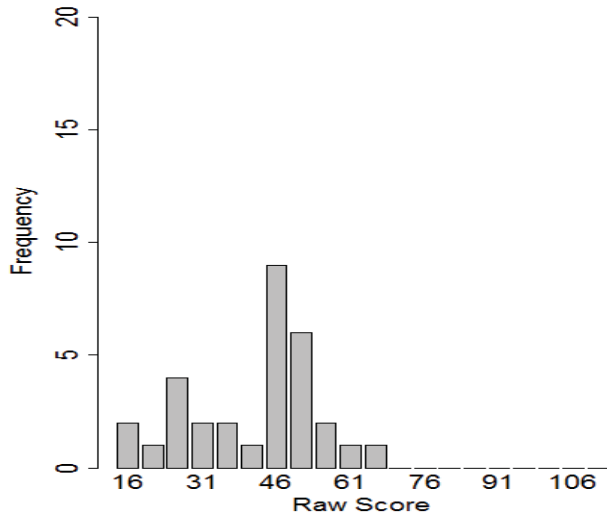


**Performance Level = 5**

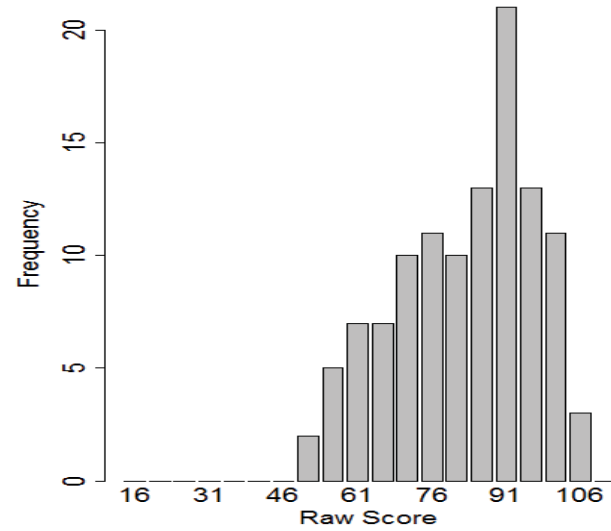


**Figure S3.65: Summative Raw Score Summary - Grade 12 Overall**

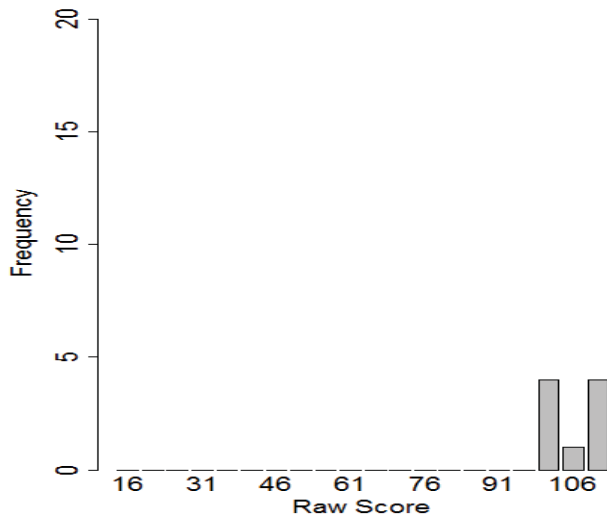
**Overall Proficiency = Emerging**



**Overall Proficiency = Progressing**



**Overall Proficiency = Proficient**



## **Section 4: Summative Assessment - Scale Score Summary**

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

**\* The statistics are suppressed when the number of students (N count) is fewer than 10.**



**Table S4.1: Summative Scale Score Summary by Subgroup - Kindergarten**

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		≥3,240	233	528.8	745	73.8	≥3,230	247	533.0	740	71.8
<b>Gender</b>	<b>Female</b>	≥1,580	233	532.1	745	74.9	≥1,570	247	535.8	740	73.3
	<b>Male</b>	≥1,650	299	525.7	716	72.7	≥1,650	318	530.3	713	70.2
	<b>Missing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥200	372	565.0	717	77.0	≥200	387	567.3	718	72.8
	<b>Black or African American</b>	≥40	374	563.6	713	85.2	≥40	373	565.4	710	80.7
	<b>Hispanic or Latino</b>	≥2,820	233	523.8	745	71.6	≥2,810	247	528.2	740	70.0
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	≥10	405	591.8	733	95.0	≥10	460	594.3	729	82.8
	<b>White</b>	≥150	299	556.0	697	80.1	≥150	330	559.7	696	75.6
	<b>Other/Unknown</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	≥40	342	484.0	665	73.9	≥40	382	493.6	658	69.6
	<b>Migrant</b>	≥20	396	515.7	613	60.5	≥20	403	518.0	628	64.9
	<b>Title I</b>	≥2,850	233	530.0	745	73.5	≥2,840	247	534.1	740	71.3
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Autism</b>	≥10	373	457.8	549	57.9	≥10	341	452.7	555	62.6
	<b>Developmental Delay</b>	≥50	247	508.0	692	87.6	≥50	260	510.2	691	83.7
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Missing</b>	≥3,130	233	529.3	745	73.7	≥3,120	247	533.5	740	71.6
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Speech or Language Impairments</b>	≥30	447	538.1	652	55.7	≥30	448	545.2	657	49.8
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Visual Impairment-Partially Seeing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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

**Table S4.1: 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>		≥3,230	285	534.3	744	93.8	≥3,230	302	511.0	718	68.8
<b>Gender</b>	<b>Female</b>	≥1,570	285	542.5	744	93.8	≥1,570	302	511.0	718	68.0
	<b>Male</b>	≥1,650	311	526.6	731	93.2	≥1,650	330	510.9	706	69.5
	<b>Missing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥200	329	564.4	731	89.3	≥200	364	561.7	708	81.2
	<b>Black or African American</b>	≥40	324	579.6	713	89.7	≥40	346	535.4	703	88.0
	<b>Hispanic or Latino</b>	≥2,810	285	529.3	744	93.2	≥2,810	302	505.0	718	64.2
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	395	601.4	714	81.9	≥10	457	586.7	713	84.0
	<b>White</b>	≥140	314	568.4	728	92.4	≥150	330	538.0	699	83.1
	<b>Other/Unknown</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	≥40	334	489.7	686	97.8	≥40	385	496.2	682	67.8
	<b>Migrant</b>	≥20	331	517.1	650	85.7	≥20	446	500.3	634	54.6
	<b>Title I</b>	≥2,840	285	535.9	744	92.4	≥2,840	302	511.1	718	68.2
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Autism</b>	≥10	326	423.7	618	88.2	≥10	348	463.3	632	89.1
	<b>Developmental Delay</b>	≥50	311	515.7	697	88.3	≥50	309	502.5	697	78.1
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Missing</b>	≥3,120	285	535.1	744	93.7	≥3,120	302	511.4	718	68.6
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Speech or Language Impairments</b>	≥30	347	528.6	655	88.6	≥30	402	504.7	671	57.4
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Visual Impairment-Partially Seeing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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

**Table S4.1: 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>		≥3,240	3361	5366.5	6553	528.2	≥3,240	3160	5304.3	7023	576.6
<b>Gender</b>	<b>Female</b>	≥1,580	3361	5387.1	6553	535.8	≥1,580	3160	5333.6	7023	581.0
	<b>Male</b>	≥1,660	3858	5347.4	6553	520.1	≥1,660	3561	5276.7	6790	571.3
	<b>Missing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥200	4236	5596.1	6553	518.1	≥200	4118	5614.8	6824	595.4
	<b>Black or African American</b>	≥40	4237	5591.2	6553	574.6	≥40	3819	5582.6	6656	641.9
	<b>Hispanic or Latino</b>	≥2,820	3361	5334.6	6553	519.2	≥2,820	3160	5261.9	7023	558.2
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	≥10	4642	5759.5	6553	589.3	≥10	4487	5847.6	6891	657.7
	<b>White</b>	≥150	3858	5542.1	6553	545.6	≥150	3599	5535.8	6657	628.9
	<b>Other/Unknown</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	≥40	4300	5044.6	6264	502.6	≥40	4098	5005.0	6341	579.4
	<b>Migrant</b>	≥20	4406	5282.7	6380	493.3	≥20	4180	5191.9	6053	464.5
	<b>Title I</b>	≥2,850	3361	5375.8	6553	526.2	≥2,850	3160	5312.6	7023	570.8
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Autism</b>	≥10	4251	4825.7	5710	452.1	≥10	3779	4646.1	5844	573.4
	<b>Developmental Delay</b>	≥50	3361	5202.8	6485	614.4	≥50	3326	5145.7	6492	654.6
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Missing</b>	≥3,130	3361	5370.1	6553	526.9	≥3,130	3160	5309.2	7023	574.8
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Speech or Language Impairments</b>	≥30	4774	5463.9	6233	380.3	≥30	4520	5329.2	6230	453.7
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Visual Impairment-Partially Seeing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

**Table S4.2: 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>		≥3,390	233	531.9	711	74.9	≥3,390	235	516.1	759	77.1
<b>Gender</b>	<b>Female</b>	≥1,660	237	535.1	711	74.4	≥1,660	244	520.5	759	77.3
	<b>Male</b>	≥1,730	233	528.8	711	75.3	≥1,730	235	512.0	759	76.8
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥260	365	569.1	711	78.6	≥260	396	571.5	759	86.8
	<b>Black or African American</b>	≥40	346	544.3	637	67.8	≥40	297	530.8	672	75.9
	<b>Hispanic or Latino</b>	≥2,840	233	525.8	711	73.2	≥2,840	235	507.7	759	72.8
	<b>Pacific Islander</b>	≥10	425	559.0	671	63.5	≥10	396	561.3	693	77.8
	<b>Two or More Races</b>	≥30	391	565.6	696	81.7	≥30	424	567.1	738	83.6
	<b>White</b>	≥180	364	558.2	691	72.5	≥180	368	546.4	729	78.2
<b>Other</b>	<b>Homeless</b>	≥40	377	487.6	625	65.4	≥40	377	469.4	634	60.3
	<b>Migrant</b>	≥20	391	510.8	657	75.0	≥20	402	490.4	672	72.7
	<b>Title I</b>	≥3,240	233	533.3	711	74.1	≥3,240	235	517.2	759	76.7
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Autism</b>	≥10	379	426.8	519	42.9	≥10	404	455.9	542	51.4
	<b>Developmental Delay</b>	≥70	342	496.7	642	77.2	≥70	383	496.3	682	73.7
	<b>Gifted</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Missing</b>	≥3,230	233	533.0	711	74.5	≥3,230	235	517.0	759	77.1
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Speech or Language Impairments</b>	≥60	394	536.1	696	64.6	≥60	394	505.6	738	75.3
	<b>Talented</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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



**Table S4.2: 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>		≥3,390	263	543.1	736	75.2	≥3,390	238	501.4	741	86.6
<b>Gender</b>	<b>Female</b>	≥1,660	299	551.8	736	73.2	≥1,660	247	506.3	741	85.8
	<b>Male</b>	≥1,730	263	534.6	736	76.1	≥1,730	238	496.6	741	87.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥260	308	568.6	736	79.6	≥260	352	557.6	741	92.4
	<b>Black or African American</b>	≥40	349	553.0	690	78.0	≥40	291	510.1	644	81.0
	<b>Hispanic or Latino</b>	≥2,830	263	538.7	736	74.0	≥2,840	238	492.5	741	83.1
	<b>Pacific Islander</b>	≥10	389	575.7	658	79.1	≥10	384	551.4	680	85.8
	<b>Two or More Races</b>	≥30	453	585.9	698	62.6	≥30	386	561.0	718	87.6
	<b>White</b>	≥180	309	559.8	724	73.3	≥180	350	537.1	715	84.9
<b>Other</b>	<b>Homeless</b>	≥40	306	504.1	636	77.6	≥40	351	440.4	639	67.7
	<b>Migrant</b>	≥20	309	516.5	670	91.2	≥20	370	470.1	637	83.2
	<b>Title I</b>	≥3,230	263	544.0	736	74.4	≥3,240	238	502.6	741	86.1
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	<10	361	426.6	537	67.3
	<b>Developmental Delay</b>	≥70	307	501.8	631	73.9	≥70	336	478.8	668	91.0
	<b>Gifted</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Missing</b>	≥3,230	263	544.7	736	74.4	≥3,230	238	502.5	741	86.3
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Speech or Language Impairments</b>	≥60	369	538.8	674	62.4	≥60	372	483.3	718	82.0
	<b>Talented</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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

**Table S4.2: 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>		≥3,390	3387	5331.5	6698	525.1	≥3,390	2967	5277.0	7032	604.1
<b>Gender</b>	<b>Female</b>	≥1,660	3387	5356.8	6698	524.5	≥1,660	3103	5321.9	7032	599.6
	<b>Male</b>	≥1,730	3387	5307.3	6698	524.6	≥1,730	2967	5234.0	7032	605.4
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥260	4298	5664.2	6698	569.2	≥260	4047	5637.7	7032	649.7
	<b>Black or African American</b>	≥40	3933	5455.2	6550	515.0	≥40	3643	5379.5	6299	580.2
	<b>Hispanic or Latino</b>	≥2,840	3387	5279.7	6698	503.6	≥2,840	2967	5219.3	7032	582.5
	<b>Pacific Islander</b>	≥10	4513	5570.2	6482	475.4	≥10	4240	5604.6	6416	599.9
	<b>Two or More Races</b>	≥30	4524	5615.8	6698	558.4	≥30	4523	5665.7	6746	589.6
	<b>White</b>	≥180	4368	5531.8	6698	525.5	≥180	3975	5505.7	6840	589.8
<b>Other</b>	<b>Homeless</b>	≥40	4403	5014.6	6029	424.2	≥40	3982	4870.6	6113	512.4
	<b>Migrant</b>	≥20	4491	5172.5	6443	513.8	≥20	4062	5060.0	6423	613.9
	<b>Title I</b>	≥3,240	3387	5340.3	6698	520.9	≥3,240	2967	5286.7	7032	598.6
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Autism</b>	≥10	4455	4745.1	5353	307.4	≥10	4014	4450.2	5174	378.4
	<b>Developmental Delay</b>	≥70	4320	5129.6	6435	512.1	≥70	3924	5026.6	6276	607.0
	<b>Gifted</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Missing</b>	≥3,230	3387	5338.2	6698	523.9	≥3,230	2967	5287.3	7032	601.2
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Speech or Language Impairments</b>	≥60	4360	5330.3	6698	492.5	≥60	4354	5215.3	6740	536.2
	<b>Talented</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

**Table S4.3: 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>		≥3,110	221	513.5	702	66.1	≥3,100	224	494.4	726	65.5
<b>Gender</b>	<b>Female</b>	≥1,460	317	513.6	702	66.0	≥1,460	294	497.5	726	66.2
	<b>Male</b>	≥1,640	221	513.4	688	66.2	≥1,640	224	491.6	709	64.9
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	≥10	415	548.5	629	61.9	≥10	401	542.1	645	69.8
	<b>Asian</b>	≥240	363	539.7	656	62.5	≥240	319	530.1	682	68.3
	<b>Black or African American</b>	≥60	368	546.8	658	61.8	≥60	363	525.9	667	71.9
	<b>Hispanic or Latino</b>	≥2,610	221	508.7	702	65.4	≥2,610	224	488.2	726	62.9
	<b>Pacific Islander</b>	≥10	396	511.0	625	75.7	≥10	390	494.6	643	76.9
	<b>Two or More Races</b>	≥10	431	552.9	688	67.5	≥10	441	555.0	709	73.0
	<b>White</b>	≥140	313	535.2	692	66.6	≥140	373	524.0	707	67.7
<b>Other</b>	<b>Homeless</b>	≥40	369	483.2	607	57.5	≥40	377	454.1	600	44.4
	<b>Migrant</b>	≥20	353	515.5	614	61.3	≥20	364	503.9	614	64.9
	<b>Title I</b>	≥2,990	221	514.8	702	65.1	≥2,990	224	495.5	726	65.3
	<b>Section 504 Plan</b>	≥10	460	549.4	643	51.5	≥10	423	524.8	627	57.8
<b>Primary Disability</b>	<b>Autism</b>	≥10	221	423.7	620	96.4	≥10	224	429.0	572	87.6
	<b>Developmental Delay</b>	≥70	333	479.8	688	73.2	≥70	360	467.8	709	64.6
	<b>Gifted</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Missing</b>	≥2,910	249	514.7	692	64.7	≥2,910	236	495.1	707	64.6
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	≥10	373	492.5	595	65.8	≥10	398	480.5	621	61.1
	<b>Speech or Language Impairments</b>	≥60	398	525.2	638	56.8	≥60	409	506.8	636	58.5
	<b>Talented</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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

**Table S4.3: 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>		≥3,100	251	516.9	696	72.5	≥3,100	230	485.7	728	75.5
<b>Gender</b>	<b>Female</b>	≥1,460	280	522.0	696	71.8	≥1,460	302	489.1	728	75.3
	<b>Male</b>	≥1,640	251	512.3	694	72.8	≥1,640	230	482.7	696	75.5
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	≥10	426	555.0	606	56.4	≥10	372	533.9	625	73.0
	<b>Asian</b>	≥240	312	534.8	696	74.5	≥240	333	524.9	670	72.7
	<b>Black or African American</b>	≥60	359	550.2	677	67.3	≥60	354	514.5	682	78.8
	<b>Hispanic or Latino</b>	≥2,600	251	512.9	688	71.9	≥2,610	230	478.9	728	73.7
	<b>Pacific Islander</b>	≥10	314	492.6	596	76.9	≥10	365	485.2	628	84.8
	<b>Two or More Races</b>	≥10	428	547.0	665	68.6	≥10	413	544.2	696	69.7
	<b>White</b>	≥140	300	542.3	670	68.6	≥140	348	520.9	710	74.2
<b>Other</b>	<b>Homeless</b>	≥40	329	492.1	586	53.8	≥40	350	437.0	605	58.4
	<b>Migrant</b>	≥20	315	513.0	598	68.3	≥20	337	498.2	584	67.5
	<b>Title I</b>	≥2,990	251	518.5	696	70.9	≥2,990	230	487.1	728	75.0
	<b>Section 504 Plan</b>	≥10	326	527.8	669	80.6	≥10	389	517.0	631	66.2
<b>Primary Disability</b>	<b>Autism</b>	≥10	251	421.4	615	92.8	≥10	230	419.8	614	90.8
	<b>Developmental Delay</b>	≥70	303	475.3	665	73.0	≥70	343	451.9	696	74.1
	<b>Gifted</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Missing</b>	≥2,910	256	518.2	696	71.6	≥2,910	241	486.7	710	74.8
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	≥10	341	485.4	606	76.0	≥10	352	459.1	608	70.4
	<b>Speech or Language Impairments</b>	≥60	347	530.9	670	66.2	≥60	364	499.2	609	65.5
	<b>Talented</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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



**Table S4.3: 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>		≥3,110	3260	5180.3	6654	473.9	≥3,110	2930	5112.4	6648	534.8
<b>Gender</b>	<b>Female</b>	≥1,460	3836	5189.4	6654	478.4	≥1,460	3483	5135.9	6648	533.6
	<b>Male</b>	≥1,640	3260	5172.2	6654	469.8	≥1,640	2930	5091.6	6623	535.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	≥10	4483	5503.7	6425	520.4	≥10	4294	5456.6	6081	495.4
	<b>Asian</b>	≥240	4110	5415.4	6553	489.1	≥240	3841	5356.4	6502	529.3
	<b>Black or African American</b>	≥60	4148	5437.2	6500	499.6	≥60	3999	5374.9	6419	534.6
	<b>Hispanic or Latino</b>	≥2,610	3260	5138.6	6654	458.2	≥2,610	2930	5067.3	6629	523.1
	<b>Pacific Islander</b>	≥10	4372	5179.5	6232	564.1	≥10	4234	5057.0	6085	621.0
	<b>Two or More Races</b>	≥10	4625	5588.4	6654	548.0	≥10	4645	5511.3	6623	521.7
	<b>White</b>	≥140	4008	5357.9	6513	482.5	≥140	3758	5341.9	6648	526.9
<b>Other</b>	<b>Homeless</b>	≥40	4374	4924.5	5888	339.4	≥40	4070	4814.8	5880	395.9
	<b>Migrant</b>	≥20	4127	5230.5	6126	484.3	≥20	3767	5155.5	5859	510.6
	<b>Title I</b>	≥3,000	3260	5188.5	6654	469.9	≥3,000	2930	5123.3	6648	527.8
	<b>Section 504 Plan</b>	≥10	4762	5429.6	6039	377.3	≥10	4519	5337.9	6269	491.3
<b>Primary Disability</b>	<b>Autism</b>	≥10	3260	4616.4	5677	618.3	≥10	2930	4474.2	5973	715.3
	<b>Developmental Delay</b>	≥70	4170	4970.3	6654	503.3	≥70	3835	4829.8	6623	542.6
	<b>Gifted</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Missing</b>	≥2,910	3397	5186.4	6654	465.4	≥2,910	3041	5121.6	6648	526.5
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	≥10	4344	5081.0	5948	452.6	≥10	3966	4924.6	5965	519.8
	<b>Speech or Language Impairments</b>	≥60	4509	5275.1	6370	432.1	≥60	4251	5221.5	6083	466.3
	<b>Talented</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

**Table S4.4: 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>		≥2,470	221	537.9	728	73.6	≥2,470	224	527.5	755	75.8
<b>Gender</b>	<b>Female</b>	≥1,140	221	536.6	728	74.5	≥1,140	224	531.3	755	76.0
	<b>Male</b>	≥1,320	337	539.1	725	72.7	≥1,320	357	524.2	755	75.5
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥170	342	570.6	670	61.5	≥170	393	570.7	695	67.5
	<b>Black or African American</b>	≥30	394	551.8	667	67.9	≥30	406	533.6	668	78.0
	<b>Hispanic or Latino</b>	≥2,130	221	533.8	725	73.8	≥2,130	224	522.1	755	74.9
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	≥10	482	578.3	661	49.9	≥10	507	570.2	688	60.0
	<b>White</b>	≥100	347	556.8	728	75.4	≥100	357	556.0	755	79.7
<b>Other</b>	<b>Homeless</b>	≥40	386	505.1	657	79.1	≥40	373	491.3	656	77.9
	<b>Migrant</b>	≥10	386	539.2	643	79.8	≥10	396	519.3	628	81.2
	<b>Title I</b>	≥2,360	221	539.3	728	72.1	≥2,360	224	528.3	755	75.1
	<b>Section 504 Plan</b>	≥30	426	566.0	661	49.3	≥30	436	542.3	688	52.4
<b>Primary Disability</b>	<b>Autism</b>	≥10	343	493.7	588	70.0	≥10	390	499.3	604	65.6
	<b>Developmental Delay</b>	≥30	396	523.5	645	65.9	≥30	362	506.0	639	68.1
	<b>Hearing Impairment-Deafness</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Missing</b>	≥2,280	221	538.9	728	73.7	≥2,280	224	529.5	755	75.9
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Other Health Impairments</b>	≥10	337	504.7	635	93.7	≥10	385	480.7	631	72.5
	<b>Specific Learning Disability</b>	≥60	408	537.3	665	50.0	≥60	393	501.8	679	57.6
	<b>Speech or Language Impairments</b>	≥30	363	551.8	716	68.7	≥30	410	529.8	743	76.5
	<b>Talented</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Visual Impairment-Partially Seeing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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

**Table S4.4: 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>		≥2,470	251	542.5	747	80.2	≥2,470	230	520.9	757	83.5
<b>Gender</b>	<b>Female</b>	≥1,140	251	548.2	747	80.4	≥1,140	230	527.1	757	81.7
	<b>Male</b>	≥1,320	300	537.5	715	79.8	≥1,320	321	515.6	754	84.6
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥170	306	565.9	702	66.2	≥170	366	565.7	686	69.0
	<b>Black or African American</b>	≥30	401	559.3	653	67.4	≥30	353	524.5	673	84.4
	<b>Hispanic or Latino</b>	≥2,130	251	539.1	715	81.0	≥2,130	230	515.3	754	83.1
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	≥10	346	571.6	685	94.2	≥10	504	578.2	661	54.5
	<b>White</b>	≥100	298	562.6	747	82.0	≥100	321	549.7	757	86.5
<b>Other</b>	<b>Homeless</b>	≥40	300	519.0	656	77.6	≥40	345	482.2	660	88.8
	<b>Migrant</b>	≥10	305	512.2	619	110.0	≥10	345	509.6	638	94.1
	<b>Title I</b>	≥2,360	251	544.4	747	78.6	≥2,360	230	522.2	757	82.4
	<b>Section 504 Plan</b>	≥30	386	567.1	685	59.3	≥30	405	539.2	660	55.5
<b>Primary Disability</b>	<b>Autism</b>	≥10	337	459.0	584	70.3	≥10	359	486.0	581	66.9
	<b>Developmental Delay</b>	≥30	333	517.0	645	75.9	≥30	344	497.7	632	76.9
	<b>Hearing Impairment-Deafness</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Missing</b>	≥2,280	251	543.9	747	80.3	≥2,280	230	523.2	757	83.4
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Other Health Impairments</b>	≥10	322	495.4	621	92.9	≥10	355	461.2	607	80.5
	<b>Specific Learning Disability</b>	≥60	321	544.9	659	60.5	≥60	340	491.4	662	67.9
	<b>Speech or Language Impairments</b>	≥30	309	544.6	695	77.2	≥30	370	524.2	744	83.2
	<b>Talented</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Visual Impairment-Partially Seeing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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

**Table S4.4: 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>		≥2,470	3260	5387.7	6654	541.9	≥2,470	2930	5354.3	7096	606.1
<b>Gender</b>	<b>Female</b>	≥1,140	3260	5387.9	6654	545.7	≥1,140	2930	5383.8	7096	604.2
	<b>Male</b>	≥1,320	4137	5387.5	6654	538.8	≥1,320	3730	5328.8	6997	606.7
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥170	4234	5683.2	6611	491.6	≥170	3897	5650.3	6536	500.7
	<b>Black or African American</b>	≥30	4474	5471.7	6611	546.7	≥30	4208	5434.1	6428	577.2
	<b>Hispanic or Latino</b>	≥2,130	3260	5351.3	6654	535.8	≥2,130	2930	5316.4	6997	605.6
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	≥10	5073	5657.8	6553	417.4	≥10	5114	5704.1	6527	463.9
	<b>White</b>	≥100	4137	5567.5	6654	577.6	≥100	3730	5552.8	7096	634.1
<b>Other</b>	<b>Homeless</b>	≥40	4331	5127.5	6516	559.8	≥40	3896	5083.7	6348	629.0
	<b>Migrant</b>	≥10	4376	5381.0	6209	590.9	≥ 10	4028	5255.4	6137	707.4
	<b>Title I</b>	≥2,360	3260	5395.3	6654	534.3	≥2,360	2930	5365.5	7096	595.5
	<b>Section 504 Plan</b>	≥30	4683	5549.2	6553	389.3	≥30	4392	5534.8	6527	404.1
<b>Primary Disability</b>	<b>Autism</b>	≥10	4193	5173.4	5998	532.8	≥10	3912	4961.6	5615	475.5
	<b>Developmental Delay</b>	≥30	4339	5262.3	6366	478.9	≥30	4022	5184.5	6222	556.0
	<b>Hearing Impairment-Deafness</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Missing</b>	≥2,280	3260	5397.8	6654	543.4	≥2,280	2930	5368.6	7096	606.0
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Other Health Impairments</b>	≥10	4161	5131.8	6330	625.5	≥10	3849	4971.5	6033	658.0
	<b>Specific Learning Disability</b>	≥60	4471	5300.4	6654	389.5	≥60	3966	5245.6	6376	441.2
	<b>Speech or Language Impairments</b>	≥30	4422	5447.9	6611	502.7	≥30	3978	5396.5	6889	585.1
	<b>Talented</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Visual Impairment-Partially Seeing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.



**Table S4.5: 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>		≥2,130	285	507.0	687	73.2	≥2,130	304	501.8	714	70.9
<b>Gender</b>	<b>Female</b>	≥960	285	511.3	678	72.1	≥960	304	506.8	713	69.2
	<b>Male</b>	≥1,160	323	503.4	687	74.0	≥1,160	345	497.6	714	72.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥140	339	525.3	686	75.7	≥140	363	529.3	714	72.5
	<b>Black or African American</b>	≥30	393	529.5	623	57.4	≥30	378	508.8	622	61.2
	<b>Hispanic or Latino</b>	≥1,840	285	503.9	687	73.4	≥1,840	304	498.4	713	70.7
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥90	373	528.0	653	60.1	≥90	368	520.3	656	63.9
<b>Other</b>	<b>Homeless</b>	≥30	333	459.0	659	76.3	≥30	376	454.0	643	67.2
	<b>Migrant</b>	≥10	332	448.7	533	62.1	≥10	364	447.7	533	56.5
	<b>Title I</b>	≥2,050	285	508.0	687	72.4	≥2,050	304	502.3	714	70.6
	<b>Section 504 Plan</b>	≥50	389	513.6	624	53.7	≥50	372	490.9	597	55.6
<b>Primary Disability</b>	<b>Autism</b>	≥10	355	419.3	506	50.0	≥10	402	443.6	504	35.9
	<b>Developmental Delay</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	≥10	351	436.8	566	50.5	≥10	366	424.6	543	46.5

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Missing</b>	≥1,970	288	508.0	687	74.0	≥1,970	345	503.0	714	71.5
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	≥70	415	507.3	617	48.3	≥70	360	493.9	627	52.3
	<b>Speech or Language Impairments</b>	≥30	432	523.8	647	45.2	≥30	407	513.2	640	49.7
	<b>Talented</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Visual Impairment-Partially Seeing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

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

**Table S4.5: 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>		≥2,120	278	523.9	701	79.8	≥2,130	280	492.6	698	79.8
<b>Gender</b>	<b>Female</b>	≥960	280	533.6	701	75.5	≥960	280	500.8	694	76.9
	<b>Male</b>	≥1,160	278	516.0	690	82.3	≥1,160	314	485.7	698	81.4
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥140	280	538.0	669	74.0	≥140	314	519.1	698	77.9
	<b>Black or African American</b>	≥30	432	556.7	637	54.9	≥30	340	508.4	628	68.4
	<b>Hispanic or Latino</b>	≥1,830	278	520.7	701	80.9	≥1,840	280	488.6	694	80.1
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥90	373	553.7	657	62.5	≥90	332	518.6	650	66.4
<b>Other</b>	<b>Homeless</b>	≥30	298	470.8	621	87.2	≥30	329	432.2	646	81.4
	<b>Migrant</b>	≥10	303	452.6	542	94.9	≥10	316	431.2	555	74.9
	<b>Title I</b>	≥2,040	278	525.1	701	78.5	≥2,050	280	493.4	698	79.2
	<b>Section 504 Plan</b>	≥50	343	549.2	688	63.7	≥50	331	490.5	630	64.9
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	≥10	343	415.6	531	55.7
	<b>Developmental Delay</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	≥10	359	447.1	565	62.2	≥10	314	392.4	511	60.5

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Missing</b>	≥1,970	278	524.9	701	80.4	≥1,970	311	494.2	698	80.2
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	≥70	310	527.3	643	60.7	≥70	343	483.8	599	60.0
	<b>Speech or Language Impairments</b>	≥30	465	545.1	639	37.9	≥30	395	503.3	613	52.7
	<b>Talented</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Visual Impairment-Partially Seeing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

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

**Table S4.5: 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>		≥2,130	3704	5187.0	6817	526.0	≥2,130	3410	5153.7	6674	589.4
<b>Gender</b>	<b>Female</b>	≥960	3704	5212.0	6817	515.4	≥960	3410	5209.3	6674	569.9
	<b>Male</b>	≥1,160	3975	5166.4	6817	534.0	≥1,160	3722	5107.7	6618	601.4
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥140	4120	5369.6	6817	573.8	≥140	3761	5328.8	6618	583.7
	<b>Black or African American</b>	≥30	4473	5284.6	6039	435.6	≥30	4277	5315.7	6046	459.7
	<b>Hispanic or Latino</b>	≥1,840	3704	5163.4	6817	523.2	≥1,840	3410	5125.7	6674	592.5
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥90	4274	5317.1	6413	459.2	≥90	4035	5350.4	6285	489.3
<b>Other</b>	<b>Homeless</b>	≥30	4155	4848.8	6264	499.7	≥30	3833	4723.2	6253	608.6
	<b>Migrant</b>	≥10	4169	4780.0	5336	381.1	≥10	3819	4653.7	5448	551.3
	<b>Title I</b>	≥2,050	3704	5191.9	6817	522.3	≥2,050	3410	5160.7	6674	583.2
	<b>Section 504 Plan</b>	≥50	4336	5152.5	6144	394.1	≥50	4085	5192.6	6094	452.7
<b>Primary Disability</b>	<b>Autism</b>	≥10	4289	4659.8	5111	295.0	≥10	3928	4486.2	5348	419.1
	<b>Developmental Delay</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	≥10	4174	4682.1	5645	348.9	≥10	3904	4487.7	5498	421.5

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Missing</b>	≥1,970	3958	5194.9	6817	532.0	≥1,970	3620	5164.2	6674	594.6
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	≥70	4446	5160.8	5935	352.1	≥70	4082	5128.7	5918	399.4
	<b>Speech or Language Impairments</b>	≥30	4552	5298.3	6387	359.4	≥30	4584	5279.4	6164	335.7
	<b>Talented</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Visual Impairment-Partially Seeing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

**Table S4.6: 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>		≥1,950	243	519.4	710	78.7	≥1,940	240	517.5	718	76.2
<b>Gender</b>	<b>Female</b>	≥870	257	520.3	705	79.1	≥870	273	520.5	713	74.2
	<b>Male</b>	≥1,080	243	518.7	710	78.4	≥1,070	240	515.1	718	77.7
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥130	366	545.2	684	68.8	≥130	354	542.2	685	72.7
	<b>Black or African American</b>	≥20	390	540.2	623	65.6	≥20	402	542.8	640	68.8
	<b>Hispanic or Latino</b>	≥1,690	243	516.1	710	79.5	≥1,690	240	514.3	718	76.4
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥80	359	537.5	692	72.8	≥80	384	534.0	707	73.1
<b>Other</b>	<b>Homeless</b>	≥30	339	500.4	674	87.6	≥30	390	502.4	683	79.7
	<b>Migrant</b>	≥10	384	453.3	540	50.5	≥10	400	451.4	559	55.4
	<b>Title I</b>	≥1,860	257	521.4	710	77.2	≥1,860	350	519.2	718	75.1
	<b>Section 504 Plan</b>	≥70	430	543.7	682	52.6	≥70	423	532.3	692	59.6
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Developmental Delay</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Emotional Disturbance</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hearing Impairment-Deafness</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	≥10	257	439.4	606	101.5	<10	NA	NA	NA	NA
	<b>Missing</b>	≥1,770	243	519.5	710	79.5	≥1,770	240	517.9	718	77.0
	<b>Multiple Disabilities</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Other Health Impairments</b>	≥20	400	501.2	624	65.2	≥20	393	495.2	595	60.5
	<b>Specific Learning Disability</b>	≥80	396	526.1	670	56.6	≥80	379	512.7	671	62.8
	<b>Speech or Language Impairments</b>	≥30	395	529.9	626	61.3	≥30	366	530.2	645	70.6
	<b>Talented</b>	≥10	532	589.6	627	28.5	≥10	523	582.0	628	29.6
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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



**Table S4.6: 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>		≥1,940	242	528.4	695	81.5	≥1,940	236	509.0	720	82.8
<b>Gender</b>	<b>Female</b>	≥860	251	531.5	682	81.8	≥860	255	513.4	714	81.5
	<b>Male</b>	≥1,070	242	526.0	695	81.2	≥1,080	236	505.4	720	83.8
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥130	294	541.8	671	78.5	≥130	317	534.2	671	73.4
	<b>Black or African American</b>	≥20	363	544.8	634	66.8	≥20	363	533.1	619	64.2
	<b>Hispanic or Latino</b>	≥1,680	242	525.5	695	82.3	≥1,690	236	505.1	720	83.5
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥80	316	555.6	669	65.4	≥80	328	537.9	678	76.6
<b>Other</b>	<b>Homeless</b>	≥30	304	496.9	645	85.1	≥30	349	484.8	655	93.8
	<b>Migrant</b>	≥10	309	464.9	605	102.1	≥10	349	441.3	566	82.3
	<b>Title I</b>	≥1,860	281	530.7	695	79.2	≥1,860	320	510.9	720	81.3
	<b>Section 504 Plan</b>	≥70	389	556.3	652	53.1	≥70	366	528.7	670	59.0
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Developmental Delay</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Emotional Disturbance</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hearing Impairment-Deafness</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Missing</b>	≥1,770	242	528.2	695	82.3	≥1,770	236	509.5	720	83.5
	<b>Multiple Disabilities</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Other Health Impairments</b>	≥20	317	511.6	664	80.3	≥20	337	483.5	594	73.3
	<b>Specific Learning Disability</b>	≥80	330	537.3	653	66.3	≥80	333	506.5	651	67.5
	<b>Speech or Language Impairments</b>	≥30	458	554.4	621	51.0	≥30	334	521.4	599	73.7
	<b>Talented</b>	≥10	514	576.0	638	32.9	≥10	534	577.9	609	22.6
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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

**Table S4.6: 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>		≥1,950	3416	5294.7	6817	575.2	≥1,950	2984	5254.2	6681	622.2
<b>Gender</b>	<b>Female</b>	≥870	3480	5302.5	6817	569.5	≥870	3129	5276.7	6651	617.9
	<b>Male</b>	≥1,080	3416	5288.4	6750	579.9	≥1,080	2984	5236.0	6681	625.3
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥130	4238	5496.5	6561	548.2	≥130	3754	5436.2	6532	557.0
	<b>Black or African American</b>	≥20	4439	5480.3	6332	511.8	≥20	4227	5436.2	6086	496.0
	<b>Hispanic or Latino</b>	≥1,690	3416	5270.9	6817	577.5	≥1,690	2984	5226.8	6681	628.5
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥80	4250	5386.2	6817	532.8	≥80	3861	5439.1	6618	556.6
<b>Other</b>	<b>Homeless</b>	≥30	4205	5177.8	6691	613.6	≥30	3859	5073.5	6389	683.1
	<b>Migrant</b>	≥10	4433	4792.2	5333	321.7	≥10	3990	4717.1	5594	570.3
	<b>Title I</b>	≥1,870	3480	5308.0	6817	567.4	≥1,870	3489	5270.6	6681	609.3
	<b>Section 504 Plan</b>	≥70	4610	5439.1	6707	443.1	≥70	4336	5432.7	6438	411.7
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Developmental Delay</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Emotional Disturbance</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hearing Impairment-Deafness</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Hearing Impairment-Hard of Hearing	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	Intellectual Disability-Mild	≥10	3480	4740.2	5812	646.3	≥10	3489	4620.4	5625	681.0
	Missing	≥1,770	3416	5296.5	6817	581.5	≥1,770	2984	5256.2	6681	628.4
	Multiple Disabilities	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	Orthopedic Impairment	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	Other Health Impairments	≥20	4477	5147.0	5962	448.0	≥20	3993	5088.2	6022	537.4
	Specific Learning Disability	≥80	4409	5300.3	6541	434.4	≥80	3954	5275.2	6387	479.9
	Speech or Language Impairments	≥30	4369	5379.9	6394	496.6	≥30	4316	5381.8	6097	495.4
	Talented	≥10	5342	5815.2	6172	271.5	≥10	5324	5768.3	5944	174.8
	Visual Impairment-Blindness	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

**Table S4.7: 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>		≥1,700	273	499.7	695	71.7	≥1,700	274	503.5	700	61.1
<b>Gender</b>	<b>Female</b>	≥740	333	503.5	695	73.5	≥740	296	507.8	700	62.2
	<b>Male</b>	≥960	273	496.8	662	70.2	≥960	274	500.2	680	60.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥100	310	531.8	695	71.1	≥100	373	535.7	691	65.8
	<b>Black or African American</b>	≥30	375	521.1	662	76.7	≥30	424	524.0	669	68.0
	<b>Hispanic or Latino</b>	≥1,480	333	495.9	690	70.9	≥1,480	296	499.9	700	59.4
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥70	273	512.1	617	70.8	≥70	274	511.0	625	61.3
<b>Other</b>	<b>Homeless</b>	≥30	388	496.8	636	72.3	≥30	387	503.8	663	61.8
	<b>Migrant</b>	≥10	368	507.4	660	76.3	≥10	417	501.1	634	56.7
	<b>Title I</b>	≥1,610	310	501.8	695	70.8	≥1,610	296	504.9	700	60.5
	<b>Section 504 Plan</b>	≥70	388	515.1	636	53.8	≥70	401	503.5	649	46.4
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	≥10	386	454.5	535	45.2	≥10	387	453.6	503	32.3
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Missing	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	Multiple Disabilities	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	Orthopedic Impairment	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	Other Health Impairments	≥10	372	496.1	570	48.5	≥10	422	493.8	551	38.4
	Specific Learning Disability	≥60	357	506.3	661	57.4	≥60	418	502.3	651	52.8
	Speech or Language Impairments	≥10	465	529.7	588	34.5	≥10	426	522.7	585	46.1
	Talented	≥10	475	547.5	593	43.8	≥10	473	555.4	663	55.8
	Traumatic Brain Injury	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	Visual Impairment-Blindness	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	Visual Impairment-Partially Seeing	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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

**Table S4.7: 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>		≥1,700	277	518.3	710	80.1	≥1,700	265	486.7	699	79.2
<b>Gender</b>	<b>Female</b>	≥740	292	526.0	710	79.0	≥740	291	495.9	699	79.8
	<b>Male</b>	≥960	277	512.3	671	80.5	≥960	265	479.6	660	78.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥100	301	543.7	681	74.1	≥100	316	520.3	699	73.9
	<b>Black or African American</b>	≥30	334	537.2	658	74.6	≥ 30	330	507.3	629	75.3
	<b>Hispanic or Latino</b>	≥1,480	292	515.1	710	80.3	≥1,480	291	482.7	689	79.0
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥70	277	526.1	639	80.7	≥70	265	500.6	629	77.7
<b>Other</b>	<b>Homeless</b>	≥30	340	520.4	658	86.0	≥30	342	486.9	631	79.6
	<b>Migrant</b>	≥10	337	525.8	660	95.8	≥10	344	495.5	640	86.4
	<b>Title I</b>	≥1,610	292	520.7	710	78.6	≥1,610	291	489.1	699	78.1
	<b>Section 504 Plan</b>	≥70	330	539.2	658	58.2	≥70	355	502.9	617	61.6
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	≥10	373	462.2	555	60.7	≥10	350	422.8	479	50.7
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Missing	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	Multiple Disabilities	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	Orthopedic Impairment	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	Other Health Impairments	≥10	339	519.3	588	70.7	≥10	344	480.8	554	58.5
	Specific Learning Disability	≥60	318	527.5	629	65.3	≥60	335	489.9	663	60.8
	Speech or Language Impairments	≥10	493	555.5	607	42.7	≥10	400	517.7	579	46.9
	Talented	≥10	540	597.5	643	27.9	≥10	487	559.3	631	38.8
	Traumatic Brain Injury	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	Visual Impairment-Blindness	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	Visual Impairment-Partially Seeing	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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



**Table S4.7: 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>		≥1,700	3623	5161.3	6778	480.8	≥1,700	3211	5117.4	6558	565.6
<b>Gender</b>	<b>Female</b>	≥740	3902	5181.4	6778	490.3	≥740	3428	5167.2	6558	568.2
	<b>Male</b>	≥960	3623	5145.9	6633	473.1	≥960	3211	5079.1	6329	561.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥100	4078	5406.1	6566	508.9	≥100	3690	5370.0	6558	548.8
	<b>Black or African American</b>	≥30	4463	5338.0	6633	574.8	≥30	3991	5283.4	6254	564.8
	<b>Hispanic or Latino</b>	≥1,480	3902	5133.2	6778	468.5	≥1,480	3428	5087.5	6520	560.3
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥70	3623	5231.0	6315	471.8	≥70	3211	5207.9	6043	568.7
<b>Other</b>	<b>Homeless</b>	≥30	4386	5166.6	6352	500.7	≥30	4077	5125.7	6257	583.2
	<b>Migrant</b>	≥10	4424	5155.6	6206	455.8	≥10	4226	5160.5	6277	614.3
	<b>Title I</b>	≥1,610	3902	5173.5	6778	475.9	≥1,610	3428	5134.5	6558	556.6
	<b>Section 504 Plan</b>	≥70	4493	5198.8	6286	350.5	≥ 70	4269	5226.5	6236	420.2
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	≥10	4413	4829.4	5229	243.1	≥10	4174	4675.4	5083	342.8
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Missing	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	Multiple Disabilities	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	Orthopedic Impairment	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	Other Health Impairments	≥10	4430	5103.7	5582	287.6	≥10	4025	5080.2	5607	419.5
	Specific Learning Disability	≥60	4356	5183.0	6280	401.8	≥60	4028	5153.4	6241	438.6
	Speech or Language Impairments	≥10	4903	5331.0	5784	277.9	≥10	4783	5360.0	5825	311.9
	Talented	≥10	4949	5524.3	6352	424.8	≥10	5274	5642.4	6257	292.9
	Traumatic Brain Injury	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	Visual Impairment-Blindness	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	Visual Impairment-Partially Seeing	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

**Table S4.8: 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>		≥1,640	319	511.2	739	77.5	≥1,640	367	516.0	733	66.7
<b>Gender</b>	<b>Female</b>	≥700	332	513.5	739	77.1	≥700	372	519.2	733	65.4
	<b>Male</b>	≥930	319	509.5	695	77.8	≥940	367	513.6	702	67.6
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥100	378	547.0	695	68.6	≥100	408	549.0	702	64.8
	<b>Black or African American</b>	≥20	408	545.5	635	50.7	≥20	402	540.4	659	61.2
	<b>Hispanic or Latino</b>	≥1,440	319	506.5	739	78.2	≥1,440	367	512.1	733	66.6
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥60	385	544.2	641	59.5	≥60	417	539.9	631	56.1
<b>Other</b>	<b>Homeless</b>	≥30	373	483.7	613	79.9	≥30	400	498.3	626	74.3
	<b>Migrant</b>	≥10	409	540.4	663	69.2	≥10	434	532.6	657	67.5
	<b>Title I</b>	≥1,570	319	513.4	739	76.3	≥1,570	367	517.4	733	66.0
	<b>Section 504 Plan</b>	≥60	403	540.2	621	51.0	≥60	408	531.3	633	54.1
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Missing</b>	≥1,550	319	509.9	739	78.5	≥1,550	367	515.6	733	67.2
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	≥60	401	532.9	616	48.4	≥60	410	519.5	627	50.2
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Talented</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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

**Table S4.8: 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>		≥1,640	305	521.8	723	86.7	≥1,640	314	500.5	739	84.0
<b>Gender</b>	<b>Female</b>	≥700	311	527.1	723	87.1	≥700	327	507.0	739	82.3
	<b>Male</b>	≥930	305	517.8	706	86.2	≥940	314	495.6	700	84.9
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥100	341	562.9	682	68.2	≥100	372	539.3	689	66.6
	<b>Black or African American</b>	≥20	343	546.8	651	70.6	≥20	342	527.4	613	57.6
	<b>Hispanic or Latino</b>	≥1,440	305	516.7	723	88.2	≥1,440	314	495.7	739	85.3
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥60	338	556.7	661	56.9	≥60	342	535.1	654	62.6
<b>Other</b>	<b>Homeless</b>	≥30	319	496.9	629	87.8	≥30	336	471.4	640	91.2
	<b>Migrant</b>	≥10	373	524.2	637	78.6	≥10	341	525.2	645	80.9
	<b>Title I</b>	≥1,570	305	524.6	723	85.0	≥1,570	315	502.5	739	82.7
	<b>Section 504 Plan</b>	≥60	375	558.8	659	59.3	≥60	392	528.6	626	55.9
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Missing</b>	≥1,540	306	520.4	723	87.8	≥1,550	314	499.9	739	85.0
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	≥60	373	553.6	659	50.4	≥60	356	513.0	616	54.5
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Talented</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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

**Table S4.8: 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>		≥1,650	4116	5250.8	6738	527.6	≥1,650	3731	5201.1	6954	610.0
<b>Gender</b>	<b>Female</b>	≥710	4217	5260.4	6738	516.8	≥710	3873	5235.3	6954	603.7
	<b>Male</b>	≥940	4116	5243.6	6695	535.8	≥940	3731	5175.4	6602	613.7
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥100	4410	5503.8	6695	504.0	≥100	4119	5507.6	6602	507.4
	<b>Black or African American</b>	≥20	4513	5490.6	6351	441.2	≥20	4054	5430.3	6202	454.0
	<b>Hispanic or Latino</b>	≥1,450	4116	5219.0	6738	527.8	≥1,450	3731	5162.8	6954	617.0
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Other</b>	<b>White</b>	≥60	4472	5456.0	6301	436.6	≥60	4032	5461.5	6238	452.0
	<b>Homeless</b>	≥30	4409	5087.7	6054	558.4	≥30	4032	4987.7	6108	646.5
	<b>Migrant</b>	≥10	4628	5453.3	6738	573.1	≥10	4181	5348.8	6282	519.3
	<b>Title I</b>	≥1,580	4116	5263.5	6738	521.0	≥1,580	3731	5218.3	6954	599.4
<b>Primary Disability</b>	<b>Section 504 Plan</b>	≥60	4497	5403.2	6213	389.7	≥60	4375	5426.9	6079	398.4
	<b>Autism</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Missing</b>	≥1,550	4116	5244.3	6738	533.1	≥1,550	3750	5193.8	6954	617.9
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	≥60	4621	5346.0	6320	378.4	≥60	4434	5345.8	5998	372.7
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Talented</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.



**Table S4.9: 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>		≥1,590	234	516.0	782	85.2	≥1,590	252	526.2	783	74.7
<b>Gender</b>	<b>Female</b>	≥710	234	517.4	782	87.4	≥710	252	528.5	783	74.2
	<b>Male</b>	≥880	344	514.9	740	83.4	≥880	369	524.3	752	75.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥90	397	558.4	740	71.6	≥90	425	565.6	752	66.7
	<b>Black or African American</b>	≥20	377	557.4	651	74.4	≥20	422	563.2	663	71.8
	<b>Hispanic or Latino</b>	≥1,380	234	510.7	782	85.2	≥1,380	252	521.9	783	74.1
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥60	348	545.4	688	82.7	≥60	410	547.3	682	76.7
<b>Other</b>	<b>Homeless</b>	≥20	351	443.2	608	61.3	≥30	361	483.1	672	62.5
	<b>Migrant</b>	≥10	395	470.4	637	88.0	≥10	422	486.6	618	70.3
	<b>Title I</b>	≥1,530	234	518.0	782	84.2	≥1,530	252	527.9	783	74.1
	<b>Section 504 Plan</b>	≥50	436	553.5	674	52.4	≥50	441	550.8	688	59.0
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Missing</b>	≥1,490	344	515.2	782	85.9	≥1,490	361	526.3	783	74.8
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Other Health Impairments</b>	≥10	424	515.1	631	63.4	≥10	417	516.4	606	60.2
	<b>Specific Learning Disability</b>	≥50	393	527.4	635	58.8	≥50	402	518.7	657	57.4
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Talented</b>	≥10	501	593.4	666	46.9	≥10	508	598.5	672	53.7

\* Scale scores cannot be compared across grade bands.

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

**Table S4.9: 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>		≥1,590	307	525.4	773	89.2	≥1,590	248	506.3	787	90.6
<b>Gender</b>	<b>Female</b>	≥700	311	529.1	773	91.6	≥710	248	512.4	787	90.5
	<b>Male</b>	≥880	307	522.4	702	87.1	≥880	316	501.4	756	90.4
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥90	358	576.1	687	58.7	≥90	351	550.5	756	72.4
	<b>Black or African American</b>	≥20	319	554.8	666	85.0	≥20	367	547.6	627	61.6
	<b>Hispanic or Latino</b>	≥1,380	307	519.8	773	90.0	≥1,380	248	500.9	787	91.1
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥60	314	554.5	682	81.2	≥60	336	536.7	681	86.9
<b>Other</b>	<b>Homeless</b>	≥30	317	472.8	604	84.3	≥30	332	453.9	630	74.1
	<b>Migrant</b>	≥10	369	505.5	685	83.6	≥10	364	473.2	625	90.5
	<b>Title I</b>	≥1,530	307	528.0	773	87.0	≥1,530	248	508.6	787	89.2
	<b>Section 504 Plan</b>	≥50	388	560.3	675	53.8	≥50	382	543.0	646	56.0
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Missing</b>	≥1,490	307	524.4	773	90.3	≥1,490	316	505.8	787	91.0
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Other Health Impairments</b>	≥10	431	532.5	582	47.5	≥10	361	505.8	611	79.4
	<b>Specific Learning Disability</b>	≥50	361	534.3	649	70.5	≥50	361	511.1	622	71.0
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Talented</b>	≥10	434	585.2	653	55.3	≥10	491	585.7	652	50.9

\* Scale scores cannot be compared across grade bands.

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

**Table S4.9: 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>		≥1,590	3323	5311.7	6878	591.4	≥1,590	3099	5251.1	7337	662.5
<b>Gender</b>	<b>Female</b>	≥710	3323	5315.9	6878	594.7	≥710	3099	5278.1	7337	670.2
	<b>Male</b>	≥880	4128	5308.4	6782	589.0	≥880	3767	5229.5	6927	655.9
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥90	4653	5608.7	6782	518.6	≥90	4205	5611.2	6927	512.2
	<b>Black or African American</b>	≥20	4444	5636.3	6540	595.0	≥20	4059	5560.0	6279	572.4
	<b>Hispanic or Latino</b>	≥1,380	3323	5276.7	6878	588.5	≥1,380	3099	5209.1	7337	664.3
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥60	4245	5486.8	6536	586.8	≥60	3953	5474.2	6467	632.2
<b>Other</b>	<b>Homeless</b>	≥30	4256	4906.7	6548	502.0	≥30	3915	4810.1	6181	559.5
	<b>Migrant</b>	≥10	4422	4969.3	6010	565.8	≥10	4308	4963.1	6250	641.9
	<b>Title I</b>	≥1,530	3323	5325.3	6878	587.0	≥1,530	3099	5268.9	7337	651.4
	<b>Section 504 Plan</b>	≥50	4738	5543.9	6637	441.3	≥50	4448	5526.1	6488	411.5
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Missing</b>	≥1,490	4128	5308.5	6878	594.0	≥1,490	3767	5246.5	7337	667.2
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	<103	NA	NA	NA	NA
	<b>Other Health Impairments</b>	≥10	4620	5251.3	6119	444.7	≥10	4430	5229.2	5911	469.6
	<b>Specific Learning Disability</b>	≥50	4531	5316.3	6285	410.4	≥50	4340	5294.1	6249	484.9
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Talented</b>	≥10	5278	5913.5	6548	429.8	≥10	5086	5846.5	6240	368.6

\* Scale scores cannot be compared across grade bands.

**Table S4.10: 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>		≥1,650	278	510.2	695	76.9	≥1,650	279	509.9	712	70.9
<b>Gender</b>	<b>Female</b>	≥720	358	510.5	695	74.9	≥720	388	511.2	712	67.9
	<b>Male</b>	≥930	278	509.9	687	78.4	≥930	279	508.9	707	73.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥110	403	552.7	680	68.4	≥110	416	544.2	691	68.5
	<b>Black or African American</b>	≥20	381	520.8	627	77.6	≥20	429	525.6	646	72.5
	<b>Hispanic or Latino</b>	≥1,420	278	504.2	695	76.2	≥1,420	279	504.7	712	69.5
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Other</b>	<b>White</b>	≥70	378	541.2	687	71.8	≥70	397	538.7	707	76.0
	<b>Homeless</b>	≥30	358	465.9	665	82.4	≥30	385	477.2	663	66.9
	<b>Migrant</b>	≥20	368	489.9	656	80.0	≥20	405	494.2	635	67.9
	<b>Title I</b>	≥1,520	278	512.7	695	75.7	≥1,520	279	511.9	712	70.1
<b>Primary Disability</b>	<b>Section 504 Plan</b>	≥30	432	544.0	638	46.2	≥30	441	531.5	636	44.4
	<b>Autism</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Emotional Disturbance</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Severe</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Missing</b>	≥1,580	356	509.8	695	77.2	≥1,570	351	509.8	712	70.9
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	≥30	430	527.8	657	46.8	≥30	443	516.0	661	56.5
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Talented</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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



**Table S4.10: 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>		≥1,640	343	528.4	705	82.4	≥1,640	281	495.2	683	81.1
<b>Gender</b>	<b>Female</b>	≥710	345	531.4	705	83.1	≥710	342	498.2	683	79.6
	<b>Male</b>	≥920	343	526.0	703	81.8	≥920	281	492.9	668	82.2
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥110	359	563.7	699	68.1	≥110	367	535.9	673	66.0
	<b>Black or African American</b>	≥20	398	546.8	662	77.8	≥20	353	504.1	648	80.4
	<b>Hispanic or Latino</b>	≥1,410	343	522.9	705	82.3	≥1,410	281	489.3	683	81.1
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥70	351	558.2	703	84.3	≥70	358	530.9	649	77.6
<b>Other</b>	<b>Homeless</b>	≥30	346	489.6	630	85.2	≥30	344	442.8	646	84.0
	<b>Migrant</b>	≥20	348	514.8	659	81.9	≥20	351	484.4	643	82.6
	<b>Title I</b>	≥1,520	343	532.3	705	79.9	≥1,520	281	498.3	683	79.3
	<b>Section 504 Plan</b>	≥30	387	555.8	664	63.7	≥30	373	531.3	628	43.4
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Emotional Disturbance</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Severe</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Missing</b>	≥1,570	343	527.7	705	82.7	≥1,570	332	494.8	683	81.5
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	≥30	406	556.8	686	51.1	≥30	362	518.9	631	54.9
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Talented</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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

**Table S4.10: 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>		≥1,653	3605	5229.1	6887	543.1	≥1,653	3381	5185.8	6596	603.2
<b>Gender</b>	<b>Female</b>	≥721	4271	5226.7	6804	517.6	≥721	3977	5202.1	6596	590.5
	<b>Male</b>	≥932	3605	5230.9	6887	562.4	≥932	3381	5173.2	6553	612.9
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥118	4506	5514.8	6627	529.8	≥118	4257	5499.4	6485	513.2
	<b>Black or African American</b>	≥23	4511	5327.5	6284	551.0	≥23	4205	5294.1	6217	599.9
	<b>Hispanic or Latino</b>	≥1,421	3605	5187.9	6832	531.8	≥1,421	3381	5140.0	6596	599.2
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥78	4488	5444.8	6887	561.9	≥78	4109	5440.7	6553	589.7
<b>Other</b>	<b>Homeless</b>	≥30	4271	4963.9	6420	532.6	≥30	3970	4843.8	6292	622.6
	<b>Migrant</b>	≥29	4393	5081.5	6169	530.3	≥29	4032	5062.9	6304	602.1
	<b>Title I</b>	≥1,528	3605	5244.2	6887	537.3	≥1,528	3381	5209.6	6596	590.0
	<b>Section 504 Plan</b>	≥37	4748	5421.2	6235	343.1	≥37	4426	5433.4	6174	345.2
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Emotional Disturbance</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Severe</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Missing</b>	≥1,580	4271	5227.9	6887	544.2	≥1,580	3849	5183.3	6596	605.4
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	≥37	4740	5294.2	6470	401.2	≥37	4545	5343.3	6221	374.0
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Talented</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

**Table S4.11: 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>		≥1,730	334	510.5	723	78.1	≥1,720	335	512.2	735	73.9
<b>Gender</b>	<b>Female</b>	≥770	349	510.2	723	78.0	≥770	335	511.3	735	72.7
	<b>Male</b>	≥950	334	510.8	692	78.3	≥950	356	512.9	719	74.8
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥120	390	558.4	723	76.3	≥120	387	551.2	735	81.9
	<b>Black or African American</b>	≥30	406	523.7	627	63.9	≥30	422	515.9	640	62.3
	<b>Hispanic or Latino</b>	≥1,490	334	504.1	720	77.1	≥1,480	335	507.3	723	72.4
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Other</b>	<b>White</b>	≥70	404	547.7	677	67.4	≥70	389	536.9	678	69.5
	<b>Homeless</b>	≥20	395	488.8	692	79.5	≥20	409	493.4	683	73.2
	<b>Migrant</b>	≥20	413	520.4	670	77.0	≥20	434	523.2	682	75.6
	<b>Title I</b>	≥1,660	334	511.5	723	77.8	≥1,660	335	512.9	735	73.7
<b>Primary Disability</b>	<b>Section 504 Plan</b>	30	456	556.7	649	50.8	≥30	459	554.8	657	52.5
	<b>Autism</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Emotional Disturbance</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Gifted</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Missing</b>	≥1,660	334	509.7	720	77.8	≥1,650	335	511.6	726	73.5
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	≥20	395	520.9	662	63.5	≥20	421	514.3	665	65.9
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Talented</b>	≥10	463	596.1	699	62.8	≥10	458	587.3	722	70.7

\* Scale scores cannot be compared across grade bands.

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

**Table S4.11: 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>		≥1,720	338	529.2	711	81.1	≥1,720	330	496.5	718	79.7
<b>Gender</b>	<b>Female</b>	≥770	344	531.2	711	81.9	≥770	339	497.9	718	80.0
	<b>Male</b>	≥950	338	527.7	695	80.4	≥950	330	495.5	681	79.4
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥120	361	565.7	711	74.1	≥120	350	541.7	704	72.8
	<b>Black or African American</b>	≥30	410	542.8	644	65.2	≥30	353	515.7	625	67.1
	<b>Hispanic or Latino</b>	≥1,480	338	523.8	699	81.0	≥1,480	330	490.0	718	79.3
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥70	372	568.1	691	73.7	≥70	377	538.6	643	63.9
<b>Other</b>	<b>Homeless</b>	≥20	359	507.7	695	83.8	≥20	364	471.3	679	87.3
	<b>Migrant</b>	≥20	368	537.2	693	84.4	≥20	371	506.7	653	80.2
	<b>Title I</b>	≥1,650	338	530.6	711	80.7	≥1,660	330	497.7	718	79.4
	<b>Section 504 Plan</b>	≥30	462	576.4	649	41.4	≥30	433	551.2	639	55.0
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Emotional Disturbance</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Gifted</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Missing</b>	≥1,650	338	528.9	711	80.5	≥1,650	330	495.7	718	79.5
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	≥20	353	542.9	679	82.7	≥20	353	515.1	618	62.8
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Talented</b>	≥10	494	606.3	685	53.2	≥10	458	576.2	651	56.0

\* Scale scores cannot be compared across grade bands.

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



**Table S4.11: 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>		≥1,730	3947	5241.1	7094	568.3	≥1,730	3815	5195.7	6706	606.6
<b>Gender</b>	<b>Female</b>	≥770	3947	5229.5	7094	556.6	≥770	3964	5199.1	6706	608.9
	<b>Male</b>	≥950	4154	5250.6	6874	577.8	≥950	3815	5192.9	6574	605.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥120	4388	5568.5	7094	619.3	≥120	4258	5540.9	6706	585.0
	<b>Black or African American</b>	≥30	4579	5279.9	6087	458.7	≥30	4352	5298.9	6080	500.6
	<b>Hispanic or Latino</b>	≥1,490	3947	5200.8	6856	557.4	≥1,490	3815	5148.1	6619	600.7
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥70	4430	5444.7	6632	513.9	≥70	4224	5488.6	6373	527.9
<b>Other</b>	<b>Homeless</b>	≥20	4548	5094.3	6543	556.9	≥20	4251	5016.4	6485	630.2
	<b>Migrant</b>	≥20	4602	5317.2	6635	575.0	≥20	4366	5276.1	6366	615.9
	<b>Title I</b>	≥1,660	3947	5246.7	7094	566.4	≥1,660	3815	5204.5	6706	604.2
	<b>Section 504 Plan</b>	≥30	4808	5541.8	6278	387.8	≥30	4893	5583.8	6172	371.4
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Emotional Disturbance</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Gifted</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Missing</b>	≥1,660	3947	5236.0	6874	564.6	≥1,660	3815	5190.6	6695	603.7
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	≥20	4521	5268.0	6592	496.8	≥20	4115	5288.1	6233	508.6
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Talented</b>	≥10	4836	5853.1	7094	566.4	≥10	4875	5844.1	6538	467.7

\* Scale scores cannot be compared across grade bands.

**Table S4.12: 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>		≥1,110	376	538.2	747	71.8	≥1,110	384	535.2	755	71.1
<b>Gender</b>	<b>Female</b>	≥530	378	537.1	711	70.4	≥530	392	533.4	730	68.7
	<b>Male</b>	≥570	376	539.3	747	73.1	≥570	384	536.8	755	73.2
<b>Ethnicity</b>	<b>Asian</b>	≥100	393	562.2	747	81.9	≥100	394	553.4	755	81.0
	<b>Black or African American</b>	≥30	419	548.6	698	67.0	≥30	410	532.5	720	74.5
	<b>Hispanic or Latino</b>	≥890	376	534.3	711	70.2	≥890	384	532.7	730	69.5
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥60	402	540.6	731	68.6	≥60	438	533.4	734	68.3
<b>Other</b>	<b>Homeless</b>	≥10	438	499.7	671	61.4	≥10	428	489.9	675	67.0
	<b>Migrant</b>	≥20	419	523.7	665	78.8	≥20	384	510.7	657	83.7
	<b>Title I</b>	≥1,060	376	538.7	747	71.2	≥1,060	384	535.1	755	70.7
	<b>Section 504 Plan</b>	≥10	402	555.1	635	58.2	≥10	434	548.2	632	62.0
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Missing</b>	≥1,060	378	539.0	747	71.8	≥1,060	384	536.2	755	70.9
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Specific Learning Disability</b>	≥20	451	532.6	653	49.7	≥20	443	524.1	665	53.8
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Talented</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Visual Impairment-Partially Seeing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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

**Table S4.12: 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>		≥1,100	352	558.0	723	72.8	≥1,110	345	522.8	736	69.3
<b>Gender</b>	<b>Female</b>	≥530	353	559.5	706	71.7	≥530	346	522.4	686	68.7
	<b>Male</b>	≥570	352	556.5	723	73.8	≥570	345	523.1	736	69.9
<b>Ethnicity</b>	<b>Asian</b>	≥100	362	576.5	718	74.9	≥100	354	541.5	736	81.6
	<b>Black or African American</b>	≥30	372	569.3	680	76.1	≥30	378	516.7	669	77.8
	<b>Hispanic or Latino</b>	≥890	352	554.9	706	72.2	≥900	345	519.9	680	67.3
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥60	366	559.7	723	71.3	≥60	369	529.9	707	64.1
<b>Other</b>	<b>Homeless</b>	≥10	365	505.5	639	74.7	≥10	422	482.7	661	60.1
	<b>Migrant</b>	≥20	384	524.9	694	89.4	≥20	362	501.0	610	78.2
	<b>Title I</b>	≥1,060	352	558.2	723	72.3	≥1,060	345	523.3	736	68.6
	<b>Section 504 Plan</b>	≥10	459	568.2	656	49.2	≥10	359	525.7	629	68.0
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Missing</b>	≥1,060	352	558.4	723	73.2	≥1,060	345	523.7	736	69.1
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Specific Learning Disability</b>	≥20	479	563.7	625	40.9	≥20	444	518.1	613	46.3
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Talented</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Visual Impairment-Partially Seeing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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

**Table S4.12: 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>		≥1,110	4399	5425.8	7085	547.7	≥1,110	4077	5412.0	6939	546.4
<b>Gender</b>	<b>Female</b>	≥530	4399	5409.4	7085	526.0	≥530	4113	5409.3	6664	537.0
	<b>Male</b>	≥570	4425	5441.2	7013	567.4	≥570	4077	5414.5	6939	555.5
<b>Ethnicity</b>	<b>Asian</b>	≥100	4456	5583.5	7013	613.1	≥100	4181	5574.6	6939	626.8
	<b>Black or African American</b>	≥30	4656	5462.2	6844	530.6	≥30	4492	5441.9	6628	568.5
	<b>Hispanic or Latino</b>	≥900	4399	5402.3	7085	538.3	≥900	4077	5386.4	6664	533.0
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥60	4566	5414.3	6875	517.5	≥60	4454	5434.4	6900	523.5
<b>Other</b>	<b>Homeless</b>	≥10	4689	5111.8	6432	479.0	≥10	4454	5053.3	6379	486.8
	<b>Migrant</b>	≥20	4473	5306.3	6530	639.7	≥20	4197	5222.6	6374	618.1
	<b>Title I</b>	≥1,060	4399	5426.9	7074	544.1	≥1,060	4077	5414.4	6939	541.2
	<b>Section 504 Plan</b>	≥10	4597	5553.6	6084	443.4	10	4399	5499.7	6212	454.8
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Missing</b>	≥1,060	4399	5432.9	7085	547.3	≥1,060	4077	5418.9	6939	546.1
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Specific Learning Disability</b>	≥20	4733	5354.3	6559	414.9	≥20	4815	5380.2	6128	349.9
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Talented</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Visual Impairment-Partially Seeing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.



**Table S4.13: 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>		≥760	381	543.0	701	67.0	≥760	398	540.0	704	66.7
<b>Gender</b>	<b>Female</b>	≥350	381	539.2	697	67.1	≥350	398	536.0	702	65.7
	<b>Male</b>	≥410	387	546.3	701	66.8	≥410	403	543.4	704	67.4
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥60	387	569.6	697	71.6	≥60	437	565.5	702	69.6
	<b>Black or African American</b>	≥20	381	562.2	668	71.8	≥20	398	560.5	697	70.2
	<b>Hispanic or Latino</b>	≥610	387	540.3	701	65.8	≥610	398	537.4	704	65.9
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥50	392	530.8	680	67.3	≥50	401	528.4	702	66.0
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Migrant</b>	≥10	429	516.8	607	58.1	≥10	426	519.7	636	61.3
	<b>Title I</b>	≥740	381	544.0	701	66.6	≥740	398	540.7	704	66.5
	<b>Section 504 Plan</b>	≥10	411	526.6	599	50.4	≥10	437	527.1	592	42.4
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Missing</b>	≥720	381	544.7	701	66.1	≥720	398	541.7	704	66.1
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Talented</b>	≥10	455	549.9	640	58.1	≥10	443	554.7	676	67.1
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Visual Impairment-Partially Seeing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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

**Table S4.13: 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>		≥750	353	563.4	709	71.2	≥760	343	529.9	723	64.5
<b>Gender</b>	<b>Female</b>	≥340	361	562.0	709	74.1	≥340	354	528.0	690	64.9
	<b>Male</b>	≥410	353	564.7	705	68.7	≥410	343	531.5	723	64.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<100	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥60	353	588.8	709	64.5	≥60	357	554.5	704	69.7
	<b>Black or African American</b>	≥20	355	581.3	700	84.9	≥20	354	546.8	627	72.8
	<b>Hispanic or Latino</b>	≥610	361	561.9	706	69.3	≥610	343	526.8	723	63.6
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥50	369	543.3	701	86.1	≥50	362	527.2	657	60.3
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Migrant</b>	≥10	365	515.9	615	86.5	<10	NA	NA	NA	NA
	<b>Title I</b>	≥740	353	564.3	709	71.2	≥740	354	530.7	723	64.1
	<b>Section 504 Plan</b>	≥10	400	542.6	621	68.3	≥10	386	523.8	594	52.4
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Missing</b>	≥720	361	565.1	709	69.7	≥720	343	532.3	723	62.6
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Talented</b>	≥10	513	591.4	657	42.1	≥10	447	536.2	612	50.4
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Visual Impairment-Partially Seeing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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

**Table S4.13: 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>		≥760	4358	5454.1	6782	509.3	≥760	4145	5457.2	6679	511.5
<b>Gender</b>	<b>Female</b>	≥350	4358	5419.1	6612	497.1	≥350	4177	5436.0	6679	516.1
	<b>Male</b>	≥410	4459	5483.8	6782	518.1	≥410	4145	5475.2	6627	507.6
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥60	4577	5645.5	6612	525.8	≥60	4145	5665.8	6679	532.0
	<b>Black or African American</b>	≥20	4358	5610.6	6654	547.2	≥20	4182	5610.7	6498	553.7
	<b>Hispanic or Latino</b>	≥610	4417	5434.8	6782	503.2	≥610	4149	5436.4	6627	502.9
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥50	4442	5358.0	6564	503.4	≥50	4177	5366.1	6532	526.1
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Migrant</b>	≥10	4587	5274.4	6035	447.2	≥10	4461	5241.7	6012	477.2
	<b>Title I</b>	≥740	4358	5460.1	6782	507.7	≥740	4145	5464.0	6679	509.3
	<b>Section 504 Plan</b>	≥10	4616	5327.7	5798	322.6	≥10	4454	5346.2	5869	385.8
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Missing</b>	≥720	4358	5467.2	6782	505.0	≥720	4149	5473.4	6679	500.2
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Talented</b>	≥10	4735	5535.2	6449	492.9	≥10	4808	5569.9	6234	423.7
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Visual Impairment-Partially Seeing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

**Table S4.14: Summative Summary of Domain Exemption and Not Attempted**

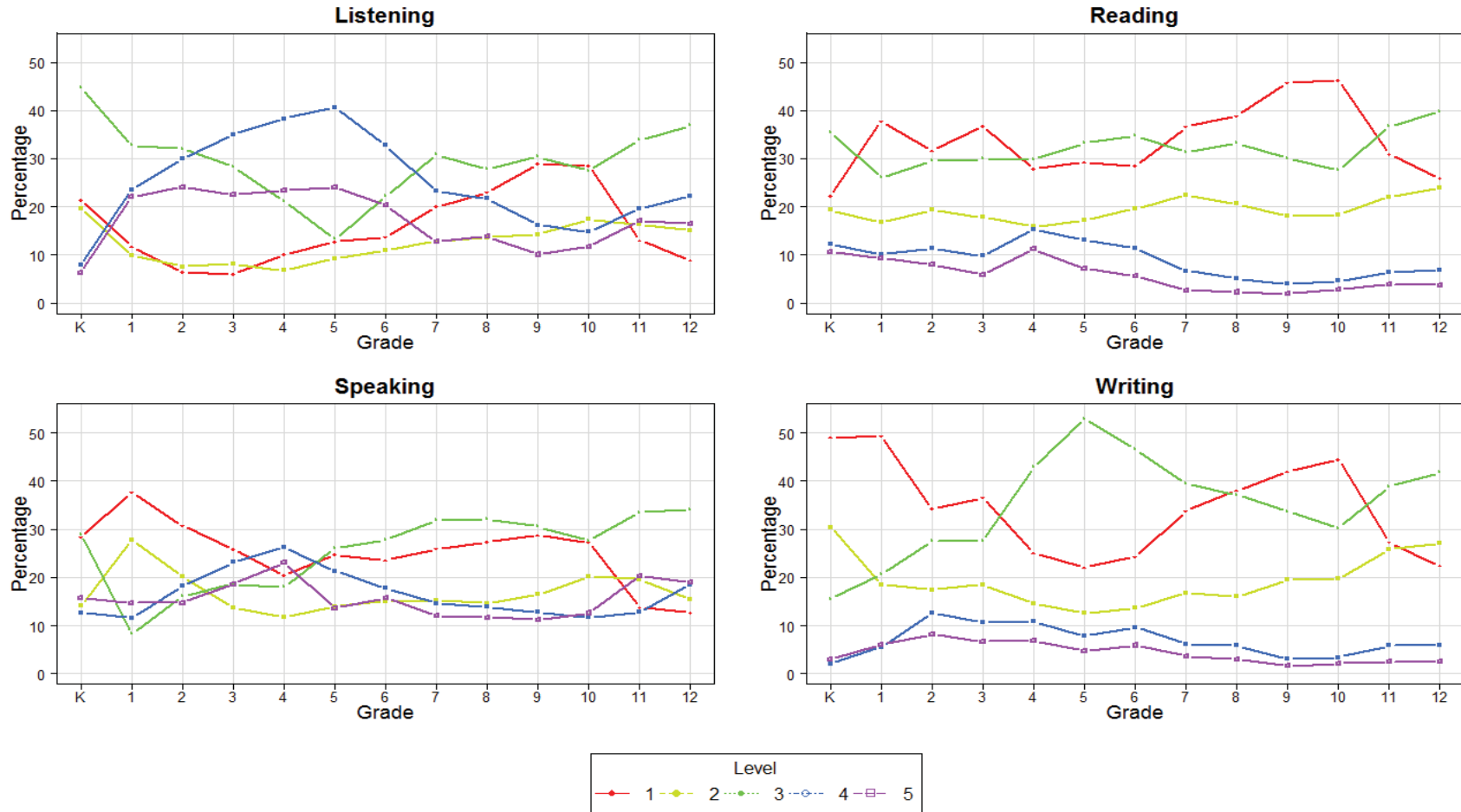
Grade	Total	Listening		Reading		Speaking		Writing	
		Exempted	Not Attempted	Exempted	Not Attempted	Exempted	Not Attempted	Exempted	Not Attempted
<b>K</b>	≥3,240	0 (0.0%)	2 (0.1%)	0 (0.0%)	4 (0.1%)	3 (0.1%)	9 (0.3%)	0 (0.0%)	6 (0.2%)
<b>1</b>	≥3,390	3 (0.1%)	1 (0.0%)	0 (0.0%)	2 (0.1%)	2 (0.1%)	6 (0.2%)	0 (0.0%)	2 (0.1%)
<b>2</b>	≥3,110	0 (0.0%)	1 (0.0%)	0 (0.0%)	4 (0.1%)	4 (0.1%)	6 (0.2%)	0 (0.0%)	5 (0.2%)
<b>3</b>	≥2,470	2 (0.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (0.1%)	2 (0.1%)	0 (0.0%)	3 (0.1%)
<b>4</b>	≥2,130	2 (0.1%)	1 (0.0%)	0 (0.0%)	0 (0.0%)	4 (0.2%)	6 (0.3%)	0 (0.0%)	2 (0.1%)
<b>5</b>	≥1,950	1 (0.1%)	0 (0.0%)	0 (0.0%)	2 (0.1%)	2 (0.1%)	5 (0.3%)	0 (0.0%)	2 (0.1%)
<b>6</b>	≥1,700	2 (0.1%)	1 (0.1%)	0 (0.0%)	2 (0.1%)	2 (0.1%)	3 (0.2%)	0 (0.0%)	3 (0.2%)
<b>7</b>	≥1,650	3 (0.2%)	2 (0.1%)	0 (0.0%)	4 (0.2%)	2 (0.1%)	7 (0.4%)	0 (0.0%)	5 (0.3%)
<b>8</b>	≥1,590	0 (0.0%)	2 (0.1%)	0 (0.0%)	1 (0.1%)	1 (0.1%)	5 (0.3%)	0 (0.0%)	3 (0.2%)
<b>9</b>	≥1,650	1 (0.1%)	0 (0.0%)	0 (0.0%)	1 (0.1%)	2 (0.1%)	4 (0.2%)	0 (0.0%)	5 (0.3%)
<b>10</b>	≥1,730	0 (0.0%)	1 (0.1%)	0 (0.0%)	6 (0.3%)	0 (0.0%)	12 (0.7%)	0 (0.0%)	5 (0.3%)
<b>11</b>	≥1,110	2 (0.2%)	0 (0.0%)	0 (0.0%)	1 (0.1%)	2 (0.2%)	1 (0.1%)	0 (0.0%)	0 (0.0%)
<b>12</b>	≥760	2 (0.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.1%)	2 (0.3%)	0 (0.0%)	2 (0.3%)

## **Section 5: Summative 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 1-5.**
- \* The percentages are suppressed when the number of students (N count) is fewer than 10.**



**Figure S5.1: Summative Percentage of Students in Performance Levels**



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

**Table S5.1: 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>		≥3,240	21.4	19.6	44.7	7.9	6.4	≥3,230	22.3	19.3	35.5	12.4	10.6
<b>Gender</b>	<b>Female</b>	≥1,580	20.5	17.3	46.7	8.0	7.4	≥1,570	22.2	17.7	34.5	13.7	11.9
	<b>Male</b>	≥1,650	22.2	21.8	42.8	7.8	5.5	≥1,650	22.2	20.9	36.3	11.1	9.5
	<b>Missing</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Asian</b>	≥200	12.0	10.6	47.6	13.9	15.9	≥200	11.5	11.1	36.1	17.8	23.6
	<b>Black or African American</b>	≥40	14.6	7.3	53.7	7.3	17.1	≥40	17.1	9.8	36.6	14.6	22.0
	<b>Hispanic or Latino</b>	≥2,820	22.6	20.9	44.3	7.1	5.1	≥2,810	23.8	20.3	35.3	11.7	8.9
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Two or More Races</b>	≥10	8.3	8.3	50.0	NA	33.3	≥10	8.3	NA	50.0	8.3	33.3
	<b>White</b>	≥150	14.0	13.3	46.0	13.3	13.3	≥150	11.3	16.7	36.0	16.7	19.3
	<b>Other/Unknown</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	≥40	43.8	27.1	18.8	6.3	4.2	≥40	39.6	29.2	20.8	2.1	8.3
	<b>Migrant</b>	≥20	19.0	23.8	52.4	4.8	NA	≥20	23.8	28.6	33.3	9.5	4.8
	<b>Title I</b>	≥2,850	20.7	19.9	44.9	8.0	6.5	≥2,840	21.5	19.4	35.7	12.7	10.7
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Autism</b>	≥10	61.5	15.4	23.1	NA	NA	≥10	76.9	NA	23.1	NA	NA
	<b>Developmental Delay</b>	≥50	28.3	20.8	41.5	1.9	7.5	≥50	30.2	26.4	26.4	9.4	7.5
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA

Subgroup	Status	Listening						Reading					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Missing</b>	≥3,130	21.2	19.6	44.6	8.1	6.4	≥3,120	22.1	19.3	35.3	12.6	10.7
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Speech or Language Impairments</b>	≥30	10.8	18.9	62.2	2.7	5.4	≥30	5.4	21.6	62.2	2.7	8.1
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Visual Impairment-Partially Seeing</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA

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

**Table S5.1: 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>		≥3,230	28.5	14.1	28.9	12.7	15.8	≥3,230	49.1	30.4	15.5	2.1	2.9
<b>Gender</b>	<b>Female</b>	≥1,570	25.7	13.7	28.4	13.9	18.4	≥1,570	49.3	30.7	15.0	2.3	2.7
	<b>Male</b>	≥1,650	31.1	14.6	29.4	11.6	13.4	≥1,650	48.9	30.2	15.9	1.9	3.1
	<b>Missing</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Asian</b>	≥200	17.9	11.1	30.9	12.1	28.0	≥200	24.5	28.8	28.8	6.7	11.1
	<b>Black or African American</b>	≥40	12.2	9.8	24.4	22.0	31.7	≥40	36.6	29.3	19.5	2.4	12.2
	<b>Hispanic or Latino</b>	≥2,810	30.2	14.6	29.0	12.3	13.9	≥2,810	52.1	30.6	14.0	1.3	1.9
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Two or More Races</b>	≥10	8.3	NA	41.7	16.7	33.3	≥10	8.3	50.0	16.7	NA	25.0
	<b>White</b>	≥140	16.8	12.1	25.5	18.1	27.5	≥150	34.7	28.0	23.3	8.7	5.3
<b>Other/Unknown</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	
<b>Other</b>	<b>Homeless</b>	≥40	46.8	21.3	19.1	NA	12.8	≥40	56.3	25.0	16.7	NA	2.1
	<b>Migrant</b>	≥20	28.6	23.8	28.6	14.3	4.8	≥20	57.1	23.8	19.0	NA	NA
	<b>Title I</b>	≥2,840	27.6	14.5	29.6	12.8	15.6	≥2,840	48.8	30.8	15.7	1.9	2.8
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Autism</b>	≥10	75.0	8.3	8.3	8.3	NA	≥10	69.2	15.4	15.4	NA	NA
	<b>Developmental Delay</b>	≥50	34.0	16.0	28.0	16.0	6.0	≥50	52.8	32.1	9.4	1.9	3.8
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA

Subgroup	Status	Speaking						Writing					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Missing</b>	≥3,120	28.2	14.2	28.9	12.7	16.0	≥3,120	48.9	30.5	15.6	2.1	2.9
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Speech or Language Impairments</b>	≥30	29.7	8.1	35.1	13.5	13.5	≥30	56.8	27.0	13.5	2.7	NA
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Visual Impairment-Partially Seeing</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA

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

**Table S5.2: 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>		≥3,390	11.7	9.9	32.8	23.5	22.1	≥3,390	37.7	16.7	26.0	10.2	9.4
<b>Gender</b>	<b>Female</b>	≥1,660	11.2	9.2	32.3	24.0	23.4	≥1,660	35.2	17.4	27.0	9.9	10.5
	<b>Male</b>	≥1,730	12.1	10.7	33.3	23.1	20.8	≥1,730	40.1	16.0	25.1	10.4	8.3
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Asian</b>	≥260	7.1	5.2	21.9	21.9	43.9	≥260	18.6	10.8	25.7	17.8	27.1
	<b>Black or African American</b>	≥40	11.1	2.2	28.9	40.0	17.8	≥40	22.2	20.0	33.3	13.3	11.1
	<b>Hispanic or Latino</b>	≥2,840	12.5	10.8	34.4	23.5	18.7	≥2,840	41.3	17.4	25.3	9.1	6.9
	<b>Pacific Islander</b>	≥10	6.7	6.7	26.7	33.3	26.7	≥10	13.3	13.3	33.3	20.0	20.0
	<b>Two or More Races</b>	≥30	16.7	NA	16.7	30.0	36.7	≥30	16.7	10.0	40.0	16.7	16.7
	<b>White</b>	≥180	5.4	7.0	27.4	21.5	38.7	≥180	21.0	16.1	33.3	12.9	16.7
<b>Other</b>	<b>Homeless</b>	≥40	22.9	20.8	35.4	12.5	8.3	≥40	66.7	10.4	14.6	6.3	2.1
	<b>Migrant</b>	≥20	23.8	4.8	33.3	28.6	9.5	≥20	52.4	14.3	23.8	4.8	4.8
	<b>Title I</b>	≥3,240	11.1	9.8	32.8	24.0	22.4	≥3,240	37.1	17.0	26.1	10.4	9.4
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Autism</b>	≥10	54.5	36.4	9.1	NA	NA	≥10	72.7	NA	27.3	NA	NA
	<b>Developmental Delay</b>	≥70	21.9	19.2	31.5	11.0	16.4	≥70	50.7	13.7	23.3	5.5	6.8
	<b>Gifted</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Hearing Impairment-Deafness</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA

Subgroup	Status	Listening					Reading						
		N	1	2	3	4	5	N	1	2	3	4	5
	Hearing Impairment-Hard of Hearing	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	Intellectual Disability-Mild	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	Intellectual Disability-Moderate	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	Missing	≥3,230	11.4	9.6	32.9	23.9	22.3	≥3,230	37.1	17.0	26.1	10.4	9.5
	Orthopedic Impairment	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	Other Health Impairments	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	Specific Learning Disability	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	Speech or Language Impairments	≥ 60	4.9	11.5	39.3	23.0	21.3	≥60	49.2	8.2	29.5	8.2	4.9
	Talented	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA

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

**Table S5.2: 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>		≥3,390	37.7	27.7	8.2	11.6	14.7	≥3,390	49.3	18.5	20.7	5.5	6.0
<b>Gender</b>	<b>Female</b>	≥1,660	33.9	27.5	8.4	12.3	17.9	≥1,660	47.1	19.3	21.9	5.2	6.6
	<b>Male</b>	≥1,730	41.4	28.0	8.1	11.0	11.6	≥1,730	51.4	17.8	19.5	5.8	5.4
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Asian</b>	≥260	26.0	25.7	7.4	16.0	24.9	≥260	25.7	18.2	23.8	12.6	19.7
	<b>Black or African American</b>	≥40	33.3	20.0	8.9	17.8	20.0	≥40	42.2	15.6	31.1	6.7	4.4
	<b>Hispanic or Latino</b>	≥2,830	39.7	28.4	8.1	10.8	13.0	≥2,840	53.3	18.6	19.5	4.6	4.0
	<b>Pacific Islander</b>	≥10	20.0	13.3	13.3	13.3	40.0	≥10	33.3	13.3	20.0	20.0	13.3
	<b>Two or More Races</b>	≥30	23.3	20.0	6.7	13.3	36.7	≥30	20.0	13.3	40.0	10.0	16.7
	<b>White</b>	≥180	29.0	26.9	10.2	16.1	17.7	≥180	30.6	20.4	30.1	6.5	12.4
<b>Other</b>	<b>Homeless</b>	≥40	53.2	29.8	8.5	6.4	2.1	≥40	81.6	8.2	8.2	2.0	NA
	<b>Migrant</b>	≥20	38.1	38.1	9.5	9.5	4.8	≥20	61.9	14.3	19.0	4.8	NA
	<b>Title I</b>	≥3,230	37.3	27.7	8.3	11.9	14.8	≥3,240	48.8	18.7	20.8	5.6	6.0
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	NA	≥10	72.7	27.3	NA	NA	NA
	<b>Developmental Delay</b>	≥70	58.9	21.9	6.8	8.2	4.1	≥70	57.5	16.4	16.4	6.8	2.7
	<b>Gifted</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Hearing Impairment-Deafness</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA



Subgroup	Status	Speaking					Writing						
		N	1	2	3	4	5	N	1	2	3	4	5
	Hearing Impairment-Hard of Hearing	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	Intellectual Disability-Mild	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	Intellectual Disability-Moderate	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	Missing	≥3,230	37.0	27.9	8.3	11.8	15.1	≥3,230	48.9	18.6	20.9	5.6	6.0
	Orthopedic Impairment	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	Other Health Impairments	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	Specific Learning Disability	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	Speech or Language Impairments	≥60	39.3	31.1	9.8	11.5	8.2	≥60	55.7	19.7	18.0	3.3	3.3
	Talented	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA

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

**Table S5.3: 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>		≥3,110	6.4	7.6	32.0	29.9	24.1	≥3,100	31.7	19.3	29.6	11.5	8.0
<b>Gender</b>	<b>Female</b>	≥1,460	6.0	8.3	32.3	29.2	24.2	≥1,460	30.9	19.2	29.3	12.2	8.3
	<b>Male</b>	1≥,640	6.8	6.9	31.8	30.5	24.0	≥1,640	32.3	19.4	29.8	10.8	7.7
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	≥10	NA	9.1	18.2	27.3	45.5	≥10	9.1	NA	54.5	18.2	18.2
	<b>Asian</b>	≥240	4.4	3.2	19.8	33.1	39.5	≥240	13.7	18.5	29.4	17.7	20.6
	<b>Black or African American</b>	≥60	1.6	7.9	14.3	34.9	41.3	≥60	21.0	9.7	30.6	24.2	14.5
	<b>Hispanic or Latino</b>	≥2,610	6.9	8.1	34.2	29.5	21.3	≥2,610	34.5	20.0	29.4	10.0	6.0
	<b>Pacific Islander</b>	≥10	5.6	16.7	22.2	16.7	38.9	≥10	38.9	11.1	22.2	22.2	5.6
	<b>Two or More Races</b>	≥10	NA	7.7	23.1	7.7	61.5	≥10	8.3	8.3	25.0	33.3	25.0
<b>Other</b>	<b>White</b>	≥140	4.2	3.5	25.0	32.6	34.7	≥140	18.1	15.3	32.6	17.4	16.7
	<b>Homeless</b>	≥40	8.9	13.3	51.1	13.3	13.3	≥40	62.2	17.8	17.8	NA	2.2
	<b>Migrant</b>	≥20	4.2	4.2	37.5	29.2	25.0	≥20	25.0	16.7	33.3	12.5	12.5
	<b>Title I</b>	≥2,990	5.8	7.5	32.2	30.1	24.4	≥2,990	30.8	19.5	30.0	11.5	8.2
<b>Primary Disability</b>	<b>Section 504 Plan</b>	≥10	NA	NA	21.4	35.7	42.9	≥10	14.3	14.3	35.7	28.6	7.1
	<b>Autism</b>	≥10	44.4	NA	38.9	11.1	5.6	≥10	55.6	22.2	16.7	5.6	NA
	<b>Developmental Delay</b>	≥70	19.4	12.5	31.9	25.0	11.1	≥70	44.4	26.4	20.8	4.2	4.2
	<b>Gifted</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA

Subgroup	Status	Listening						Reading					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Missing</b>	≥2,910	5.8	7.5	32.2	30.2	24.3	≥2,910	31.3	19.2	30.0	11.5	8.0
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	≥10	9.1	9.1	45.5	18.2	18.2	≥10	27.3	45.5	18.2	NA	9.1
	<b>Speech or Language Impairments</b>	≥60	1.5	7.6	30.3	31.8	28.8	≥60	27.3	13.6	33.3	18.2	7.6
	<b>Talented</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Traumatic Brain Injury</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA

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

**Table S5.3: 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>		≥3,100	30.8	20.1	16.1	18.3	14.7	≥3,100	34.3	17.4	27.6	12.6	8.1
<b>Gender</b>	<b>Female</b>	≥1,460	28.1	19.5	16.8	18.9	16.7	≥1,460	33.0	17.1	27.5	13.8	8.5
	<b>Male</b>	≥1,640	33.3	20.6	15.4	17.7	13.0	≥1,640	35.4	17.7	27.6	11.6	7.8
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	≥10	18.2	NA	27.3	18.2	36.4	≥10	9.1	18.2	27.3	18.2	27.3
	<b>Asian</b>	≥240	22.4	16.3	14.6	21.1	25.6	≥240	17.7	14.9	27.8	21.4	18.1
	<b>Black or African American</b>	≥60	16.1	16.1	14.5	22.6	30.6	≥60	22.6	8.1	38.7	17.7	12.9
	<b>Hispanic or Latino</b>	≥2,600	32.7	21.0	16.0	17.6	12.8	≥2,610	37.1	18.3	27.0	11.4	6.3
	<b>Pacific Islander</b>	≥10	44.4	11.1	16.7	22.2	5.6	≥10	38.9	11.1	22.2	16.7	11.1
	<b>Two or More Races</b>	≥10	16.7	25.0	8.3	25.0	25.0	≥10	8.3	16.7	16.7	50.0	8.3
	<b>White</b>	≥140	17.4	15.3	20.1	23.6	23.6	≥140	20.8	11.1	34.7	13.2	20.1
<b>Other</b>	<b>Homeless</b>	≥40	46.7	28.9	13.3	11.1	NA	≥40	60.0	22.2	15.6	NA	2.2
	<b>Migrant</b>	≥20	25.0	37.5	8.3	20.8	8.3	≥20	25.0	8.3	45.8	20.8	NA
	<b>Title I</b>	≥2,990	30.2	20.2	16.2	18.5	15.0	≥2,990	33.6	17.5	27.7	12.9	8.3
	<b>Section 504 Plan</b>	≥10	28.6	7.1	28.6	28.6	7.1	≥10	21.4	7.1	28.6	35.7	7.1
<b>Primary Disability</b>	<b>Autism</b>	≥10	75.0	18.8	NA	NA	6.3	≥10	70.6	23.5	NA	NA	5.9
	<b>Developmental Delay</b>	≥70	57.7	19.7	5.6	11.3	5.6	≥70	51.4	22.2	18.1	2.8	5.6
	<b>Gifted</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA

Subgroup	Status	Speaking						Writing					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Missing</b>	≥2,910	29.9	20.2	16.5	18.7	14.8	≥2,910	33.8	17.3	27.9	13.0	8.1
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	≥10	54.5	18.2	9.1	9.1	9.1	≥10	45.5	27.3	18.2	NA	9.1
	<b>Speech or Language Impairments</b>	≥60	27.3	19.7	15.2	15.2	22.7	≥60	25.8	15.2	36.4	15.2	7.6
	<b>Talented</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Traumatic Brain Injury</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA

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

**Table S5.4: 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>		≥2,470	6.0	8.1	28.3	35.0	22.6	≥2,470	36.7	17.8	29.9	9.8	5.9
<b>Gender</b>	<b>Female</b>	≥1,140	5.8	7.6	30.6	34.7	21.3	≥1,140	35.4	18.0	29.8	10.3	6.5
	<b>Male</b>	≥1,320	6.2	8.6	26.3	35.3	23.7	≥1,320	37.8	17.6	30.0	9.3	5.3
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Asian</b>	≥170	1.7	3.4	16.1	41.4	37.4	≥170	16.1	8.0	46.0	17.2	12.6
	<b>Black or African American</b>	≥30	5.3	2.6	26.3	36.8	28.9	≥30	26.3	31.6	18.4	13.2	10.5
	<b>Hispanic or Latino</b>	≥2,130	6.5	8.8	29.7	34.2	20.7	≥2,130	39.6	18.2	28.4	8.9	5.0
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Two or More Races</b>	≥10	NA	NA	18.2	54.5	27.3	≥10	NA	45.5	36.4	NA	18.2
	<b>White</b>	≥100	5.0	5.0	21.0	36.0	33.0	≥100	21.0	16.0	38.0	15.0	10.0
<b>Other</b>	<b>Homeless</b>	≥40	12.8	14.9	34.0	23.4	14.9	≥40	59.6	14.9	14.9	4.3	6.4
	<b>Migrant</b>	≥10	7.1	7.1	21.4	42.9	21.4	≥10	42.9	14.3	21.4	21.4	NA
	<b>Title I</b>	≥2,360	5.5	7.6	28.8	35.4	22.7	≥2,360	35.9	18.0	30.5	9.9	5.8
	<b>Section 504 Plan</b>	≥30	NA	2.8	19.4	50.0	27.8	≥30	22.2	30.6	38.9	5.6	2.8
<b>Primary Disability</b>	<b>Autism</b>	≥10	9.1	18.2	54.5	18.2	NA	≥10	36.4	36.4	27.3	NA	NA
	<b>Developmental Delay</b>	≥30	5.6	8.3	41.7	33.3	11.1	≥30	44.4	25.0	22.2	8.3	NA
	<b>Hearing Impairment-Deafness</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA

Subgroup	Status	Listening					Reading							
		N	1	2	3	4	5	N	1	2	3	4	5	
	Intellectual Disability-Mild	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	Intellectual Disability-Moderate	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	Intellectual Disability-Severe	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	Missing	≥2,280	5.9	8.3	27.7	34.7	23.4	≥2,280	35.8	17.4	30.4	10.2	6.2	
	Orthopedic Impairment	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	Other Health Impairments	≥10	23.1	0.0	30.8	30.8	15.4	≥10	69.2	15.4	NA	15.4	NA	
	Specific Learning Disability	≥60	3.0	4.5	34.8	48.5	9.1	≥60	51.5	22.7	21.2	1.5	3.0	
	Speech or Language Impairments	≥30	2.6	2.6	30.8	41.0	23.1	≥30	35.9	17.9	33.3	7.7	5.1	
	Talented	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	Visual Impairment-Blindness	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	Visual Impairment-Partially Seeing	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA

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

**Table S5.4: 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>		≥2,470	25.9	13.7	18.6	23.2	18.7	≥2,470	36.6	18.5	27.6	10.7	6.7
<b>Gender</b>	<b>Female</b>	≥1,140	23.5	12.4	20.1	22.2	21.8	≥1,140	33.9	18.4	29.4	10.8	7.4
	<b>Male</b>	≥1,320	27.9	14.8	17.3	24.0	16.0	≥1,320	38.9	18.6	26.0	10.5	6.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Asian</b>	≥170	13.8	9.8	22.4	27.0	27.0	≥170	14.4	14.4	37.4	21.3	12.6
	<b>Black or African American</b>	≥30	15.8	15.8	18.4	31.6	18.4	≥30	26.3	28.9	21.1	15.8	7.9
	<b>Hispanic or Latino</b>	≥2,130	27.5	14.1	18.4	22.5	17.5	≥2,130	39.7	18.7	26.4	9.4	5.8
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Two or More Races</b>	≥10	18.2	18.2	NA	27.3	36.4	≥10	0.0	27.3	45.5	9.1	18.2
	<b>White</b>	≥100	18.0	9.0	17.0	26.0	30.0	≥100	19.0	16.0	37.0	16.0	12.0
<b>Other</b>	<b>Homeless</b>	≥40	48.9	4.3	21.3	10.6	14.9	≥40	57.4	14.9	14.9	8.5	4.3
	<b>Migrant</b>	≥10	35.7	7.1	7.1	42.9	7.1	≥10	35.7	21.4	21.4	14.3	7.1
	<b>Title I</b>	≥2,360	24.9	13.8	19.0	23.6	18.7	≥2,360	35.8	18.8	28.0	10.8	6.6
	<b>Section 504 Plan</b>	≥30	8.3	19.4	25.0	30.6	16.7	≥30	22.2	27.8	36.1	11.1	2.8
<b>Primary Disability</b>	<b>Autism</b>	≥10	81.8	9.1	NA	9.1	NA	≥10	54.5	27.3	18.2	NA	NA
	<b>Developmental Delay</b>	≥30	41.7	11.1	22.2	16.7	8.3	≥30	47.2	25.0	16.7	11.1	NA
	<b>Hearing Impairment-Deafness</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA



Subgroup	Status	Speaking					Writing							
		N	1	2	3	4	5	N	1	2	3	4	5	
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Intellectual Disability-Severe</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Missing</b>	≥2,280	25.2	13.6	18.5	23.5	19.2	≥2,280	35.5	18.1	28.5	11.0	7.0	
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Other Health Impairments</b>	≥10	38.5	23.1	15.4	15.4	7.7	≥10	76.9	0.0	15.4	7.7	0.0	
	<b>Specific Learning Disability</b>	≥60	21.2	16.7	25.8	25.8	10.6	≥60	47.0	33.3	16.7	NA	3.0	
	<b>Speech or Language Impairments</b>	≥30	23.1	17.9	17.9	17.9	23.1	≥30	39.5	21.1	18.4	15.8	5.3	
	<b>Talented</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Visual Impairment-Partially Seeing</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA

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

**Table S5.5: 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>		≥2,130	10.1	6.8	21.2	38.4	23.5	≥2,130	27.8	15.9	29.8	15.3	11.2
<b>Gender</b>	<b>Female</b>	≥960	8.9	6.2	19.6	40.5	24.7	≥960	25.1	14.3	32.5	16.8	11.4
	<b>Male</b>	≥1,160	11.0	7.4	22.6	36.6	22.4	≥1,160	30.1	17.2	27.6	14.0	11.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Asian</b>	≥140	8.8	2.7	20.9	33.8	33.8	≥140	16.2	11.5	33.8	21.6	16.9
	<b>Black or African American</b>	≥30	3.3	NA	20.0	46.7	30.0	≥30	16.7	23.3	33.3	16.7	10.0
	<b>Hispanic or Latino</b>	≥1,840	10.6	7.5	21.7	37.7	22.4	≥1,840	29.7	16.1	28.6	14.9	10.6
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>White</b>	≥90	4.1	3.1	14.4	53.6	24.7	≥90	15.5	15.5	40.2	14.4	14.4
<b>Other</b>	<b>Homeless</b>	≥30	30.8	7.7	23.1	30.8	7.7	≥30	61.5	10.3	15.4	7.7	5.1
	<b>Migrant</b>	≥10	25.0	8.3	41.7	25.0	NA	≥10	50.0	25.0	25.0	NA	NA
	<b>Title I</b>	≥2,050	9.6	6.7	21.5	38.6	23.6	≥2,050	27.4	16.1	29.9	15.4	11.2
	<b>Section 504 Plan</b>	≥50	1.7	3.4	31.0	48.3	15.5	≥50	25.9	24.1	34.5	13.8	1.7
<b>Primary Disability</b>	<b>Autism</b>	≥10	40.0	30.0	20.0	10.0	NA	≥10	60.0	20.0	20.0	NA	NA
	<b>Developmental Delay</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	≥10	28.6	7.1	57.1	NA	7.1	≥10	64.3	28.6	7.1	NA	NA

Subgroup	Status	Listening						Reading					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Missing</b>	≥1,970	10.3	6.8	20.6	37.9	24.5	≥1,970	27.7	15.1	29.9	15.5	11.8
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	≥70	NA	5.5	32.9	47.9	13.7	≥70	21.9	28.8	31.5	15.1	2.7
	<b>Speech or Language Impairments</b>	≥30	NA	NA	18.8	68.8	12.5	≥30	6.3	28.1	43.8	15.6	6.3
	<b>Talented</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Visual Impairment-Partially Seeing</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA

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

**Table S5.5: 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>		≥2,120	20.5	11.8	18.1	26.4	23.2	≥2,130	25.0	14.6	42.9	10.8	6.8
<b>Gender</b>	<b>Female</b>	≥960	15.8	11.3	17.6	28.9	26.5	≥960	20.2	14.7	46.6	11.0	7.5
	<b>Male</b>	≥1,160	24.4	12.2	18.5	24.5	20.4	≥1,160	28.9	14.5	39.7	10.6	6.3
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Asian</b>	≥140	12.2	9.5	18.4	33.3	26.5	≥140	15.5	10.1	45.9	16.9	11.5
	<b>Black or African American</b>	≥30	10.0	6.7	6.7	46.7	30.0	≥30	16.7	16.7	46.7	13.3	6.7
	<b>Hispanic or Latino</b>	≥1,830	22.0	12.2	18.4	25.1	22.3	≥1,840	26.8	15.0	42.0	9.9	6.4
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>White</b>	≥90	10.3	7.2	14.4	33.0	35.1	≥90	10.3	15.5	49.5	17.5	7.2
<b>Other</b>	<b>Homeless</b>	≥30	41.0	10.3	30.8	10.3	7.7	≥30	61.5	10.3	20.5	5.1	2.6
	<b>Migrant</b>	≥10	33.3	25.0	41.7	NA	NA	≥10	50.0	25.0	25.0	NA	NA
	<b>Title I</b>	≥2,040	20.0	11.8	18.4	26.7	23.2	≥2,050	24.6	14.6	43.1	11.0	6.8
	<b>Section 504 Plan</b>	≥50	6.9	19.0	15.5	24.1	34.5	≥50	22.4	25.9	39.7	8.6	3.4
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	NA	≥10	60.0	30.0	10.0	NA	NA
	<b>Developmental Delay</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	≥10	64.3	14.3	7.1	14.3	NA	≥10	71.4	21.4	7.1	NA	NA

Subgroup	Status	Speaking						Writing					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Missing</b>	≥1,970	20.3	11.4	17.8	26.6	23.9	≥1,970	24.6	13.9	43.1	11.1	7.2
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	≥70	13.7	15.1	26.0	30.1	15.1	≥70	21.9	23.3	49.3	5.5	NA
	<b>Speech or Language Impairments</b>	≥30	NA	12.5	43.8	28.1	15.6	≥30	15.6	18.8	50.0	12.5	3.1
	<b>Talented</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Visual Impairment-Partially Seeing</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA

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

**Table S5.6: 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>		≥1,950	12.7	9.2	13.4	40.6	24.0	≥1,940	29.2	17.2	33.2	13.1	7.2
<b>Gender</b>	<b>Female</b>	≥870	13.1	8.5	13.1	40.2	25.1	≥870	27.4	17.0	34.6	13.9	7.1
	<b>Male</b>	≥1,080	12.4	9.8	13.7	40.9	23.1	≥1,070	30.7	17.3	32.2	12.5	7.3
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Asian</b>	≥130	6.0	6.8	10.5	39.8	36.8	≥130	16.4	16.4	35.1	20.1	11.9
	<b>Black or African American</b>	≥20	4.0	12.0	12.0	36.0	36.0	≥20	16.0	12.0	44.0	20.0	8.0
	<b>Hispanic or Latino</b>	≥1,690	13.7	9.6	13.7	40.5	22.5	≥1,690	30.9	17.5	32.4	12.4	6.7
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>White</b>	≥80	7.0	4.7	16.3	41.9	30.2	≥80	22.1	14.0	38.4	16.3	9.3
<b>Other</b>	<b>Homeless</b>	≥30	25.6	5.1	20.5	23.1	25.6	≥30	42.1	15.8	26.3	10.5	5.3
	<b>Migrant</b>	≥10	27.3	18.2	36.4	18.2	NA	≥10	72.7	9.1	18.2	NA	NA
	<b>Title I</b>	≥1,860	12.0	9.0	13.4	41.3	24.3	≥1,860	28.2	17.2	33.9	13.4	7.3
	<b>Section 504 Plan</b>	≥70	NA	4.3	15.7	58.6	21.4	≥70	17.1	17.1	51.4	5.7	8.6
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Developmental Delay</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Emotional Disturbance</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Hearing Impairment-Deafness</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA

Subgroup	Status	Listening					Reading						
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	≥10	30.0	40.0	10.0	10.0	10.0	<10	NA	NA	NA	NA	NA
	<b>Missing</b>	≥1,770	13.3	8.9	13.0	40.3	24.5	≥1,770	29.3	16.7	33.3	13.2	7.6
	<b>Multiple Disabilities</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Other Health Impairments</b>	≥20	4.8	19.0	33.3	33.3	9.5	≥20	38.1	19.0	38.1	4.8	NA
	<b>Specific Learning Disability</b>	≥80	2.4	11.0	18.3	52.4	15.9	≥80	26.8	23.2	37.8	8.5	3.7
	<b>Speech or Language Impairments</b>	≥30	3.2	6.5	19.4	45.2	25.8	≥30	16.1	29.0	25.8	25.8	3.2
	<b>Talented</b>	≥10	NA	NA	NA	27.3	72.7	≥10	NA	NA	54.5	36.4	9.1
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA

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

**Table S5.6: 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>		≥1,940	24.8	14.0	26.1	21.4	13.7	≥1,940	22.0	12.5	53.0	7.9	4.7
<b>Gender</b>	<b>Female</b>	≥860	23.7	12.6	26.7	21.9	15.1	≥860	20.4	11.5	55.4	7.7	5.1
	<b>Male</b>	≥1,070	25.7	15.2	25.6	21.0	12.5	≥1,080	23.3	13.3	51.0	8.0	4.4
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Asian</b>	≥130	16.7	13.6	28.8	21.2	19.7	≥130	12.7	9.0	59.7	14.2	4.5
	<b>Black or African American</b>	≥20	16.0	12.0	36.0	20.0	16.0	≥20	8.0	8.0	72.0	12.0	NA
	<b>Hispanic or Latino</b>	≥1,680	26.1	14.1	25.9	21.0	12.9	≥1,690	23.6	13.0	51.6	7.2	4.6
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>White</b>	≥80	14.0	16.3	22.1	27.9	19.8	≥80	10.5	10.5	60.5	9.3	9.3
<b>Other</b>	<b>Homeless</b>	≥30	34.2	31.6	10.5	15.8	7.9	≥30	35.9	12.8	38.5	10.3	2.6
	<b>Migrant</b>	≥10	54.5	9.1	18.2	18.2	NA	≥10	54.5	9.1	36.4	NA	NA
	<b>Title I</b>	≥1,860	23.8	14.0	26.6	21.9	13.6	≥1,860	20.9	12.6	53.8	8.0	4.7
	<b>Section 504 Plan</b>	≥70	10.0	11.4	34.3	30.0	14.3	≥70	7.1	8.6	71.4	8.6	4.3
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Developmental Delay</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Emotional Disturbance</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Hearing Impairment-Deafness</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA



Subgroup	Status	Speaking					Writing						
		N	1	2	3	4	5	N	1	2	3	4	5
	Hearing Impairment-Hard of Hearing	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	Intellectual Disability-Mild	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	Missing	≥1,770	25.0	14.0	25.5	21.6	13.9	≥1,770	22.1	12.1	52.7	8.2	4.8
	Multiple Disabilities	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	Orthopedic Impairment	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	Other Health Impairments	≥20	35.0	10.0	35.0	15.0	5.0	≥20	23.8	23.8	52.4	NA	NA
	Specific Learning Disability	≥80	19.5	12.2	35.4	20.7	12.2	≥80	18.3	15.9	57.3	3.7	4.9
	Speech or Language Impairments	≥30	9.7	22.6	25.8	25.8	16.1	≥30	9.7	19.4	64.5	6.5	NA
	Talented	≥10	NA	9.1	45.5	27.3	18.2	≥10	NA	NA	81.8	18.2	NA
	Visual Impairment-Blindness	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA

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

**Table S5.7: 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>		≥1,700	13.7	10.9	22.3	32.8	20.3	≥1,700	28.5	19.6	34.7	11.4	5.7
<b>Gender</b>	<b>Female</b>	≥740	13.4	10.8	21.7	30.0	24.2	≥740	27.2	18.9	36.0	11.1	6.9
	<b>Male</b>	≥960	14.0	11.0	22.7	34.9	17.4	≥960	29.5	20.2	33.8	11.7	4.8
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Asian</b>	≥100	7.8	3.9	18.4	33.0	36.9	≥100	10.7	18.4	38.8	19.4	12.6
	<b>Black or African American</b>	≥30	12.9	6.5	12.9	35.5	32.3	≥30	25.8	9.7	35.5	16.1	12.9
	<b>Hispanic or Latino</b>	≥1,480	14.4	11.7	22.9	32.4	18.5	≥1,480	30.2	20.2	34.1	10.7	4.8
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>White</b>	≥70	11.1	5.6	20.8	36.1	26.4	≥70	22.9	15.7	42.9	14.3	4.3
<b>Other</b>	<b>Homeless</b>	≥30	14.7	17.6	14.7	41.2	11.8	≥30	28.6	17.1	40.0	8.6	5.7
	<b>Migrant</b>	≥10	17.6	5.9	5.9	52.9	17.6	≥10	29.4	17.6	41.2	5.9	5.9
	<b>Title I</b>	≥1,610	12.7	10.6	22.6	33.3	20.8	≥1,610	27.3	19.7	35.6	11.6	5.8
	<b>Section 504 Plan</b>	≥70	2.8	5.6	30.6	43.1	18.1	≥70	16.7	34.7	41.7	4.2	2.8
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Hearing Impairment-Deafness</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	≥10	18.2	18.2	45.5	18.2	NA	≥10	54.5	36.4	9.1	NA	NA

Subgroup	Status	Listening					Reading						
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Missing</b>	≥1,570	14.1	11.6	21.3	32.3	20.7	≥1,570	28.5	19.6	34.7	11.4	5.9
	<b>Multiple Disabilities</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Other Health Impairments</b>	≥10	9.1	0.0	36.4	45.5	9.1	≥10	27.3	18.2	54.5	0.0	0.0
	<b>Specific Learning Disability</b>	≥60	7.5	1.5	35.8	40.3	14.9	≥60	26.9	22.4	35.8	11.9	3.0
	<b>Speech or Language Impairments</b>	≥10	NA	NA	17.6	64.7	17.6	≥10	11.8	11.8	52.9	23.5	NA
	<b>Talented</b>	≥10	NA	NA	25.0	33.3	41.7	≥10	NA	15.4	38.5	23.1	23.1
	<b>Traumatic Brain Injury</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Visual Impairment-Partially Seeing</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA

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

**Table S5.7: 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>		≥1,700	23.6	15.1	27.8	17.8	15.8	≥1,700	24.3	13.6	46.7	9.6	5.9
<b>Gender</b>	<b>Female</b>	≥740	21.1	14.4	27.3	18.2	19.0	≥740	22.2	12.9	45.1	11.1	8.6
	<b>Male</b>	≥960	25.5	15.6	28.1	17.4	13.3	≥960	25.8	14.1	47.8	8.5	3.7
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Asian</b>	≥100	11.7	12.6	33.0	20.4	22.3	≥100	11.7	9.7	50.5	15.5	12.6
	<b>Black or African American</b>	≥30	12.9	12.9	29.0	25.8	19.4	≥30	16.1	9.7	51.6	12.9	9.7
	<b>Hispanic or Latino</b>	≥1,480	25.1	15.4	27.4	17.4	14.7	≥1,480	25.9	13.9	46.2	8.9	5.0
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>White</b>	≥70	19.7	11.3	31.0	16.9	21.1	≥70	15.7	12.9	50.0	14.3	7.1
<b>Other</b>	<b>Homeless</b>	≥30	22.9	14.3	31.4	11.4	20.0	≥30	25.7	17.1	40.0	11.4	5.7
	<b>Migrant</b>	≥10	29.4	5.9	29.4	11.8	23.5	≥10	23.5	11.8	58.8	NA	5.9
	<b>Title I</b>	≥1,610	22.5	15.1	28.4	17.9	16.1	≥1,610	23.1	13.5	47.4	10.1	5.9
	<b>Section 504 Plan</b>	≥70	11.1	11.1	44.4	22.2	11.1	≥70	9.7	18.1	55.6	9.7	6.9
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Hearing Impairment-Deafness</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	≥10	45.5	36.4	18.2	NA	NA	≥10	45.5	36.4	18.2	NA	NA

Subgroup	Status	Speaking					Writing						
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Missing</b>	≥1,570	24.3	14.7	27.4	17.7	15.9	≥1,570	24.6	13.2	46.4	9.6	6.2
	<b>Multiple Disabilities</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Other Health Impairments</b>	≥10	9.1	27.3	27.3	36.4	NA	≥10	9.1	27.3	63.6	NA	NA
	<b>Specific Learning Disability</b>	≥60	12.1	18.2	42.4	16.7	10.6	≥60	16.4	20.9	56.7	4.5	1.5
	<b>Speech or Language Impairments</b>	≥10	NA	23.5	29.4	17.6	29.4	≥10	5.9	11.8	64.7	17.6	NA
	<b>Talented</b>	≥10	NA	NA	7.7	38.5	53.8	≥10	NA	NA	46.2	46.2	7.7
	<b>Traumatic Brain Injury</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Visual Impairment-Partially Seeing</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA

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

**Table S5.8: 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>		≥1,640	20.0	12.8	30.9	23.4	12.9	≥1,640	36.7	22.5	31.4	6.7	2.7
<b>Gender</b>	<b>Female</b>	≥700	19.3	12.4	30.3	24.8	13.1	≥700	33.2	24.3	33.6	6.6	2.3
	<b>Male</b>	≥930	20.6	13.1	31.3	22.3	12.7	≥940	39.4	21.1	29.8	6.8	3.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Asian</b>	≥100	5.7	12.4	25.7	34.3	21.9	≥100	21.9	19.0	39.0	16.2	3.8
	<b>Black or African American</b>	≥20	4.0	4.0	44.0	36.0	12.0	≥20	16.0	32.0	32.0	16.0	4.0
	<b>Hispanic or Latino</b>	≥1,440	22.1	13.1	30.7	21.8	12.2	≥1,440	39.0	22.7	29.9	5.8	2.7
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>White</b>	≥60	6.3	9.5	34.9	34.9	14.3	≥60	19.0	19.0	52.4	9.5	NA
<b>Other</b>	<b>Homeless</b>	≥30	35.5	19.4	16.1	22.6	6.5	≥30	53.1	15.6	18.8	12.5	NA
	<b>Migrant</b>	≥10	6.3	6.3	43.8	18.8	25.0	≥10	31.3	37.5	12.5	12.5	6.3
	<b>Title I</b>	≥1,570	18.9	12.6	31.5	24.1	13.0	≥1,570	35.6	22.9	32.2	6.6	2.7
	<b>Section 504 Plan</b>	≥60	4.5	4.5	39.4	39.4	12.1	≥60	21.2	30.3	37.9	10.6	NA
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Hearing Impairment-Deafness</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA

Subgroup	Status	Listening						Reading					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Missing</b>	≥1,550	21.1	13.1	29.7	23.2	12.9	≥1,550	37.3	21.6	31.7	6.6	2.8
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	≥60	1.6	8.2	52.5	26.2	11.5	≥60	27.9	39.3	26.2	6.6	NA
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Talented</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA

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

**Table S5.8: 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>		≥1,640	26.0	15.3	32.0	14.7	12.1	≥1,640	33.8	16.8	39.6	6.1	3.7
<b>Gender</b>	<b>Female</b>	≥700	24.9	13.5	32.4	14.4	14.7	≥700	31.4	16.4	40.7	7.5	4.0
	<b>Male</b>	≥930	26.9	16.6	31.6	14.8	10.0	≥940	35.6	17.1	38.7	5.0	3.5
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Asian</b>	≥100	10.6	12.5	31.7	21.2	24.0	≥100	14.6	19.4	48.5	10.7	6.8
	<b>Black or African American</b>	≥20	8.0	12.0	56.0	8.0	16.0	≥20	8.0	36.0	52.0	4.0	NA
	<b>Hispanic or Latino</b>	≥1,440	28.4	15.7	30.9	14.1	11.0	≥1,440	36.5	16.3	37.8	5.9	3.5
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>White</b>	≥60	7.9	12.7	44.4	19.0	15.9	≥60	15.9	12.7	60.3	4.8	6.3
<b>Other</b>	<b>Homeless</b>	≥30	29.0	32.3	22.6	6.5	9.7	≥30	53.1	12.5	28.1	3.1	3.1
	<b>Migrant</b>	≥10	31.3	12.5	31.3	18.8	6.3	≥10	25.0	12.5	43.8	NA	18.8
	<b>Title I</b>	≥1,570	24.9	15.1	32.5	15.1	12.3	≥1,570	32.9	16.9	40.3	6.1	3.7
	<b>Section 504 Plan</b>	≥60	7.6	13.6	36.4	22.7	19.7	≥60	15.2	24.2	53.0	6.1	1.5
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Hearing Impairment-Deafness</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA



Subgroup	Status	Speaking						Writing					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Missing</b>	≥1,540	27.0	15.2	30.7	14.9	12.2	≥1,550	34.4	16.2	39.4	6.1	3.8
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	≥60	4.9	14.8	59.0	13.1	8.2	≥60	21.3	31.1	42.6	4.9	NA
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Talented</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA

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

**Table S5.9: 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>		≥1,590	23.1	13.7	27.8	21.7	13.8	≥1,590	38.8	20.6	33.2	5.1	2.3
<b>Gender</b>	<b>Female</b>	≥710	23.8	12.9	26.2	21.4	15.8	≥710	38.5	20.5	33.5	4.6	2.8
	<b>Male</b>	≥880	22.5	14.2	29.2	21.9	12.2	≥880	39.1	20.7	33.0	5.5	1.8
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Asian</b>	≥90	6.1	9.2	32.7	27.6	24.5	≥90	20.4	16.3	49.0	10.2	4.1
	<b>Black or African American</b>	≥20	7.4	14.8	18.5	37.0	22.2	≥20	18.5	22.2	40.7	18.5	NA
	<b>Hispanic or Latino</b>	≥1,380	25.1	14.3	27.2	21.1	12.3	≥1,380	40.8	21.0	31.9	4.3	2.1
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>White</b>	≥60	13.6	7.6	33.3	19.7	25.8	≥60	31.8	16.7	36.4	10.6	4.5
<b>Other</b>	<b>Homeless</b>	≥20	55.2	17.2	24.1	3.4	NA	≥30	60.0	26.7	10.0	NA	3.3
	<b>Migrant</b>	≥10	54.5	9.1	18.2	9.1	9.1	≥10	63.6	18.2	18.2	NA	NA
	<b>Title I</b>	≥1,530	22.1	13.5	28.3	22.1	13.9	≥1,530	37.8	20.9	33.8	5.3	2.3
	<b>Section 504 Plan</b>	≥50	NA	10.5	47.4	29.8	12.3	≥50	19.3	22.8	50.9	5.3	1.8
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA

Subgroup	Status	Listening						Reading					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Missing</b>	≥1,490	24.1	13.5	26.9	21.6	13.9	≥1,490	39.0	20.1	33.4	5.2	2.3
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Other Health Impairments</b>	≥10	8.3	16.7	50.0	16.7	8.3	≥10	36.4	27.3	36.4	NA	NA
	<b>Specific Learning Disability</b>	≥50	3.8	21.2	42.3	25.0	7.7	≥50	34.6	34.6	28.8	1.9	NA
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Talented</b>	≥10	NA	NA	27.3	45.5	27.3	≥10	NA	25.0	50.0	16.7	8.3

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

**Table S5.9: 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>		≥1,590	27.4	14.6	32.2	13.9	11.7	≥1,590	38.1	16.1	37.2	5.8	2.9
<b>Gender</b>	<b>Female</b>	≥700	27.6	13.1	30.9	13.3	15.1	≥710	36.1	15.6	37.4	7.2	3.7
	<b>Male</b>	≥880	27.3	15.9	33.3	14.5	9.1	≥880	39.6	16.4	37.0	4.6	2.4
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Asian</b>	≥90	5.1	10.2	41.8	22.4	20.4	≥90	20.4	18.4	46.9	7.1	7.1
	<b>Black or African American</b>	≥20	18.5	11.1	18.5	33.3	18.5	≥20	11.1	18.5	66.7	3.7	NA
	<b>Hispanic or Latino</b>	≥1,380	29.9	15.3	31.5	12.8	10.6	≥1,380	40.4	15.7	35.9	5.6	2.4
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>White</b>	≥60	16.7	7.6	37.9	18.2	19.7	≥60	25.8	18.2	40.9	6.1	9.1
<b>Other</b>	<b>Homeless</b>	≥30	46.7	20.0	30.0	3.3	NA	≥30	73.3	10.0	13.3	3.3	NA
	<b>Migrant</b>	≥10	36.4	18.2	36.4	NA	9.1	≥10	63.6	9.1	18.2	9.1	NA
	<b>Title I</b>	≥1,530	26.3	14.9	32.7	14.3	11.9	≥1,530	37.0	16.3	38.0	5.7	2.9
	<b>Section 504 Plan</b>	≥50	7.1	10.7	55.4	19.6	7.1	≥50	15.8	15.8	61.4	7.0	NA
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA

Subgroup	Status	Speaking						Writing					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Missing</b>	≥1,490	28.0	14.5	31.7	13.9	11.9	≥1,490	38.6	15.2	37.4	5.8	3.0
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Other Health Impairments</b>	≥10	18.2	18.2	63.6	NA	NA	≥10	27.3	36.4	36.4	NA	NA
	<b>Specific Learning Disability</b>	≥50	19.6	19.6	37.3	15.7	7.8	≥50	34.6	26.9	36.5	1.9	NA
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Talented</b>	≥10	8.3	NA	33.3	33.3	25.0	≥10	NA	25.0	41.7	25.0	8.3

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

**Table S5.10: 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>		≥1,650	28.9	14.3	30.4	16.2	10.1	≥1,650	45.8	18.2	30.1	4.0	1.9
<b>Gender</b>	<b>Female</b>	≥720	27.3	14.7	33.1	14.8	10.0	≥720	44.4	19.9	29.9	4.2	1.7
	<b>Male</b>	≥930	30.1	14.1	28.4	17.3	10.2	≥930	46.8	16.8	30.4	3.9	2.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Asian</b>	≥110	8.5	12.7	37.3	18.6	22.9	≥110	25.4	22.9	40.7	5.9	5.1
	<b>Black or African American</b>	≥20	26.1	8.7	34.8	13.0	17.4	≥20	34.8	26.1	26.1	13.0	NA
	<b>Hispanic or Latino</b>	≥1,420	31.6	14.9	29.4	15.5	8.6	≥1,420	48.9	17.7	28.3	3.6	1.5
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>White</b>	≥70	12.8	10.3	41.0	21.8	14.1	≥70	28.2	17.9	43.6	3.8	6.4
<b>Other</b>	<b>Homeless</b>	≥30	50.0	20.0	13.3	10.0	6.7	≥30	73.3	10.0	13.3	NA	3.3
	<b>Migrant</b>	≥20	44.8	10.3	20.7	17.2	6.9	≥20	55.2	13.8	27.6	3.4	NA
	<b>Title I</b>	≥1,520	27.0	14.5	31.7	16.5	10.2	≥1,520	44.4	18.7	30.9	4.1	2.0
	<b>Section 504 Plan</b>	≥30	2.7	5.4	62.2	21.6	8.1	≥30	13.5	40.5	43.2	2.7	NA
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Emotional Disturbance</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA

Subgroup	Status	Listening					Reading						
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Intellectual Disability-Severe</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Missing</b>	≥1,580	29.4	14.5	29.6	16.3	10.3	≥1,570	45.8	18.2	30.0	4.1	2.0
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	≥30	2.7	13.5	67.6	10.8	5.4	≥30	45.9	24.3	24.3	5.4	NA
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Talented</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA

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

**Table S5.10: 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>		≥1,640	28.8	16.5	30.6	12.9	11.2	≥1,640	42.1	19.6	33.7	3.1	1.6
<b>Gender</b>	<b>Female</b>	≥710	28.2	14.7	32.0	12.1	12.9	≥710	41.7	19.5	34.1	2.6	2.1
	<b>Male</b>	≥920	29.3	17.8	29.5	13.5	9.9	≥920	42.3	19.7	33.4	3.4	1.2
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Asian</b>	≥110	13.6	13.6	33.1	22.0	17.8	≥110	19.5	25.4	44.9	5.9	4.2
	<b>Black or African American</b>	≥20	21.7	13.0	39.1	4.3	21.7	≥20	43.5	26.1	26.1	NA	4.3
	<b>Hispanic or Latino</b>	≥1,410	31.0	17.5	30.0	11.7	9.9	≥1,410	45.2	19.3	31.6	2.6	1.3
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>White</b>	≥70	17.9	6.4	39.7	15.4	20.5	≥70	23.1	16.7	48.7	9.0	2.6
<b>Other</b>	<b>Homeless</b>	≥30	50.0	16.7	20.0	3.3	10.0	≥30	70.0	10.0	13.3	3.3	3.3
	<b>Migrant</b>	≥20	31.0	27.6	17.2	17.2	6.9	≥20	58.6	3.4	34.5	NA	3.4
	<b>Title I</b>	≥1,520	26.7	16.9	31.7	13.4	11.4	≥1,520	40.4	20.3	34.6	3.1	1.5
	<b>Section 504 Plan</b>	≥30	13.5	8.1	51.4	13.5	13.5	≥30	5.4	43.2	48.6	2.7	NA
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Emotional Disturbance</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA



Subgroup	Status	Speaking						Writing					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Intellectual Disability-Severe</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Missing</b>	≥1,570	29.4	16.4	30.1	12.8	11.4	≥1,570	42.6	19.0	33.7	3.1	1.6
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	≥30	5.4	27.0	48.6	10.8	8.1	≥30	18.9	48.6	27.0	5.4	0.0
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Talented</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA

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

**Table S5.11: 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>		≥1,730	28.6	17.4	27.5	14.8	11.8	≥1,720	46.4	18.5	27.7	4.6	2.8
<b>Gender</b>	<b>Female</b>	≥770	27.8	19.5	25.5	14.8	12.4	≥770	47.9	17.1	28.8	4.1	2.1
	<b>Male</b>	≥950	29.2	15.7	29.0	14.7	11.4	≥950	45.1	19.6	26.8	5.0	3.5
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Asian</b>	≥120	9.8	11.4	33.3	18.7	26.8	≥120	25.2	22.8	34.1	7.3	10.6
	<b>Black or African American</b>	≥30	21.2	9.1	39.4	24.2	6.1	≥30	33.3	27.3	36.4	3.0	NA
	<b>Hispanic or Latino</b>	≥1,490	31.4	18.2	26.5	13.7	10.3	≥1,480	49.5	17.8	26.1	4.2	2.4
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>White</b>	≥70	9.1	15.6	32.5	23.4	19.5	≥70	27.3	20.8	44.2	6.5	1.3
<b>Other</b>	<b>Homeless</b>	≥20	43.5	21.7	17.4	8.7	8.7	≥20	69.6	13.0	8.7	NA	8.7
	<b>Migrant</b>	≥20	29.6	11.1	22.2	25.9	11.1	≥20	44.4	18.5	25.9	7.4	3.7
	<b>Title I</b>	≥1,660	27.9	17.5	27.8	15.0	11.9	≥1,660	45.7	18.7	28.2	4.6	2.8
	<b>Section 504 Plan</b>	≥30	NA	11.4	48.6	20.0	20.0	≥30	11.4	25.7	57.1	5.7	NA
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Emotional Disturbance</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Gifted</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA

Subgroup	Status	Listening						Reading						
		N	1	2	3	4	5	N	1	2	3	4	5	
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Missing</b>	≥1,660	28.8	17.5	27.3	14.8	11.6	≥1,650	46.8	18.2	27.8	4.5	2.7	
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	
	<b>Specific Learning Disability</b>	≥20	16.0	20.0	44.0	16.0	4.0	≥20	40.0	24.0	32.0	NA	4.0	
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	
	<b>Talented</b>	≥10	NA	11.8	17.6	23.5	47.1	≥10	5.9	23.5	35.3	23.5	11.8	

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

**Table S5.11: 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>		≥1,720	27.4	20.4	27.8	11.8	12.7	≥1,720	44.5	19.7	30.2	3.4	2.1
<b>Gender</b>	<b>Female</b>	≥770	26.4	22.3	25.1	12.7	13.5	≥770	45.8	18.8	29.0	4.1	2.3
	<b>Male</b>	≥950	28.3	18.8	29.9	11.0	12.0	≥950	43.5	20.5	31.3	2.8	1.9
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Asian</b>	≥120	12.2	15.4	34.1	12.2	26.0	≥120	22.0	21.1	42.3	5.7	8.9
	<b>Black or African American</b>	≥30	24.2	15.2	36.4	21.2	3.0	≥30	30.3	24.2	42.4	3.0	NA
	<b>Hispanic or Latino</b>	≥1,480	29.6	21.2	26.7	11.4	11.1	≥1,480	48.1	19.4	27.8	3.2	1.6
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>White</b>	≥70	11.8	17.1	32.9	13.2	25.0	≥70	22.1	22.1	49.4	5.2	1.3
<b>Other</b>	<b>Homeless</b>	≥20	34.8	26.1	26.1	NA	13.0	≥20	56.5	21.7	17.4	NA	4.3
	<b>Migrant</b>	≥20	29.6	14.8	33.3	7.4	14.8	≥20	37.0	25.9	25.9	7.4	3.7
	<b>Title I</b>	≥1,650	27.0	20.1	28.0	11.9	13.0	≥1,660	43.9	20.0	30.6	3.4	2.2
	<b>Section 504 Plan</b>	≥30	2.9	8.6	57.1	8.6	22.9	≥30	17.1	11.4	60.0	11.4	NA
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Emotional Disturbance</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Gifted</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA

Subgroup	Status	Speaking						Writing						
		N	1	2	3	4	5	N	1	2	3	4	5	
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Missing</b>	≥1,650	27.4	20.8	27.5	12.1	12.2	≥1,650	45.0	19.7	29.9	3.4	2.0	
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	≥20	20.0	12.0	44.0	4.0	20.0	≥20	36.0	20.0	40.0	4.0	NA	
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Talented</b>	≥10	0.0	11.8	29.4	11.8	47.1	≥10	11.8	NA	64.7	11.8	11.8	

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

**Table S5.12: 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>		≥1,110	13.1	16.3	33.9	19.6	17.1	≥1,110	30.9	22.1	36.7	6.4	3.9
<b>Gender</b>	<b>Female</b>	≥530	13.2	16.0	33.8	20.6	16.4	≥530	30.3	22.9	37.9	5.8	3.2
	<b>Male</b>	≥570	12.9	16.6	33.9	18.7	17.8	≥570	31.4	21.5	35.6	7.0	4.5
<b>Ethnicity</b>	<b>Asian</b>	≥100	10.1	16.5	22.9	18.3	32.1	≥100	23.9	16.5	42.2	10.1	7.3
	<b>Black or African American</b>	≥30	6.3	15.6	50.0	15.6	12.5	≥30	28.1	37.5	25.0	3.1	6.3
	<b>Hispanic or Latino</b>	≥890	14.0	15.9	35.0	19.5	15.6	≥890	32.3	21.9	36.4	6.1	3.3
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>White</b>	≥60	7.9	23.8	31.7	23.8	12.7	≥60	27.0	30.2	34.9	4.8	3.2
<b>Other</b>	<b>Homeless</b>	≥10	7.7	53.8	30.8	NA	7.7	≥10	69.2	15.4	7.7	NA	7.7
	<b>Migrant</b>	≥20	23.8	19.0	28.6	19.0	9.5	≥20	47.6	14.3	23.8	14.3	NA
	<b>Title I</b>	≥1,060	12.6	16.5	34.1	19.5	17.2	≥1,060	30.6	22.4	36.9	6.3	3.8
	<b>Section 504 Plan</b>	≥10	6.7	6.7	40.0	33.3	13.3	≥10	13.3	33.3	40.0	13.3	NA
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Hearing Impairment-Deafness</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA

Subgroup	Status	Listening						Reading					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Missing</b>	≥1,060	13.0	16.1	33.6	19.7	17.5	≥1,060	30.1	22.2	37.2	6.7	3.8
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	≥20	NA	23.8	57.1	14.3	4.8	≥20	28.6	38.1	28.6	NA	4.8
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Talented</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Visual Impairment-Partially Seeing</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA

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

**Table S5.12: 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>		≥1,100	13.7	19.7	33.5	12.8	20.4	≥1,110	27.2	25.8	38.8	5.8	2.5
<b>Gender</b>	<b>Female</b>	≥530	13.9	18.2	33.3	12.8	21.7	≥530	27.7	24.2	39.8	5.9	2.4
	<b>Male</b>	≥570	13.5	21.0	33.6	12.8	19.1	≥570	26.7	27.4	37.8	5.6	2.6
<b>Ethnicity</b>	<b>Asian</b>	≥100	11.0	14.7	27.5	13.8	33.0	≥100	23.9	18.3	38.5	11.0	8.3
	<b>Black or African American</b>	≥30	15.6	9.4	34.4	15.6	25.0	≥30	28.1	25.0	34.4	9.4	3.1
	<b>Hispanic or Latino</b>	≥890	14.2	20.8	33.6	12.7	18.7	≥900	28.1	26.7	38.2	5.1	1.9
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>White</b>	≥60	11.1	19.0	41.3	9.5	19.0	≥60	20.6	28.6	46.0	3.2	1.6
<b>Other</b>	<b>Homeless</b>	≥10	23.1	38.5	30.8	NA	7.7	≥10	61.5	30.8	NA	NA	7.7
	<b>Migrant</b>	≥20	28.6	23.8	23.8	4.8	19.0	≥20	38.1	19.0	42.9	NA	NA
	<b>Title I</b>	≥1,060	13.5	19.6	34.0	13.0	20.0	≥1,060	26.8	26.1	38.8	5.7	2.5
	<b>Section 504 Plan</b>	≥10	13.3	NA	53.3	26.7	6.7	≥10	13.3	33.3	46.7	6.7	NA
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Hearing Impairment-Deafness</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA



Subgroup	Status	Speaking						Writing					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Missing</b>	≥1,060	13.6	19.2	33.7	12.8	20.7	≥1,060	26.7	25.6	39.3	5.8	2.6
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	≥20	4.8	28.6	42.9	14.3	9.5	≥20	23.8	52.4	23.8	NA	NA
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Talented</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Visual Impairment-Partially Seeing</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA

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

**Table S5.13: 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>		≥760	8.9	15.1	37.0	22.4	16.6	≥760	25.9	23.9	39.8	6.8	3.7
<b>Gender</b>	<b>Female</b>	≥350	10.3	15.4	37.1	21.4	15.7	≥350	28.3	22.9	39.7	6.3	2.9
	<b>Male</b>	≥410	7.8	14.9	36.8	23.2	17.3	≥410	23.8	24.8	39.8	7.3	4.4
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Asian</b>	≥60	6.2	10.8	21.5	35.4	26.2	≥60	16.9	18.5	46.2	9.2	9.2
	<b>Black or African American</b>	≥20	9.1	NA	45.5	22.7	22.7	≥20	13.6	18.2	54.5	4.5	9.1
	<b>Hispanic or Latino</b>	≥610	9.3	15.7	37.5	22.0	15.5	≥610	27.5	23.4	39.5	6.7	2.9
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>White</b>	≥50	9.3	22.2	44.4	9.3	14.8	≥50	25.9	37.0	27.8	5.6	3.7
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Migrant</b>	≥10	10.0	30.0	40.0	20.0	NA	≥10	40.0	20.0	30.0	10.0	NA
	<b>Title I</b>	≥740	8.8	14.7	36.8	22.9	16.7	≥740	25.3	23.8	40.2	7.0	3.6
	<b>Section 504 Plan</b>	≥10	8.3	8.3	58.3	25.0	NA	≥10	16.7	50.0	33.3	NA	NA
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Hearing Impairment-Deafness</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA

Subgroup	Status	Listening					Reading						
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Missing</b>	≥720	8.0	15.2	37.2	22.3	17.2	≥720	24.8	24.1	40.1	7.2	3.7
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Talented</b>	≥10	NA	20.0	50.0	20.0	10.0	≥10	10.0	30.0	50.0	NA	10.0
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Visual Impairment-Partially Seeing</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA

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

**Table S5.13: 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>		≥750	12.6	15.4	34.3	18.6	19.1	≥760	22.5	27.1	41.8	6.1	2.5
<b>Gender</b>	<b>Female</b>	≥340	14.3	15.5	30.9	18.9	20.3	≥340	25.6	26.4	39.4	6.3	2.3
	<b>Male</b>	≥410	11.2	15.4	37.1	18.3	18.0	≥410	19.9	27.7	43.9	5.8	2.7
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Asian</b>	≥60	4.6	10.8	36.9	13.8	33.8	≥60	13.8	21.5	46.2	12.3	6.2
	<b>Black or African American</b>	≥20	9.1	9.1	27.3	22.7	31.8	≥20	9.1	18.2	63.6	9.1	NA
	<b>Hispanic or Latino</b>	≥610	12.9	16.2	34.2	19.0	17.8	≥610	24.3	27.4	40.6	5.5	2.1
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>White</b>	≥50	20.4	16.7	35.2	14.8	13.0	≥50	18.5	35.2	38.9	3.7	3.7
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Migrant</b>	≥10	20.0	40.0	20.0	20.0	NA	<10	NA	NA	NA	NA	NA
	<b>Title I</b>	≥740	12.6	14.7	34.5	18.8	19.5	≥740	21.7	27.3	42.4	6.2	2.4
	<b>Section 504 Plan</b>	≥10	16.7	8.3	41.7	25.0	8.3	≥10	8.3	33.3	58.3	NA	NA
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Hearing Impairment-Deafness</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA

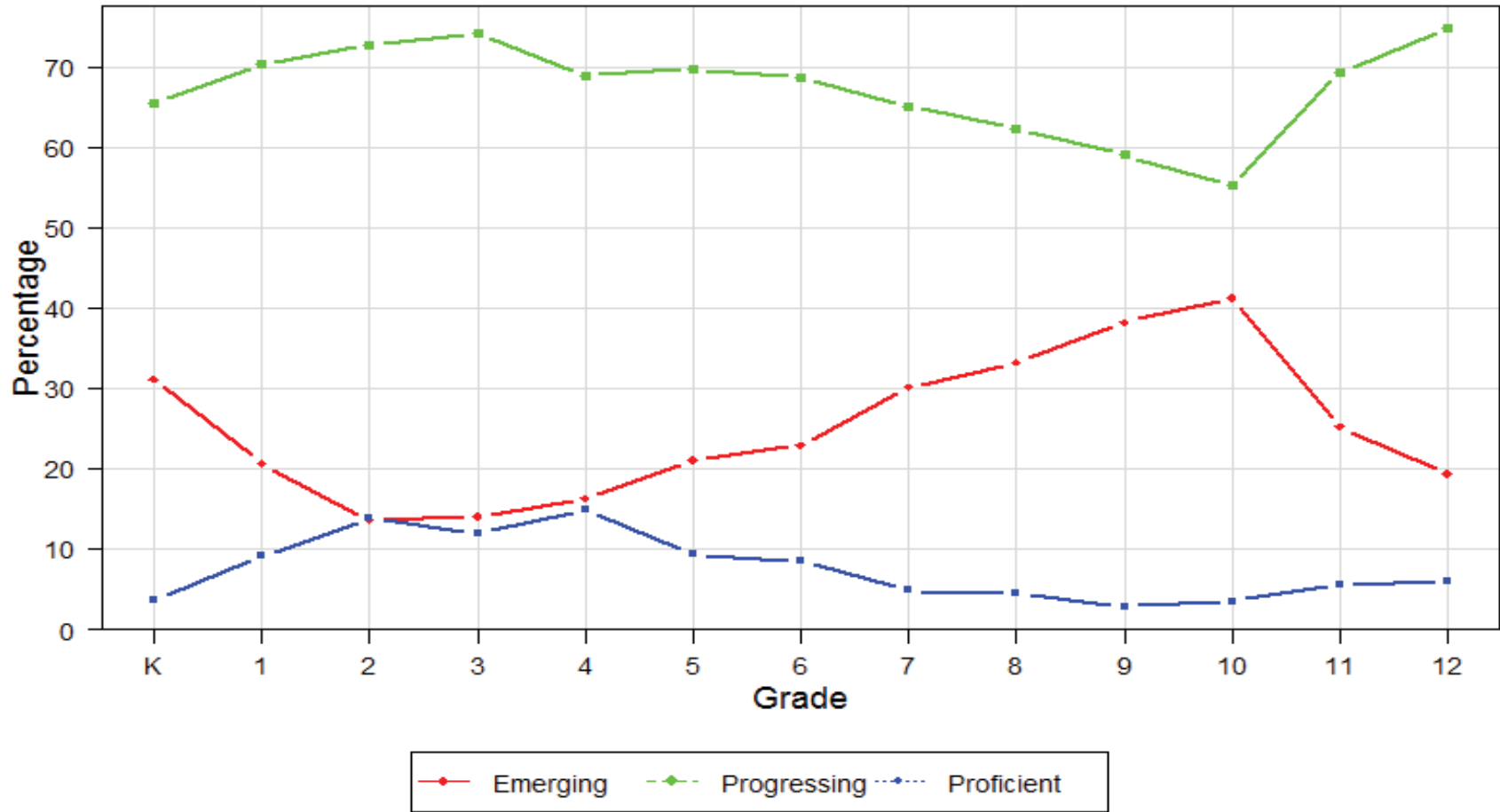
Subgroup	Status	Speaking						Writing					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Missing</b>	≥720	11.9	15.2	35.0	18.7	19.2	≥720	21.3	27.5	42.2	6.4	2.6
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Talented</b>	≥10	NA	10.0	40.0	30.0	20.0	≥10	10.0	40.0	50.0	NA	NA
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA
	<b>Visual Impairment-Partially Seeing</b>	<10	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA

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

## **Section 6: Summative Assessment - Percentage of Students by Overall Proficiency Category**

**\* The percentages are suppressed when the number of students (N count) is fewer than 10.**

Figure S6.1: Summative Percentage of Students in Proficiency Categories



**Table S6.1: Summative Overall Proficiency Categories - Kindergarten**

Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		≥3,240	31.1	65.4	3.6
<b>Gender</b>	<b>Female</b>	≥1,580	29.1	67.2	3.8
	<b>Male</b>	≥1,660	32.9	63.7	3.4
	<b>Missing</b>	<10	NA	NA	NA
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA
	<b>Asian</b>	≥200	15.8	71.3	12.9
	<b>Black or African American</b>	≥40	14.6	73.2	12.2
	<b>Hispanic or Latino</b>	≥2,820	33.1	64.5	2.3
	<b>Pacific Islander</b>	<10	NA	NA	NA
	<b>Two or More Races</b>	≥10	8.3	66.7	25.0
	<b>White</b>	≥150	19.3	71.3	9.3
	<b>Other/Unknown</b>	<10	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	≥40	54.2	43.8	2.1
	<b>Migrant</b>	≥20	33.3	66.7	NA
	<b>Title I</b>	≥2,850	30.6	65.9	3.5
	<b>Section 504 Plan</b>	<10	NA	NA	NA
<b>Primary Disability</b>	<b>Autism</b>	≥10	61.5	38.5	NA
	<b>Developmental Delay</b>	≥50	43.4	52.8	3.8
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA
	<b>Missing</b>	≥3,130	30.9	65.5	3.6
	<b>Other Health Impairments</b>	<10	NA	NA	NA
	<b>Speech or Language Impairments</b>	≥30	18.9	81.1	NA



Subgroup	Status	N	Emerging	Progressing	Proficient
	Visual Impairment-Blindness	<10	NA	NA	NA
	Visual Impairment-Partially Seeing	<10	NA	NA	NA

**Table S6.2: Summative Overall Proficiency Categories - Grade 1**

Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		≥3,390	20.6	70.3	9.1
<b>Gender</b>	<b>Female</b>	≥1,660	19.1	71.0	9.9
	<b>Male</b>	≥1,730	22.0	69.7	8.4
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA
	<b>Asian</b>	≥260	10.4	63.2	26.4
	<b>Black or African American</b>	≥40	13.3	77.8	8.9
	<b>Hispanic or Latino</b>	≥2,840	22.5	70.8	6.7
	<b>Pacific Islander</b>	≥10	13.3	66.7	20.0
	<b>Two or More Races</b>	≥30	6.7	73.3	20.0
	<b>White</b>	≥180	11.3	72.0	16.7
<b>Other</b>	<b>Homeless</b>	≥40	44.9	53.1	2.0
	<b>Migrant</b>	≥20	28.6	66.7	4.8
	<b>Title I</b>	≥3,240	19.9	70.9	9.2
	<b>Section 504 Plan</b>	<10	NA	NA	NA
<b>Primary Disability</b>	<b>Autism</b>	≥10	72.7	27.3	NA
	<b>Developmental Delay</b>	≥70	41.1	54.8	4.1
	<b>Gifted</b>	<10	NA	NA	NA
	<b>Hearing Impairment-Deafness</b>	<10	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA
	<b>Missing</b>	≥3,230	19.9	70.9	9.2

Subgroup	Status	N	Emerging	Progressing	Proficient
	Orthopedic Impairment	<10	NA	NA	NA
	Other Health Impairments	<10	NA	NA	NA
	Specific Learning Disability	<10	NA	NA	NA
	Speech or Language Impairments	≥60	16.4	77.0	6.6
	Talented	<10	NA	NA	NA

**Table S6.3: Summative Overall Proficiency Categories - Grade 2**

Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		≥3,110	13.5	72.7	13.8
<b>Gender</b>	<b>Female</b>	≥1,460	13.6	71.8	14.6
	<b>Male</b>	≥1,640	13.5	73.4	13.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	≥10	9.1	63.6	27.3
	<b>Asian</b>	≥240	7.3	64.5	28.2
	<b>Black or African American</b>	≥60	9.5	69.8	20.6
	<b>Hispanic or Latino</b>	≥2,610	14.6	74.0	11.5
	<b>Pacific Islander</b>	≥10	22.2	55.6	22.2
	<b>Two or More Races</b>	≥10	7.7	61.5	30.8
	<b>White</b>	≥140	6.9	68.8	24.3
<b>Other</b>	<b>Homeless</b>	≥40	22.2	75.6	2.2
	<b>Migrant</b>	≥20	8.3	79.2	12.5
	<b>Title I</b>	≥3,000	12.9	73.0	14.1
	<b>Section 504 Plan</b>	≥10	NA	78.6	21.4
<b>Primary Disability</b>	<b>Autism</b>	≥10	44.4	50.0	5.6
	<b>Developmental Delay</b>	≥70	31.9	61.1	6.9
	<b>Gifted</b>	<10	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA
	<b>Missing</b>	≥2,910	12.8	73.3	13.8
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA

Subgroup	Status	N	Emerging	Progressing	Proficient
	Other Health Impairments	<10	NA	NA	NA
	Specific Learning Disability	≥10	18.2	72.7	9.1
	Speech or Language Impairments	≥60	9.1	74.2	16.7
	Talented	<10	NA	NA	NA
	Traumatic Brain Injury	<10	NA	NA	NA
	Visual Impairment-Blindness	<10	NA	NA	NA

**Table S6.4: Summative Overall Proficiency Categories - Grade 3**

Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		≥2,470	14.0	74.2	11.9
<b>Gender</b>	<b>Female</b>	≥1,140	13.2	74.5	12.4
	<b>Male</b>	≥1,320	14.7	73.9	11.4
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA
	<b>Asian</b>	≥170	5.2	74.7	20.1
	<b>Black or African American</b>	≥30	7.9	71.1	21.1
	<b>Hispanic or Latino</b>	≥2,130	15.1	74.2	10.7
	<b>Pacific Islander</b>	<10	NA	NA	NA
	<b>Two or More Races</b>	≥10	NA	81.8	18.2
	<b>White</b>	≥100	10.0	72.0	18.0
<b>Other</b>	<b>Homeless</b>	≥40	25.5	63.8	10.6
	<b>Migrant</b>	≥10	14.3	71.4	14.3
	<b>Title I</b>	≥2,360	12.9	75.3	11.8
	<b>Section 504 Plan</b>	≥30	2.8	91.7	5.6
<b>Primary Disability</b>	<b>Autism</b>	≥10	27.3	72.7	NA
	<b>Developmental Delay</b>	≥30	13.9	77.8	8.3
	<b>Hearing Impairment-Deafness</b>	<10	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA
	<b>Intellectual Disability-Severe</b>	<10	NA	NA	NA
	<b>Missing</b>	≥2,280	13.9	73.7	12.4

Subgroup	Status	N	Emerging	Progressing	Proficient
	Orthopedic Impairment	<10	NA	NA	NA
	Other Health Impairments	≥10	23.1	69.2	7.7
	Specific Learning Disability	≥60	7.6	89.4	3.0
	Speech or Language Impairments	≥30	5.1	82.1	12.8
	Talented	<10	NA	NA	NA
	Visual Impairment-Blindness	<10	NA	NA	NA
	Visual Impairment-Partially Seeing	<10	NA	NA	NA

**Table S6.5: Summative Overall Proficiency Categories - Grade 4**

Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		≥2,130	16.3	68.9	14.8
<b>Gender</b>	<b>Female</b>	≥960	14.4	70.4	15.2
	<b>Male</b>	≥1,160	17.9	67.8	14.4
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA
	<b>Asian</b>	≥140	11.5	64.2	24.3
	<b>Black or African American</b>	≥30	3.3	83.3	13.3
	<b>Hispanic or Latino</b>	≥1,840	17.4	68.8	13.8
	<b>Pacific Islander</b>	<10	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA
	<b>White</b>	≥90	7.2	73.2	19.6
<b>Other</b>	<b>Homeless</b>	≥30	38.5	53.8	7.7
	<b>Migrant</b>	≥10	33.3	66.7	NA
	<b>Title I</b>	≥2,050	15.7	69.5	14.9
	<b>Section 504 Plan</b>	≥50	3.4	89.7	6.9
<b>Primary Disability</b>	<b>Autism</b>	≥10	70.0	30.0	NA
	<b>Developmental Delay</b>	<10	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	≥10	35.7	64.3	NA
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA
	<b>Missing</b>	≥1,970	16.4	68.2	15.4
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA
	<b>Other Health Impairments</b>	<10	NA	NA	NA



Subgroup	Status	N	Emerging	Progressing	Proficient
	Specific Learning Disability	≥70	4.1	90.4	5.5
	Speech or Language Impairments	≥30	NA	87.5	12.5
	Talented	<10	NA	NA	NA
	Visual Impairment-Blindness	<10	NA	NA	NA
	Visual Impairment-Partially Seeing	<10	NA	NA	NA

**Table S6.6: Summative Overall Proficiency Categories - Grade 5**

Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		≥1,950	21.0	69.7	9.3
<b>Gender</b>	<b>Female</b>	≥870	20.6	70.0	9.4
	<b>Male</b>	≥1,080	21.4	69.4	9.3
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA
	<b>Asian</b>	≥130	12.7	74.6	12.7
	<b>Black or African American</b>	≥20	12.0	80.0	8.0
	<b>Hispanic or Latino</b>	≥1,690	22.3	68.8	8.9
	<b>Pacific Islander</b>	<10	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA
	<b>White</b>	≥80	11.6	74.4	14.0
<b>Other</b>	<b>Homeless</b>	≥30	30.8	59.0	10.3
	<b>Migrant</b>	≥10	45.5	54.5	NA
	<b>Title I</b>	≥1,870	20.2	70.4	9.4
	<b>Section 504 Plan</b>	≥70	4.3	87.1	8.6
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA
	<b>Developmental Delay</b>	<10	NA	NA	NA
	<b>Emotional Disturbance</b>	<10	NA	NA	NA
	<b>Hearing Impairment-Deafness</b>	<10	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	≥10	60.0	40.0	NA
	<b>Missing</b>	≥1,770	21.4	68.8	9.8
	<b>Multiple Disabilities</b>	<10	NA	NA	NA

Subgroup	Status	N	Emerging	Progressing	Proficient
	Orthopedic Impairment	<10	NA	NA	NA
	Other Health Impairments	≥20	23.8	76.2	NA
	Specific Learning Disability	≥80	11.0	82.9	6.1
	Speech or Language Impairments	≥30	6.5	90.3	3.2
	Talented	≥10	NA	90.9	9.1
	Visual Impairment-Blindness	<10	NA	NA	NA

**Table S6.7: Summative Overall Proficiency Categories - Grade 6**

Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		≥1,700	22.9	68.6	8.5
<b>Gender</b>	<b>Female</b>	≥740	22.5	66.1	11.4
	<b>Male</b>	≥960	23.2	70.6	6.2
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA
	<b>Asian</b>	≥100	10.7	73.8	15.5
	<b>Black or African American</b>	≥30	16.1	67.7	16.1
	<b>Hispanic or Latino</b>	≥1,480	24.4	68.1	7.5
	<b>Pacific Islander</b>	<10	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA
	<b>White</b>	≥70	15.3	75.0	9.7
<b>Other</b>	<b>Homeless</b>	≥30	28.6	65.7	5.7
	<b>Migrant</b>	≥10	23.5	70.6	5.9
	<b>Title I</b>	≥1,610	21.7	69.7	8.6
	<b>Section 504 Plan</b>	≥70	8.3	86.1	5.6
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA
	<b>Hearing Impairment-Deafness</b>	<10	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	≥10	36.4	63.6	NA
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA
	<b>Missing</b>	≥1,570	23.8	67.6	8.6
	<b>Multiple Disabilities</b>	<10	NA	NA	NA
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA

Subgroup	Status	N	Emerging	Progressing	Proficient
	Other Health Impairments	≥10	9.1	90.9	NA
	Specific Learning Disability	≥60	9.0	88.1	3.0
	Speech or Language Impairments	≥10	NA	82.4	17.6
	Talented	≥10	NA	69.2	30.8
	Traumatic Brain Injury	<10	NA	NA	NA
	Visual Impairment-Blindness	<10	NA	NA	NA
	Visual Impairment-Partially Seeing	<10	NA	NA	NA

**Table S6.8: Summative Overall Proficiency Categories - Grade 7**

Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		≥1,650	30.1	65.1	4.8
<b>Gender</b>	<b>Female</b>	≥710	28.7	66.5	4.8
	<b>Male</b>	≥940	31.2	64.0	4.8
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA
	<b>Asian</b>	≥100	14.3	72.4	13.3
	<b>Black or African American</b>	≥20	8.0	88.0	4.0
	<b>Hispanic or Latino</b>	≥1,450	32.5	63.4	4.1
	<b>Pacific Islander</b>	<10	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA
	<b>White</b>	≥60	14.3	79.4	6.3
<b>Other</b>	<b>Homeless</b>	≥30	53.1	43.8	3.1
	<b>Migrant</b>	≥10	12.5	81.3	6.3
	<b>Title I</b>	≥1,580	28.9	66.3	4.8
	<b>Section 504 Plan</b>	≥60	7.6	87.9	4.5
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA
	<b>Hearing Impairment-Deafness</b>	<10	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA
	<b>Missing</b>	≥1,550	31.3	63.8	4.9
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA
	<b>Other Health Impairments</b>	<10	NA	NA	NA
	<b>Specific Learning Disability</b>	≥60	6.6	91.8	1.6

Subgroup	Status	N	Emerging	Progressing	Proficient
	Speech or Language Impairments	<10	NA	NA	NA
	Talented	<10	NA	NA	NA

**Table S6.9: Summative Overall Proficiency Categories - Grade 8**

Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		≥1,590	33.2	62.3	4.4
<b>Gender</b>	<b>Female</b>	≥710	33.1	62.0	4.9
	<b>Male</b>	≥880	33.4	62.6	4.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA
	<b>Asian</b>	≥90	8.2	82.7	9.2
	<b>Black or African American</b>	≥20	18.5	77.8	3.7
	<b>Hispanic or Latino</b>	≥1,380	36.1	60.1	3.8
	<b>Pacific Islander</b>	<10	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA
	<b>White</b>	≥60	19.7	69.7	10.6
<b>Other</b>	<b>Homeless</b>	≥30	66.7	33.3	NA
	<b>Migrant</b>	≥10	54.5	45.5	NA
	<b>Title I</b>	≥1,530	32.1	63.4	4.5
	<b>Section 504 Plan</b>	≥50	8.8	87.7	3.5
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA
	<b>Missing</b>	≥1,490	34.0	61.5	4.6
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA
	<b>Other Health Impairments</b>	≥10	25.0	75.0	NA
	<b>Specific Learning Disability</b>	≥50	25.0	73.1	1.9



Subgroup	Status	N	Emerging	Progressing	Proficient
	Speech or Language Impairments	<10	NA	NA	NA
	Talented	≥10	NA	91.7	8.3

**Table S6.10: Summative Overall Proficiency Categories - Grade 9**

Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		≥1,650	38.2	59.0	2.8
<b>Gender</b>	<b>Female</b>	≥720	37.0	60.2	2.8
	<b>Male</b>	≥930	39.1	58.0	2.9
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA
	<b>Asian</b>	≥110	14.4	78.8	6.8
	<b>Black or African American</b>	≥20	30.4	65.2	4.3
	<b>Hispanic or Latino</b>	≥1,420	41.4	56.2	2.3
	<b>Pacific Islander</b>	<10	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA
	<b>White</b>	≥70	20.5	73.1	6.4
<b>Other</b>	<b>Homeless</b>	≥30	66.7	30.0	3.3
	<b>Migrant</b>	≥20	51.7	44.8	3.4
	<b>Title I</b>	≥1,520	36.2	60.9	2.9
	<b>Section 504 Plan</b>	≥30	5.4	94.6	NA
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA
	<b>Emotional Disturbance</b>	<10	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA
	<b>Intellectual Disability-Severe</b>	<10	NA	NA	NA
	<b>Missing</b>	≥1,580	38.9	58.2	2.9
	<b>Other Health Impairments</b>	<10	NA	NA	NA

Subgroup	Status	N	Emerging	Progressing	Proficient
	Specific Learning Disability	≥30	10.8	89.2	NA
	Speech or Language Impairments	<10	NA	NA	NA
	Talented	<10	NA	NA	NA

**Table S6.11: Summative Overall Proficiency Categories - Grade 10**

Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		≥1,730	41.2	55.2	3.5
<b>Gender</b>	<b>Female</b>	≥770	43.1	53.4	3.5
	<b>Male</b>	≥950	39.7	56.7	3.6
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA
	<b>Asian</b>	≥120	17.9	70.7	11.4
	<b>Black or African American</b>	≥30	30.3	66.7	3.0
	<b>Hispanic or Latino</b>	≥1,490	44.5	52.6	2.9
	<b>Pacific Islander</b>	<10	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA
	<b>White</b>	≥70	22.1	74.0	3.9
<b>Other</b>	<b>Homeless</b>	≥20	56.5	39.1	4.3
	<b>Migrant</b>	≥20	37.0	55.6	7.4
	<b>Title I</b>	≥1,660	40.7	55.8	3.5
	<b>Section 504 Plan</b>	≥30	5.7	88.6	5.7
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA
	<b>Emotional Disturbance</b>	<10	NA	NA	NA
	<b>Gifted</b>	<10	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA
	<b>Missing</b>	≥1,660	41.7	54.9	3.4
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA

Subgroup	Status	N	Emerging	Progressing	Proficient
	Other Health Impairments	<10	NA	NA	NA
	Specific Learning Disability	≥20	24.0	76.0	NA
	Speech or Language Impairments	<10	NA	NA	NA
	Talented	≥10	11.8	64.7	23.5

**Table S6.12: Summative Overall Proficiency Categories - Grade 11**

Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		≥1,110	25.2	69.3	5.5
<b>Gender</b>	<b>Female</b>	≥530	23.8	70.6	5.6
	<b>Male</b>	≥570	26.5	68.1	5.4
<b>Ethnicity</b>	<b>Asian</b>	≥100	22.9	65.1	11.9
	<b>Black or African American</b>	≥30	18.8	71.9	9.4
	<b>Hispanic or Latino</b>	≥900	25.7	69.7	4.7
	<b>Pacific Islander</b>	<10	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA
	<b>White</b>	≥60	27.0	69.8	3.2
<b>Other</b>	<b>Homeless</b>	≥10	53.8	38.5	7.7
	<b>Migrant</b>	≥20	38.1	61.9	NA
	<b>Title I</b>	≥1,060	24.8	69.9	5.3
	<b>Section 504 Plan</b>	≥10	13.3	80.0	6.7
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA
	<b>Hearing Impairment-Deafness</b>	<10	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA
	<b>Missing</b>	≥1,060	24.7	69.7	5.5
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA
	<b>Other Health Impairments</b>	<10	NA	NA	NA
	<b>Specific Learning Disability</b>	≥20	19.0	81.0	NA

Subgroup	Status	N	Emerging	Progressing	Proficient
	Speech or Language Impairments	<10	NA	NA	NA
	Talented	<10	NA	NA	NA
	Visual Impairment-Blindness	<10	NA	NA	NA
	Visual Impairment-Partially Seeing	<10	NA	NA	NA

**Table S6.13: Summative Overall Proficiency Categories - Grade 12**

Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		≥760	19.3	74.7	6.0
<b>Gender</b>	<b>Female</b>	≥350	22.0	72.3	5.7
	<b>Male</b>	≥410	17.0	76.7	6.3
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA
	<b>Asian</b>	≥60	12.3	72.3	15.4
	<b>Black or African American</b>	≥20	9.1	81.8	9.1
	<b>Hispanic or Latino</b>	≥610	20.3	74.8	4.9
	<b>Pacific Islander</b>	<10	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA
	<b>White</b>	≥50	22.2	70.4	7.4
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA
	<b>Migrant</b>	≥10	40.0	60.0	NA
	<b>Title I</b>	≥740	18.7	75.2	6.1
	<b>Section 504 Plan</b>	≥10	8.3	91.7	NA
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA
	<b>Hearing Impairment-Deafness</b>	<10	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA
	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA
	<b>Missing</b>	≥720	18.2	75.4	6.3
	<b>Other Health Impairments</b>	<10	NA	NA	NA
	<b>Specific Learning Disability</b>	<10	NA	NA	NA



Subgroup	Status	N	Emerging	Progressing	Proficient
	Talented	≥10	10.0	90.0	NA
	Visual Impairment-Blindness	<10	NA	NA	NA
	Visual Impairment-Partially Seeing	<10	NA	NA	NA

## **Section 7: Summative Assessment - Testing Time**

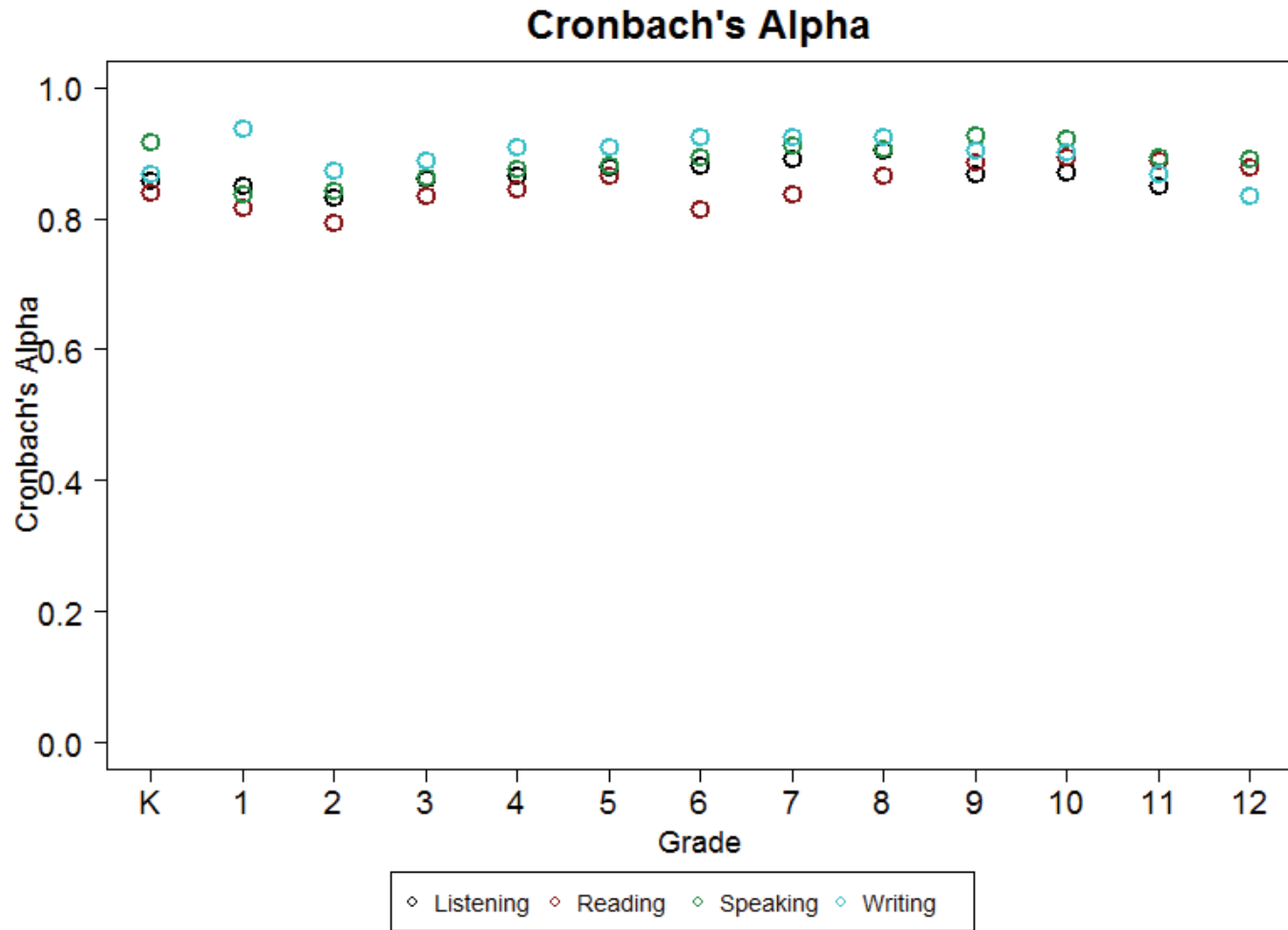
**Table S7.1: Summative Testing Time<sup>1</sup>**

Grade/Grade Band	N	N of Items	Testing Time (Minutes)								
			Min	P10	P25	P50	P75	P90	Max	Mean	SD
<b>K</b>	≥3,220	81	14.7	36.0	43.6	53.3	66.5	83.3	207.7	57.6	20.9
<b>1</b>	≥3,380	83	21.1	41.1	46.9	54.9	66.1	79.8	201.7	58.3	17.2
<b>2-3</b>	≥5,560	78	10.2	47.0	55.7	68.0	83.7	102.4	421.7	72.5	25.1
<b>4-5</b>	≥4,060	77	21.7	55.8	65.8	80.0	98.7	121.5	315.6	85.3	29.0
<b>6-8</b>	≥4,930	78	12.9	69.5	86.1	108.7	141.1	180.0	543.7	119.9	50.9
<b>9-12</b>	≥5,220	76	10.4	69.5	90.4	117.2	151.3	190.6	488.8	125.7	51.0

Note 1. P=percentile

## **Section 8: Summative Assessment - Cronbach Alpha**

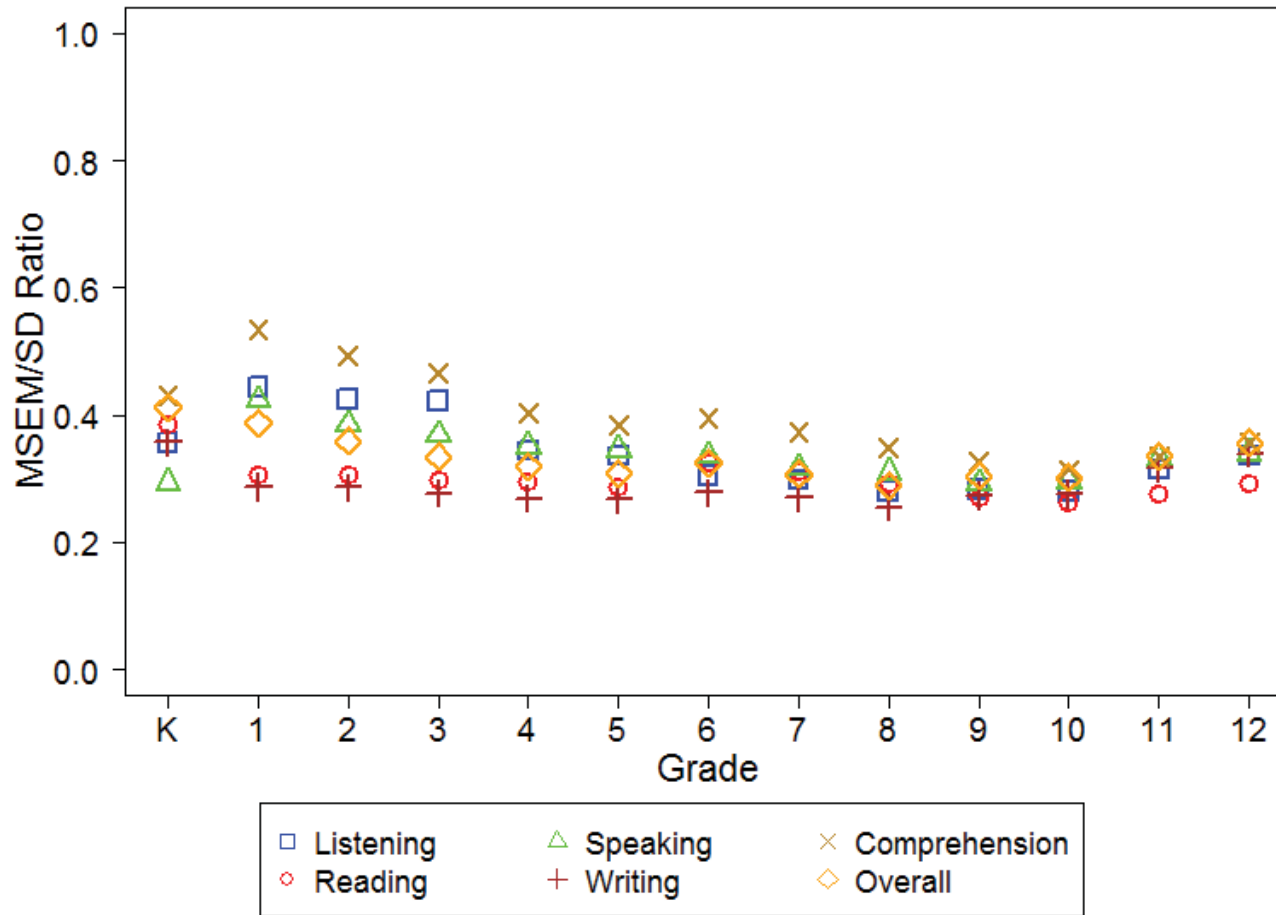
Figure S8.1: Summative Cronbach Alpha by Test by Domain



## **Section 9: Summative Assessment - Marginal Reliability**

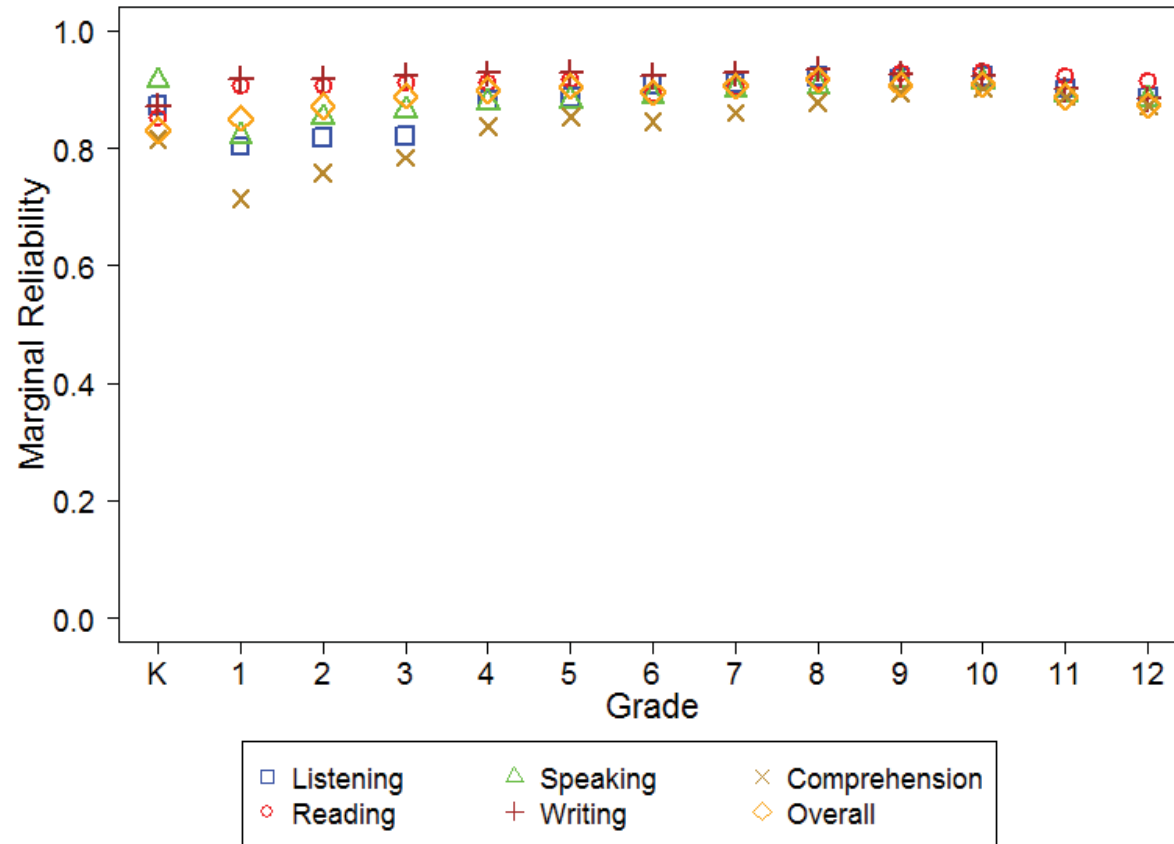
**\* Domain tests with Exemption or Not Attempted are excluded.**

**Figure S9.1: Summative Ratio of Marginal Standard Error of Measurement to Standard Deviation of Estimated Scale Scores by Grade and Domain**



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

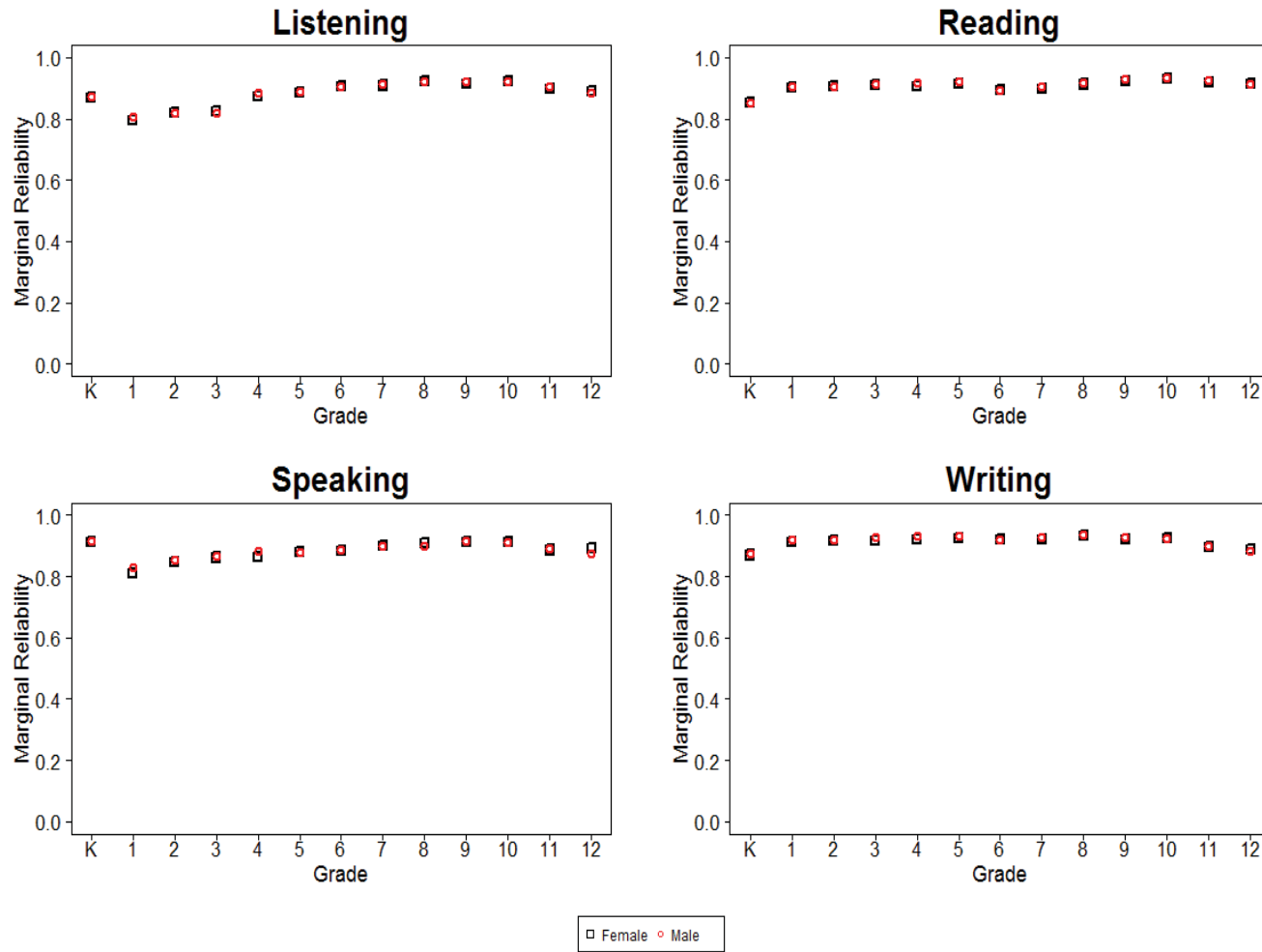
*Figure S9.2: Summative Marginal Reliability by Domain and by Grade*



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

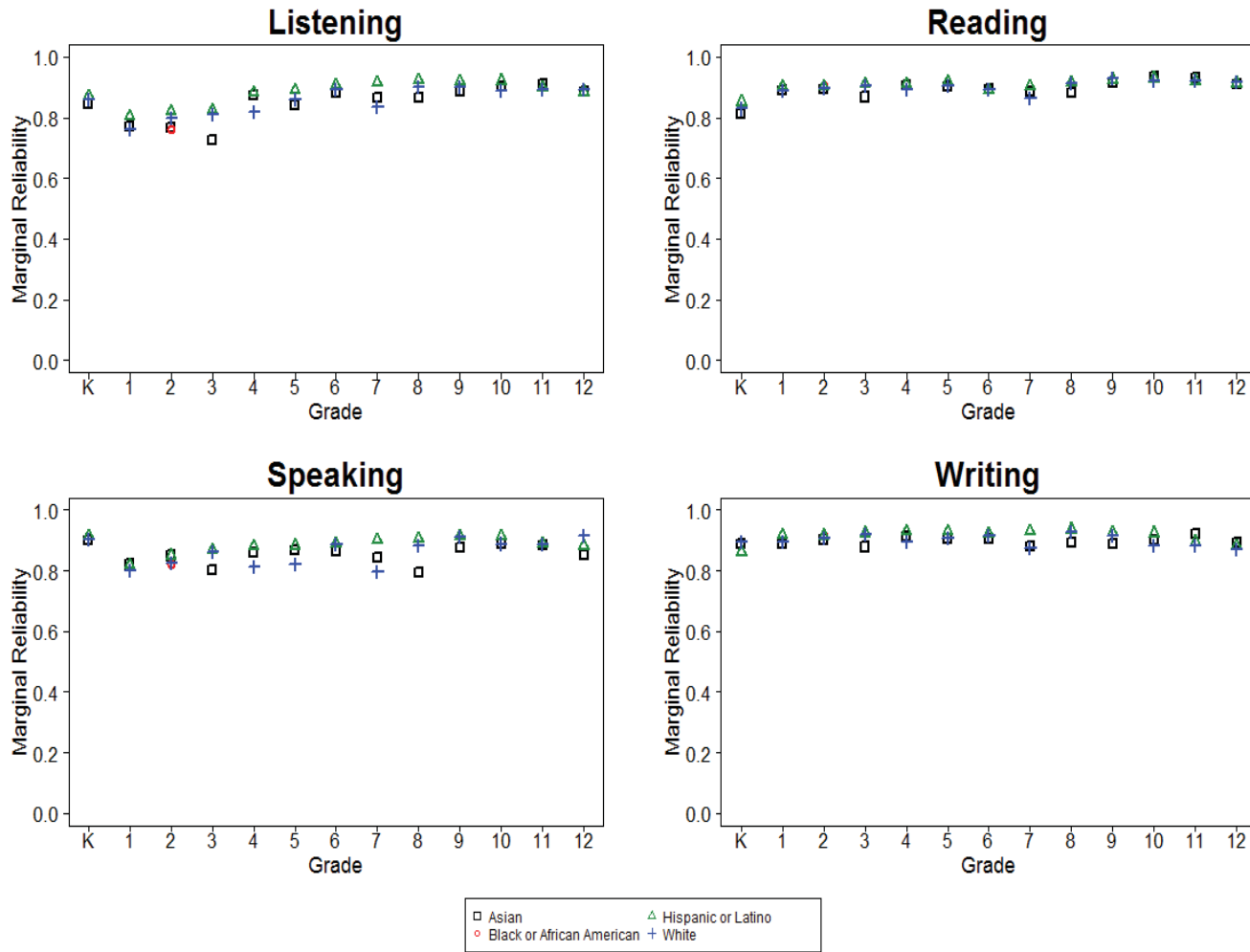


**Figure S9.3: Summative Marginal Reliability by Gender, Domain and by Grade**



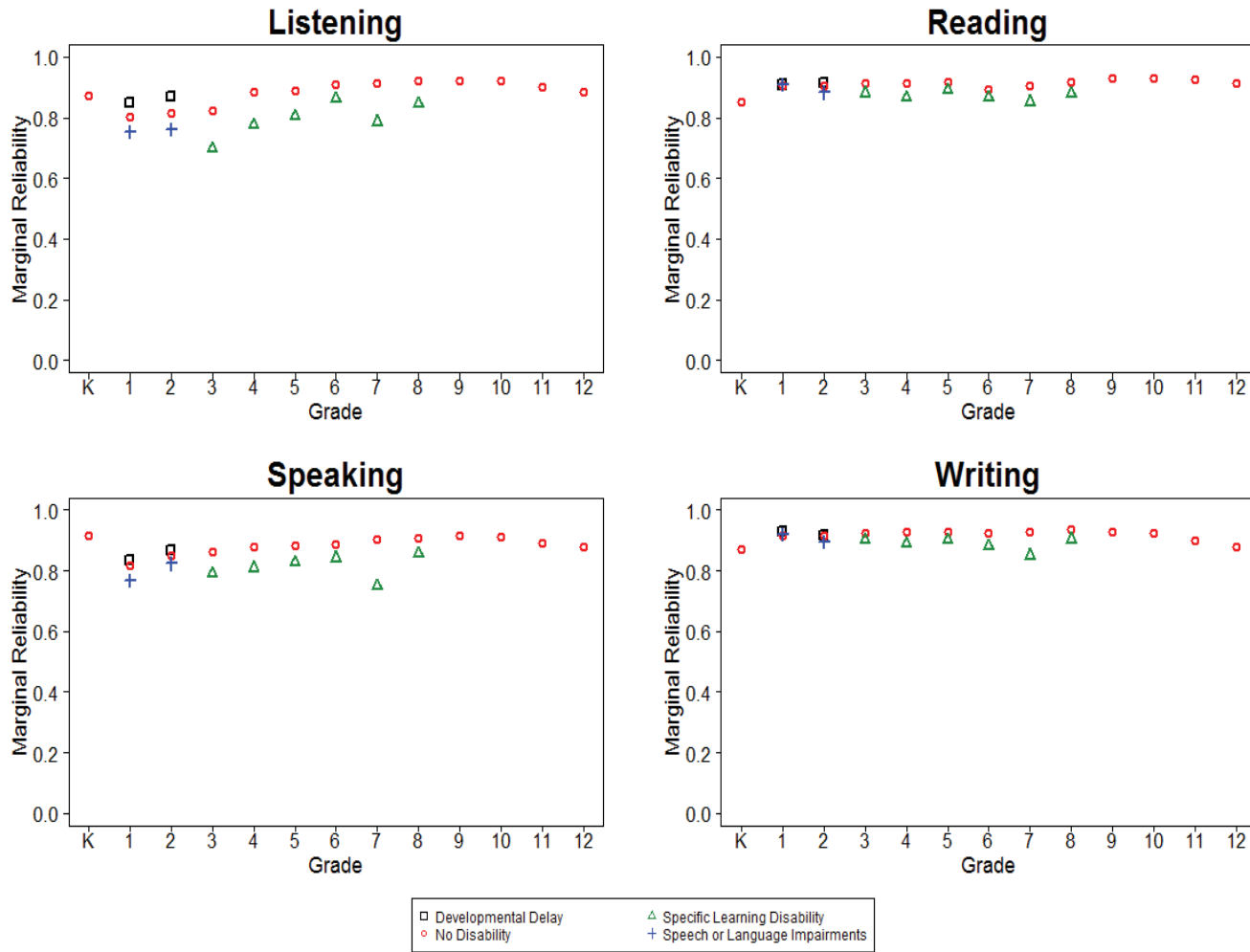
\* Domain tests with Exemption or Not Attempted are excluded.

Figure S9.4: Summative Marginal Reliability by Ethnicity, Domain and by Grade



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

Figure S9.5: Summative Marginal Reliability by Primary Disability, Domain and by Grade



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

## **Section 10: Summative Assessment - Conditional Standard Error of Measurement (CSEM)**

Figure S10.1: Summative Conditional Standard Error of Measurement for Kindergarten

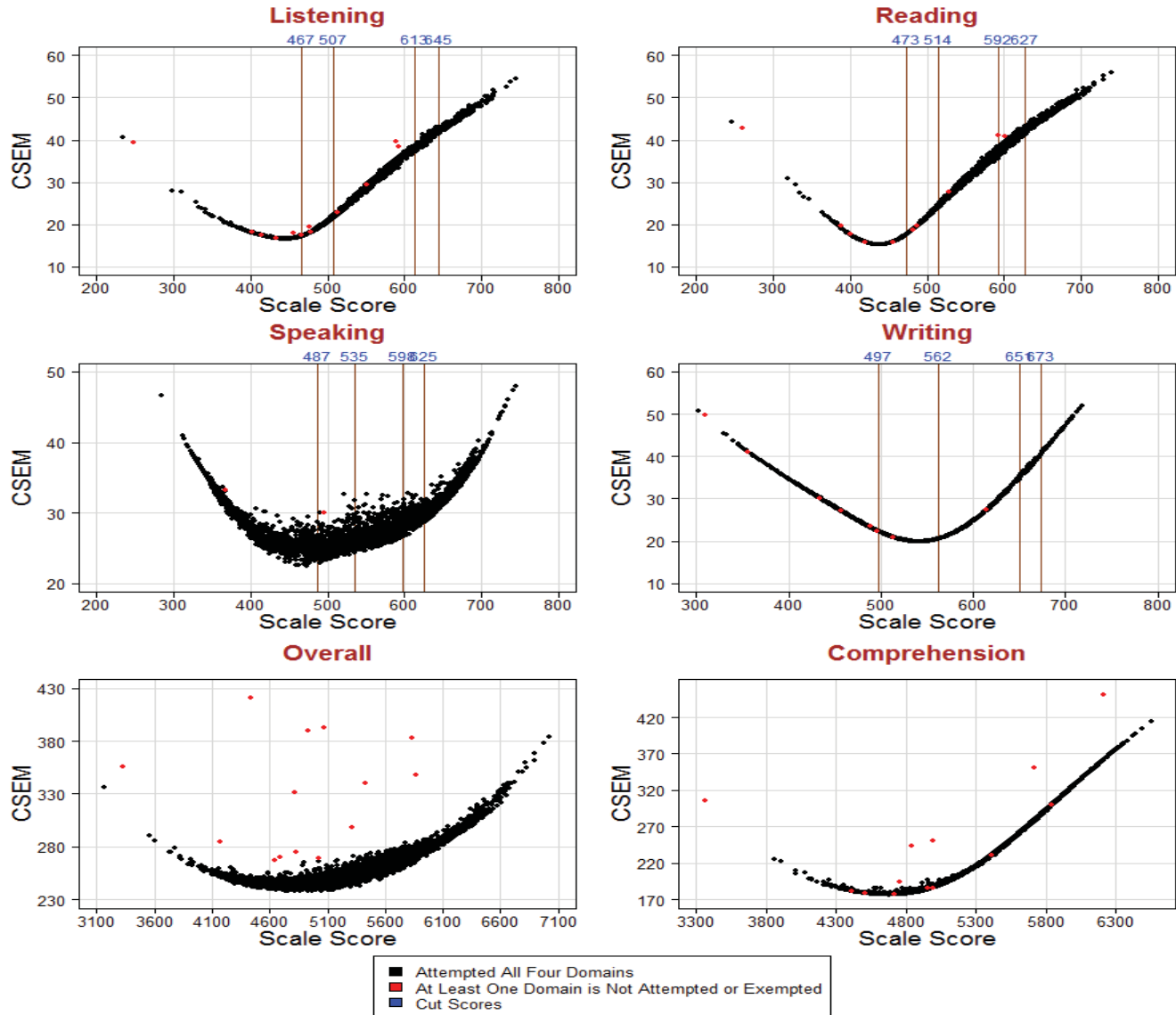
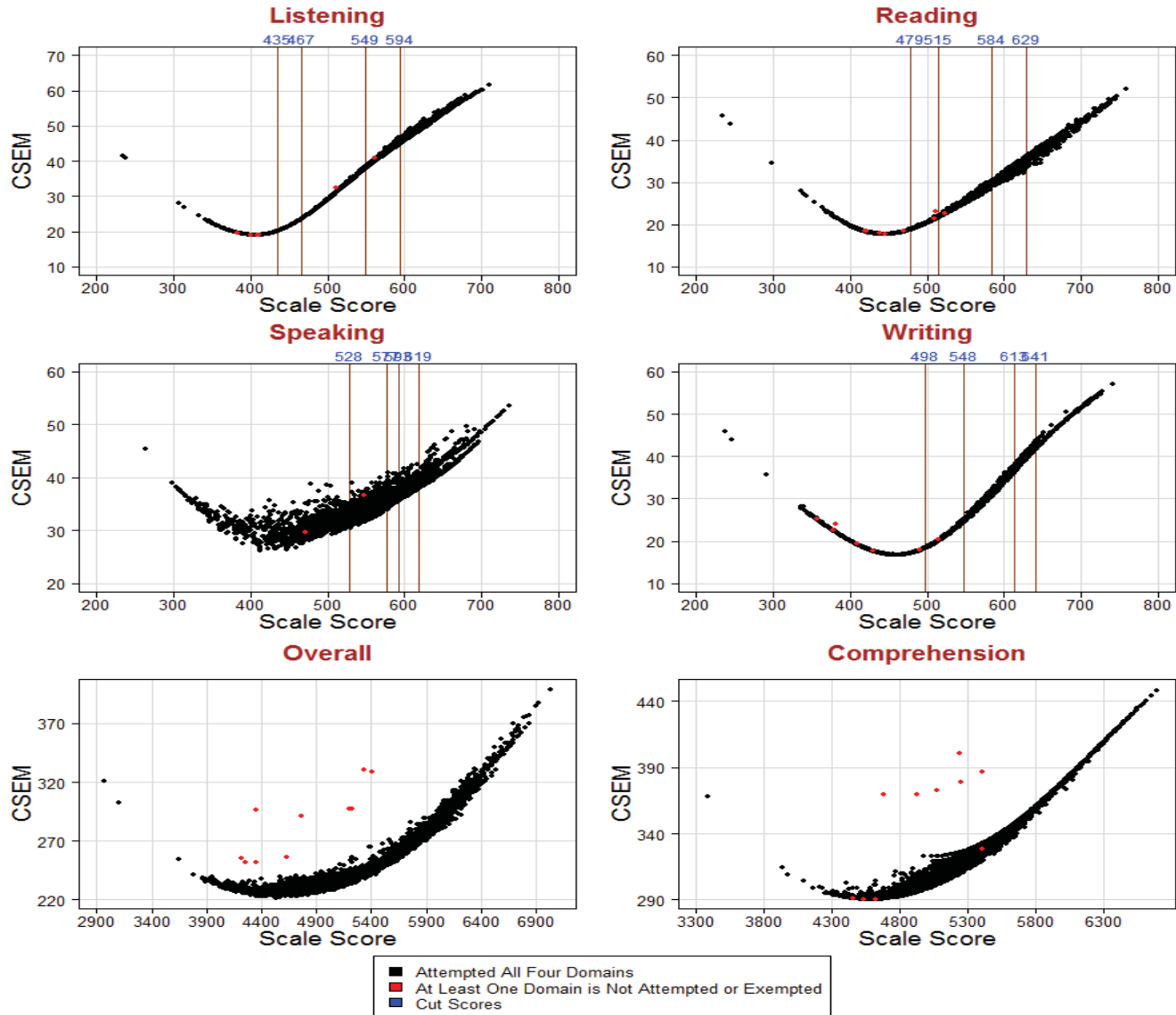
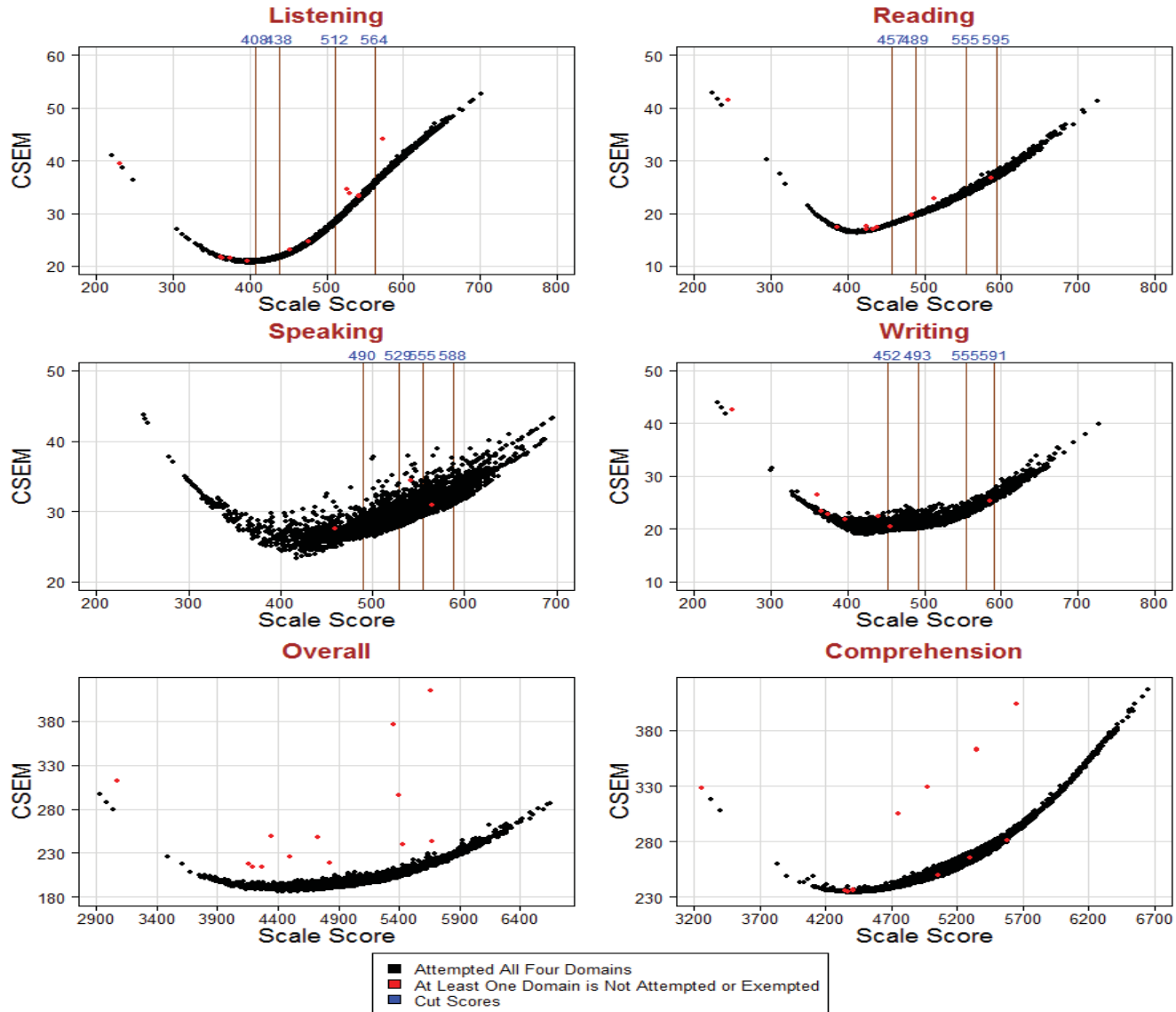


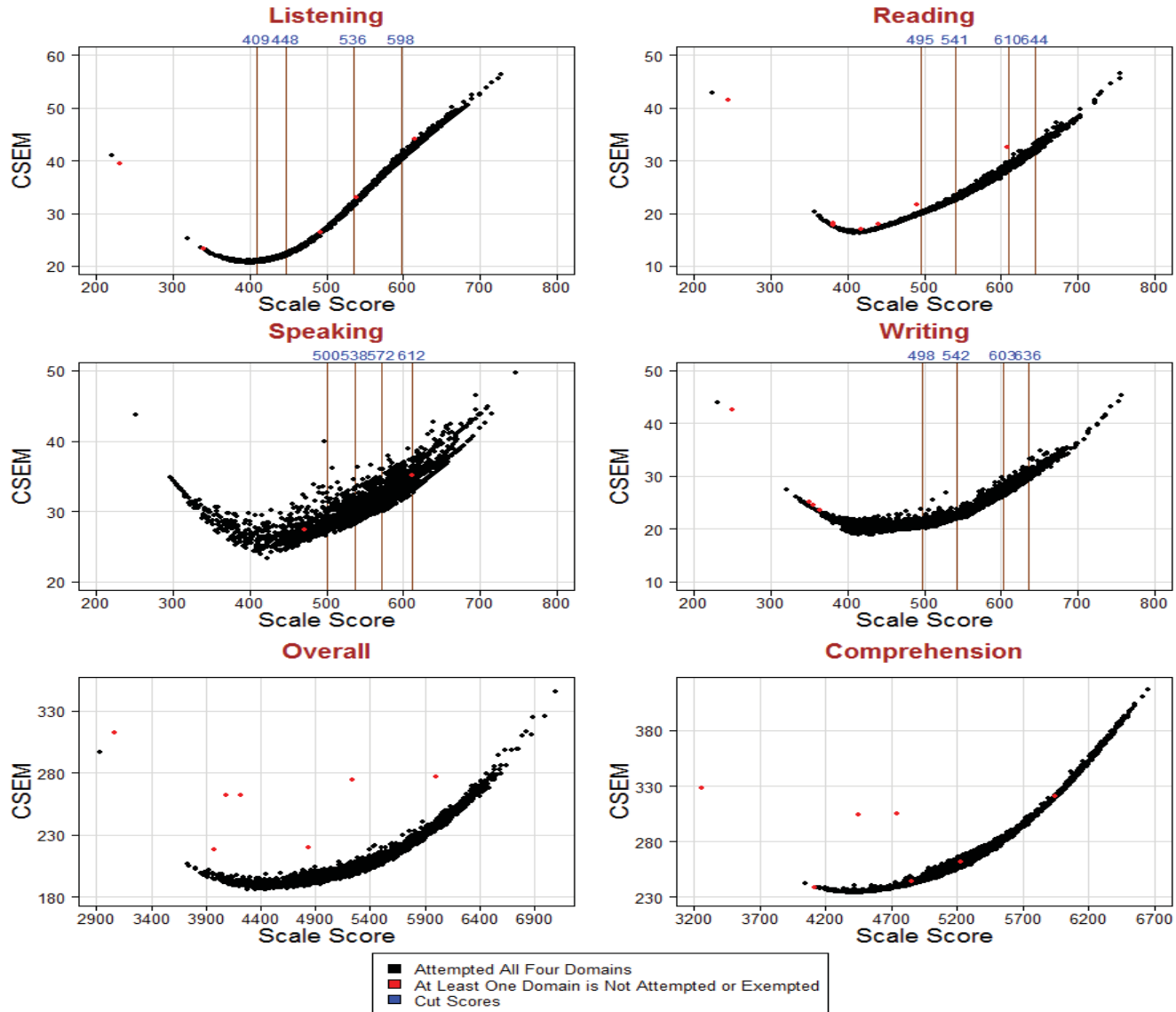
Figure S10.2: Summative Conditional Standard Error of Measurement for Grade 1



**Figure S10.3: Summative Conditional Standard Error of Measurement for Grade 2**



**Figure S10.4: Summative Conditional Standard Error of Measurement for Grade 3**





**Figure S10.5: Summative Conditional Standard Error of Measurement for Grade 4**

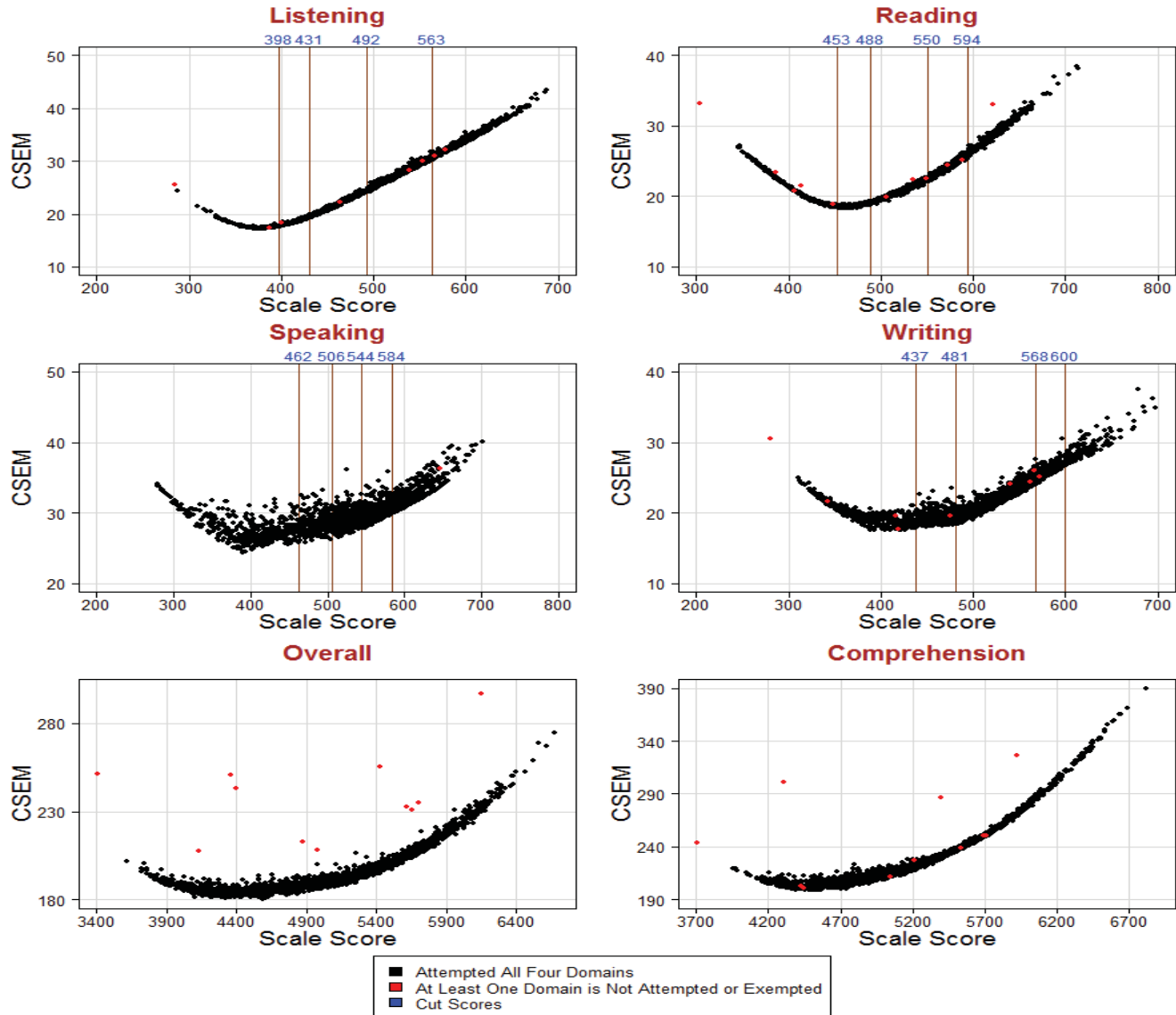
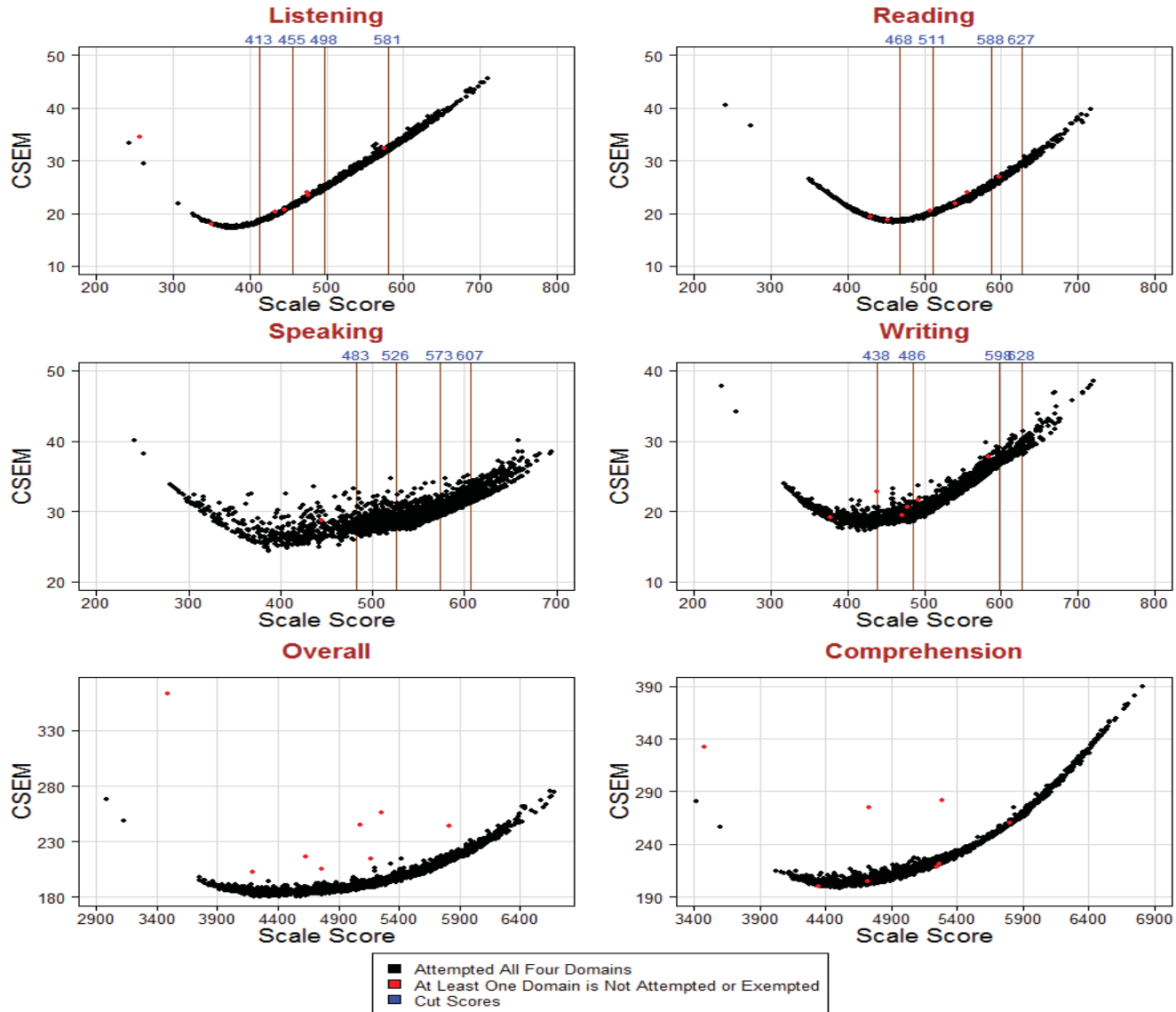
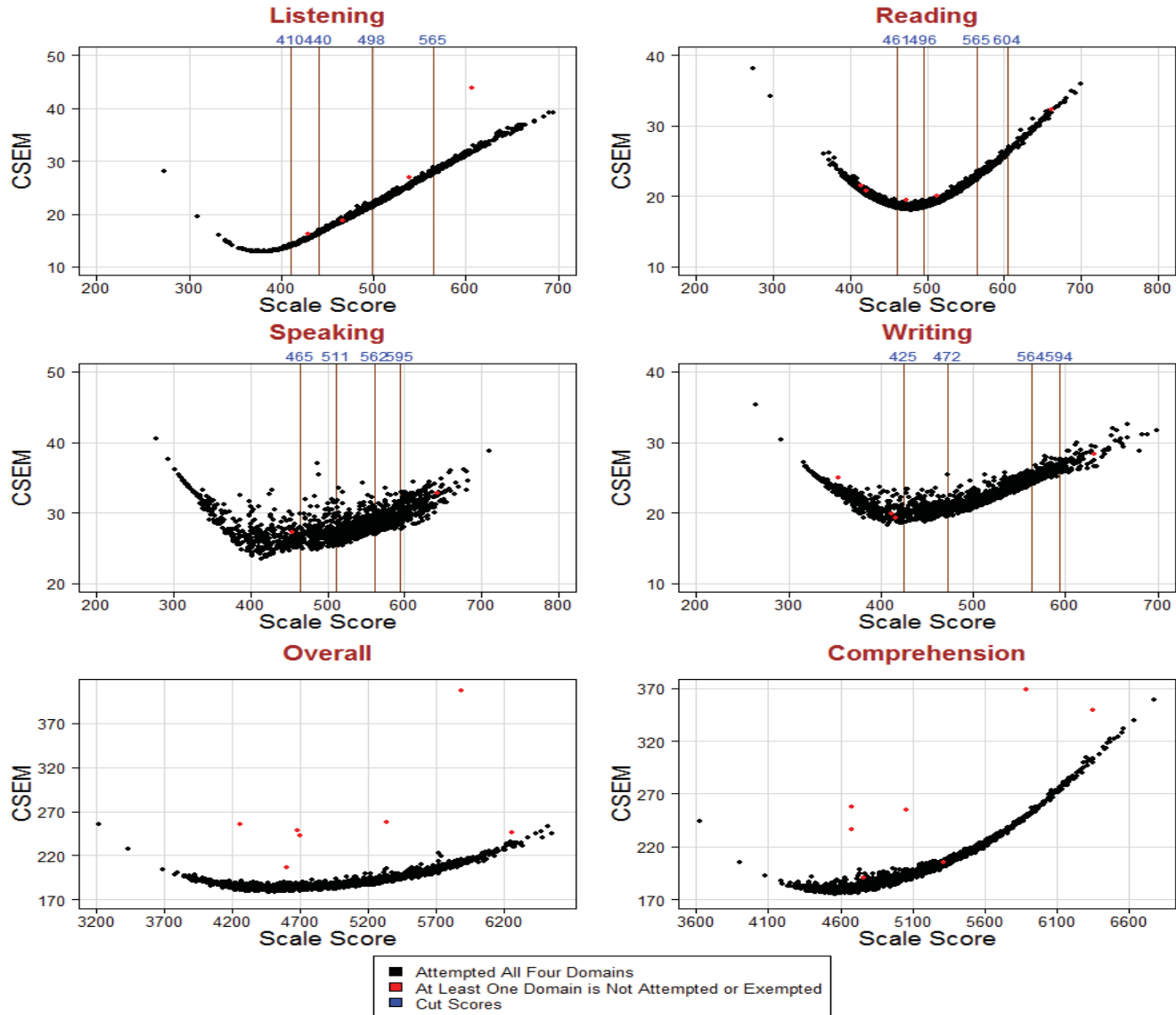


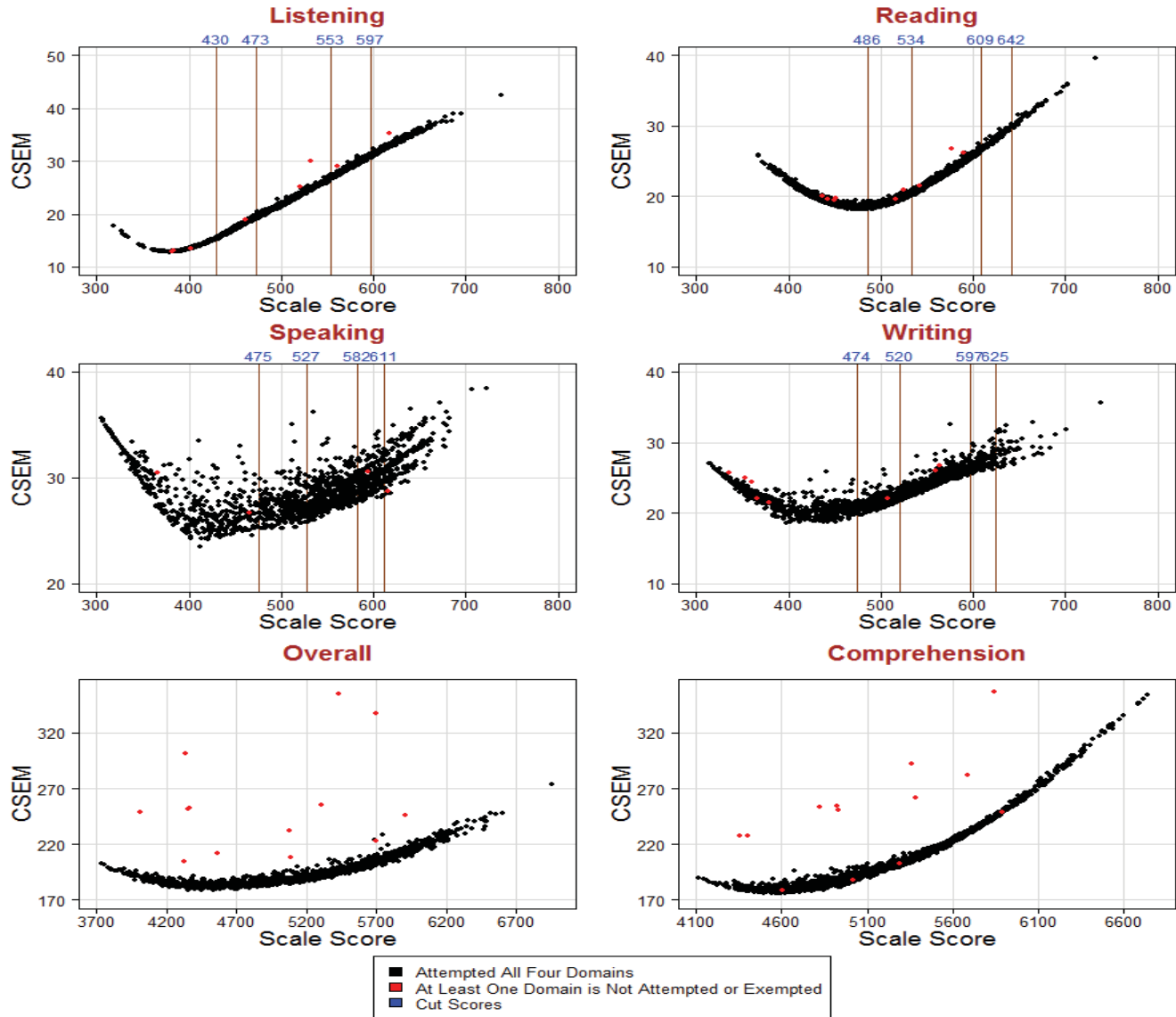
Figure S10.6: Summative Conditional Standard Error of Measurement for Grade 5



**Figure S10.7: Summative Conditional Standard Error of Measurement for Grade 6**



**Figure S10.8: Summative Conditional Standard Error of Measurement for Grade 7**



**Figure S10.9: Summative Conditional Standard Error of Measurement for Grade 8**

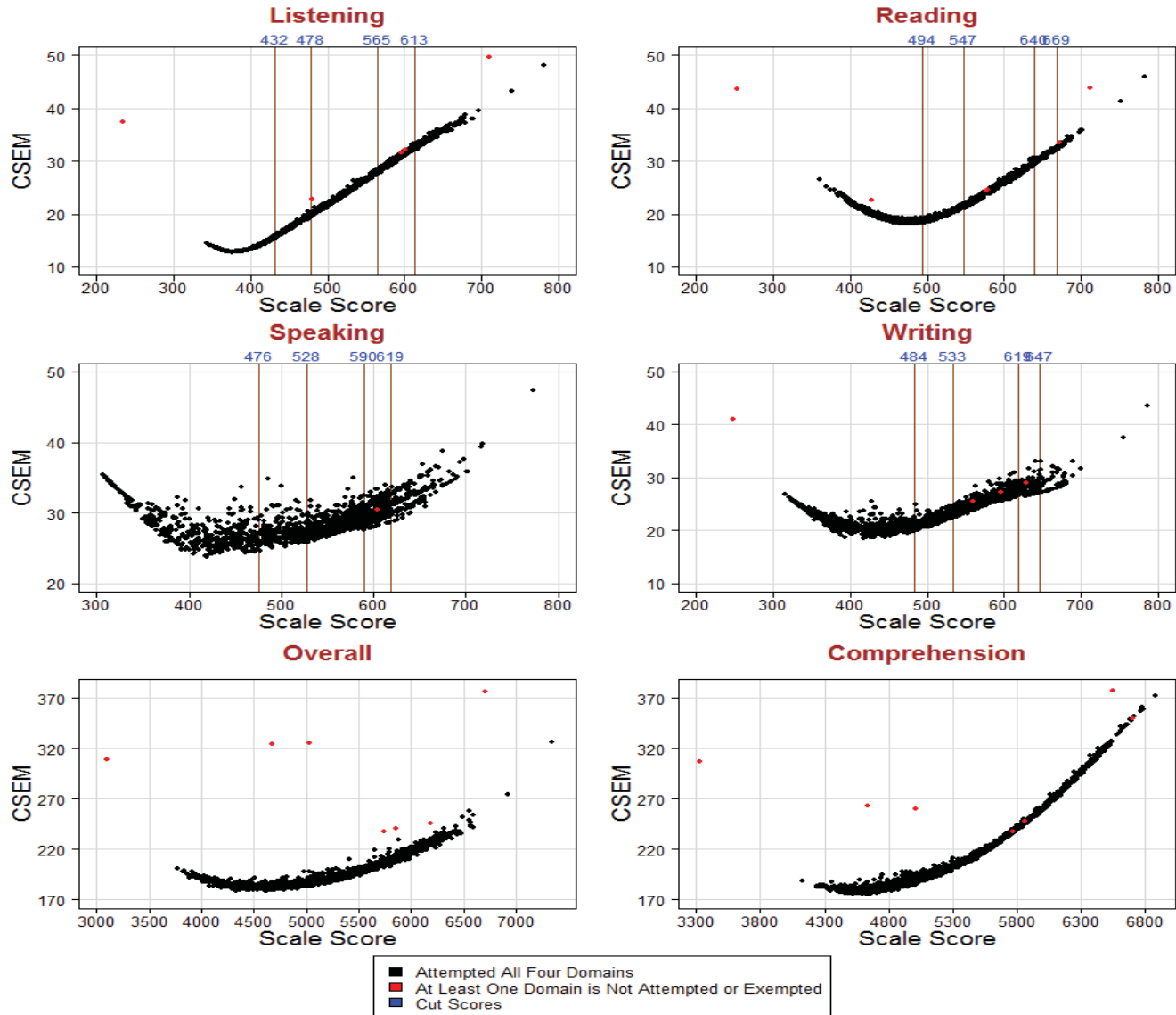


Figure S10.10: Summative Conditional Standard Error of Measurement for Grade 9

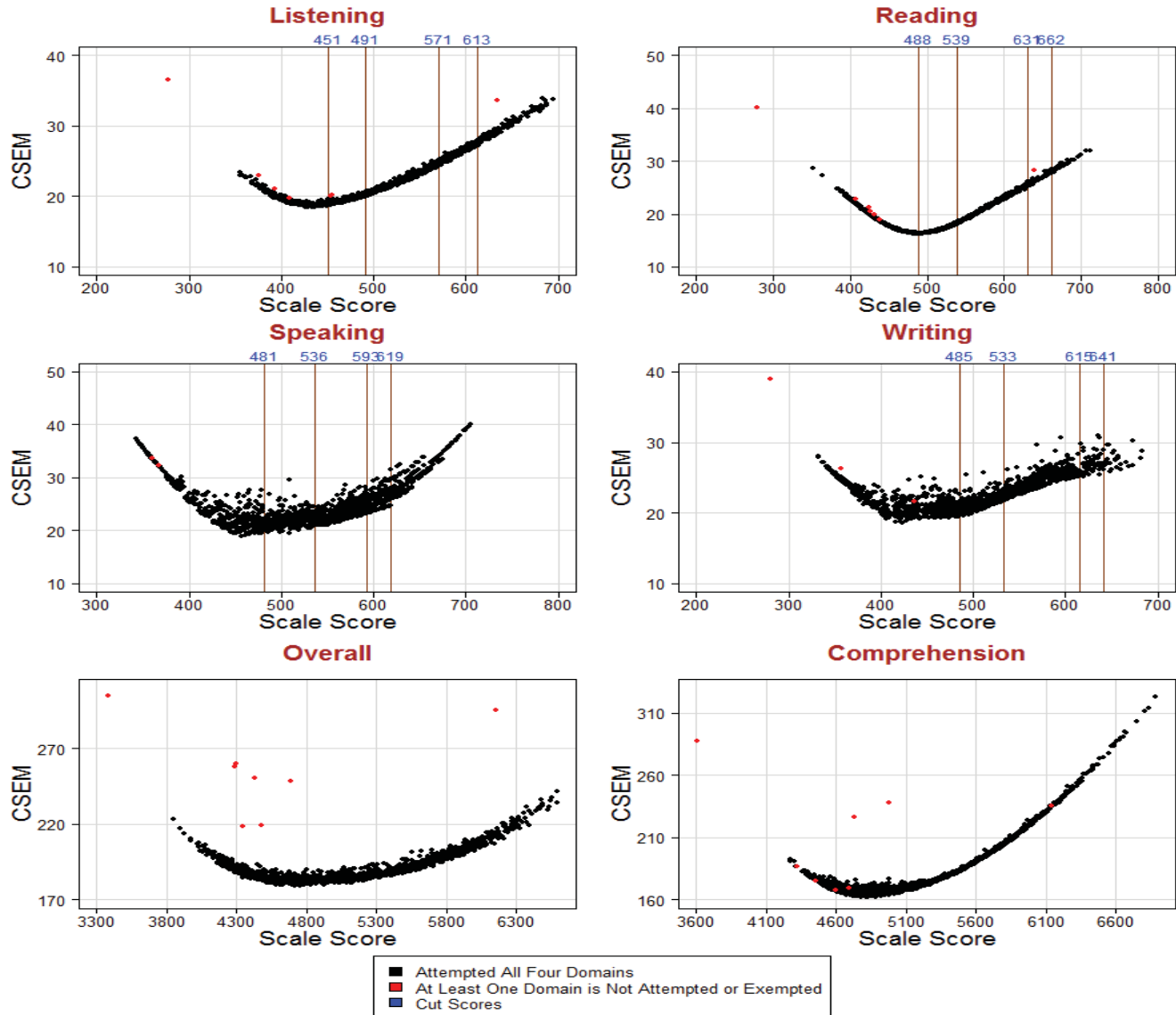


Figure S10.11: Summative Conditional Standard Error of Measurement for Grade 10

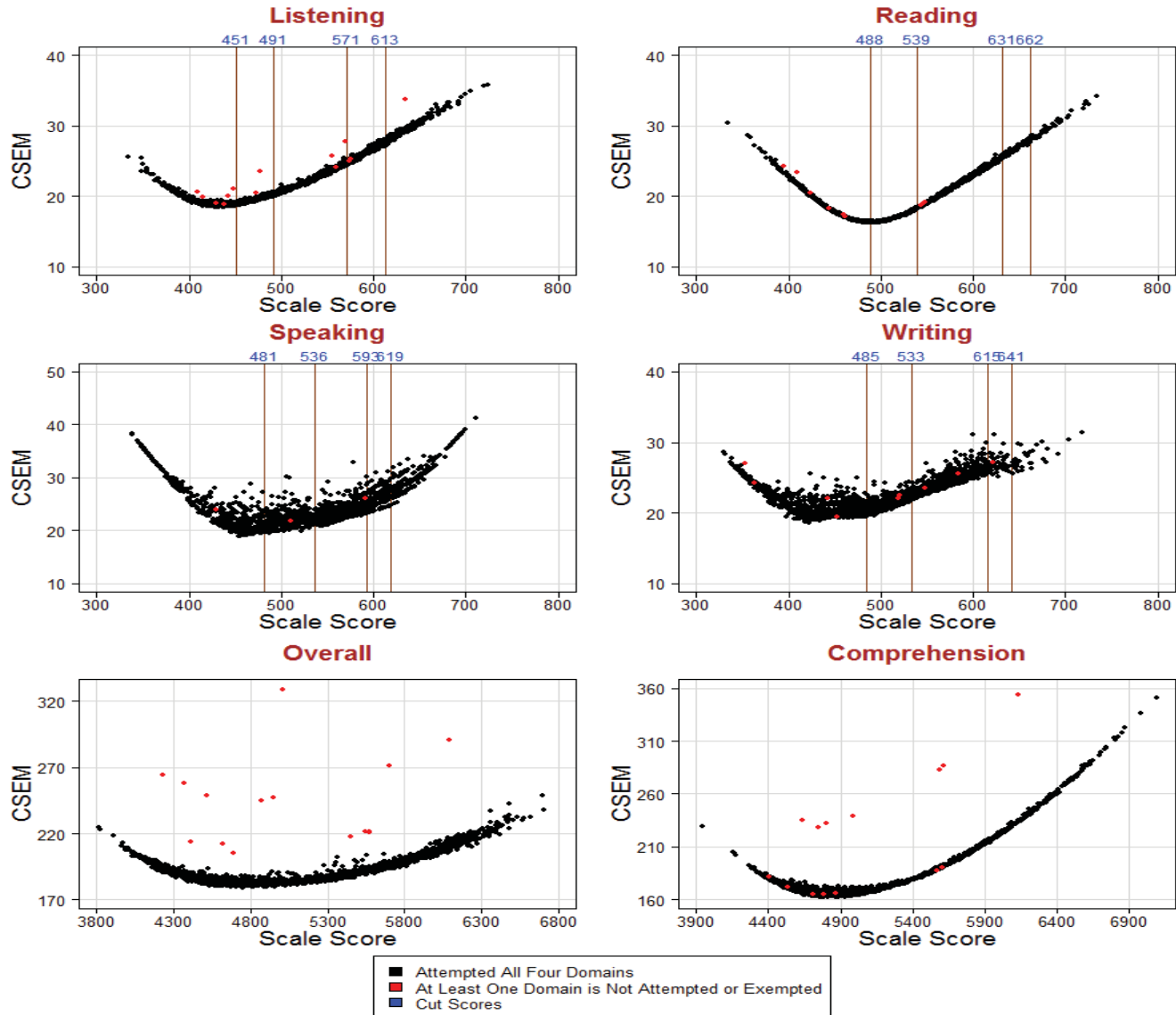


Figure S10.12: Summative Conditional Standard Error of Measurement for Grade 11

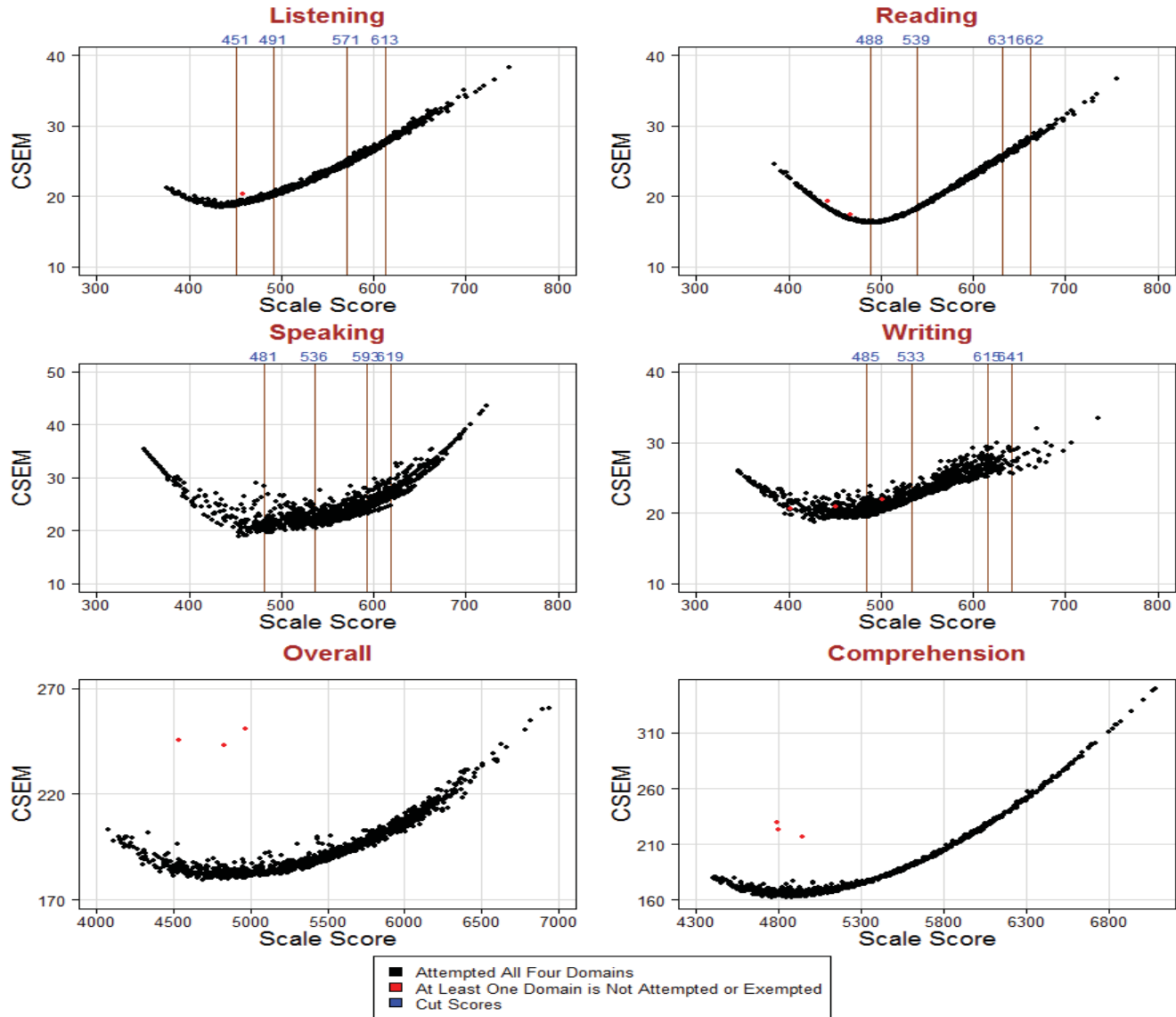
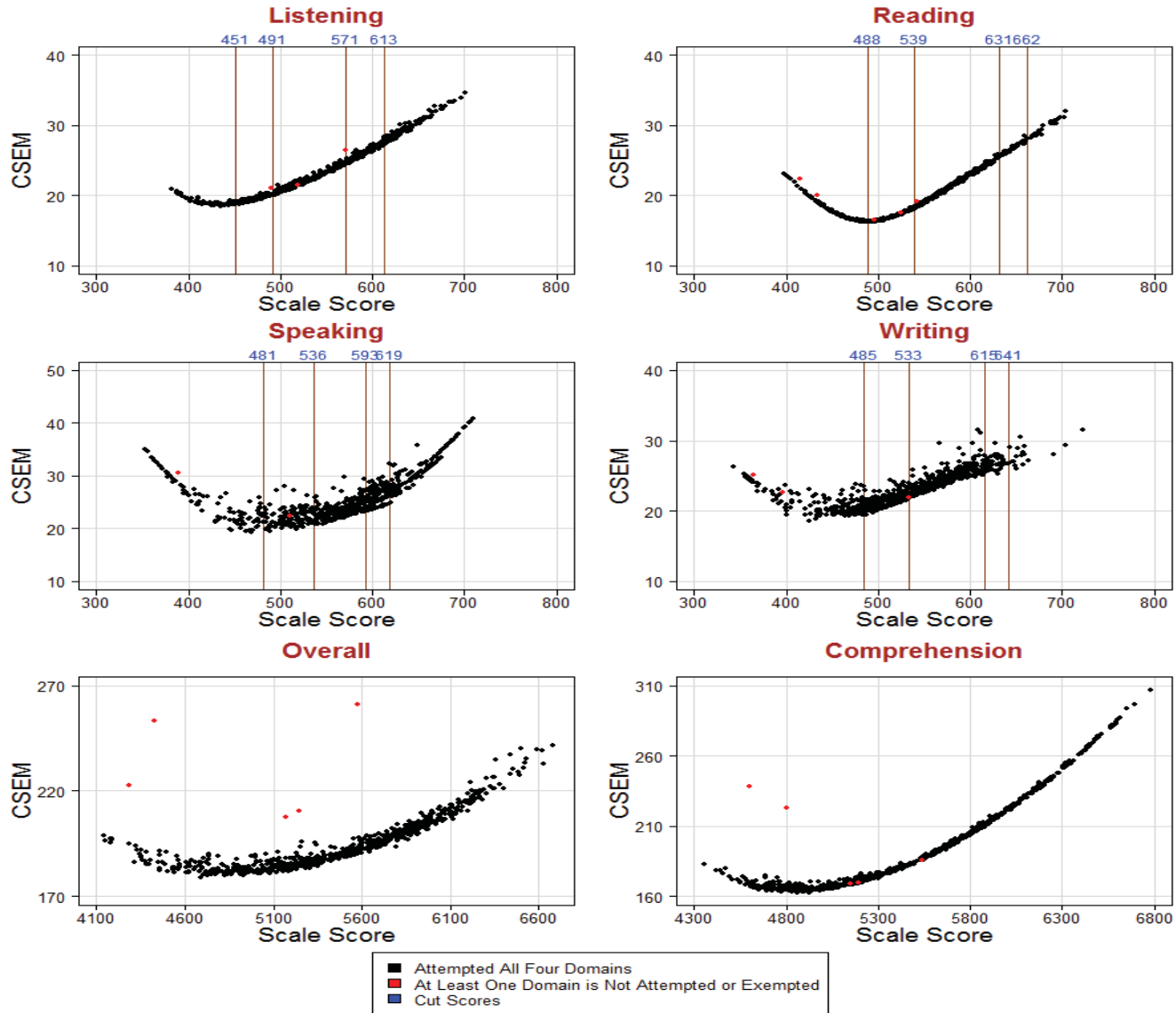




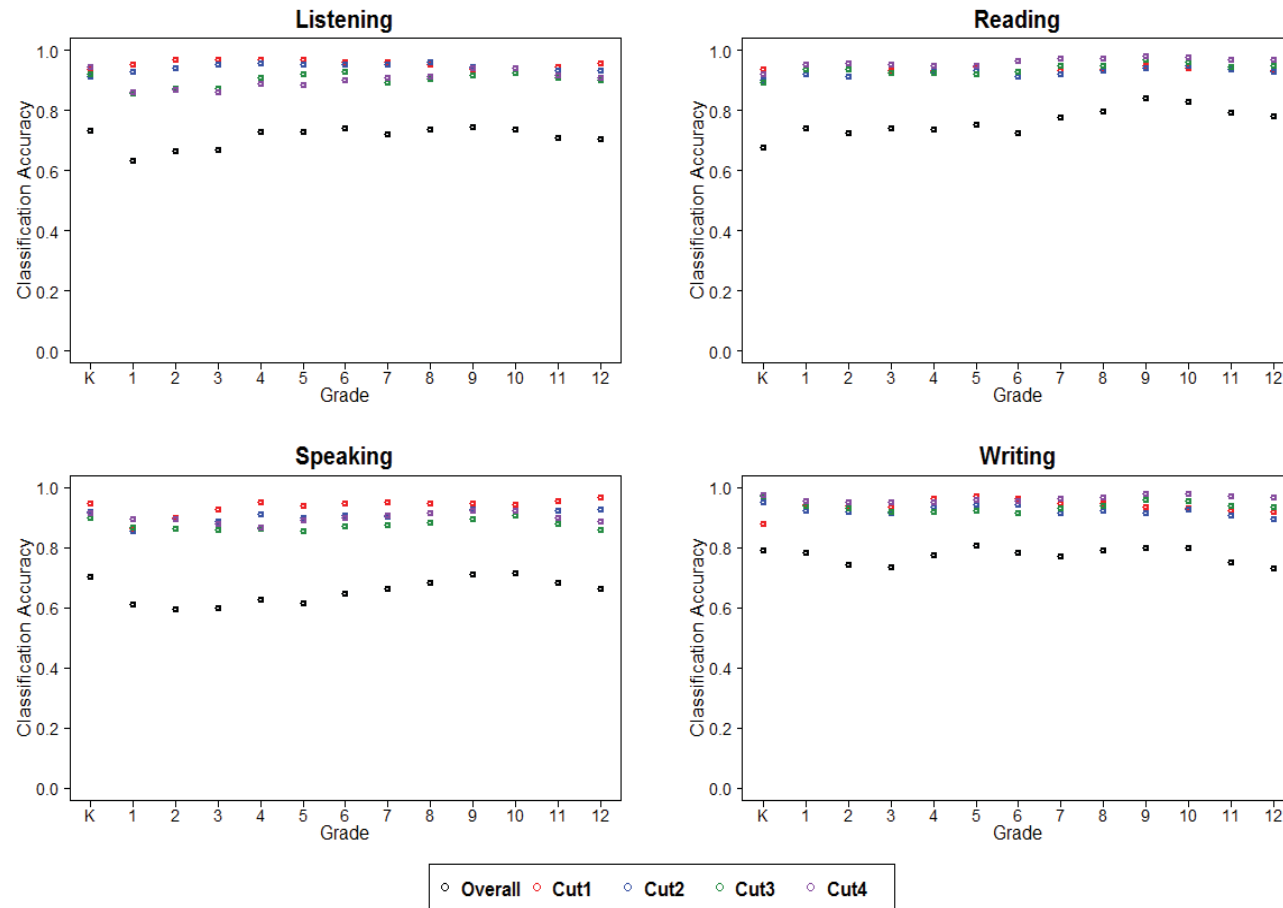
Figure S10.13: Summative Conditional Standard Error of Measurement for Grade 12



## **Section 11: Summative Assessment - Classification Accuracy and Consistency**

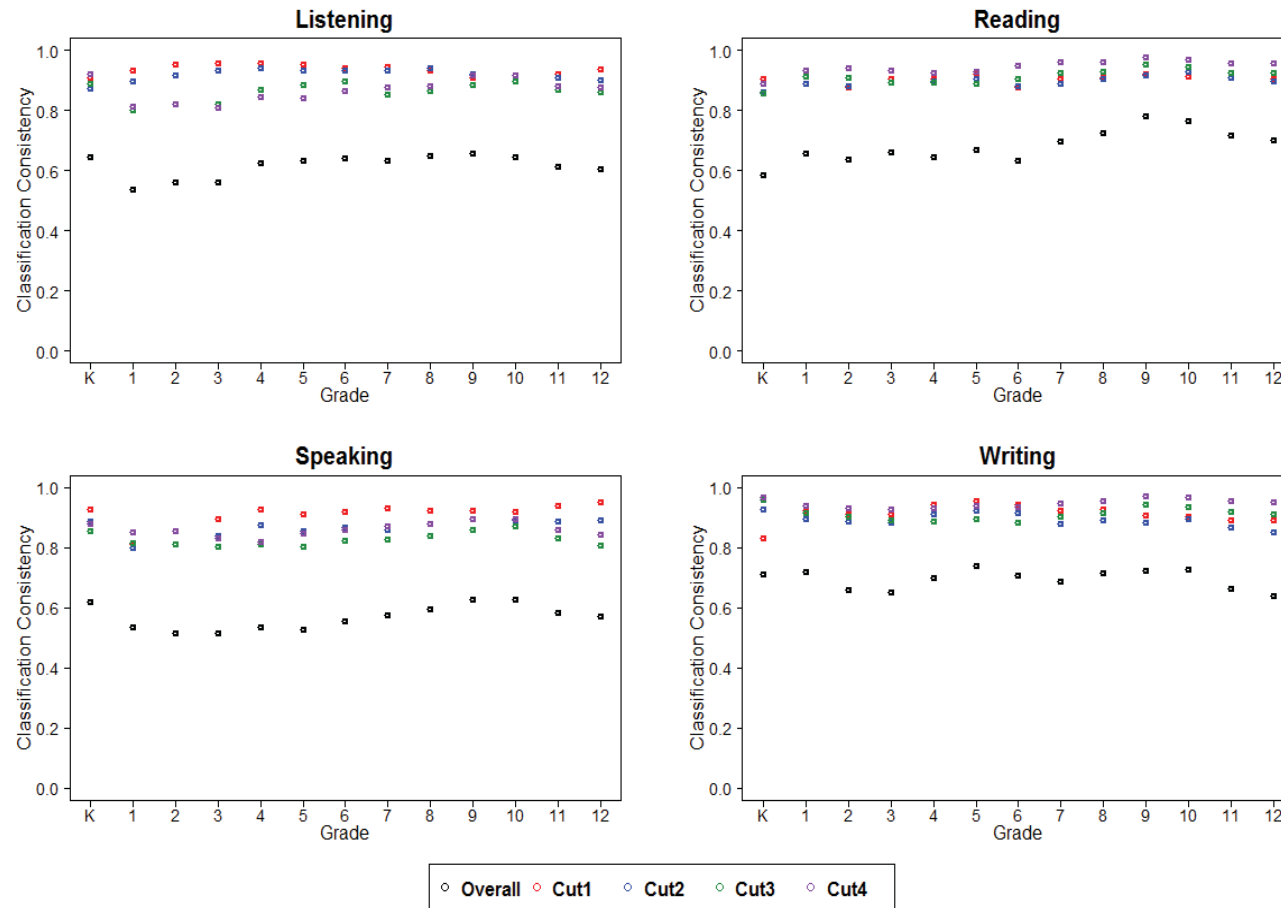
**\* Domain tests with Exemption or Not Attempted are excluded.**

**Figure S11.1: Summative Domain Level Classification Accuracy**



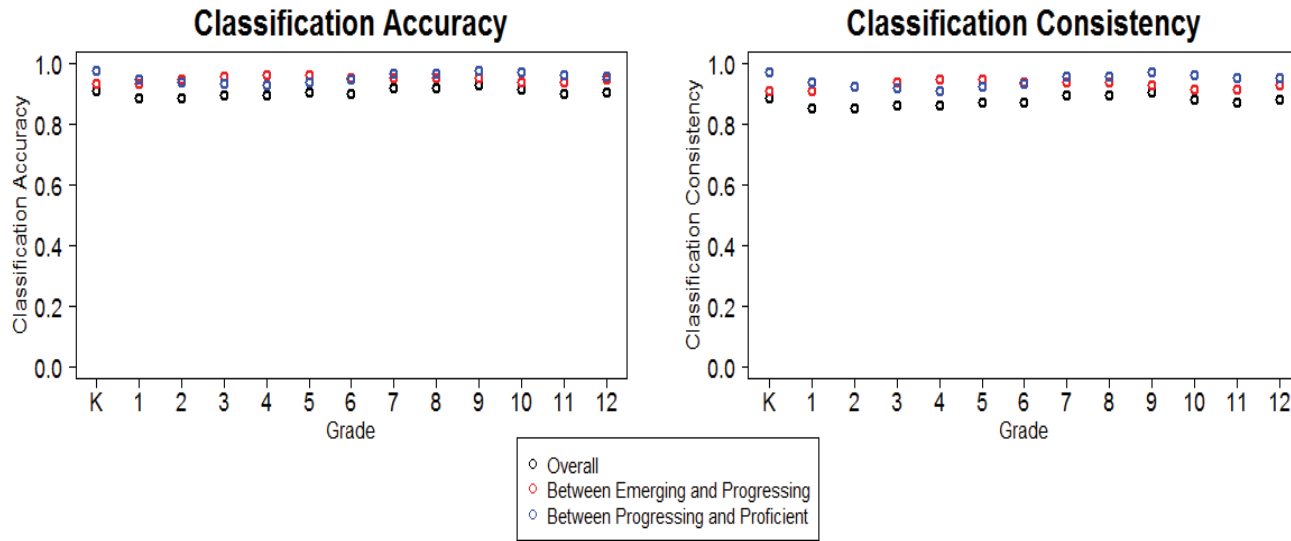
\* Cuts 1 to 4 fall between performance levels 1 and 2, 2 and 3, 3 and 4, 4 and 5, respectively. Overall refers to classification with levels 1-5.

**Figure S11.2: Summative Domain Level Classification Consistency**



\* Cuts 1 to 4 fall between performance levels 1 and 2, 2 and 3, 3 and 4, 4 and 5, respectively. Overall refers to classification with levels 1-5.

**Figure S11.3: Summative Overall Proficiency Classification**



## **Section 12: Summative Assessment - Inter-Rater Analysis**

**Table S12.1: Summative Inter-Rater Result - Kindergarten**

Domain	Item ID	Score Points	Number FR <sup>1</sup>	Number SR <sup>2</sup>	Percent SR	Weighted Kappa <sup>3</sup>	N			Percent		
							Exact Agreement <sup>4</sup>	within 1 Agreement <sup>5</sup>	Not within 1 Agreement <sup>6</sup>	Exact Agreement	within 1 Agreement	Not within 1 Agreement
Speaking	4216	2	3,210	615	19.2	.778	525	588	27	85.4	95.6	4.4
	4218	2	3,192	617	19.3	.745	511	592	25	82.8	95.9	4.1
	4220	2	3,191	617	19.3	.897	573	610	7	92.9	98.9	1.1
	4222	2	3,187	616	19.3	.769	490	607	9	79.5	98.5	1.5
	4224	2	3,158	599	19.0	.802	481	583	16	80.3	97.3	2.7
	4226	2	3,169	607	19.2	.790	517	590	17	85.2	97.2	2.8
	4244	3	3,229	613	19.0	.811	404	605	8	65.9	98.7	1.3
	4280	3	3,230	620	19.2	.834	433	613	7	69.8	98.9	1.1
	4354	3	3,230	627	19.4	.834	427	617	10	68.1	98.4	1.6
	4370	3	3,230	626	19.4	.860	440	619	7	70.3	98.9	1.1
	4398	3	3,230	619	19.2	.821	511	618	1	82.6	99.8	0.2

Note 1. FR: First rater;

Note 2. SR: Second rater;

Note 3. Cohen’s weighted Kappa coefficient is a measure of agreement corrected for chance and allows differential weighting of disagreement;

Note 4. N of exact agreement is the frequencies of the exact match between first rater and second rater;

Note 5. N of within 1 agreement is the frequencies of the exact match plus +1/-1 score differences between first and second rater;

Note 6. N of not within 1 agreement is the frequencies of the exact match plus +2/-2 and above differences between first and second.

**Table S12.2: 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	3,382	666	19.7	.746	612	655	11	91.9	98.3	1.7
	580	2	3,380	665	19.7	.488	467	651	14	70.2	97.9	2.1
	582	2	3,374	665	19.7	.783	616	657	8	92.6	98.8	1.2
	584	2	3,372	662	19.6	.679	540	652	10	81.6	98.5	1.5
	586	2	3,381	664	19.6	.748	608	654	10	91.6	98.5	1.5
	628	3	3,391	669	19.7	.714	436	657	12	65.2	98.2	1.8
	704	3	3,376	661	19.6	.891	543	657	4	82.1	99.4	0.6
	690	4	3,391	665	19.6	.801	468	632	33	70.4	95.0	5.0
	658	5	3,362	651	19.4	.840	375	628	23	57.6	96.5	3.5

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



**Table S12.3: 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	5,553	1,086	19.6	.723	904	1,070	16	83.2	98.5	1.5
	1340	2	5,561	1,090	19.6	.664	919	1,084	6	84.3	99.4	0.6
	1342	2	5,549	1,087	19.6	.798	973	1,075	12	89.5	98.9	1.1
	1344	2	5,554	1,089	19.6	.649	927	1,072	17	85.1	98.4	1.6
	1346	2	5,550	1,087	19.6	.695	971	1,067	20	89.3	98.2	1.8
	1396	3	5,550	1,086	19.6	.851	799	1,082	4	73.6	99.6	0.4
	1424	3	5,571	1,096	19.7	.835	825	1,085	11	75.3	99.0	1.0
	1454	4	5,551	1,084	19.5	.900	818	1,062	22	75.5	98.0	2.0
	1436	5	5,539	1,078	19.5	.853	675	1,056	22	62.6	98.0	2.0
Writing	1490	3	5,524	979	17.7	.870	736	968	11	75.2	98.9	1.1
	1504	3	5,530	925	16.7	.889	744	913	12	80.4	98.7	1.3
	1462	4	5,498	1,080	19.6	.876	798	1,054	26	73.9	97.6	2.4
	1588	4	5,509	1,087	19.7	.890	788	1,082	5	72.5	99.5	0.5

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

**Table S12.4: 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	4,050	798	19.7	.797	579	790	8	72.6	99.0	1.0
	2118	3	4,069	808	19.9	.679	519	802	6	64.2	99.3	0.7
	2190	3	4,050	798	19.7	.862	664	779	19	83.2	97.6	2.4
	2192	3	4,047	796	19.7	.777	558	789	7	70.1	99.1	0.9
	2194	3	4,047	796	19.7	.726	514	786	10	64.6	98.7	1.3
	2094	5	4,054	800	19.7	.795	493	749	51	61.6	93.6	6.4
	2096	5	4,055	800	19.7	.805	461	767	33	57.6	95.9	4.1
	2204	5	4,052	791	19.5	.803	444	767	24	56.1	97.0	3.0
Writing	2368	3	4,044	781	19.3	.877	581	769	12	74.4	98.5	1.5
	2370	3	4,039	772	19.1	.912	611	766	6	79.1	99.2	0.8
	2372	3	4,034	784	19.4	.895	604	777	7	77.0	99.1	0.9
	2338	4	4,046	806	19.9	.820	501	785	21	62.2	97.4	2.6
	2308	5	4,049	798	19.7	.895	565	791	7	70.8	99.1	0.9

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

**Table S12.5: 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	4,911	946	19.3	.734	639	923	23	67.5	97.6	2.4
	2688	3	4,896	949	19.4	.848	830	925	24	87.5	97.5	2.5
	2690	3	4,888	946	19.4	.871	798	924	22	84.4	97.7	2.3
	2692	3	4,880	940	19.3	.829	743	911	29	79.0	96.9	3.1
	2650	5	4,894	948	19.4	.905	717	929	19	75.6	98.0	2.0
	2652	5	4,876	941	19.3	.820	700	916	25	74.4	97.3	2.7
	2710	5	4,893	938	19.2	.896	597	909	29	63.6	96.9	3.1
Writing	2780	3	4,872	958	19.7	.872	690	951	7	72.0	99.3	0.7
	2824	3	4,905	955	19.5	.904	746	952	3	78.1	99.7	0.3
	2826	3	4,901	953	19.4	.864	713	938	15	74.8	98.4	1.6
	2828	3	4,899	956	19.5	.885	744	951	5	77.8	99.5	0.5
	2756	5	4,881	959	19.6	.881	608	941	18	63.4	98.1	1.9
	2790	5	4,891	963	19.7	.874	641	947	16	66.6	98.3	1.7

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

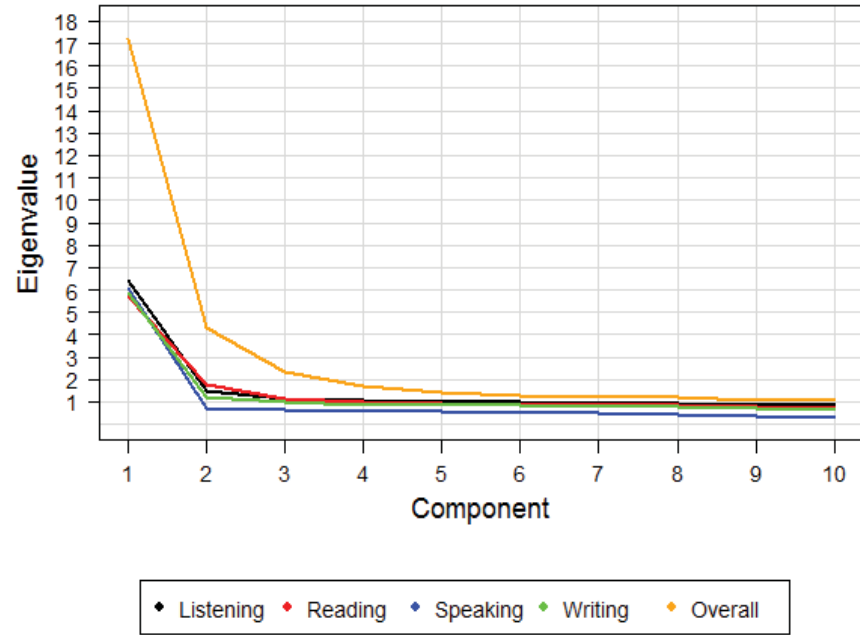
**Table S12.6: Summative Inter-Rater Result - Grade Band 9-12**

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	5,176	968	18.7	.804	768	956	12	79.3	98.8	1.2
	3394	3	5,134	962	18.7	.910	849	949	13	88.3	98.6	1.4
	3396	3	5,107	954	18.7	.910	805	947	7	84.4	99.3	0.7
	3398	3	5,110	956	18.7	.806	709	947	9	74.2	99.1	0.9
	3348	5	5,127	969	18.9	.897	700	943	26	72.2	97.3	2.7
	3350	5	5,081	948	18.7	.915	704	929	19	74.3	98.0	2.0
	3408	5	5,109	951	18.6	.891	613	942	9	64.5	99.1	0.9
Writing	3492	3	5,100	996	19.5	.787	701	985	11	70.4	98.9	1.1
	3504	3	5,175	1,001	19.3	.868	779	991	10	77.8	99.0	1.0
	3506	3	5,155	996	19.3	.876	774	989	7	77.7	99.3	0.7
	3508	3	5,153	998	19.4	.860	757	985	13	75.9	98.7	1.3
	3452	5	5,091	990	19.4	.869	688	985	5	69.5	99.5	0.5
	3500	5	5,147	1,009	19.6	.890	705	1,004	5	69.9	99.5	0.5

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

## **Section 13: Summative Assessment - Dimensionality**

**Figure S13.1: Summative Validity - Dimensionality for Kindergarten  
Grade K**



**Figure S13.2: Summative Validity - Dimensionality for Grade 1**

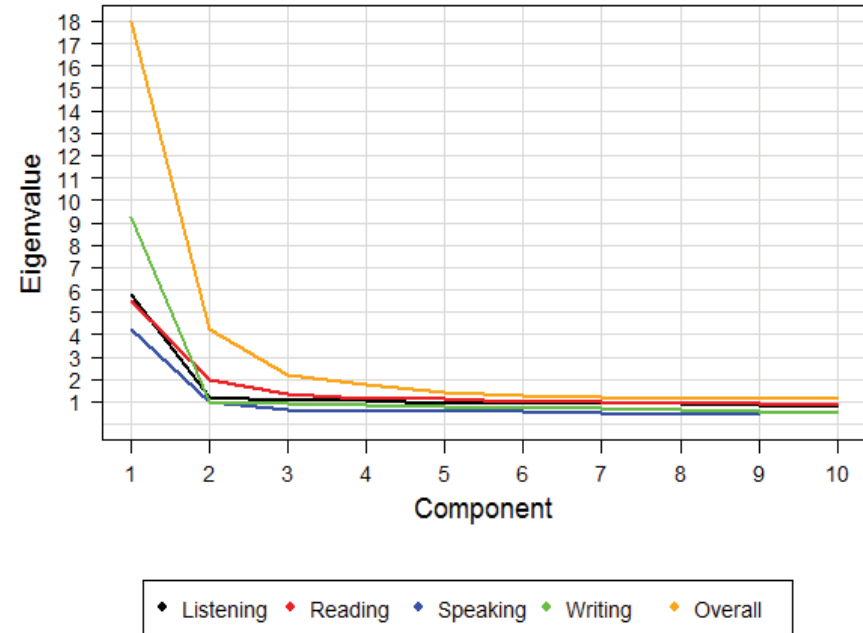


Figure S13.3: Summative Validity - Dimensionality for Grade Band 2-3

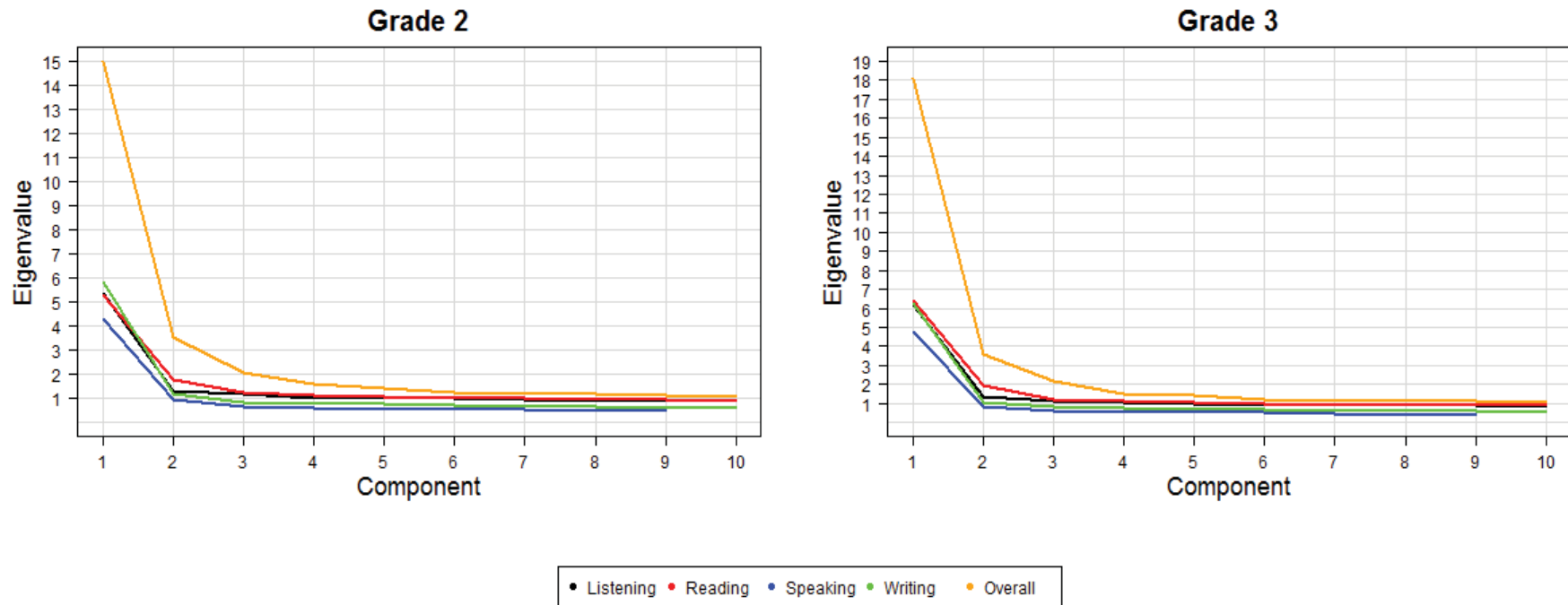




Figure S13.4: Summative Validity - Dimensionality for Grade Band 4-5

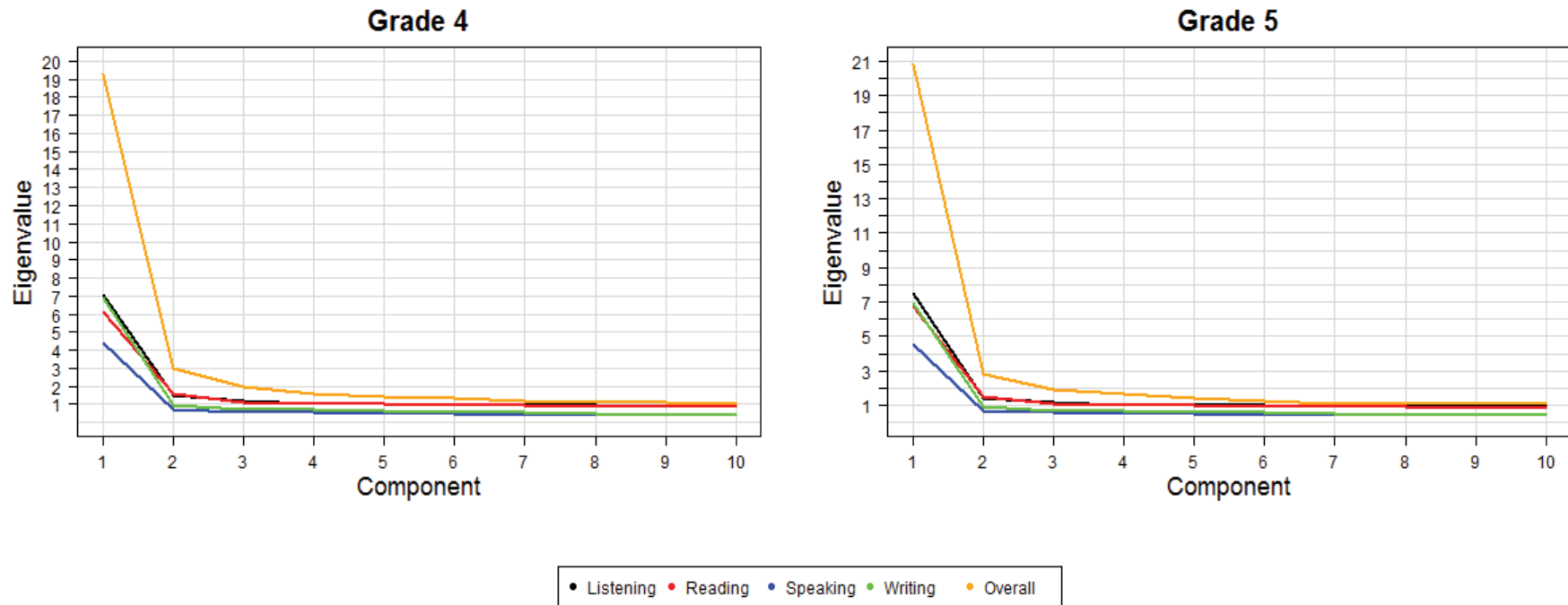


Figure S13.5: Summative Validity - Dimensionality for Grade Band 6-8

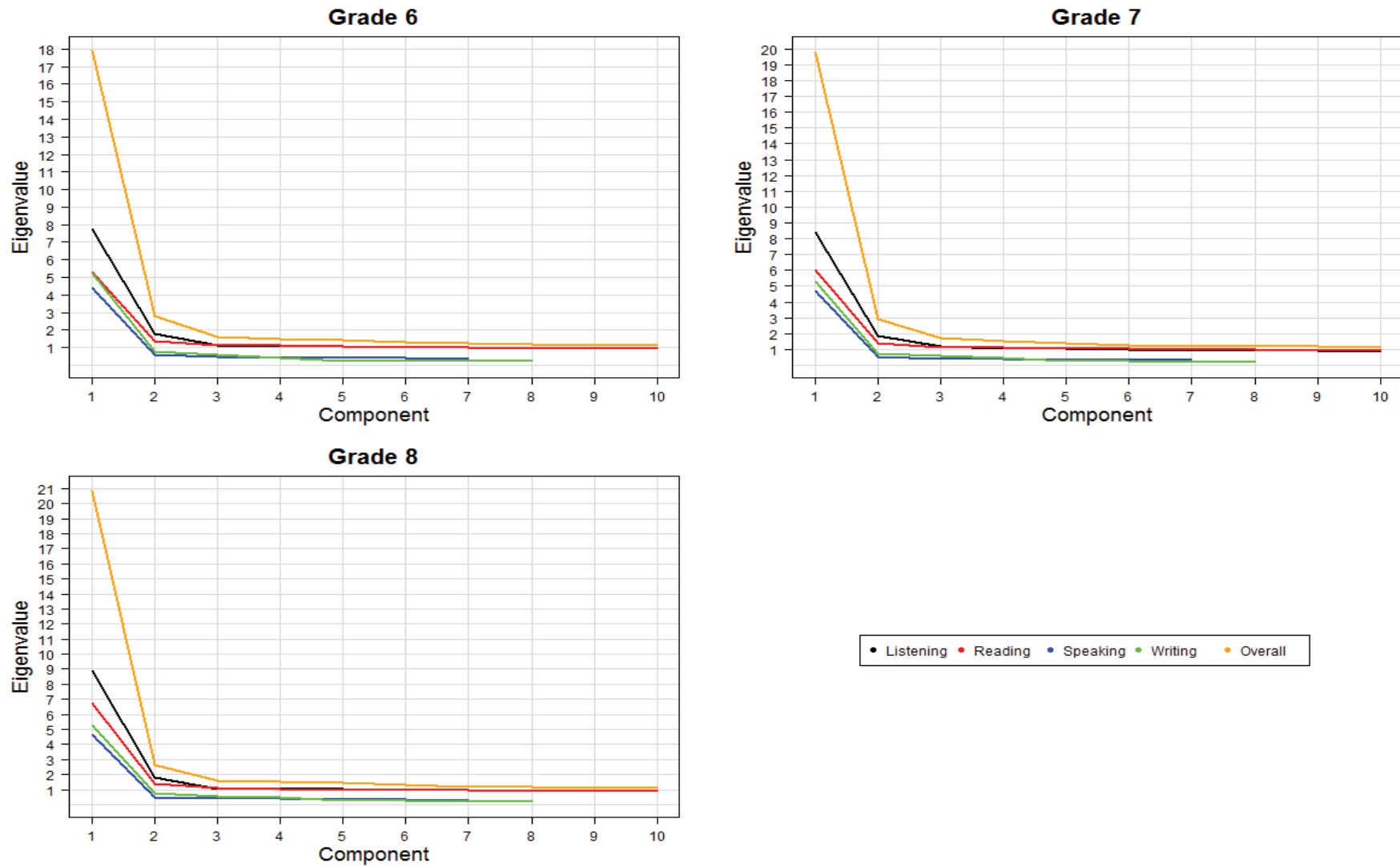
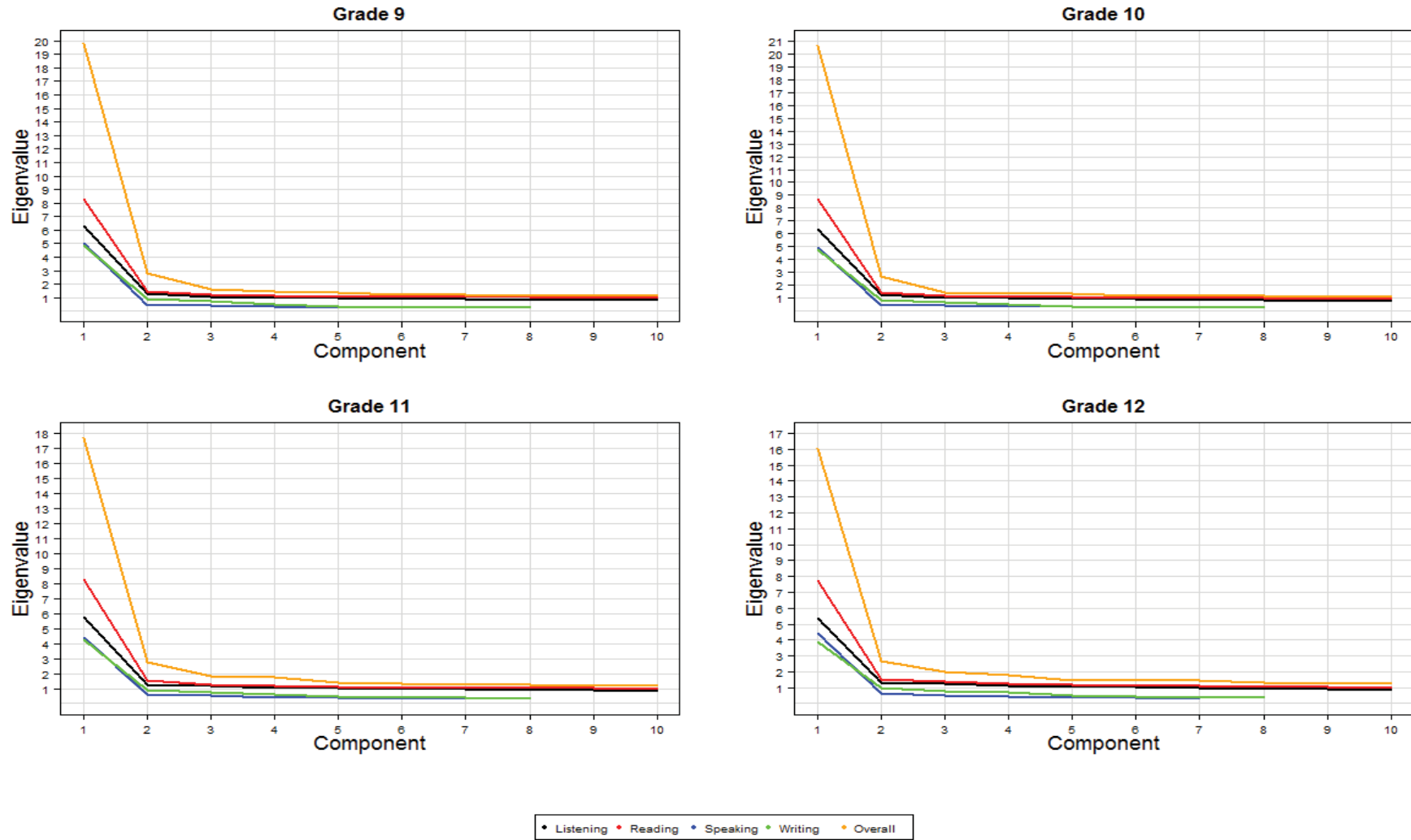
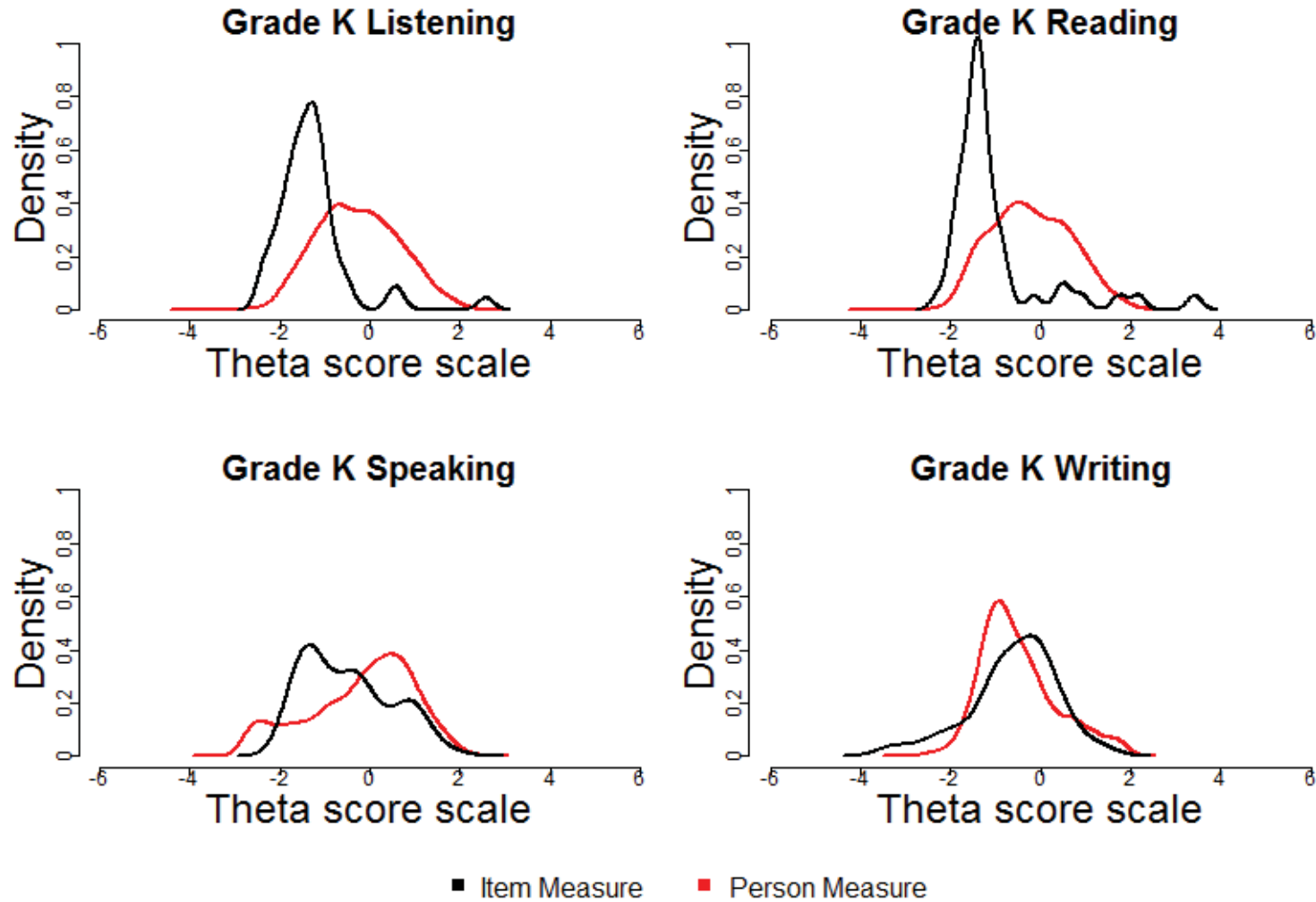


Figure S13.6: Summative Validity - Dimensionality for Grade Band 9-12



## **Section 14: Summative Assessment - Ability vs. Difficulty**

*Figure S14.1: 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 are the highest concentrations of items or persons. The total area under the curve integrates to one.

Figure S14.2: Summative Validity - Ability vs. Difficulty for Grade 1

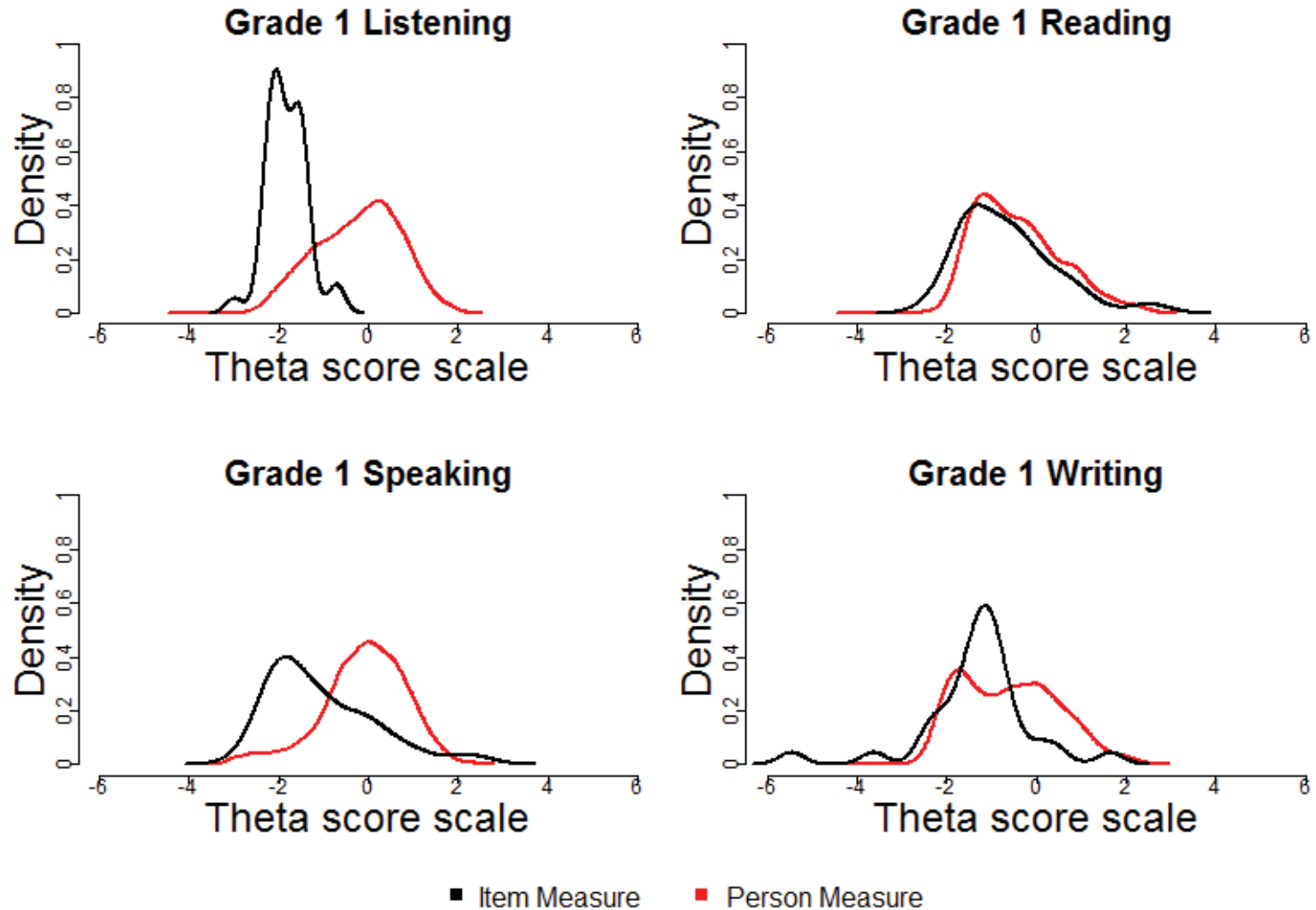


Figure S14.3: Summative Validity - Ability vs. Difficulty for Grade Band 2-3

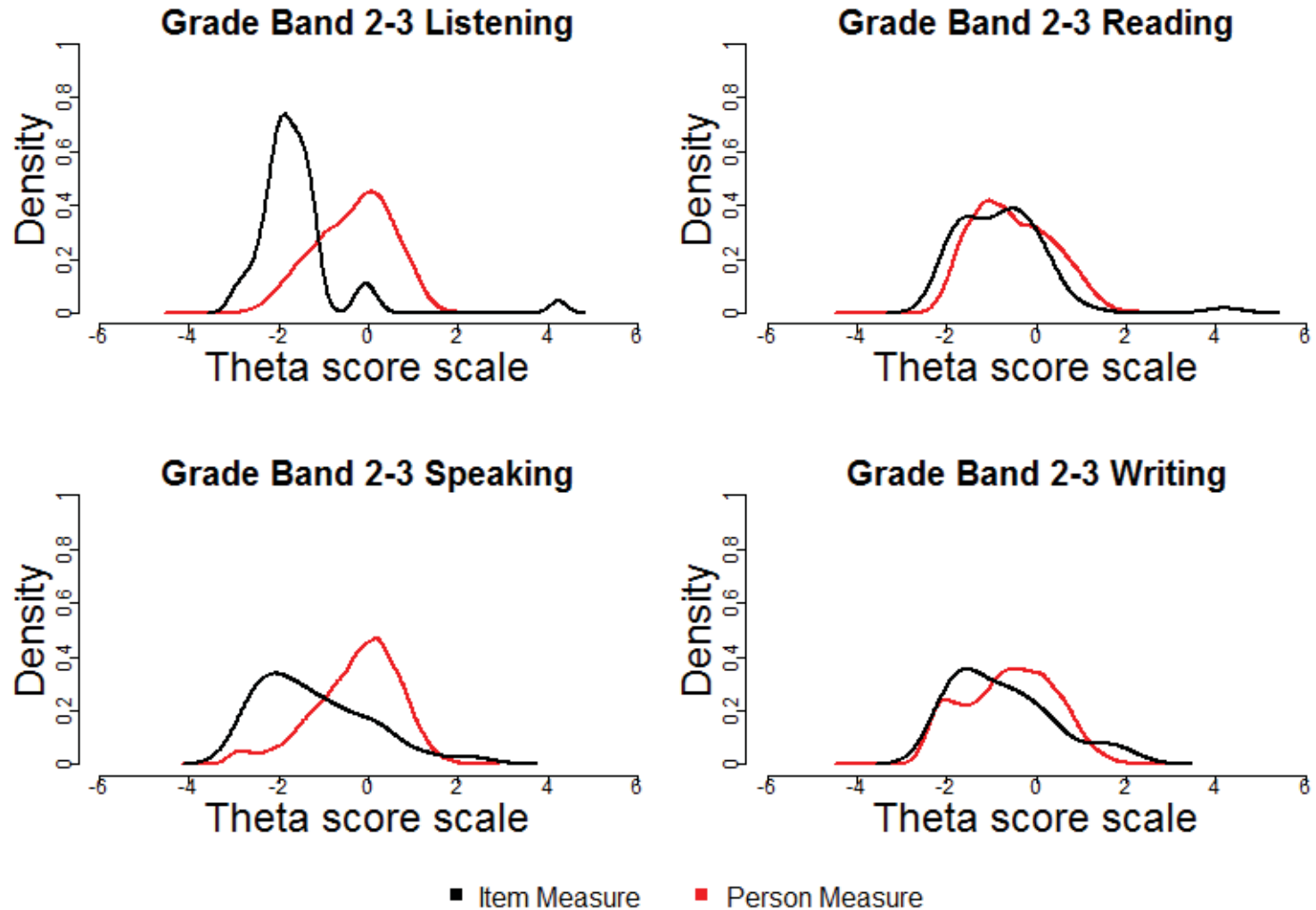


Figure S14.4: Summative Validity - Ability vs. Difficulty for Grade Band 4-5

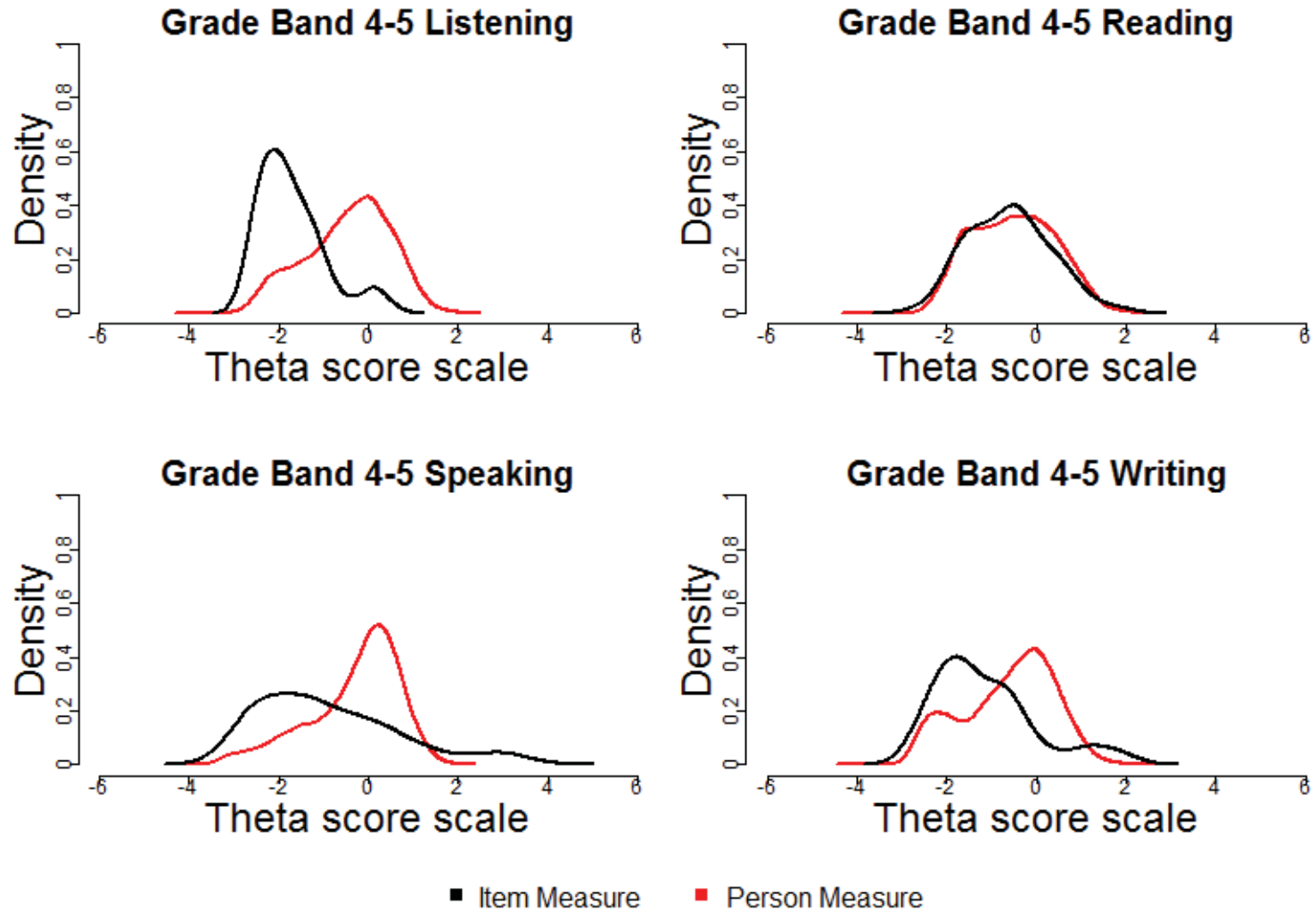




Figure S14.5: Summative Validity - Ability vs. Difficulty for Grade Band 6-8

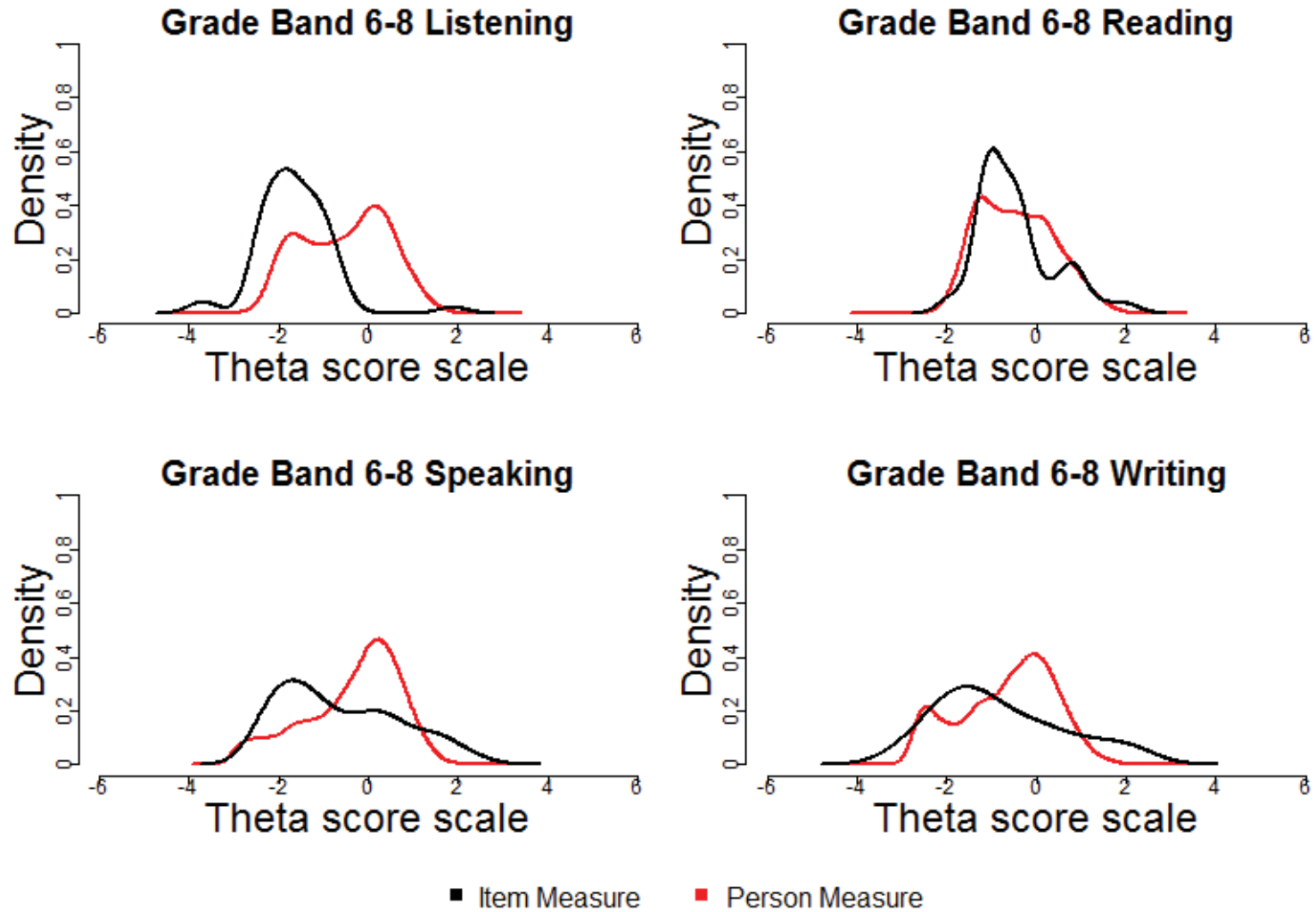
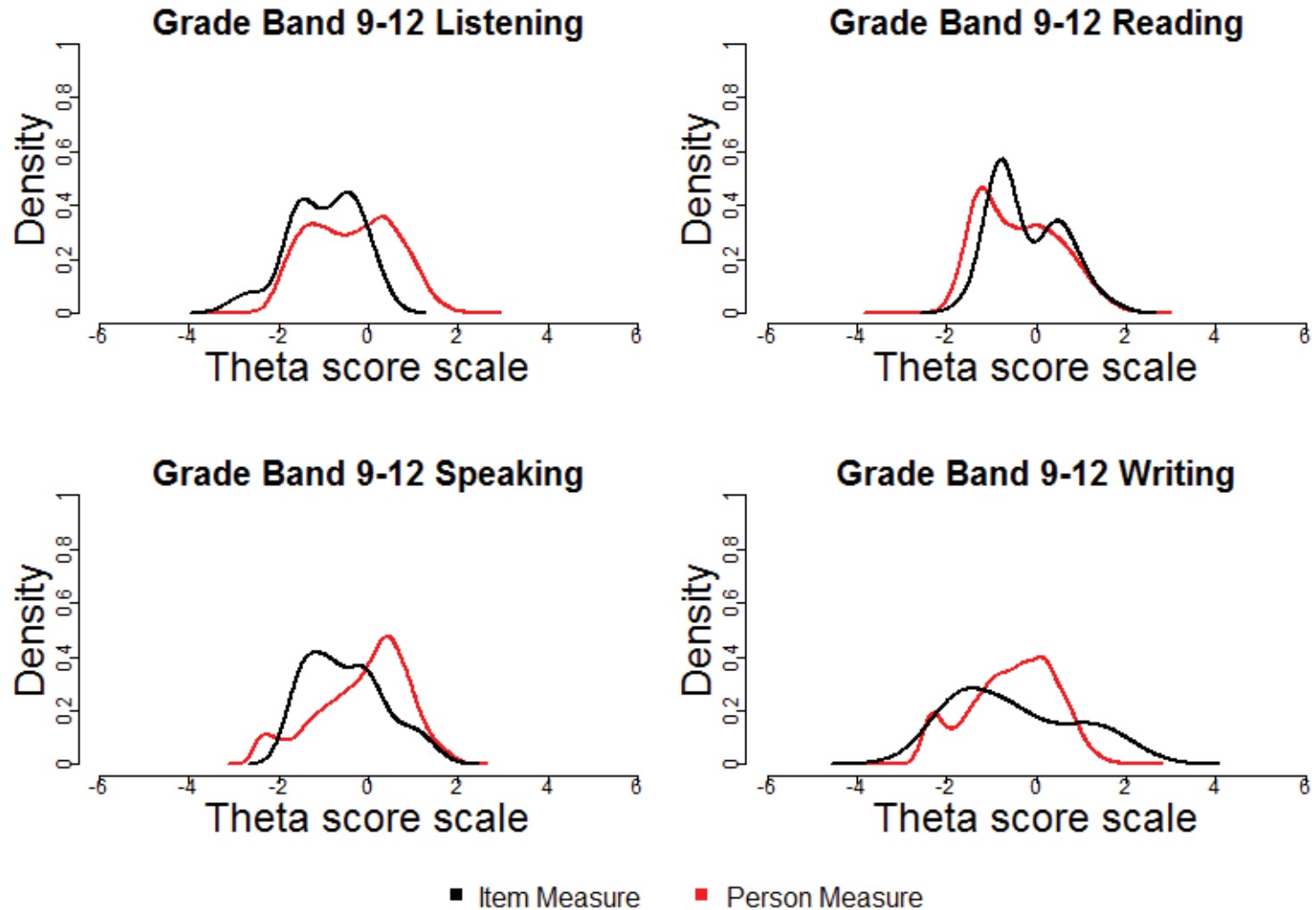


Figure S14.6: Summative Validity - Ability vs. Difficulty for Grade Band 9-12



## **Section 15: Summative Assessment - Mock Ups for Reporting**

**Table S15.1: Types of Subgroups**

Subgroup	Displayed Category
<b>Enrolled Grade</b>	Kindergarten
	Grade 01
	Grade 02
	Grade 03
	Grade 04
	Grade 05
	Grade 06
	Grade 07
	Grade 08
	Grade 09
	Grade 10
	Grade 11
Grade 12	
<b>Gender</b>	Female
	Male
<b>Ethnicity</b>	American Indian or Alaska Native
	Asian
	Black or African American
	Hispanic or Latino
	Native Hawaiian or Other Pacific Islander
	Two or More Races
<b>Homeless</b>	No
	Yes
<b>Migrant</b>	No
	Yes
<b>SPED</b>	Not Special Education
	Special Education
<b>Title I</b>	No
	Yes
<b>Section 504 Plan</b>	No
	Yes
<b>Primary Disability</b>	Autism
	Deaf-Blindness
	Developmental Delay
	Emotional Disturbance
	Gifted
	Hearing Impairment - Hard of Hearing
	Intellectual Disability - Mild

Subgroup	Displayed Category
	Intellectual Disability - Moderate
	Intellectual Disability - Severe
	Multiple Disabilities
	None
	Orthopedic Impairment
	Other Health Impairments
	Specific Learning Disability
	Speech or Language Impairments
	Talented
	Traumatic Brain Injury
	Visual Impairment - Blindness
	Visual Impairment - Partially Seeing

Figure S15.1: Summative ORS Page for State Overall Performance

Reporting						
DEPARTMENT of EDUCATION Louisiana Believes		Reporting		User: email@email.com   Role: VIEWONLY @ State: Louisiana		
Dashboard Selector > State Dashboard						
Average Score and Performance Distribution, by Assessment: Louisiana, 2020-2021						
Filtered By School: All Schools Test Reasons: All Test Reasons						
Assessment Name	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken	
Grade 11 ELPT Summative	Spring 2021	1112	n/a		03/12/2021	
Grade 5 ELPT Summative	Spring 2021	1950	n/a		03/12/2021	
Grade 1 ELPT Summative	Spring 2021	3399	n/a		03/12/2021	
Grade 2 ELPT Summative	Spring 2021	3112	n/a		03/12/2021	
Kindergarten ELPT Summative	Spring 2021	3240	n/a		03/12/2021	
Grade 3 ELPT Summative	Spring 2021	2476	n/a		03/12/2021	
Grade 7 ELPT Summative	Spring 2021	1652	n/a		03/12/2021	
Grade 6 ELPT Summative	Spring 2021	1709	n/a		03/12/2021	
Grade 4 ELPT Summative	Spring 2021	2135	n/a		03/12/2021	
Grade 10 ELPT Summative	Spring 2021	1734	n/a		03/12/2021	
Grade 12 ELPT Summative	Spring 2021	762	n/a		03/12/2021	
Grade 9 ELPT Summative	Spring 2021	1301	n/a		03/12/2021	
Grade 8 ELPT Summative	Spring 2021	1598	n/a		03/11/2021	
Grade T9 ELPT Summative	Spring 2021	352	n/a		03/09/2021	

(14 of 14 Total Tests)

Figure S15.2: Summative ORS Page for District Overall Performance

Reporting

DEPARTMENT of EDUCATION Louisiana Believes | Reporting

User: email@email.com | Role: VIEWONLY @ State: Louisiana

Inbox (3) My Settings Help Sign Out

Dashboard Selector > Dashboard > Performance on Tests > District Performance on Test

Enter Student ID

Average Score and Performance Distribution for **Grade 1 ELPT Summative** (Spring 2021), by School and Reporting Category: Demo District, 2020-2021  
 Filtered By School: All Schools Test Reasons: Spring 2021

Breakdown By Download Student Results Print

School	Total	Total			Listening	Reading	Speaking	Writing
		Student Count	Performance Distribution	Percent Determined Proficient				
State	399	Percent: 21% 70% 9% Count: 869 2.4K 309	9%					
District	16	Percent: 13% 69% 19% Count: 2 11 3	19%					
<a href="#">Demo School 1</a>	4	Percent: 75% 25% Count: 3 1	25%					
<a href="#">Demo School 2</a>	2	Percent: 50% 50% Count: 1 1	50%					
<a href="#">Demo School 3</a>	1	Percent: 100% Count: 1	100%					
<a href="#">Demo School 4</a>	2	Percent: 100% Count: 2	0%					

Rows per page: 4 7 Items: 1 of 2

Figure S15.3: Summative ORS Page for District Domain Performance

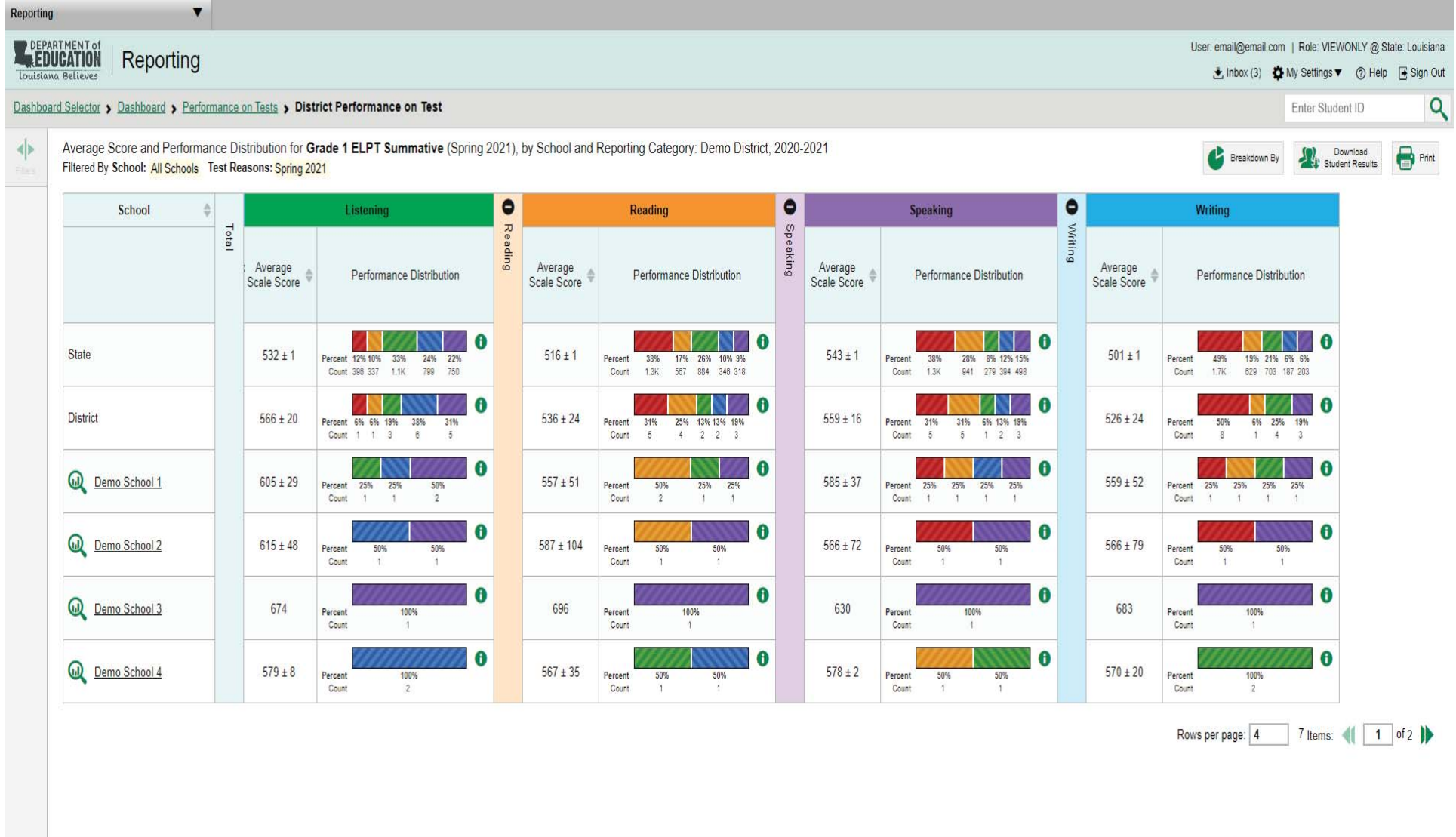




Figure S15.4: Summative ORS Page for Student Report

Reporting

DEPARTMENT of EDUCATION Louisiana Believes | Reporting

User: email@email.com | Role: VIEWONLY @ State: Louisiana

Inbox (3) My Settings Help Sign Out

Dashboard Selector > Dashboard > Performance on Tests > District Performance on Test > School Performance on Test > Roster Performance on Test

Enter Student ID

Score, Performance and Points Earned on **Grade 1 ELPT Summative** (Spring 2021) of (students not in any roster), by Student and Reporting Category: 2020-2021

Filtered By School: All Schools Test Reasons: Spring 2021

Breakdown By Download Student Results Print

Student	Student ID	Total	Listening	Reading	Speaking	Writing
		Performance				
State		 Percent: 21% 70% 9% Count: 809 2.4K 309				
District		 Percent: 13% 69% 19% Count: 2 11 3				
School		 Percent: 75% 25% Count: 3 1				
My Students		 Percent: 75% 25% Count: 3 1				
Demo Student 1	999999990	Progressing				
Demo Student 2	999999991	Progressing				
Demo Student 3	999999992	Proficient				
Demo Student 4	999999993	Progressing				

Rows per page: 10 4 Items 1 of 1

Figure S15.5: Summative ORS Page for Subgroups

**Reporting**

Louisiana Believes

User: email@email.com | Role: VIEWONLY @ State: Louisiana

[Inbox \(3\)](#) [My Settings](#) [Help](#) [Sign Out](#)

Dashboard Selector > Dashboard > Performance on Tests > District Performance on Test > Breakdown

Breakdown of **Grade 1 ELPT Summative** (Spring 2021), by Gender: Demo District, 2020-2021

Filtered By School: All Schools Test Reasons: Spring 2021

Breakdown By Download Student Results Print

Breakdown		Total	Total			Listening	Reading	Speaking	Writing
View Details	Gender	Student Count	Performance Distribution						
	All	16	Percent Count	13% 2	69% 11	19% 3			
	Male	10	Percent Count	10% 1	90% 9				
	Female	6	Percent Count	17% 1	33% 2	50% 3			

Rows per page:  2 Items: <<  of 1 >>

**Figure S15.6: Summative Mock-Up for Family Report**

Reporting

**Individual Student Report**

---

**Demo , Student 1**

Student ID: 999999991 | Student DOB: 1/3/2014 | Enrolled Grade: 1  
 Date Taken: 2/11/2021

**Grade 1 ELPT Summative 2020-2021**

Demo District  
 Demo School

---

**Proficiency Status:** Progressing

**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 ELPT by attaining a profile of Level 4 or higher in all domains. Once Proficient on ELPT, 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 ELPT 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 ELPT 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 ELPT by attaining a profile of Levels 1 and 2 in all four domains. Students scoring Emerging on ELPT are eligible for ongoing program support.

How Does Your Child's Score Compare?

Name	Proficient%
Louisiana	9
Demo District	14
Demo School	14

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 Level	Domain Description
Listening	573±42	<span style="font-size: 24px; color: blue; border: 1px solid blue; border-radius: 50%; padding: 2px 5px;">4</span>	When listening, the student at Level 4 is working on: identifying the main topics, answering questions about an increasing number of key details in oral presentations of literary and informational texts; participating in conversations and discussions on a variety of topics; gathering, summarizing, and answering questions about information from oral sources; identifying reasons a speaker gives to support the main point.
Reading	492±20	<span style="font-size: 24px; color: orange; border: 1px solid orange; border-radius: 50%; padding: 2px 5px;">2</span>	When reading grade-appropriate text, the student at Level 2 is working on: identifying key words and phrases in read-alouds of texts and dialogues; responding to simple yes/no and wh- questions about familiar topics; identify a reason an author gives to support the main point; determining the meaning of frequently occurring words and phrases in read-alouds.
Speaking	503±31	<span style="font-size: 24px; color: red; border: 1px solid red; border-radius: 50%; padding: 2px 5px;">1</span>	When speaking, the student at Level 1 is working on: responding to short conversations and questions; describing objects using frequently occurring nouns and verbs; communicating simple information about a topic; expressing an opinion.
Writing	522±21	<span style="font-size: 24px; color: orange; border: 1px solid orange; border-radius: 50%; padding: 2px 5px;">2</span>	When writing, the student at Level 2 is working on: responding to simple yes/no and wh- questions about familiar topics; communicating simple messages about familiar topics or objects; expressing an opinion about a familiar topic; retelling an event and presenting simple information using some frequently occurring linking words; producing simple sentences using frequently occurring nouns, verbs, prepositions, and conjunctions.

**Information on Standard Error of Measurement**

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

## **Section 16: Screener Assessment - Student Participation**

**Table S16.1: Students Who Participated in Each Mode of Testing**

Grade	Total	Braille		Online		Paper	
		N	%	N	%	N	%
PreK	≥3,760	<10	0.0	≥3,760	100.0	<10	0.0
K	≥300	<10	0.0	≥300	100.0	<10	0.0
1	≥470	<10	0.0	≥470	100.0	<10	0.0
2	≥300	<10	0.0	≥300	100.0	<10	0.0
3	≥290	<10	0.0	≥290	100.0	<10	0.0
4	≥210	<10	0.0	≥210	100.0	<10	0.0
5	≥220	<10	0.0	≥220	100.0	<10	0.0
6	≥190	<10	0.0	≥190	100.0	<10	0.0
7	≥160	<10	0.0	≥160	100.0	<10	0.0
8	≥160	<10	0.0	≥160	100.0	<10	0.0
9	≥280	<10	0.0	≥280	100.0	<10	0.0
10	≥110	<10	0.0	≥110	100.0	<10	0.0
11	≥60	<10	0.0	≥60	100.0	<10	0.0
12	≥20	<10	0.0	≥20	100.0	<10	0.0
<b>Total</b>	≥6,610	<10	0.0	≥6,610	100.0	<10	0.0

**Table S16.2: Student Participation by Subgroups**

Subgroup	Status	PreK		K		1		2-3		4-5		6-8		9-12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Total</b>		≥3,765	100.0	≥304	100.0	≥474	100.0	≥605	100.0	≥438	100.0	≥527	100.0	≥500	100.0
<b>Grade</b>	<b>PreK</b>	≥3,765	100.0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	<b>K</b>	NA	NA	≥304	100.0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	<b>1</b>	NA	NA	NA	NA	≥474	100.0	NA	NA	NA	NA	NA	NA	NA	NA
	<b>2</b>	NA	NA	NA	NA	NA	NA	≥308	50.9	NA	NA	NA	NA	NA	NA
	<b>3</b>	NA	NA	NA	NA	NA	NA	≥297	49.1	NA	NA	NA	NA	NA	NA
	<b>4</b>	NA	NA	NA	NA	NA	NA	NA	NA	≥215	49.1	NA	NA	NA	NA
	<b>5</b>	NA	NA	NA	NA	NA	NA	NA	NA	≥223	50.9	NA	NA	NA	NA
	<b>6</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	≥193	36.6	NA	NA
	<b>7</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	≥168	31.9	NA	NA
	<b>8</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	≥166	31.5	NA	NA
	<b>9</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	≥289	57.8
	<b>10</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	≥116	23.2
<b>11</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	≥66	13.2	
<b>12</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	≥29	5.8	
<b>Gender</b>	<b>Female</b>	≥1,847	49.1	≥152	50.0	≥244	51.5	≥278	46.0	≥219	50.0	≥218	41.4	≥209	41.8
	<b>Male</b>	≥1,916	50.9	≥152	50.0	≥229	48.3	≥327	54.0	≥219	50.0	≥308	58.4	≥291	58.2
	<b>Missing</b>	<10	0.1	NA	NA	<10	0.2	NA	NA	NA	NA	<10	0.2	NA	NA
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	0.1	<10	0.3	<10	0.2	<10	0.3	NA	NA	<10	0.2	NA	NA
	<b>Asian</b>	≥217	5.8	≥34	11.2	≥49	10.3	≥64	10.6	≥35	8.0	≥45	8.5	≥42	8.4

Subgroup	Status	PreK		K		1		2-3		4-5		6-8		9-12	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
	<b>Black or African American</b>	≥33	0.9	<10	1.3	<10	1.5	<10	1.3	<10	0.7	<10	0.4	<10	1.4
	<b>Hispanic or Latino</b>	≥3,321	88.2	≥254	83.6	≥382	80.6	≥493	81.5	≥372	84.9	≥453	86.0	≥424	84.8
	<b>Pacific Islander</b>	<10	0.1	NA	NA	NA	NA	<10	0.3	NA	NA	<10	0.6	<10	0.8
	<b>Two or More Races</b>	≥19	0.5	<10	0.3	<10	1.5	<10	0.8	<10	0.9	<10	0.4	<10	0.4
	<b>White</b>	≥167	4.4	≥10	3.3	≥27	5.7	≥31	5.1	≥24	5.5	≥20	3.8	≥21	4.2
	<b>Other/Unknown</b>	<10	0.1	NA	NA	<10	0.2	NA	NA	NA	NA	<10	0.2	NA	NA
<b>Other</b>	<b>Homeless</b>	≥14	0.4	<10	2.0	<10	0.8	≥12	2.0	≥13	3.0	≥10	1.9	≥13	2.6
	<b>Migrant</b>	≥33	0.9	NA	NA	<10	0.2	<10	0.5	<10	1.6	<10	0.8	≥23	4.6
	<b>Title I</b>	≥2,021	53.7	≥183	60.2	≥248	52.3	≥291	48.1	≥225	51.4	≥263	49.9	≥220	44.0
	<b>Section 504 Plan</b>	≥11	0.3	NA	NA	<10	0.2	<10	0.3	<10	1.1	<10	0.4	NA	NA
<b>NA</b>		NA	NA	NA	NA	<10	0.4	NA	NA	<10	0.2	<10	0.2	NA	NA
	<b>Developmental Delay</b>	≥28	0.7	<10	0.3	<10	0.4	<10	0.2	NA	NA	<10	0.2	NA	NA
	<b>Emotional Disturbance</b>	NA	NA	NA	NA	NA	NA	NA	NA	<10	0.2	NA	NA	NA	NA
	<b>Gifted</b>	NA	NA	NA	NA	<10	0.2	NA	NA	NA	NA	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	<10	0.2	NA	NA	NA	NA	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	<10	0.4	NA	NA
	<b>Intellectual Disability-Moderate</b>	NA	NA	NA	NA	NA	NA	<10	0.2	NA	NA	NA	NA	NA	NA
	<b>Missing</b>	≥3,710	98.5	≥302	99.3	≥464	97.9	≥596	98.5	≥433	98.9	≥518	98.3	≥497	99.4

Subgroup	Status	PreK		K		1		2-3		4-5		6-8		9-12		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
	Orthopedic Impairment	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	<10	0.2	
	Other Health Impairments	<10	NA	NA	NA	<10	0.4	NA	NA	<10	0.2	<10	0.4	NA	NA	
	Specific Learning Disability	NA	NA	NA	NA	NA	NA	<10	0.2	<10	0.2	<10	0.4	<10	0.2	
	Speech or Language Impairments	≥21	0.6	<10	0.3	<10	0.4	<10	0.7	NA	NA	<10	0.2	<10	0.2	
	Talented	<10	NA	NA	NA	NA	NA	NA	<10	0.3	<10	0.2	NA	NA	NA	NA
	Visual Impairment-Blindness	<10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA



## **Section 17: Screener Assessment - Raw Score Statistics**

**Table S17.1: Screener Raw Score Summary - Pre-Kindergarten<sup>1</sup>**

Domain	Level	N	Min	Mean	Max	SD
Listening	1	≥940	0	2.7	5	1.2
	2	≥770	3	4.7	8	0.6
	3	≥1,670	4	6.1	13	1.3
	4	≥50	10	12.1	13	0.7
	5	≥50	12	12.7	13	0.5
Reading	1	≥1,110	0	2.2	5	1.1
	2	≥850	2	3.7	6	0.8
	3	≥1,360	3	4.9	9	1.1
	4	≥90	5	7.7	9	1.2
	5	≥70	7	8.7	9	0.5
Speaking	1	≥2,000	0	1.5	5	1.5
	2	≥660	3	5.2	8	0.8
	3	≥560	5	7.4	11	1.3
	4	≥190	8	8.8	13	1.5
	5	≥70	11	12.8	14	0.8
Writing	1	≥2,360	0	1.5	5	1.0
	2	≥880	3	4.0	8	1.1
	3	≥200	5	7.1	10	2.0
	4	≥30	10	10.0	10	0.0
	5	≥10	10	10.0	10	0.0
Overall	Emerging	≥1,590	0	9.6	21	3.8
	Progressing	≥1,830	10	19.5	42	6.2
	Proficient	≥60	40	43.0	46	1.6

Note 1. This table includes students who reached Step 3 and those who did not.

Note 2. The 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. Note the overlap of raw score ranges across performance levels.

Note 3. Student is “Proficient” if the performance levels in all nonexempt domains are 4 (Early Advanced) or above for Listening and Speaking and 3 (Intermediate) or above for Reading and Writing.

**Table S17.2: Screener Raw Score Summary - Kindergarten**

Domain	Level	N	Min	Mean	Max	SD
Listening	1	≥70	0	2.6	5	1.2
	2	≥40	4	4.7	6	0.6
	3	≥130	4	6.6	12	1.7
	4	<10	11	12.0	13	0.7
	5	≥10	11	12.7	13	0.6
Reading	1	≥80	0	1.9	5	1.1
	2	≥40	2	3.9	6	0.8
	3	≥110	3	5.2	8	1.2
	4	≥10	5	7.9	9	1.5
	5	≥10	7	8.6	9	0.7
Speaking	1	≥150	0	1.1	5	1.5
	2	≥30	4	4.8	7	0.9
	3	≥50	6	7.9	11	1.7
	4	≥10	8	9.6	12	1.7
	5	≥10	12	12.8	14	0.8
Writing	1	≥150	0	1.4	4	1.0
	2	≥70	3	4.2	8	1.5
	3	≥40	5	7.4	10	2.0
	4	<10	10	10.0	10	0.0
	5	<10	10	10.0	10	0.0
Overall	Emerging	≥110	0	8.0	17	3.7
	Progressing	≥150	12	22.5	43	8.3
	Proficient	≥10	42	43.6	46	1.3

**Table S17.3: Screener Raw Score Summary - Grade 1**

Domain	Level	N	Min	Mean	Max	SD
Listening	1	≥110	0	3.2	6	1.4
	2	≥50	4	5.6	7	0.7
	3	≥200	5	7.3	9	0.9
	4	≥40	8	9.8	11	1.0
	5	≥20	10	10.9	11	0.3
Reading	1	≥300	0	2.5	5	1.2
	2	≥40	3	5.6	9	1.4
	3	≥50	5	7.7	12	1.8
	4	≥20	9	10.8	12	1.0
	5	≥10	11	12.2	13	0.9
Speaking	1	≥340	0	4.1	13	3.3
	2	≥70	8	10.7	14	2.8
	3	≥10	13	14.1	15	0.5
	4	<10	14	14.7	15	0.5
	5	<10	15	15.0	15	0.0
Writing	1	≥340	0	2.4	7	1.4
	2	≥40	4	7.1	10	1.9
	3	≥30	5	9.6	11	1.5
	4	<10	10	10.8	11	0.4
	5	<10	10	10.8	11	0.5
Overall	Emerging	≥160	0	10.4	22	4.1
	Progressing	≥260	9	25.5	47	10.7
	Proficient	<10	46	48.0	49	1.3

**Table S17.4: Screener Raw Score Summary - Grade 2**

Domain	Level	N	Min	Mean	Max	SD
Listening	1	≥80	0	2.7	5	1.2
	2	≥40	3	4.4	6	0.8
	3	≥80	4	6.5	9	1.1
	4	≥40	6	8.5	11	1.1
	5	≥20	8	10.3	11	0.9
Reading	1	≥180	0	2.1	5	1.2
	2	≥30	3	4.5	8	1.0
	3	≥30	4	6.9	10	2.1
	4	≥10	9	10.2	11	0.8
	5	≥10	11	12.0	13	0.6
Speaking	1	≥190	0	2.7	10	2.5
	2	≥40	7	8.6	11	1.2
	3	≥20	8	10.4	13	2.1
	4	≥10	12	12.5	13	0.5
	5	≥10	12	13.3	14	0.6
Writing	1	≥180	0	2.5	6	1.3
	2	≥40	3	5.0	8	1.3
	3	≥20	5	8.0	11	1.6
	4	≥10	10	12.1	13	0.9
	5	≥10	13	14.4	17	1.3
Overall	Emerging	≥130	0	9.8	19	4.4
	Progressing	≥130	10	24.0	45	9.0
	Proficient	≥20	43	47.4	53	2.9

**Table S17.5: Screener Raw Score Summary - Grade 3**

Domain	Level	N	Min	Mean	Max	SD
Listening	1	≥70	0	2.6	5	1.3
	2	≥40	3	4.7	6	0.7
	3	≥70	4	6.9	10	1.2
	4	≥40	7	9.2	11	1.1
	5	≥30	9	10.4	11	0.6
Reading	1	≥160	0	2.3	8	1.5
	2	≥30	4	5.9	9	1.4
	3	≥40	5	9.7	12	2.0
	4	≥20	11	12.1	13	0.7
	5	≥10	11	12.5	13	0.6
Speaking	1	≥170	0	2.6	10	2.7
	2	≥30	6	9.6	12	1.9
	3	≥10	8	11.4	13	1.5
	4	≥20	8	12.7	14	1.1
	5	≥20	11	13.6	14	0.7
Writing	1	≥160	0	2.5	8	1.8
	2	≥30	5	7.5	11	1.8
	3	≥30	6	11.3	14	2.2
	4	≥10	13	14.3	17	0.9
	5	≥10	14	15.6	17	1.0
Overall	Emerging	≥120	0	8.9	21	4.3
	Progressing	≥120	11	31.2	49	11.8
	Proficient	≥30	48	50.5	54	1.7

**Table S17.6: Screener Raw Score Summary - Grade 4**

Domain	Level	N	Min	Mean	Max	SD
Listening	1	≥70	0	1.9	4	1.1
	2	≥20	3	4.0	5	0.6
	3	≥30	3	5.7	7	0.8
	4	≥30	6	7.1	9	0.9
	5	≥20	8	9.1	10	0.7
Reading	1	≥110	0	3.3	7	1.7
	2	≥20	4	6.5	12	2.4
	3	≥20	5	10.3	16	3.8
	4	≥10	14	17.6	20	1.5
	5	≥10	17	20.2	23	1.6
Speaking	1	≥110	0	1.6	7	2.0
	2	≥20	5	7.7	12	2.3
	3	≥20	7	9.8	16	3.4
	4	≥10	8	13.9	18	4.0
	5	≥20	15	18.6	21	1.3
Writing	1	≥100	0	1.3	5	1.1
	2	≥20	2	4.0	10	1.9
	3	≥40	3	8.2	17	4.1
	4	<10	13	14.3	15	0.7
	5	≥10	16	17.8	20	1.4
Overall	Emerging	≥90	0	8.2	17	4.2
	Progressing	≥70	13	30.1	58	13.8
	Proficient	≥20	54	63.4	72	4.4

**Table S17.7: Screener Raw Score Summary - Grade 5**

Domain	Level	N	Min	Mean	Max	SD
Listening	1	≥80	0	1.8	4	1.1
	2	≥20	3	4.5	6	0.7
	3	≥10	5	5.8	7	0.8
	4	≥40	6	7.7	10	1.1
	5	≥30	8	9.4	10	0.6
Reading	1	≥120	0	3.7	10	1.7
	2	≥20	5	7.8	13	2.8
	3	≥30	7	14.9	20	3.4
	4	≥10	17	18.4	20	1.0
	5	≥10	19	20.9	23	1.3
Speaking	1	≥130	0	2.0	7	2.3
	2	≥10	6	10.3	15	3.6
	3	≥20	8	12.3	18	4.1
	4	≥10	17	17.4	19	0.6
	5	≥30	17	18.8	21	1.2
Writing	1	≥100	0	1.6	4	1.3
	2	≥20	2	3.9	9	1.4
	3	≥50	3	10.9	17	4.1
	4	≥10	15	16.0	17	0.8
	5	≥10	16	18.2	20	1.1
Overall	Emerging	≥110	0	9.4	22	4.8
	Progressing	≥70	15	38.6	62	16.5
	Proficient	≥20	60	65.1	72	3.2



**Table S17.8: Screener Raw Score Summary - Grade 6**

Domain	Level	N	Min	Mean	Max	SD
Listening	1	≥70	0	3.3	6	1.7
	2	≥10	5	6.3	7	0.6
	3	≥20	7	8.5	10	0.9
	4	≥30	8	13.0	17	2.5
	5	≥10	13	16.1	18	1.3
Reading	1	≥90	0	1.4	4	1.0
	2	≥10	3	3.9	5	0.7
	3	≥30	4	8.3	11	2.2
	4	≥10	11	11.5	13	0.7
	5	<10	12	12.7	13	0.5
Speaking	1	≥100	0	2.5	8	2.3
	2	<10	5	9.2	16	4.9
	3	≥20	7	12.6	20	5.2
	4	≥10	21	21.8	23	0.8
	5	≥10	22	24.1	26	1.4
Writing	1	≥80	0	1.6	5	1.2
	2	≥20	1	4.4	11	1.8
	3	≥40	3	12.9	20	6.1
	4	<10	19	19.8	21	0.7
	5	<10	19	20.5	22	1.3
Overall	Emerging	≥80	0	9.5	21	4.7
	Progressing	≥60	16	41.4	71	20.6
	Proficient	≥10	67	70.7	74	2.2

**Table S17.9: Screener Raw Score Summary - Grade 7**

Domain	Level	N	Min	Mean	Max	SD
Listening	1	≥70	0	3.9	7	1.6
	2	≥10	6	7.2	10	1.1
	3	≥20	7	10.2	15	2.3
	4	≥10	10	15.0	17	1.7
	5	≥10	16	16.5	18	0.7
Reading	1	≥90	0	1.5	5	1.1
	2	≥10	4	5.8	10	1.9
	3	≥20	6	10.4	13	2.3
	4	<10	12	12.6	13	0.5
	5	<10	13	13.0	13	0.0
Speaking	1	≥80	0	1.9	7	2.2
	2	≥10	4	9.2	17	3.8
	3	≥20	6	13.6	21	5.8
	4	≥10	21	22.9	24	0.9
	5	<10	23	24.1	26	1.1
Writing	1	≥80	0	2.5	6	1.4
	2	≥20	3	8.4	17	5.0
	3	≥20	5	16.3	20	5.3
	4	<10	20	20.7	22	0.8
	5	<10	21	21.0	21	0.0
Overall	Emerging	≥80	0	11.3	52	6.8
	Progressing	≥40	21	47.8	72	20.5
	Proficient	<10	73	73.9	77	1.5

**Table S17.10: Screener Raw Score Summary - Grade 8**

Domain	Level	N	Min	Mean	Max	SD
<b>Listening</b>	1	≥80	0	3.9	7	1.7
	2	≥10	6	7.3	8	0.6
	3	≥20	8	12.3	16	2.8
	4	≥10	14	15.4	17	1.1
	5	<10	17	17.3	18	0.5
<b>Reading</b>	1	≥100	0	1.5	4	1.2
	2	≥10	4	5.7	9	2.0
	3	≥20	6	11.3	13	1.7
	4	<10	12	12.5	13	0.6
	5	<10	13	13.0	13	0.0
<b>Speaking</b>	1	≥90	0	2.0	11	2.5
	2	≥10	6	9.5	17	3.8
	3	≥20	8	14.5	22	6.1
	4	<10	22	23.7	25	1.0
	5	<10	23	24.9	26	1.1
<b>Writing</b>	1	≥100	0	2.4	6	1.5
	2	≥20	4	11.3	18	5.8
	3	≥10	8	18.7	21	3.0
	5	<10	21	21.8	23	0.8
<b>Overall</b>	Emerging	≥100	0	10.7	24	5.6
	Progressing	≥30	23	51.2	75	19.3
	Proficient	<10	75	76.6	78	1.1

**Table S17.11: Screener Raw Score Summary - Grade 9**

Domain	Level	N	Min	Mean	Max	SD
Listening	1	≥130	0	3.6	9	2.1
	2	≥30	6	8.4	10	0.9
	3	≥40	8	12.7	17	2.6
	4	≥10	16	17.3	18	0.8
	5	≥20	17	17.9	18	0.3
Reading	1	≥160	0	2.2	6	1.5
	2	≥30	4	6.5	11	2.0
	3	≥30	6	13.0	16	2.7
	4	<10	15	16.1	17	0.6
	5	<10	15	16.2	17	0.8
Speaking	1	≥130	0	1.4	8	1.8
	2	≥40	4	6.3	16	2.4
	3	≥30	7	14.4	23	6.4
	4	≥10	22	23.4	24	0.6
	5	≥10	24	25.0	27	1.0
Writing	1	≥160	0	0.7	3	0.8
	2	≥30	0	4.4	14	4.9
	3	≥30	1	14.0	19	5.2
	4	<10	17	18.1	19	0.8
	5	<10	18	18.5	19	0.5
Overall	Emerging	≥160	0	9.8	22	5.1
	Progressing	≥60	16	49.5	76	21.9
	Proficient	≥10	74	76.8	81	2.0

**Table S17.12: Screener Raw Score Summary - Grade 10**

Domain	Level	N	Min	Mean	Max	SD
Listening	1	≥40	0	4.3	8	2.0
	2	≥10	6	8.1	9	0.8
	3	≥20	9	12.0	16	2.8
	4	≥10	12	16.6	18	1.6
	5	<10	17	17.9	18	0.3
Reading	1	≥50	0	2.8	5	1.3
	2	≥10	4	6.1	10	1.6
	3	≥20	6	12.0	16	3.2
	4	<10	15	16.0	17	0.7
	5	<10	17	17.0	17	0.0
Speaking	1	≥40	0	1.8	5	1.8
	2	≥10	4	7.4	17	4.4
	3	≥20	7	12.9	22	6.3
	4	<10	22	23.3	24	0.8
	5	<10	25	25.4	26	0.5
Writing	1	≥50	0	0.9	3	0.9
	2	≥20	0	3.7	15	4.7
	3	≥20	0	13.0	18	5.9
	4	<10	18	18.0	18	0.0
	5	<10	19	19.5	20	0.7
Overall	Emerging	≥50	0	11.9	22	5.3
	Progressing	≥40	14	45.0	76	23.2
	Proficient	<10	75	76.8	81	2.5

**Table S17.13: Screener Raw Score Summary - Grade 11**

Domain	Level	N	Min	Mean	Max	SD
Listening	1	≥20	0	4.1	8	2.2
	2	<10	7	8.2	10	1.1
	3	≥10	9	13.6	17	3.4
	4	<10	17	17.4	18	0.5
	5	<10	16	17.8	18	0.7
Reading	1	≥20	0	2.6	5	1.4
	2	≥10	6	6.9	12	2.0
	3	≥10	6	12.8	15	2.1
	4	<10	15	16.0	17	1.0
	5	<10	17	17.0	17	0.0
Speaking	1	≥20	0	2.2	5	2.0
	2	<10	5	8.8	15	4.4
	3	≥10	7	14.5	22	6.6
	4	<10	23	23.7	25	0.8
	5	<10	24	25.4	27	1.0
Writing	1	≥20	0	0.7	3	0.8
	2	≥10	0	4.4	14	5.1
	3	≥10	2	14.8	17	3.6
	4	<10	18	18.0	18	0.0
	5	<10	19	19.3	20	0.6
Overall	Emerging	≥20	1	11.4	22	6.0
	Progressing	≥20	20	53.3	75	21.5
	Proficient	<10	75	78.2	80	2.5

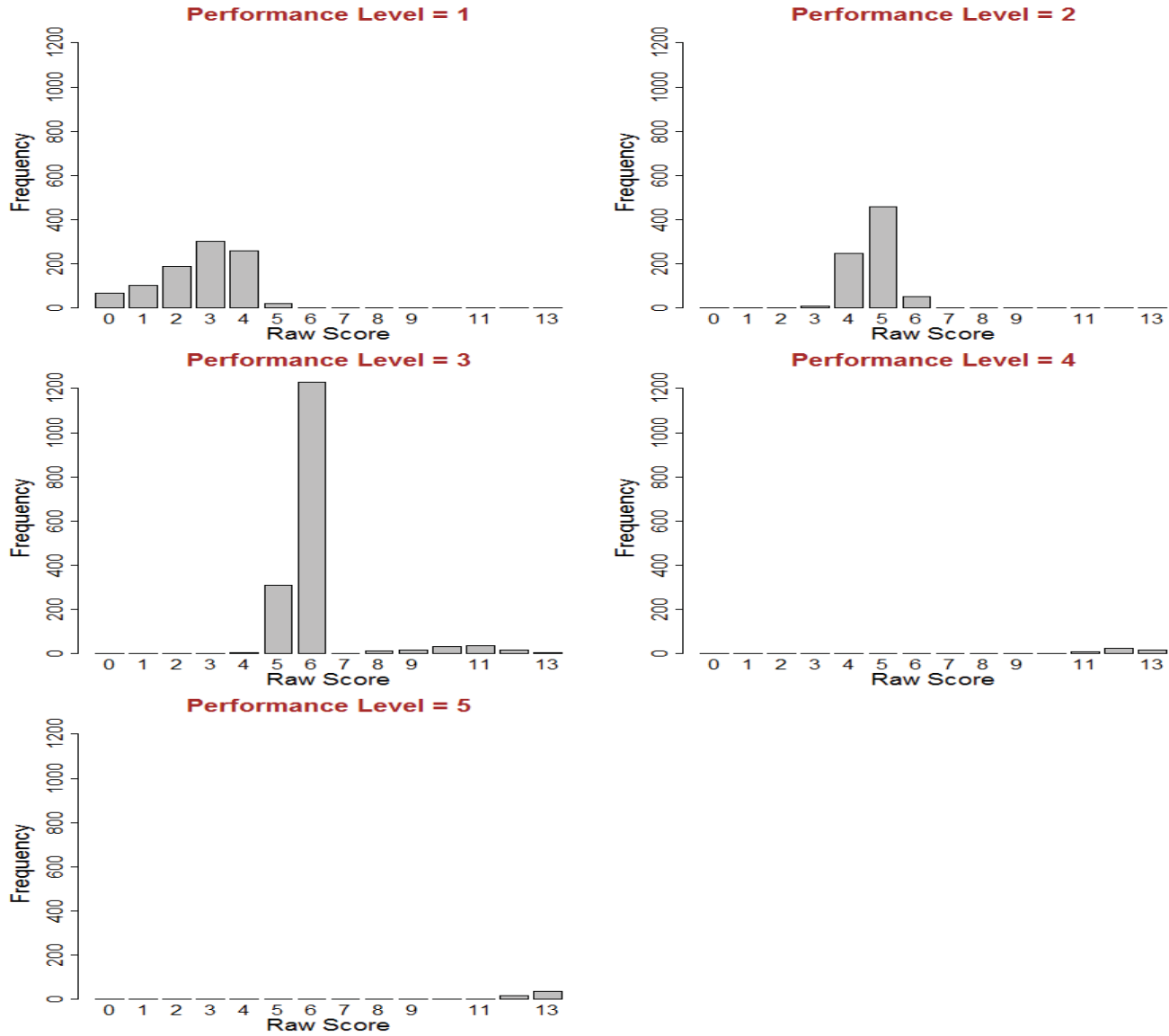
**Table S17.14: Screener Raw Score Summary - Grade 12**

Domain	Level	N	Min	Mean	Max	SD
Listening	1	<10	0	3.8	6	2.1
	2	<10	7	7.9	9	0.6
	3	<10	10	12.2	16	2.9
	4	<10	16	16.0	16	NA
	5	<10	17	17.8	18	0.4
Reading	1	≥10	0	2.9	5	1.8
	2	<10	4	5.6	7	1.1
	3	<10	6	11.6	16	3.5
	5	<10	15	15.7	16	0.6
Speaking	1	<10	0	1.4	4	1.9
	2	<10	5	5.8	7	0.8
	3	≥10	7	12.5	22	6.8
	4	<10	24	24.0	24	0.0
	5	<10	25	25.7	26	0.6
Writing	1	≥10	0	0.9	3	0.9
	2	<10	1	3.8	13	4.5
	3	<10	1	9.7	18	8.1
	4	<10	18	18.0	18	0.0
	5	<10	19	19.3	20	0.6
Overall	Emerging	≥10	4	12.5	22	6.2
	Progressing	≥10	20	41.7	77	23.3
	Proficient	<10	77	78.0	79	1.0

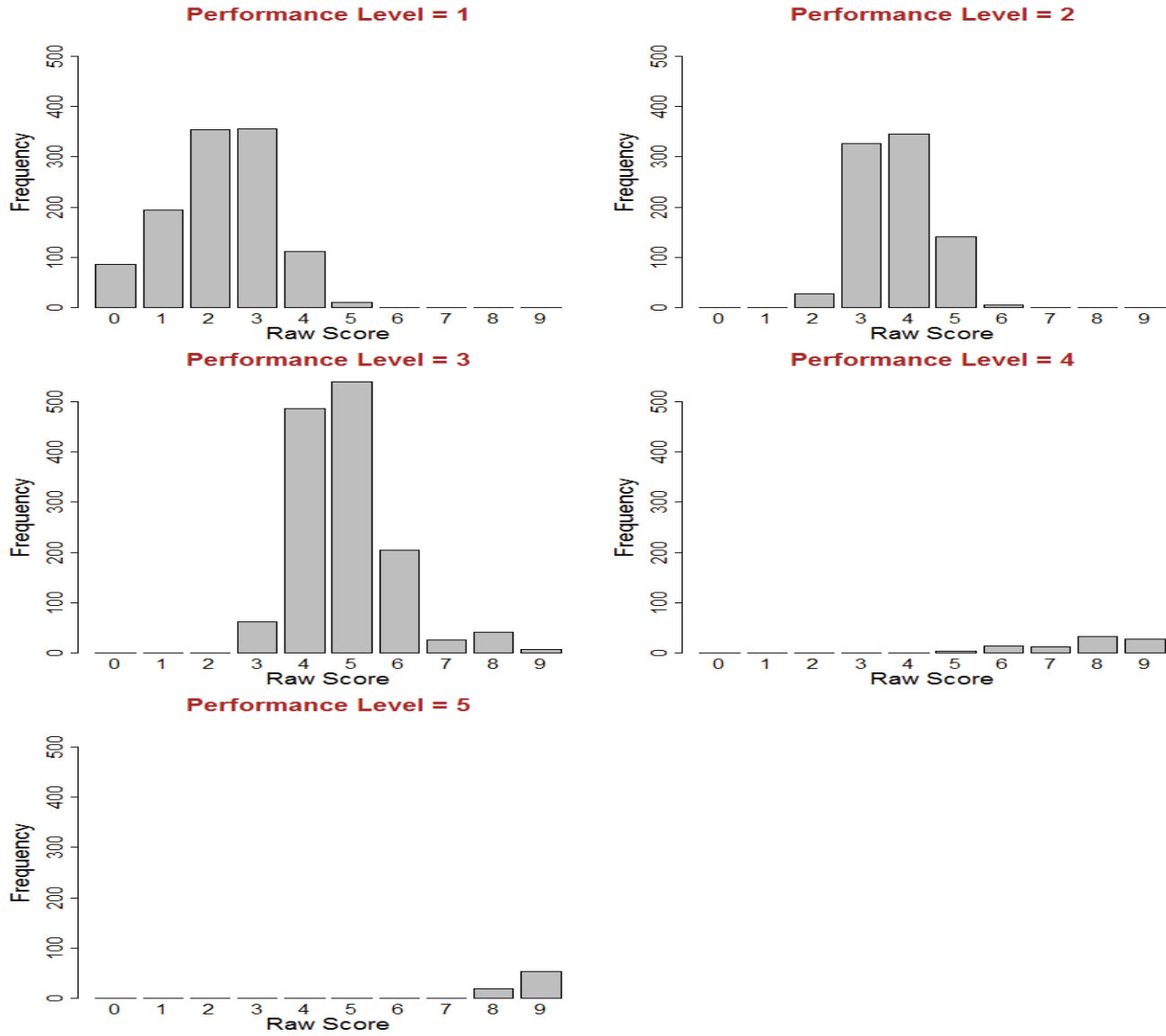
## **Section 18: Screener Assessment - Raw Score Distributions**



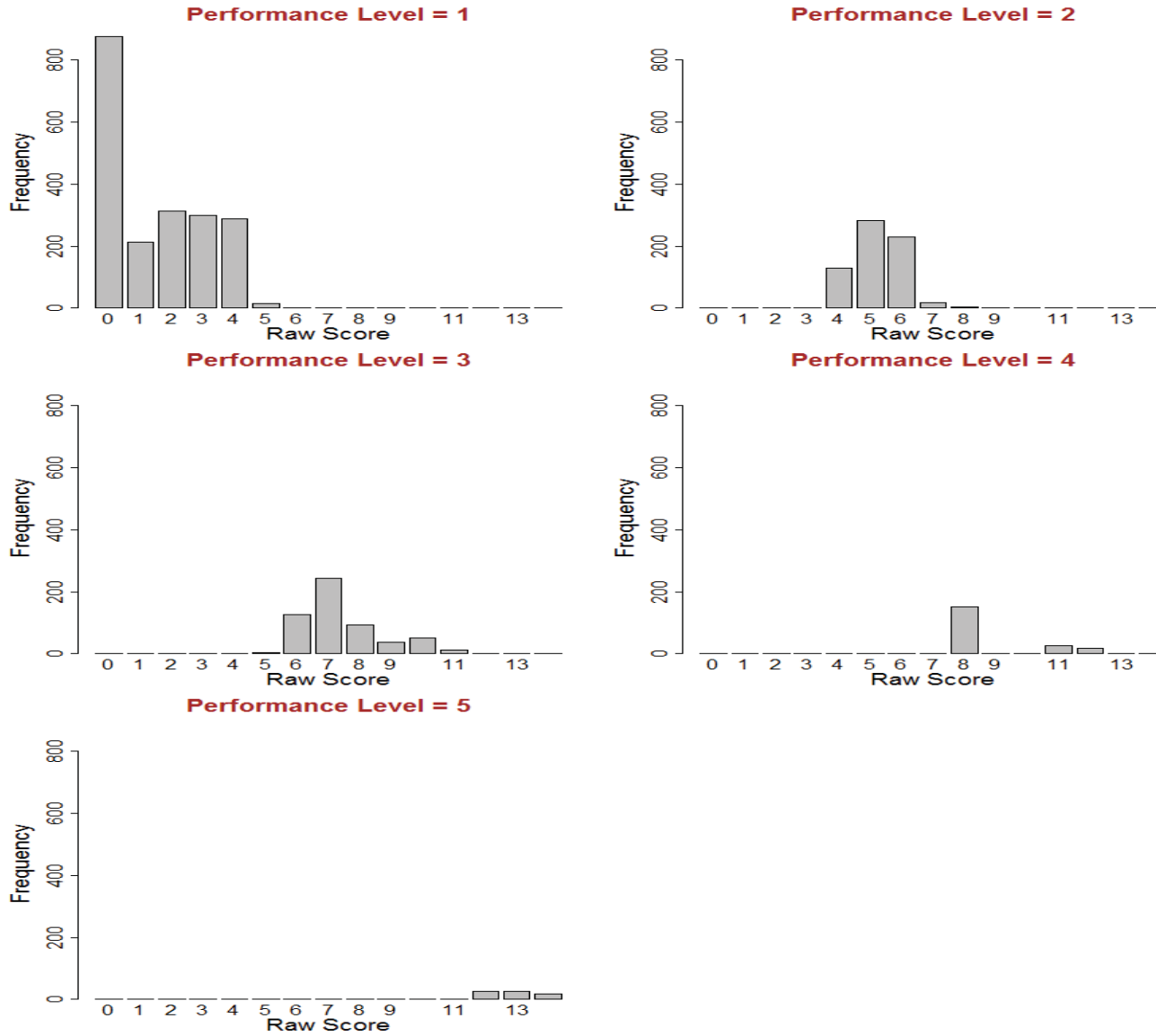
**Figure S18.1: Screener Raw Score Summary - Pre-Kindergarten Listening**



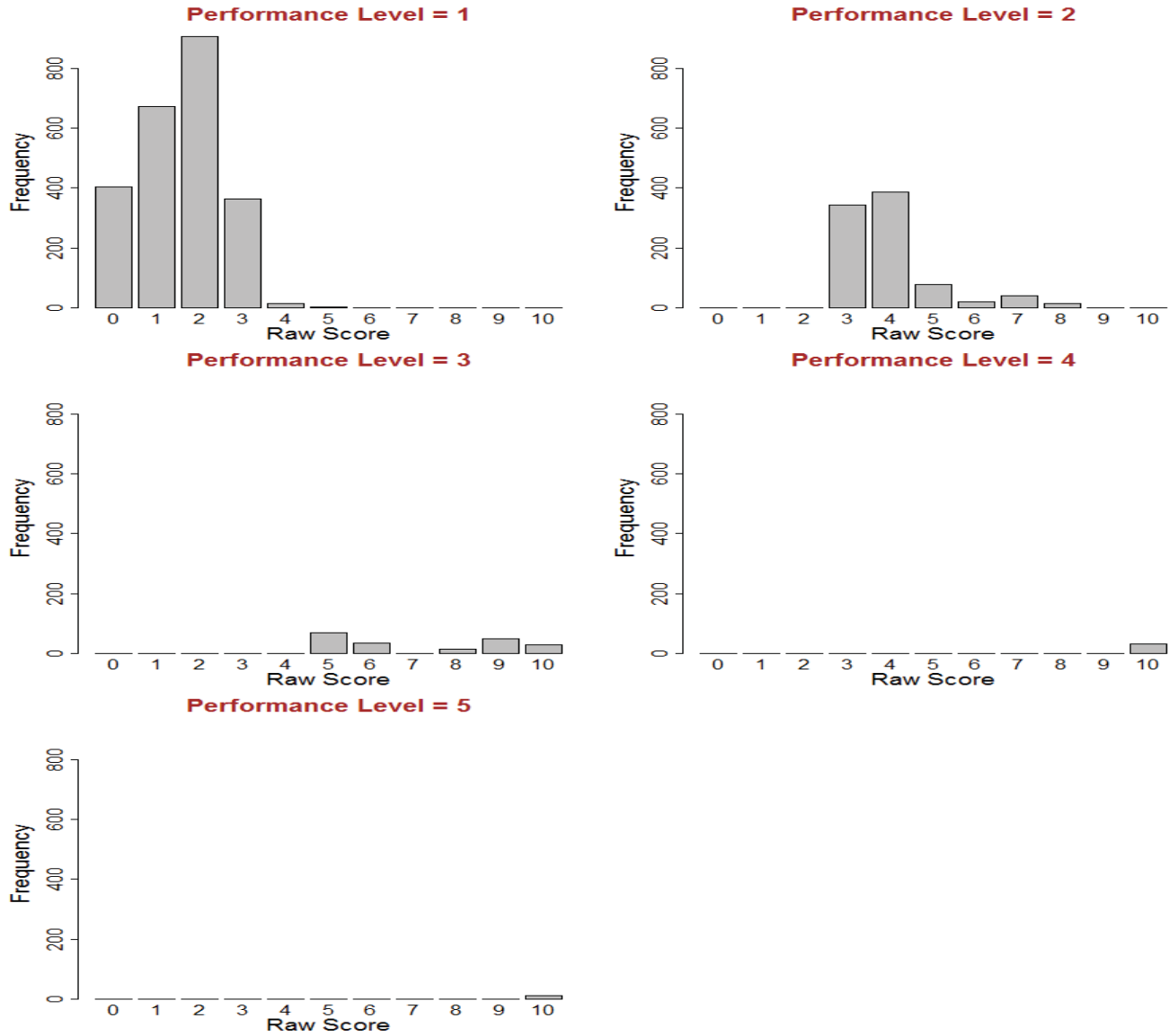
**Figure S18.2: Screener Raw Score Summary - Pre-Kindergarten Reading**



**Figure S18.3: Screener Raw Score Summary - Pre-Kindergarten Speaking**

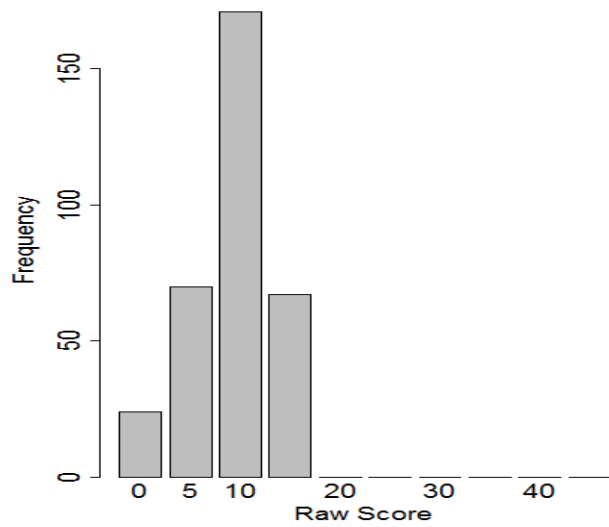


**Figure S18.4: Screener Raw Score Summary - Pre-Kindergarten Writing**

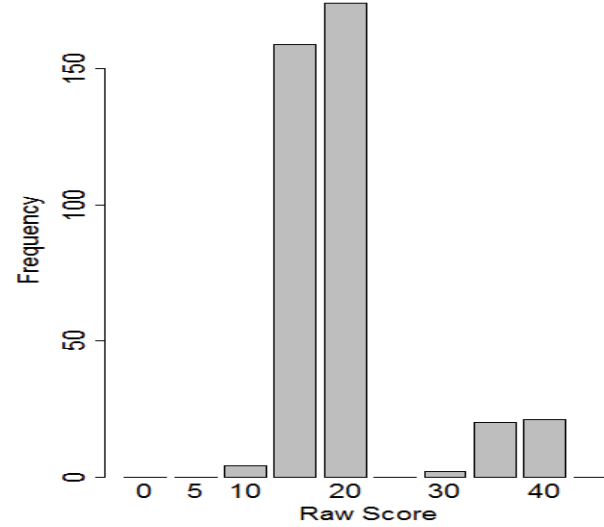


**Figure S18.5: Screener Raw Score Summary - Pre-Kindergarten Overall**

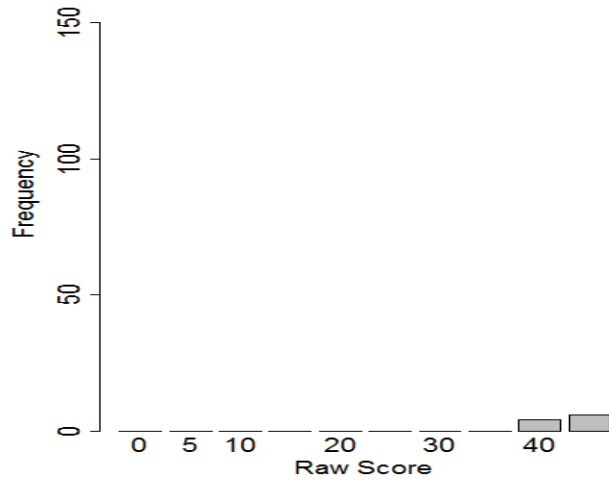
**Overall Proficiency = Emerging**



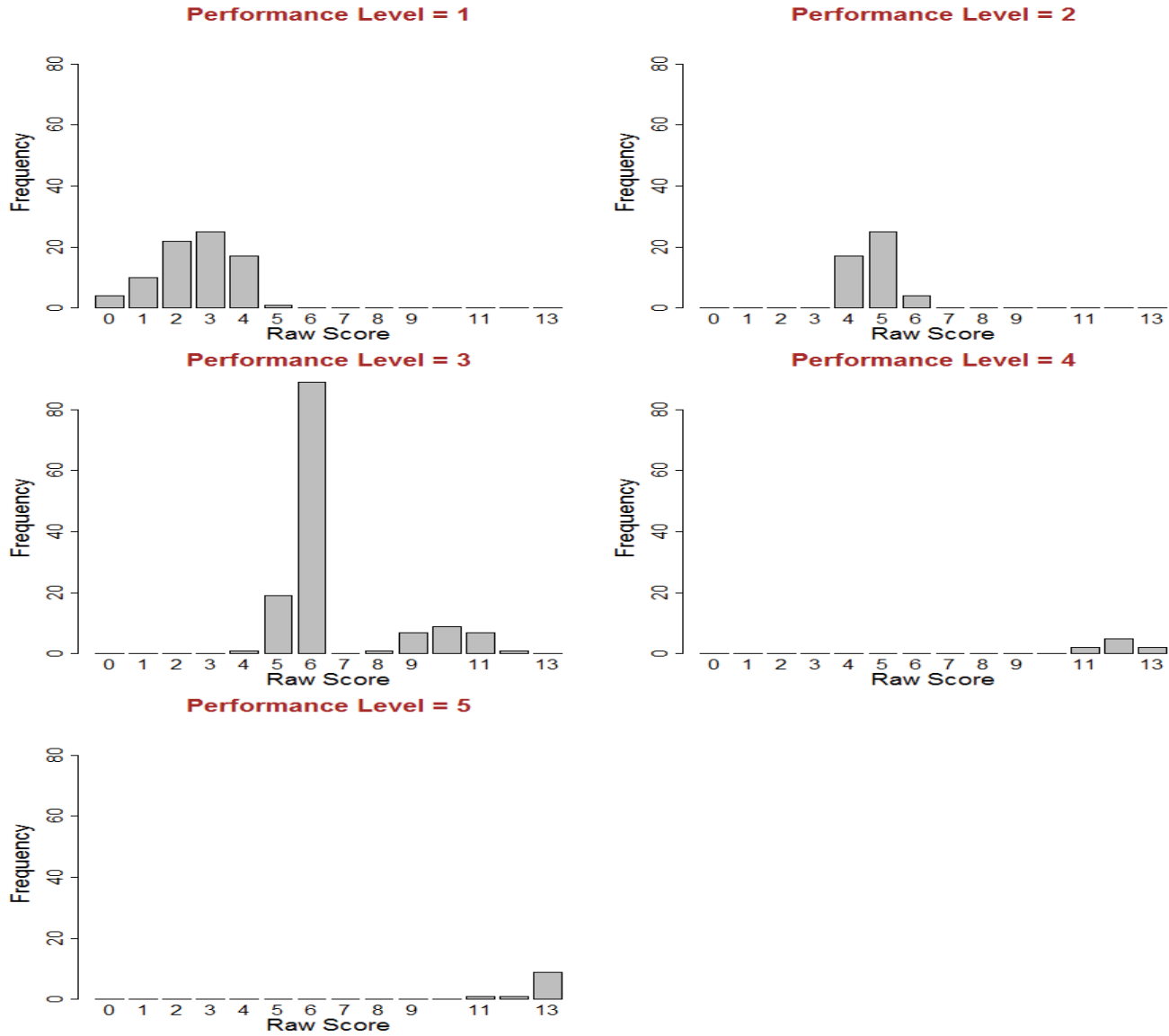
**Overall Proficiency = Progressing**



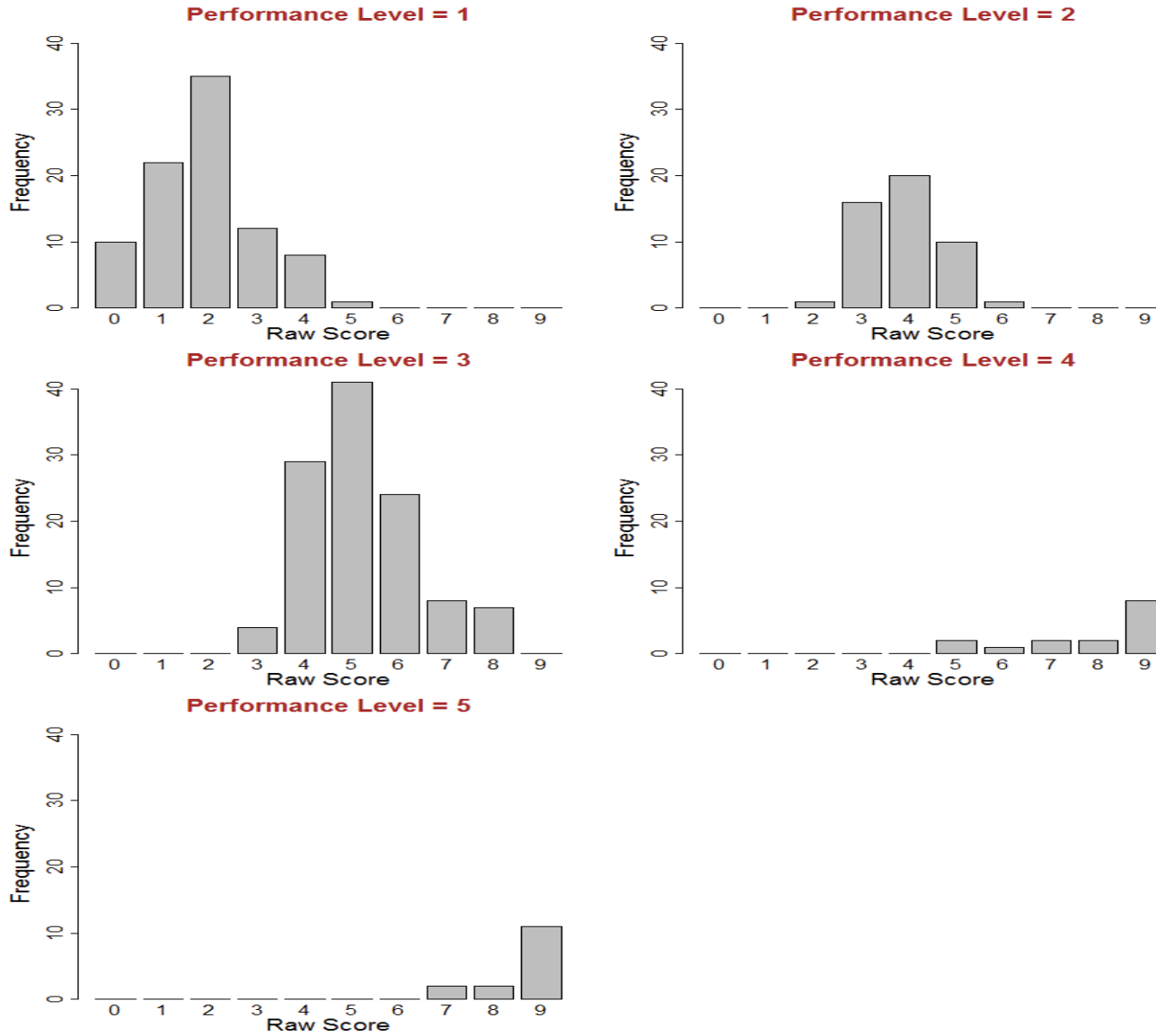
**Overall Proficiency = Proficient**



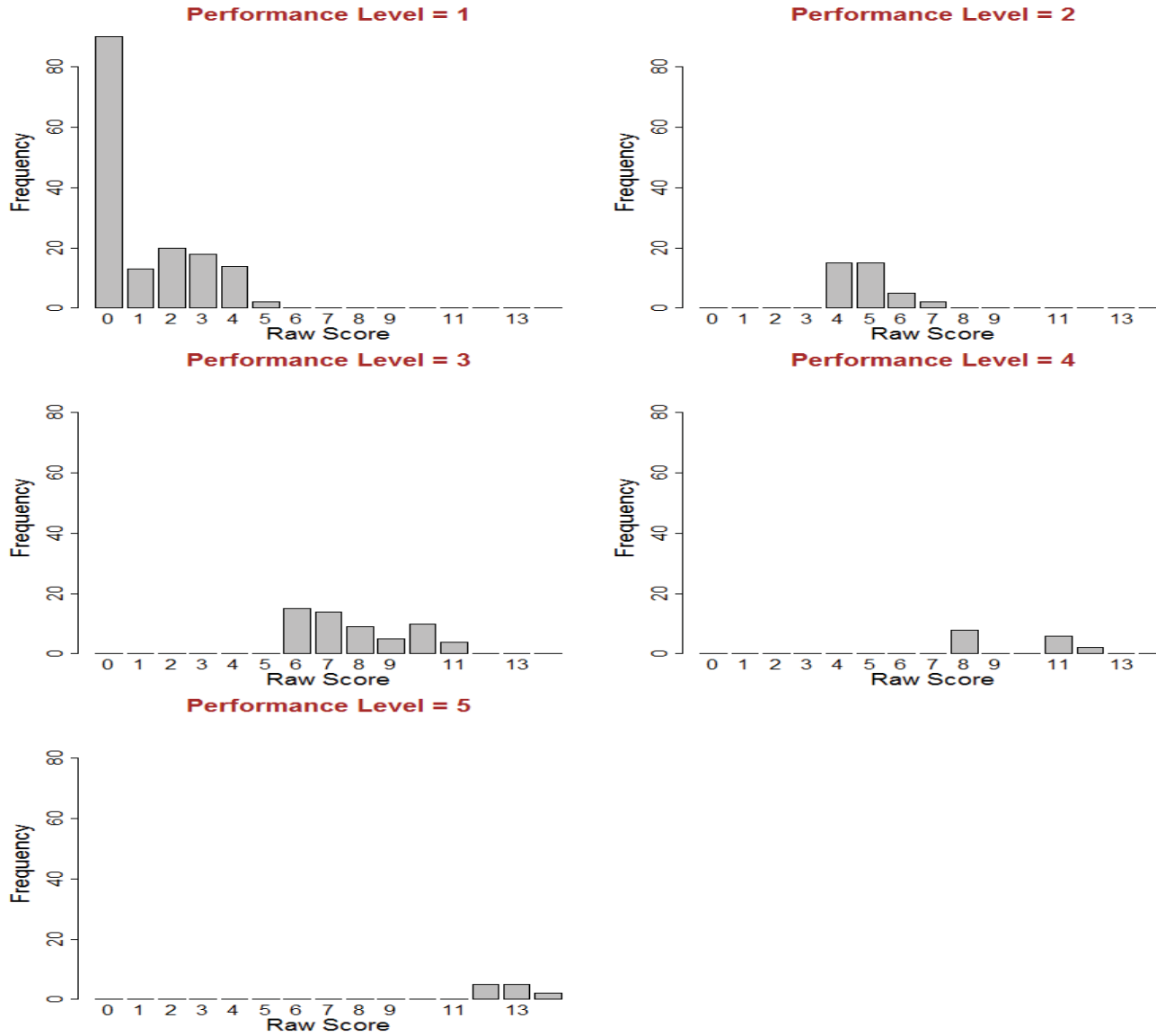
**Figure S18.6: Screener Raw Score Summary - Kindergarten Listening**



**Figure S18.7: Screener Raw Score Summary - Kindergarten Reading**

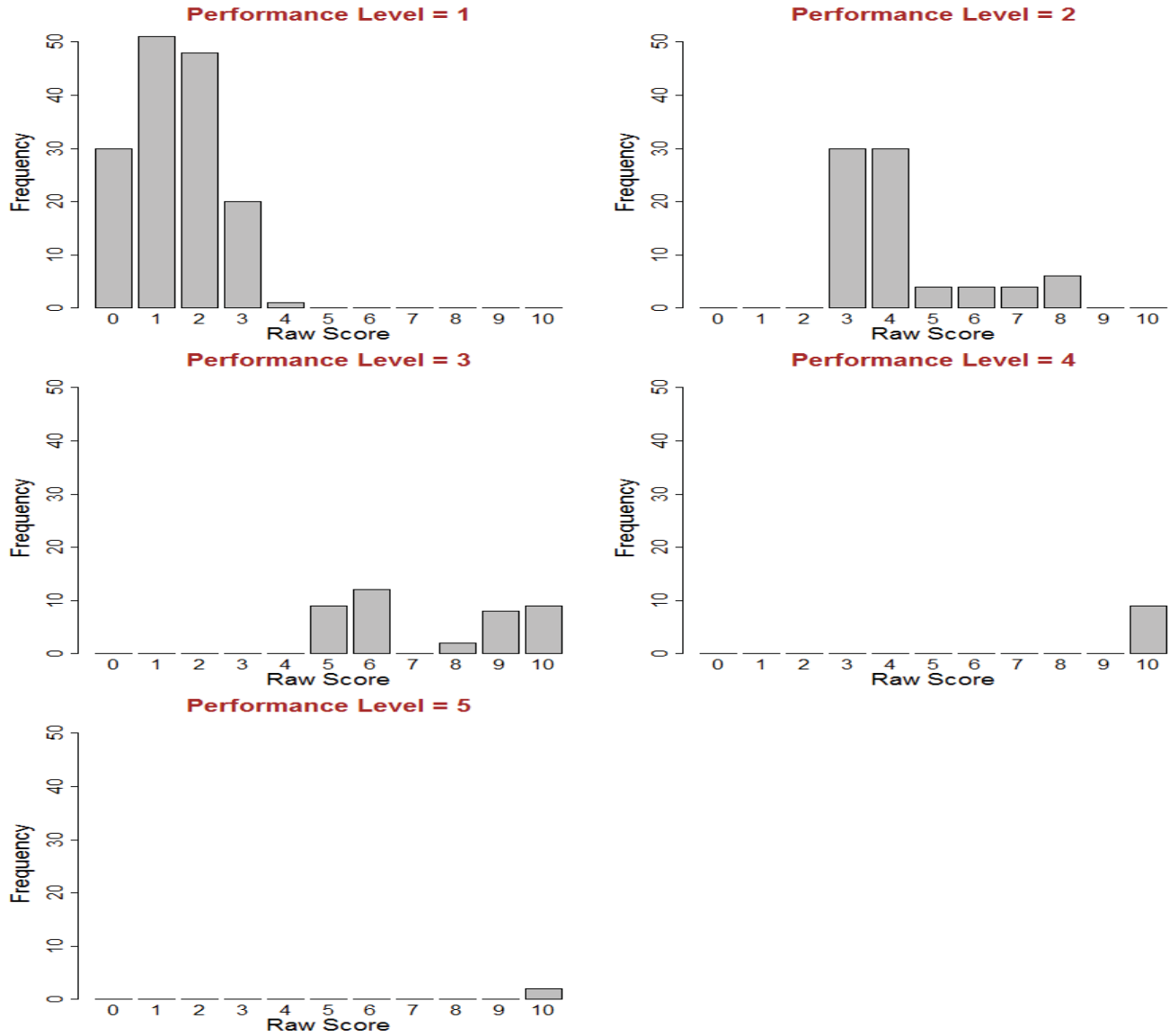


**Figure S18.8: Screener Raw Score Summary - Kindergarten Speaking**



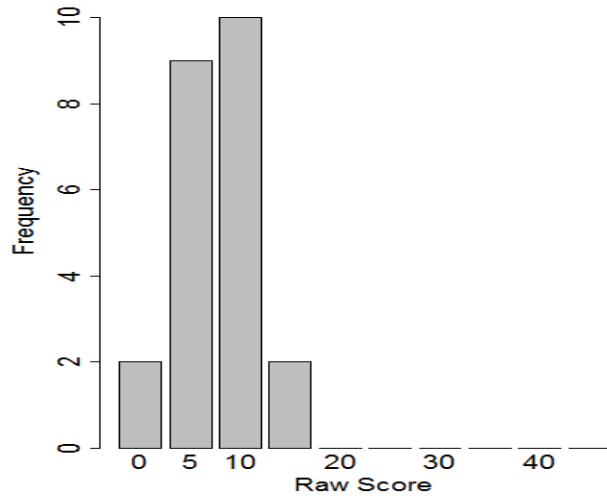


**Figure S18.9: Screener Raw Score Summary - Kindergarten Writing**

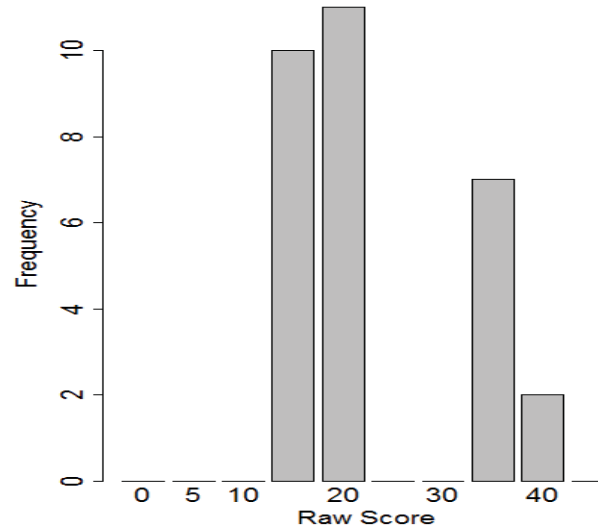


**Figure S18.10: Screener Raw Score Summary - Kindergarten Overall**

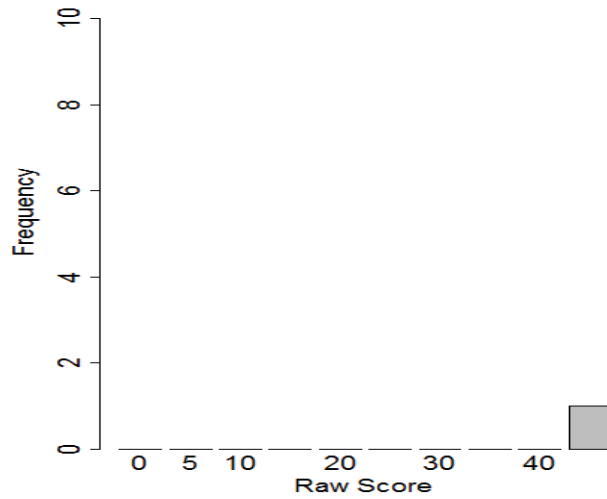
**Overall Proficiency = Emerging**



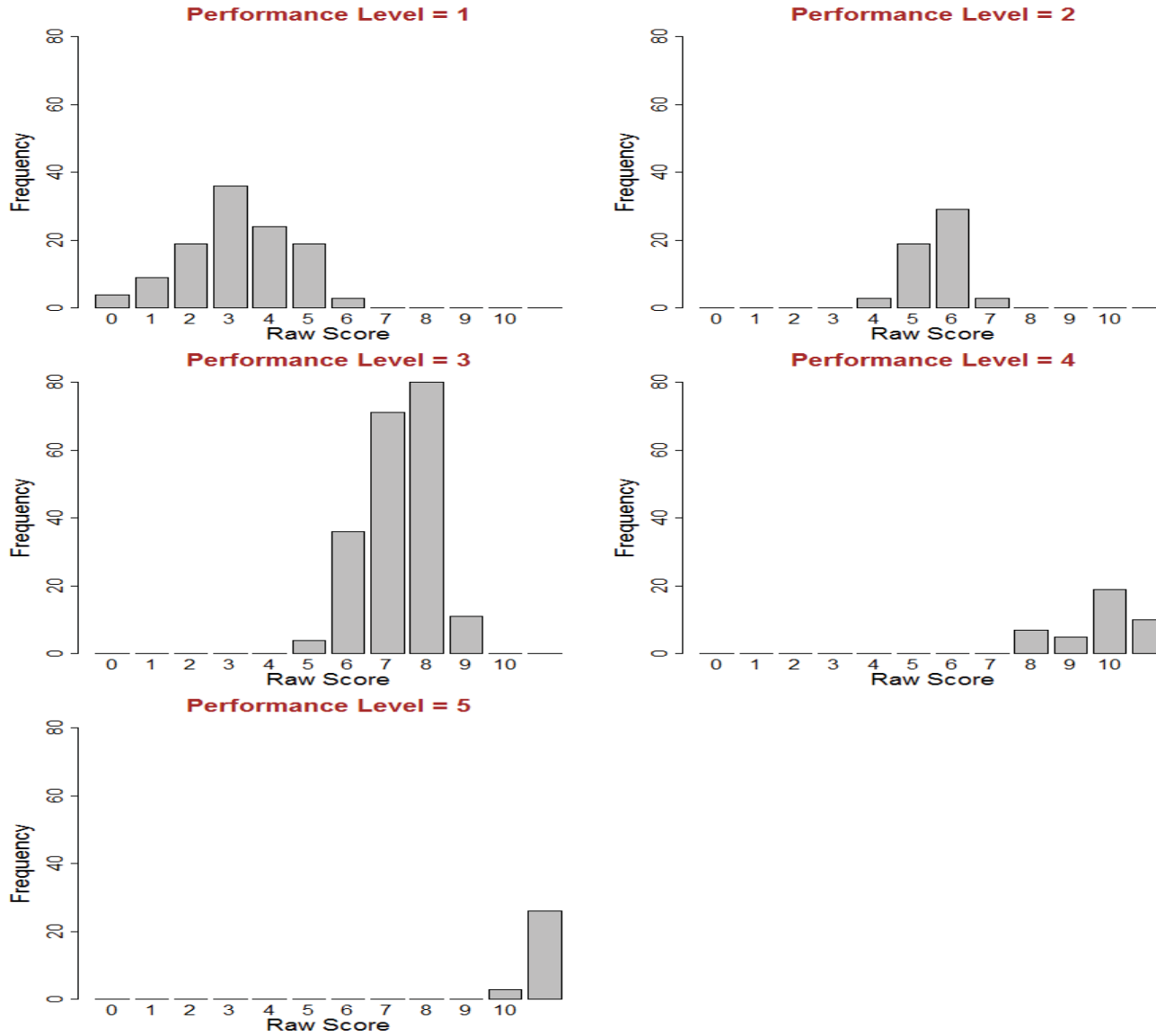
**Overall Proficiency = Progressing**



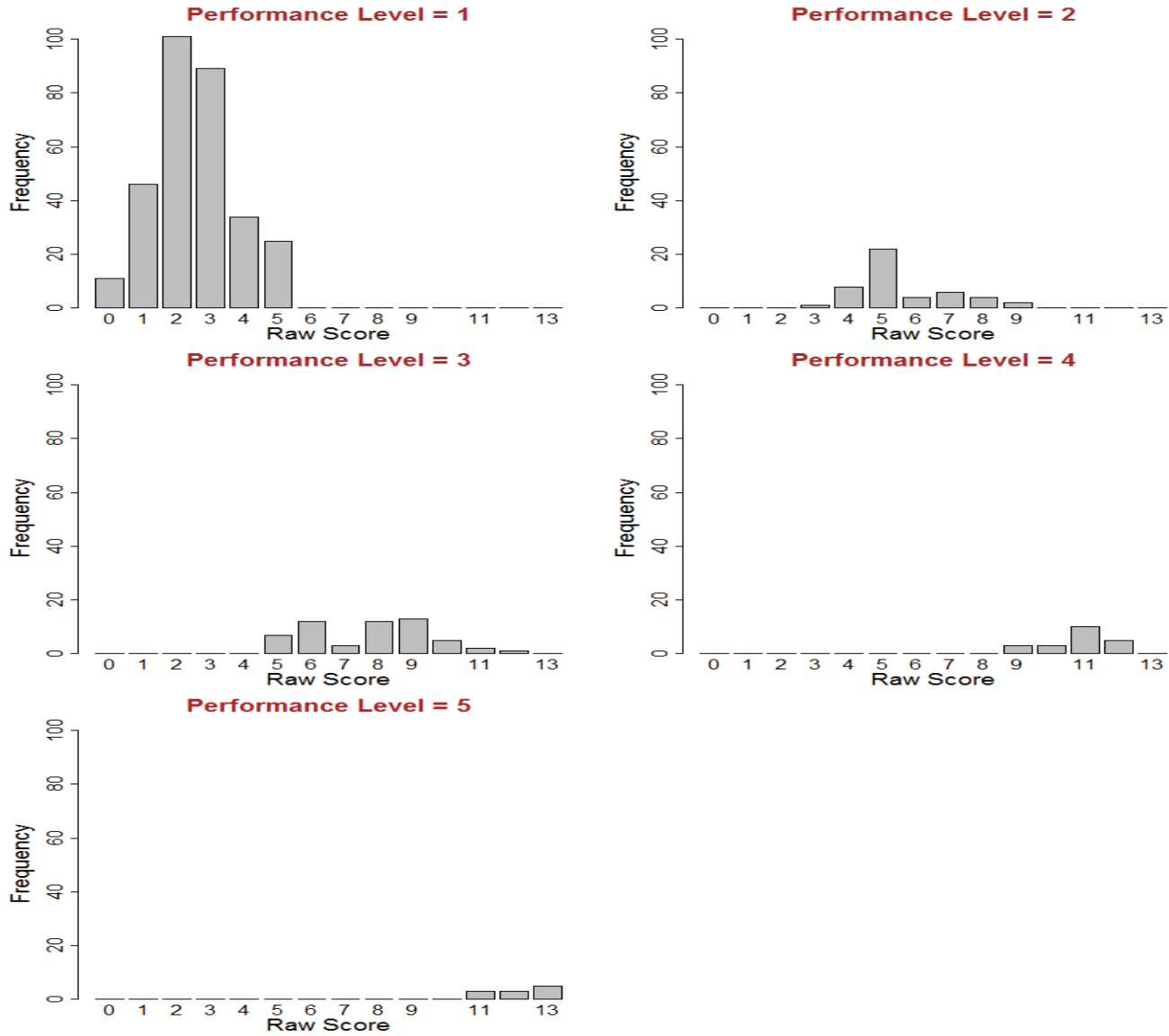
**Overall Proficiency = Proficient**



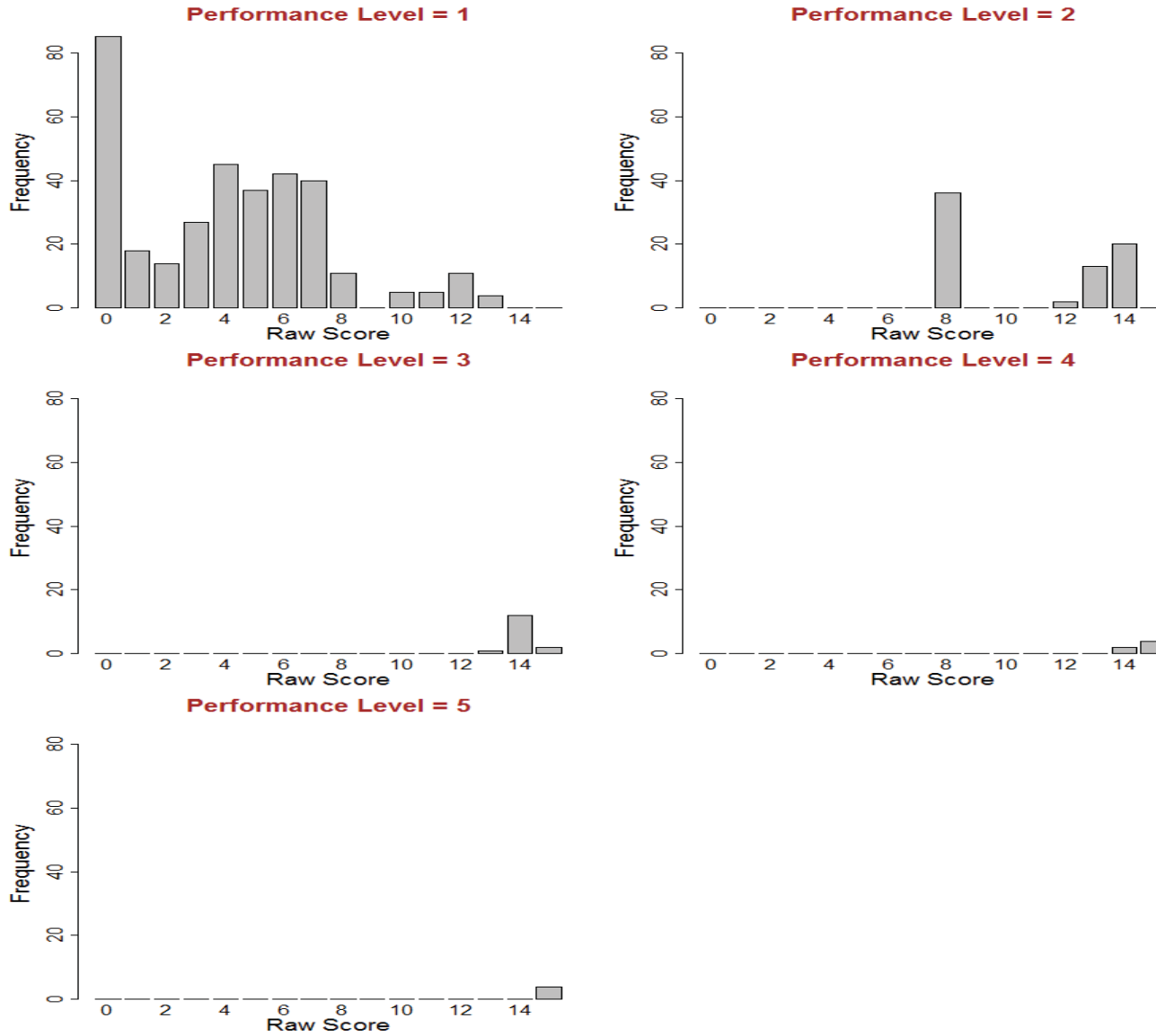
**Figure S18.11: Screener Raw Score Summary - Grade 1 Listening**



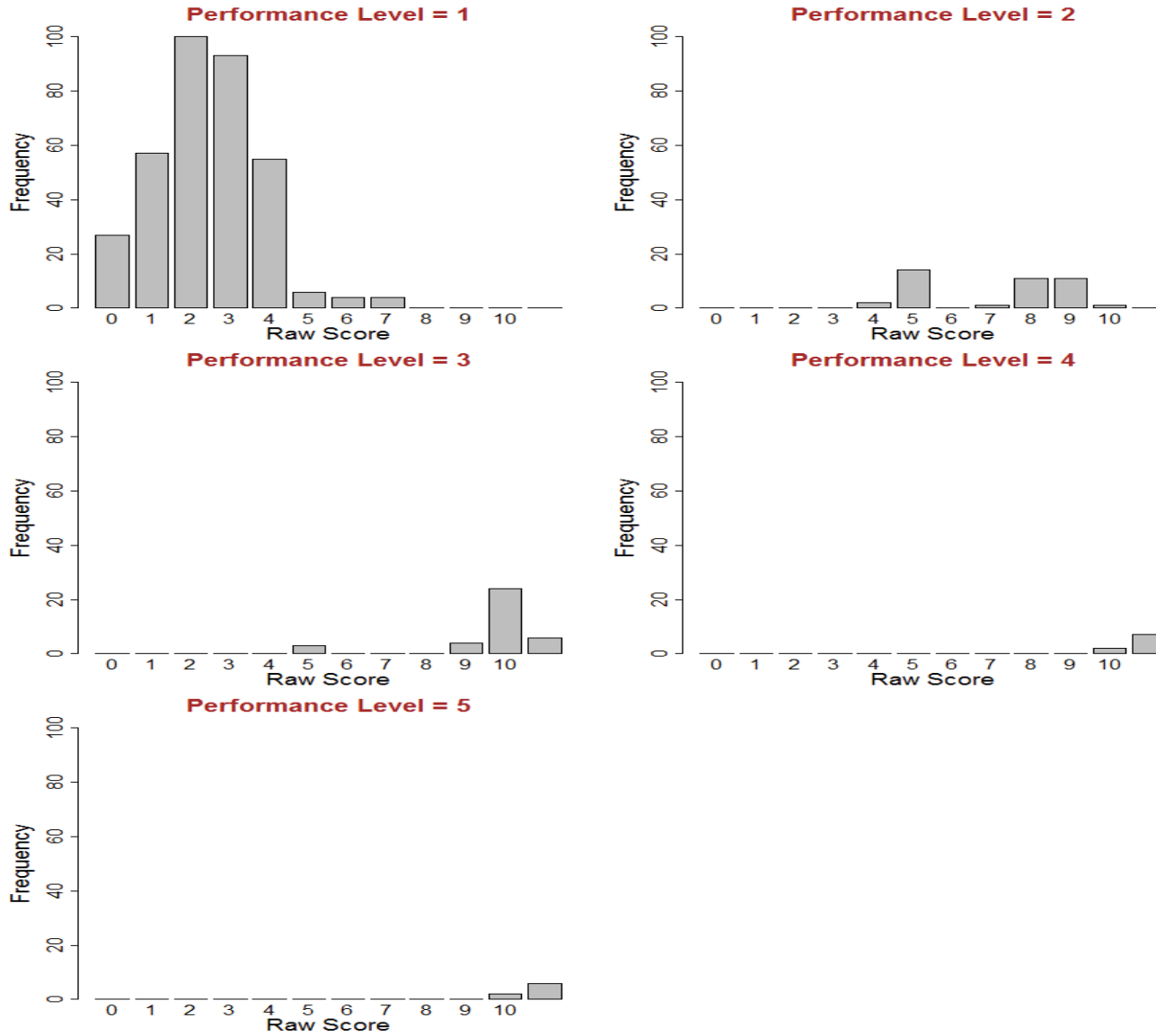
**Figure S18.12: Screener Raw Score Summary - Grade 1 Reading**



**Figure S18.13: Screener Raw Score Summary - Grade 1 Speaking**

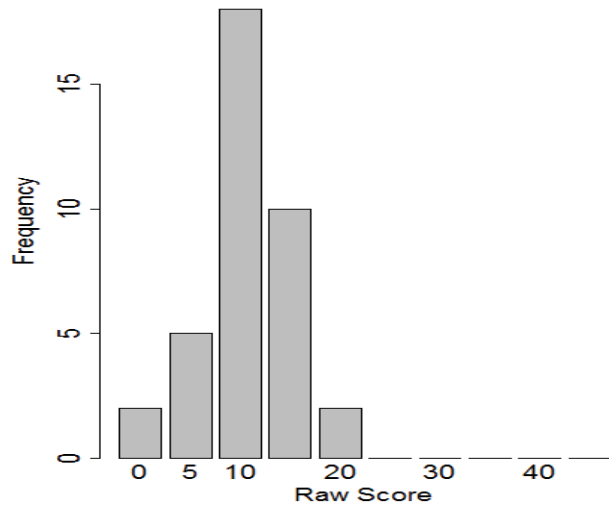


**Figure S18.14: Screener Raw Score Summary - Grade 1 Writing**

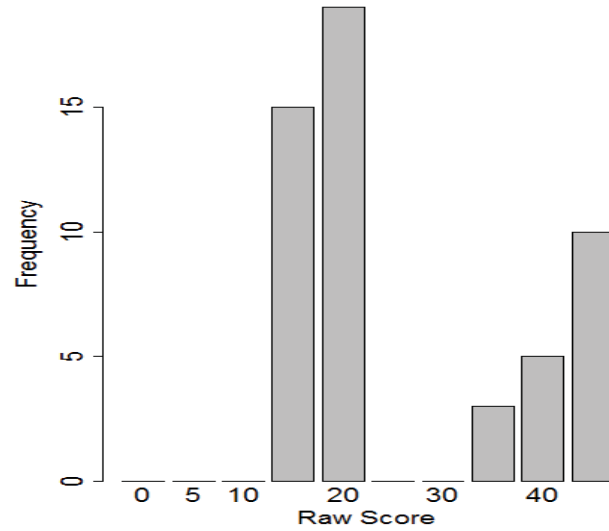


**Figure S18.15: Screener Raw Score Summary - Grade 1 Overall**

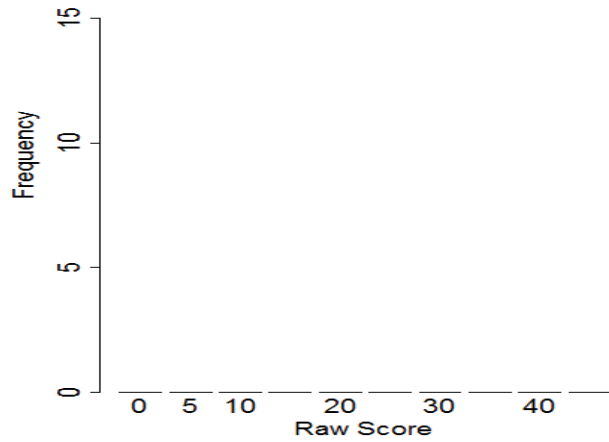
**Overall Proficiency = Emerging**



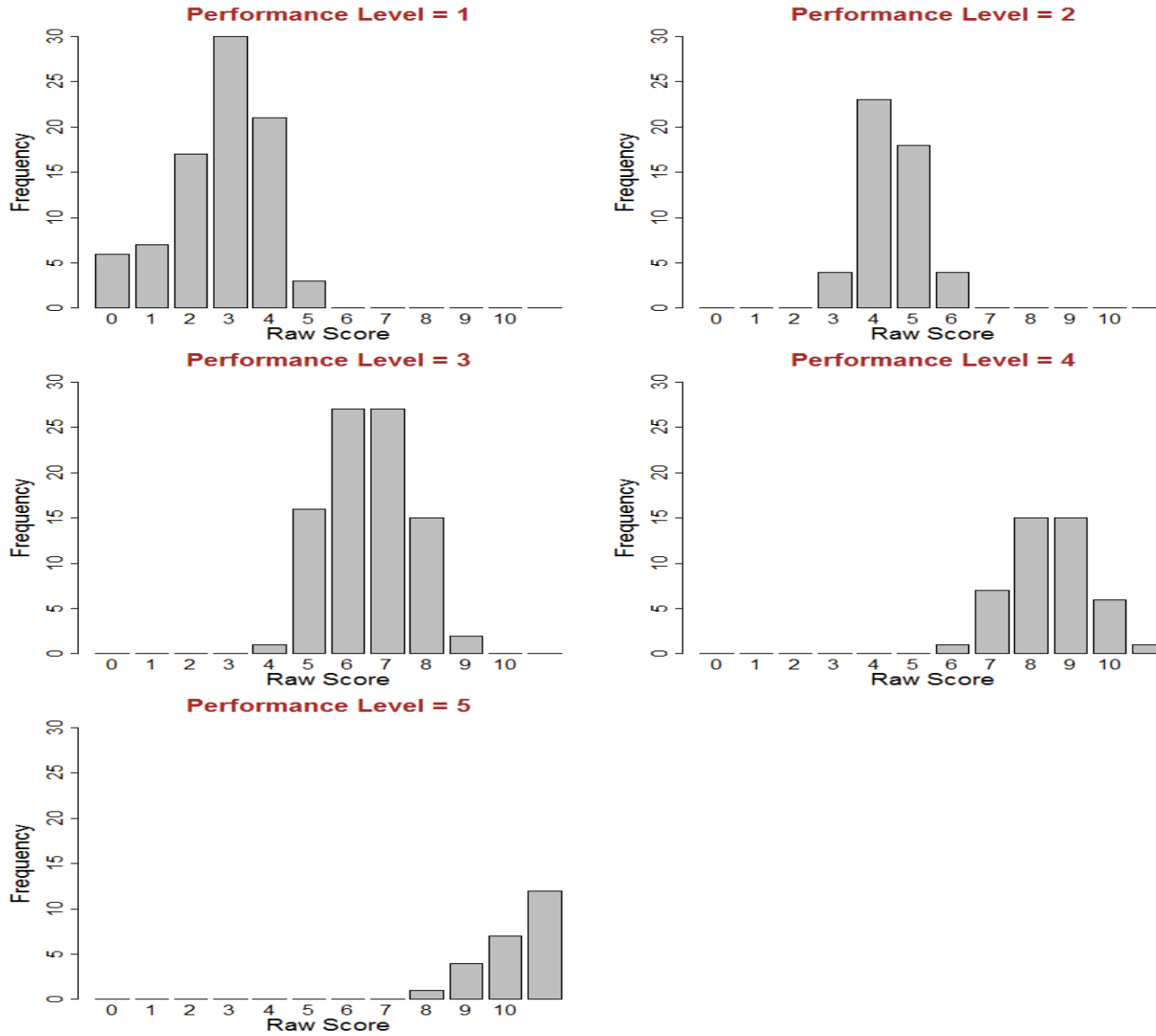
**Overall Proficiency = Progressing**



**Overall Proficiency = Proficient**

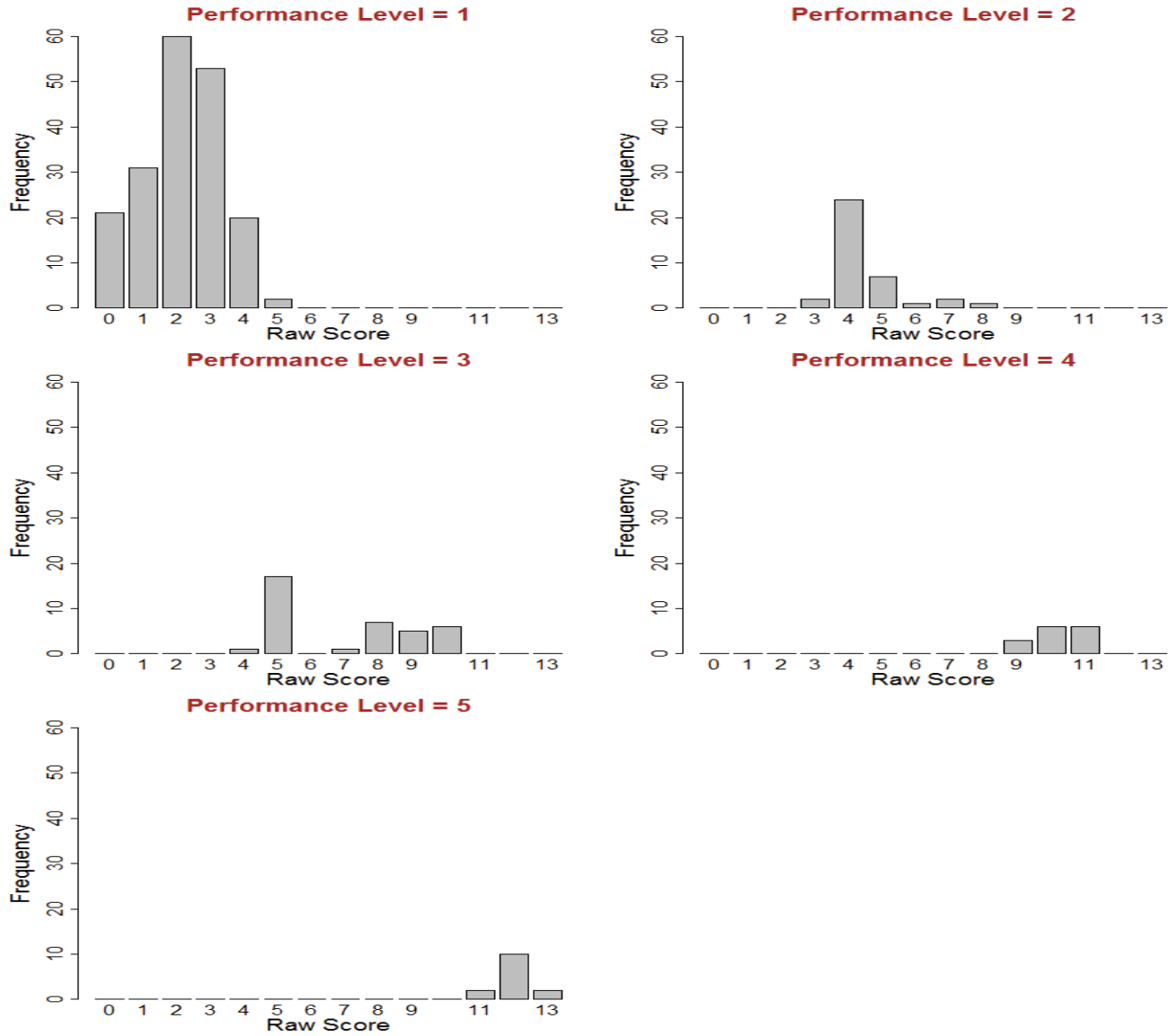


**Figure S18.16: Screener Raw Score Summary - Grade 2 Listening**

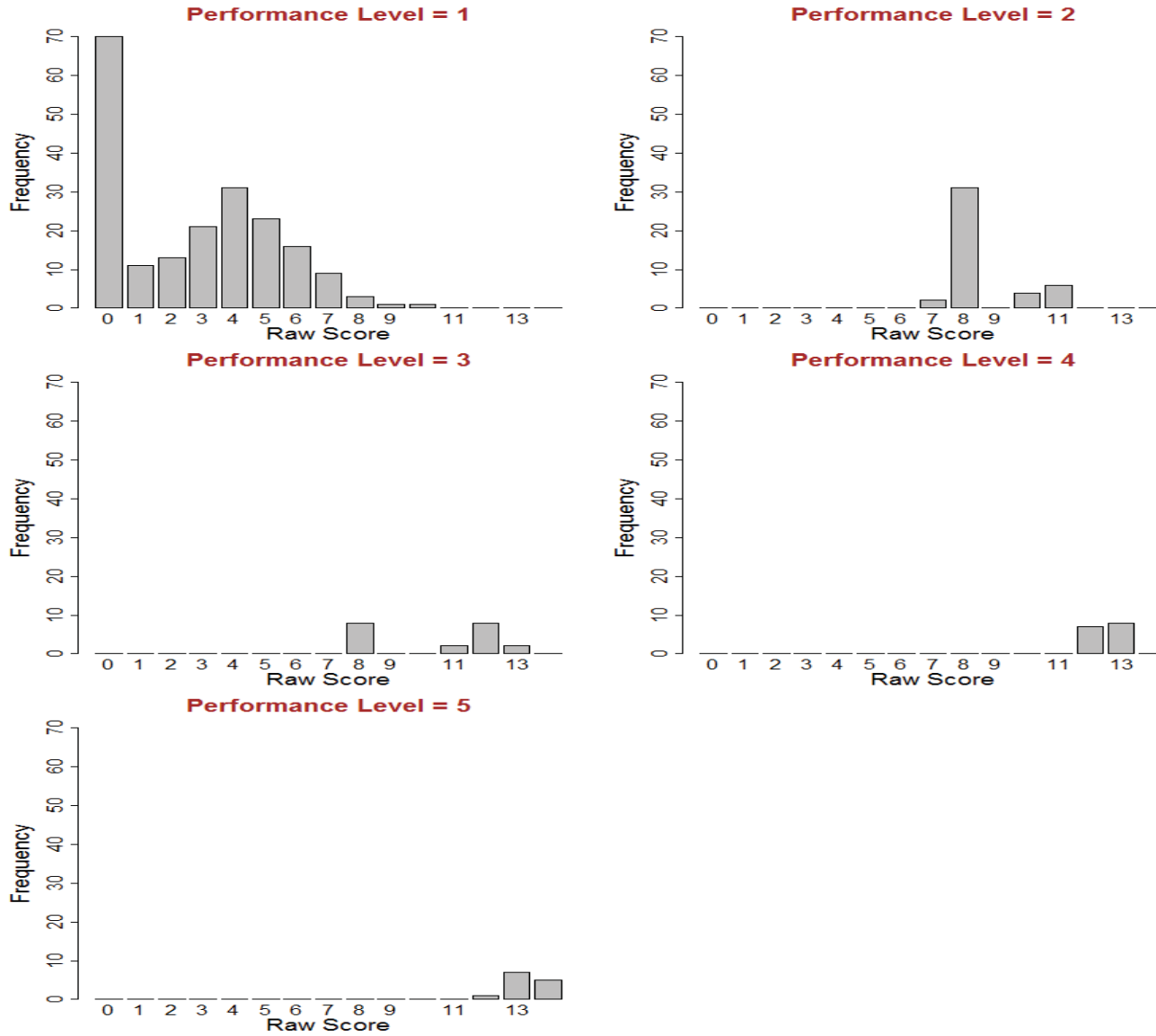




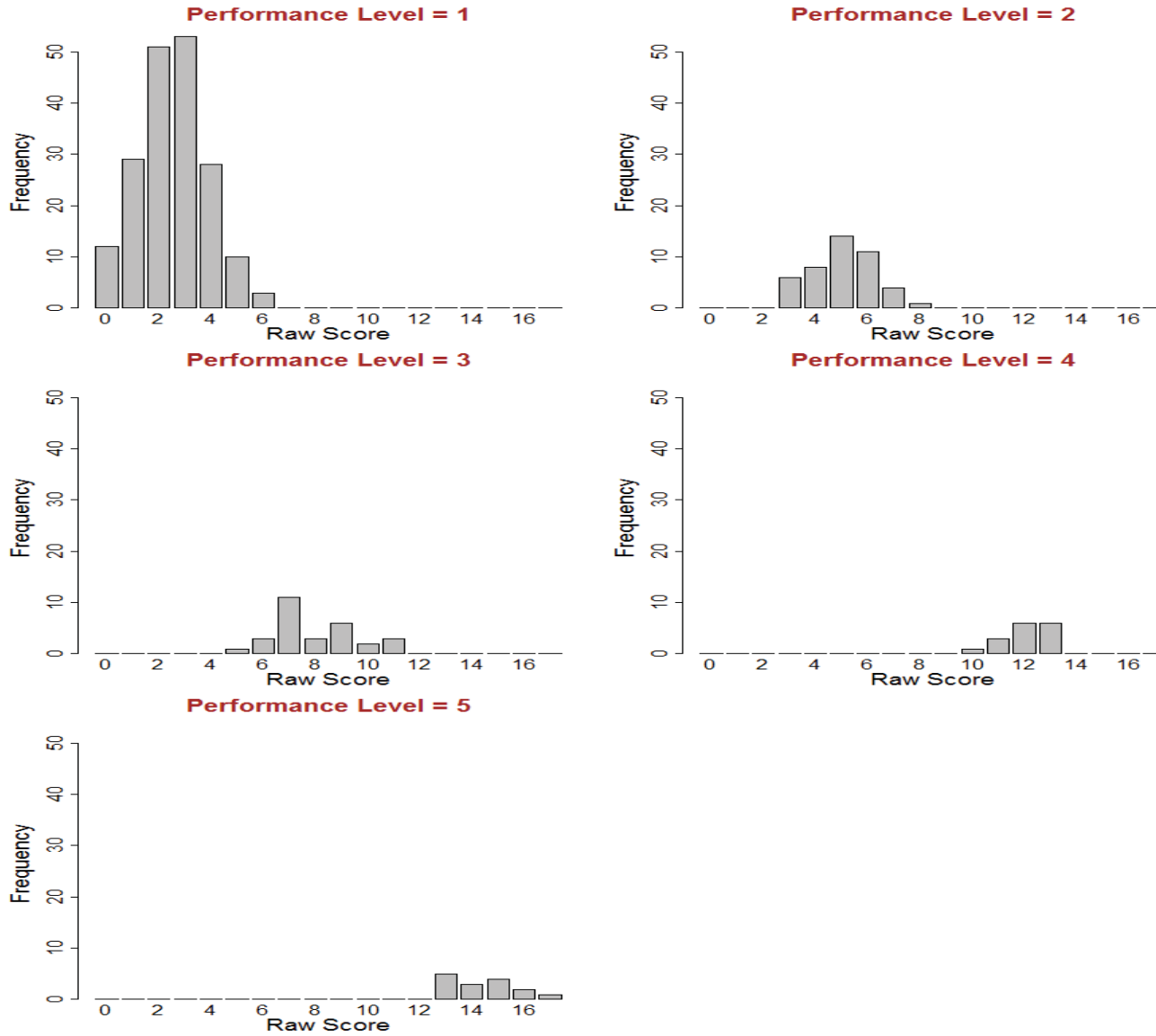
**Figure S18.17: Screener Raw Score Summary - Grade 2 Reading**



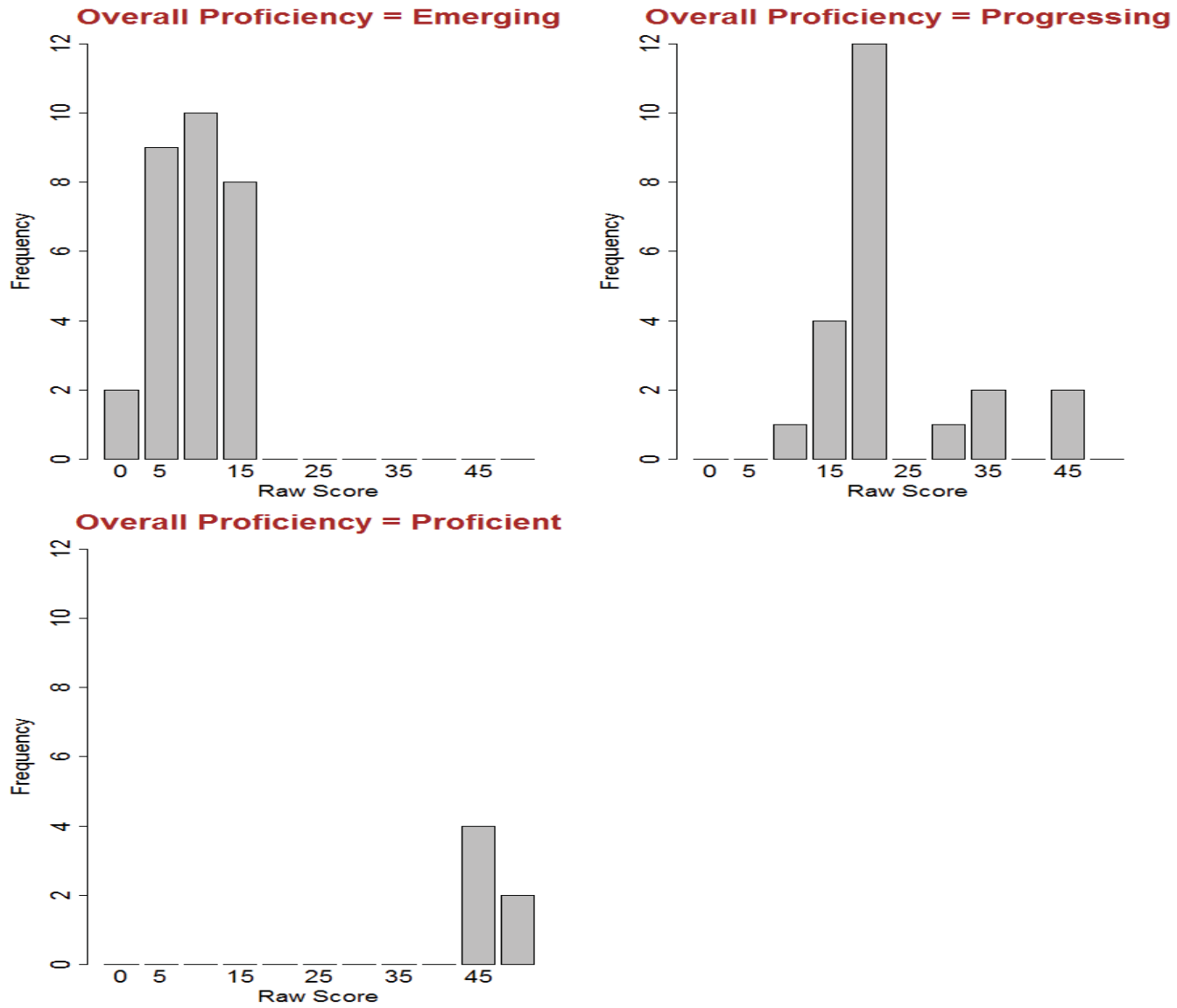
**Figure S18.18: Screener Raw Score Summary - Grade 2 Speaking**



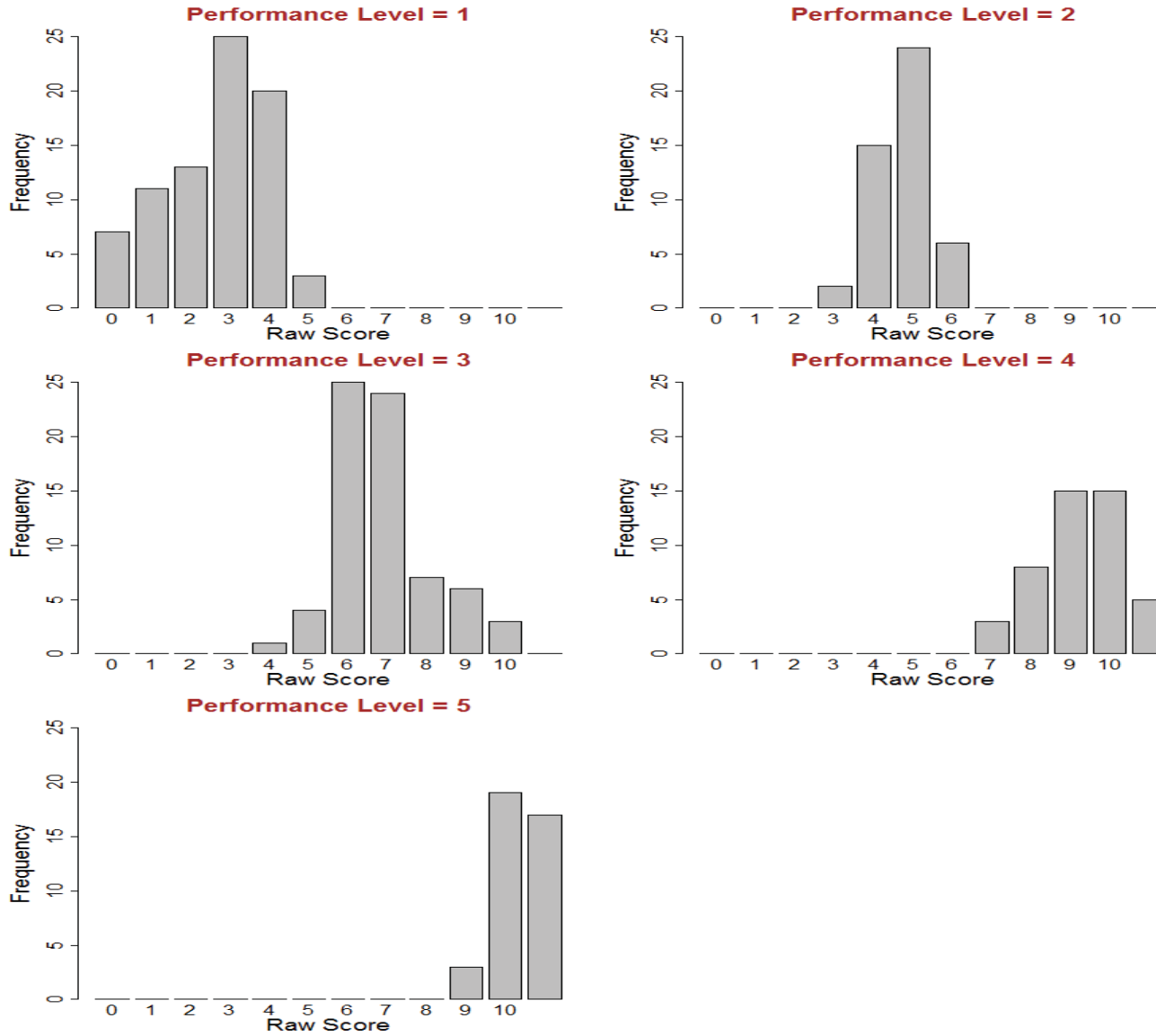
**Figure S18.19: Screener Raw Score Summary - Grade 2 Writing**



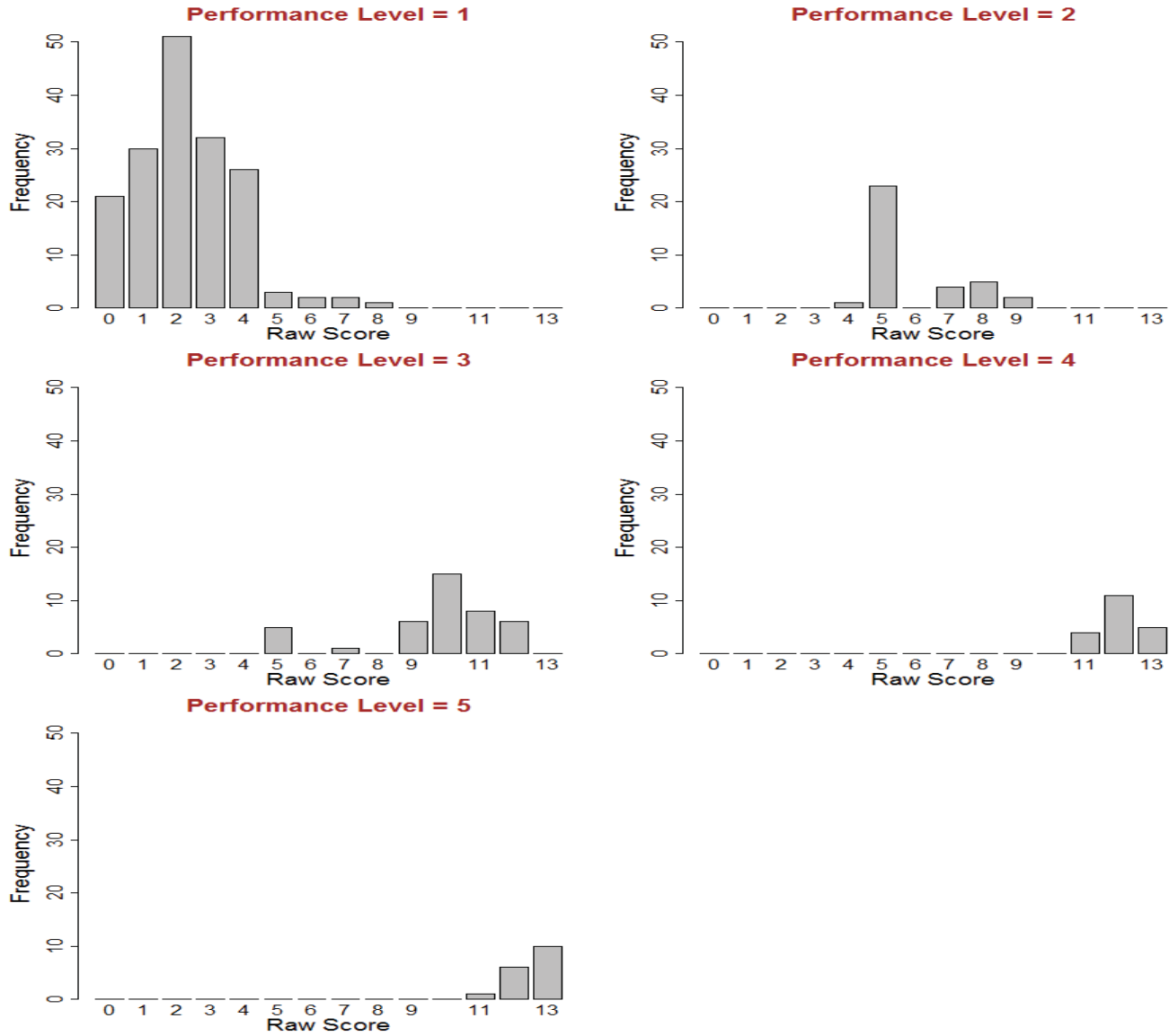
**Figure S18.20: Screener Raw Score Summary - Grade 2 Overall**



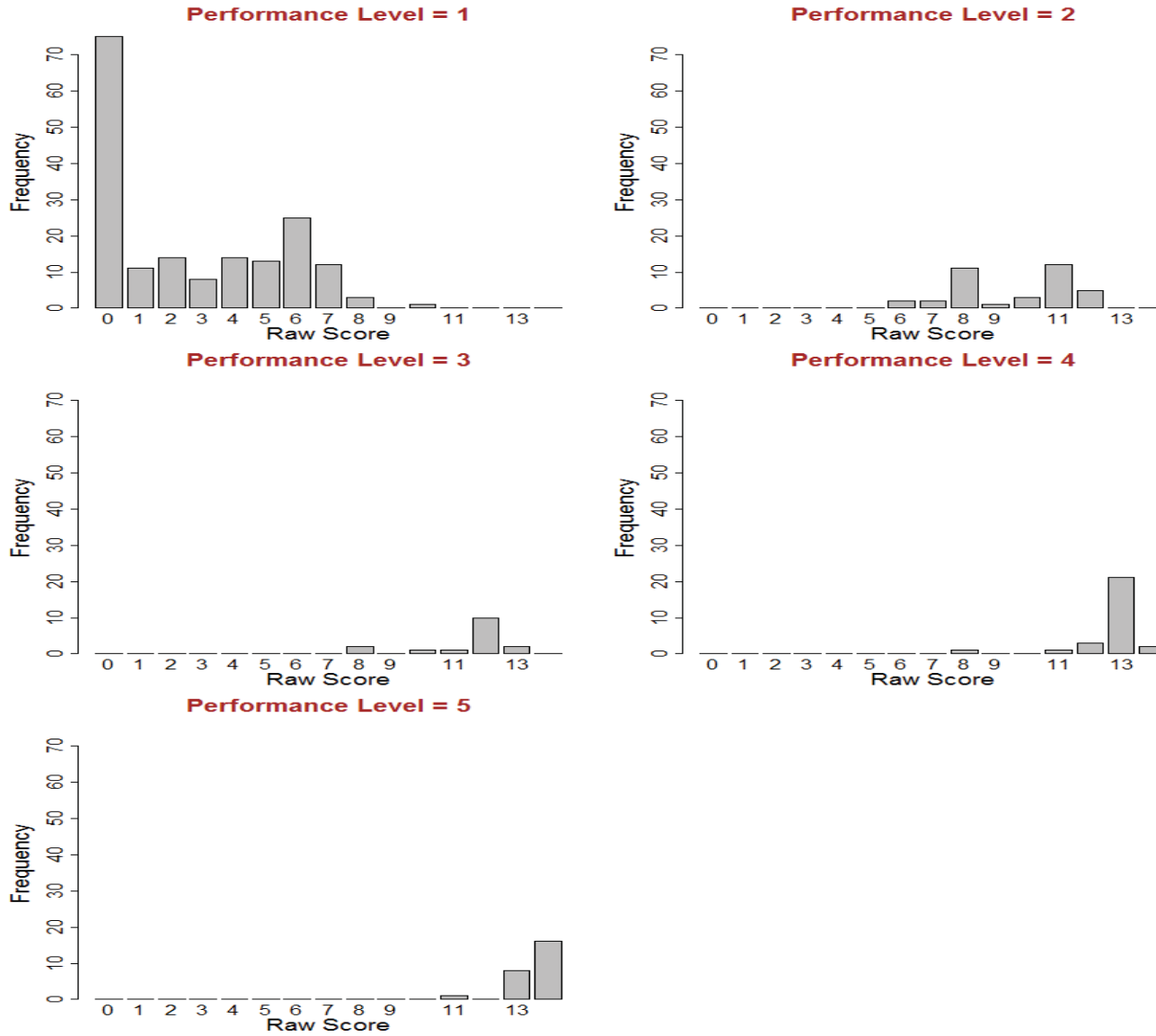
**Figure S18.21: Screener Raw Score Summary - Grade 3 Listening**



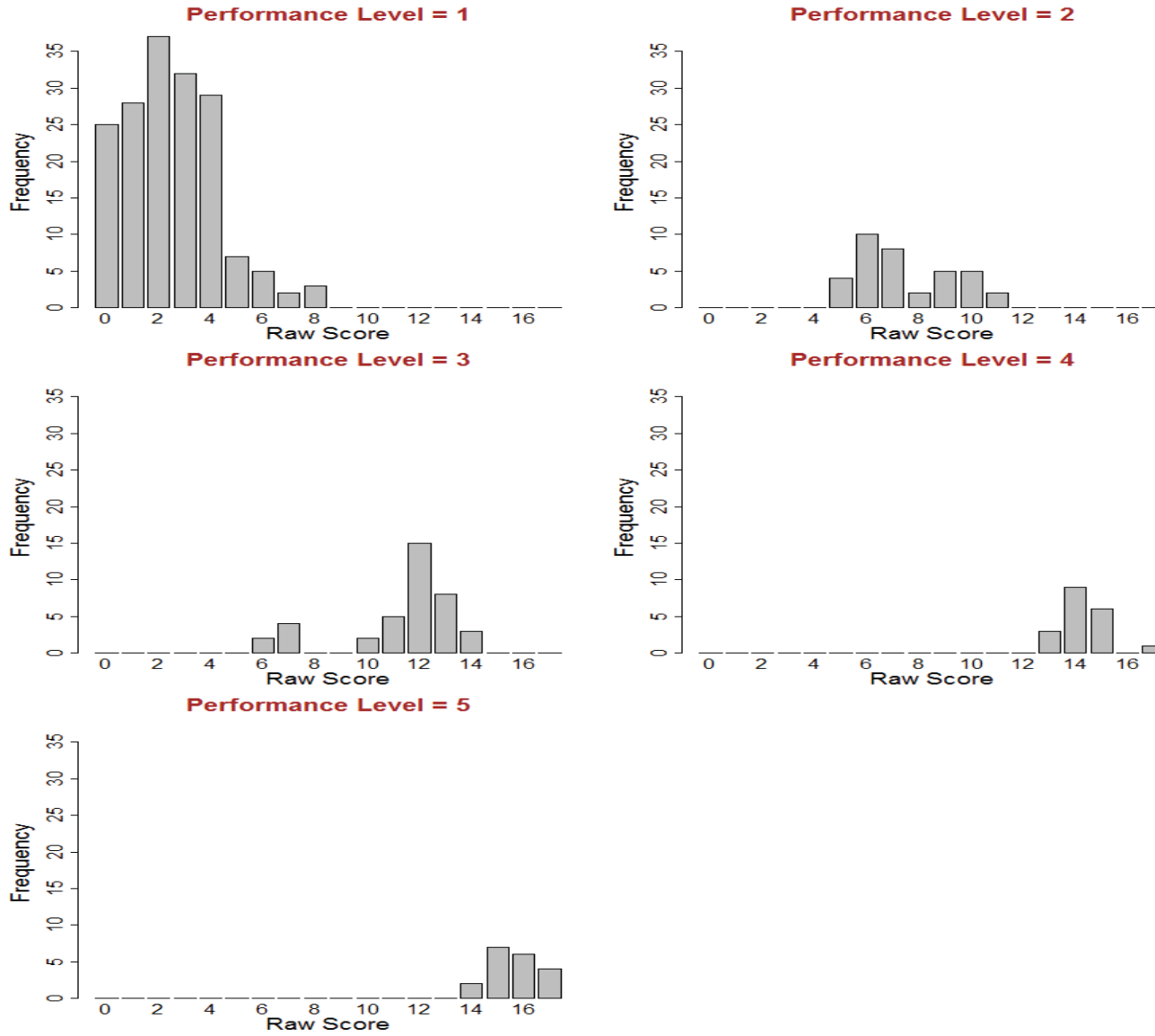
**Figure S18.22: Screener Raw Score Summary - Grade 3 Reading**



**Figure S18.23: Screener Raw Score Summary - Grade 3 Speaking**

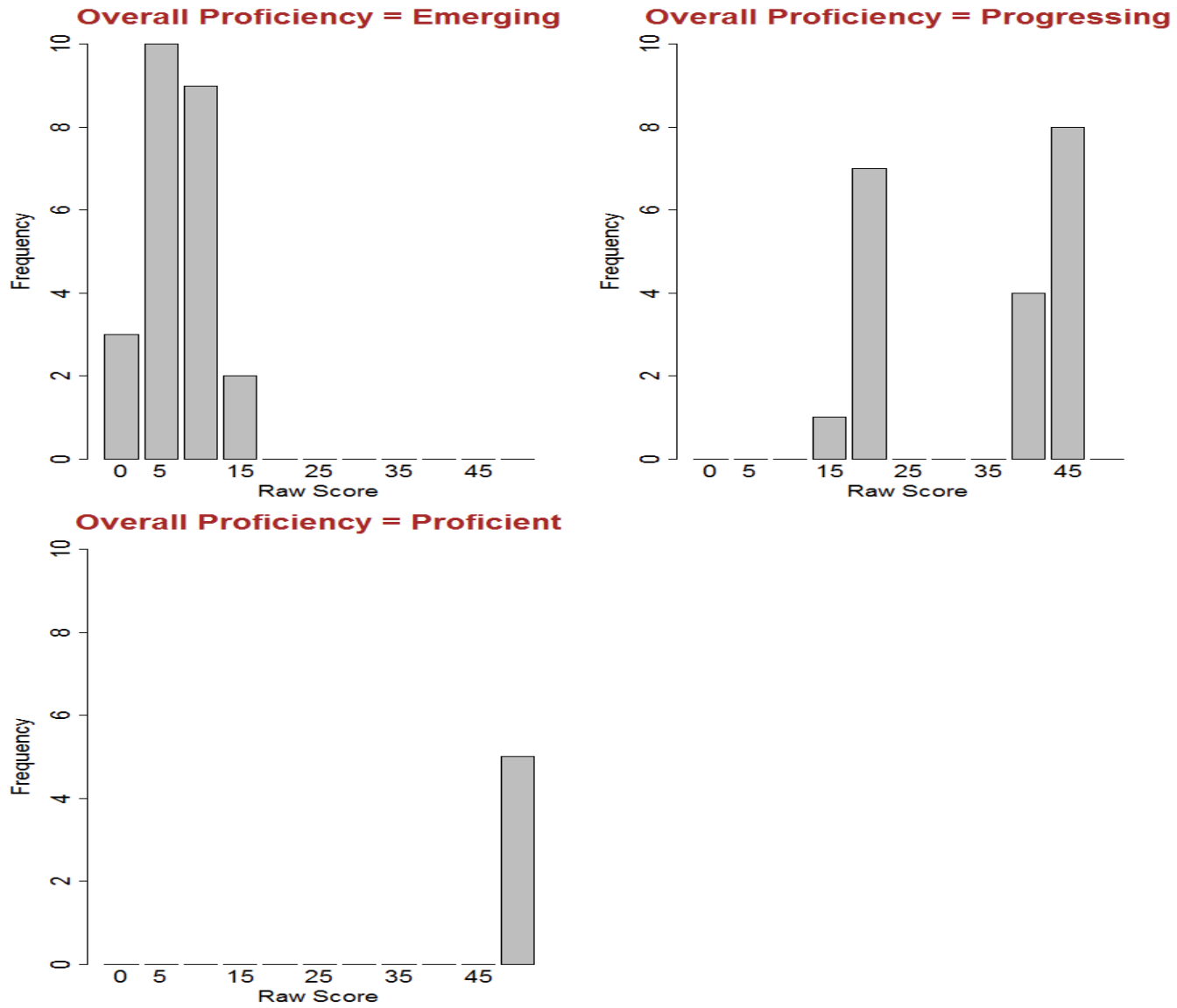


**Figure S18.24: Screener Raw Score Summary - Grade 3 Writing**

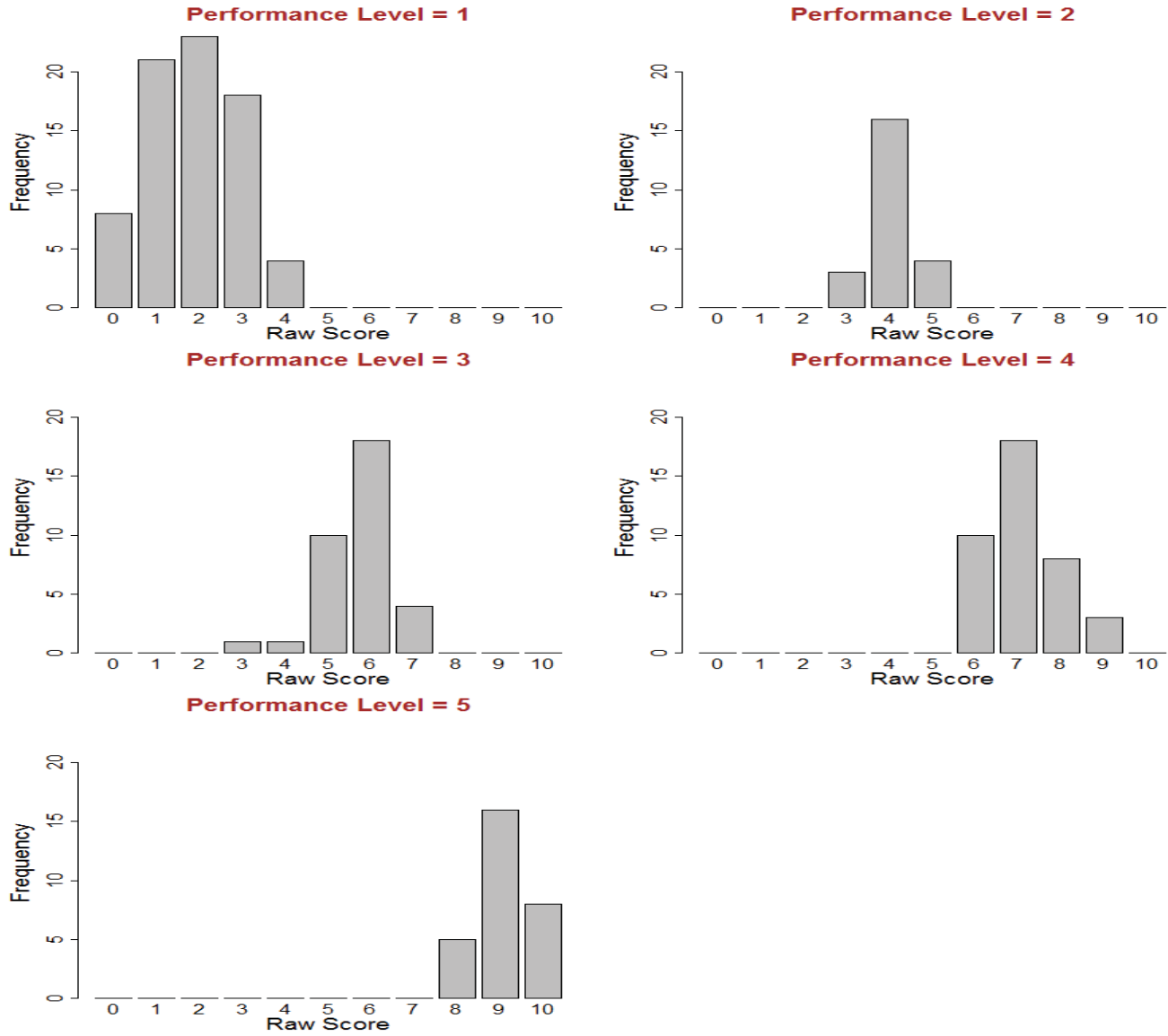




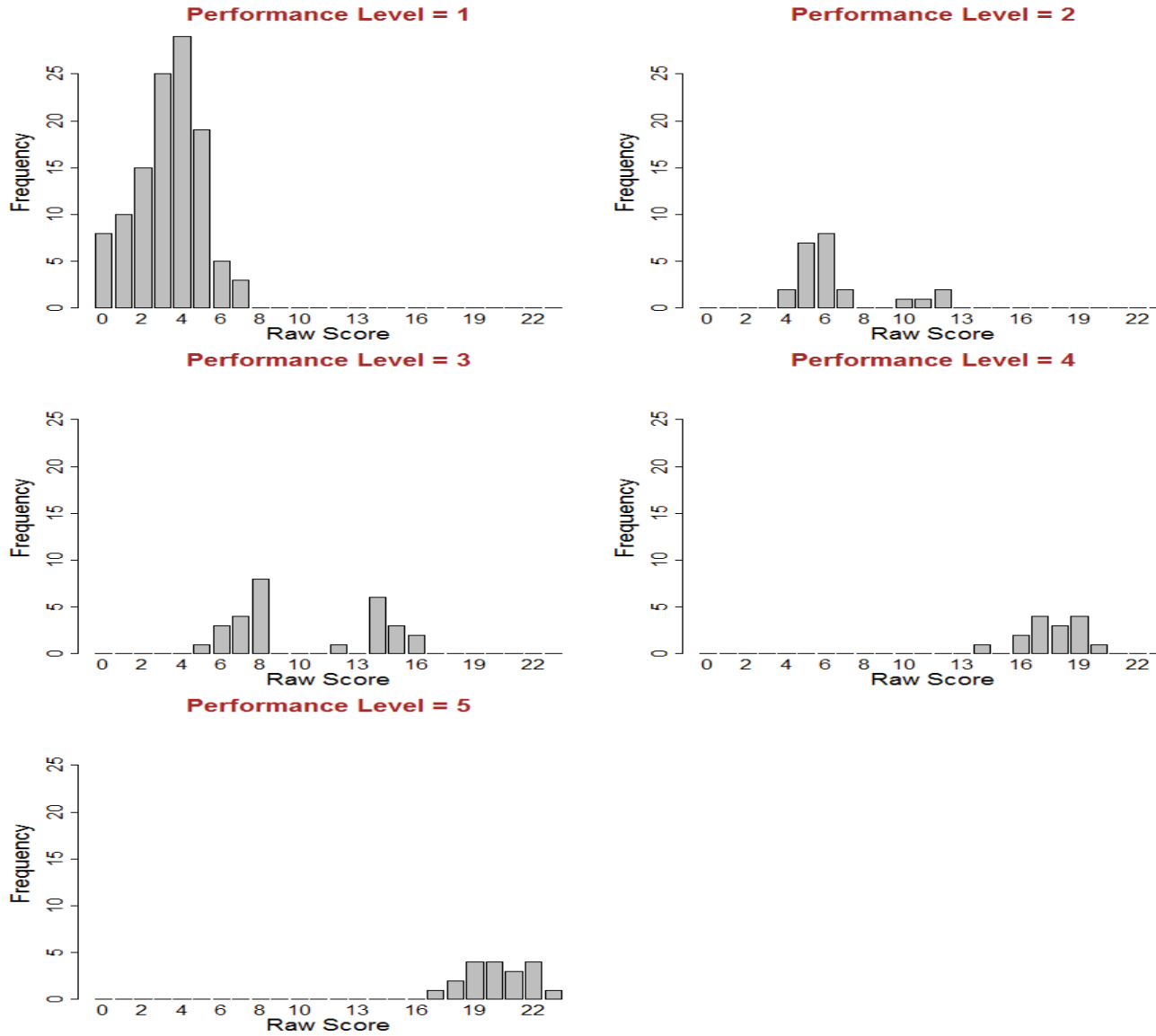
**Figure S18.25: Screener Raw Score Summary - Grade 3 Overall**



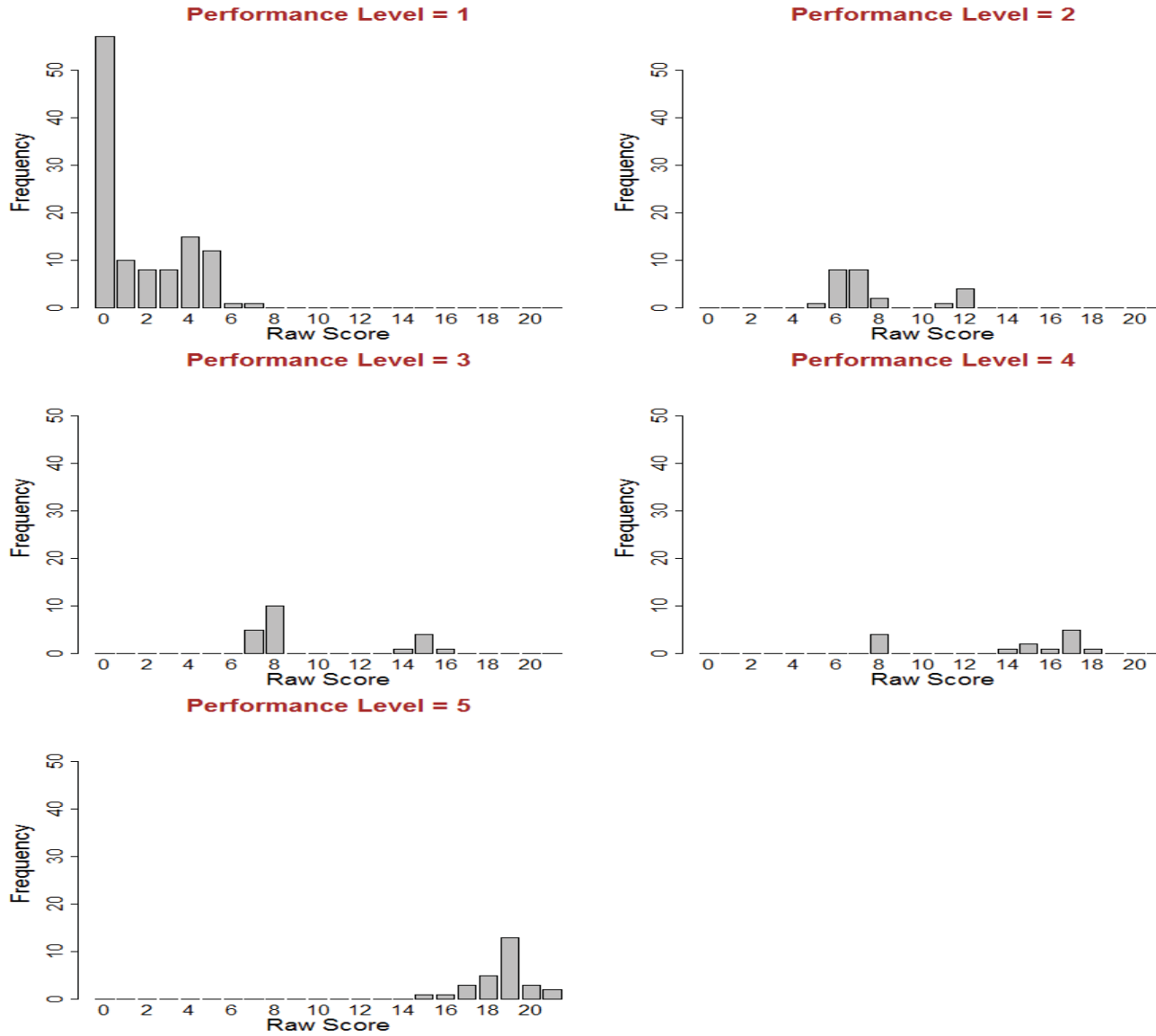
**Figure S18.26: Screener Raw Score Summary - Grade 4 Listening**



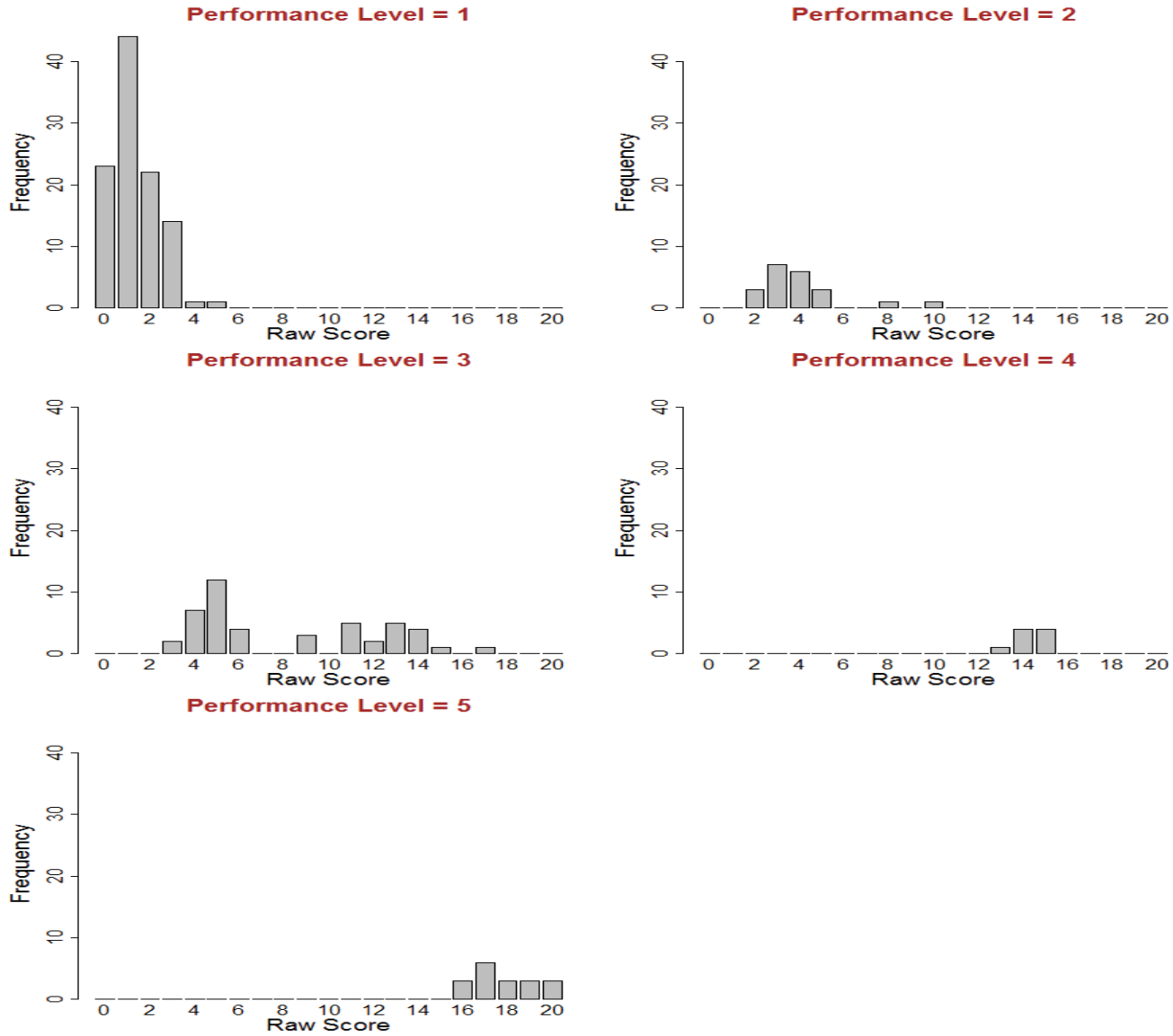
**Figure S18.27: Screener Raw Score Summary - Grade 4 Reading**



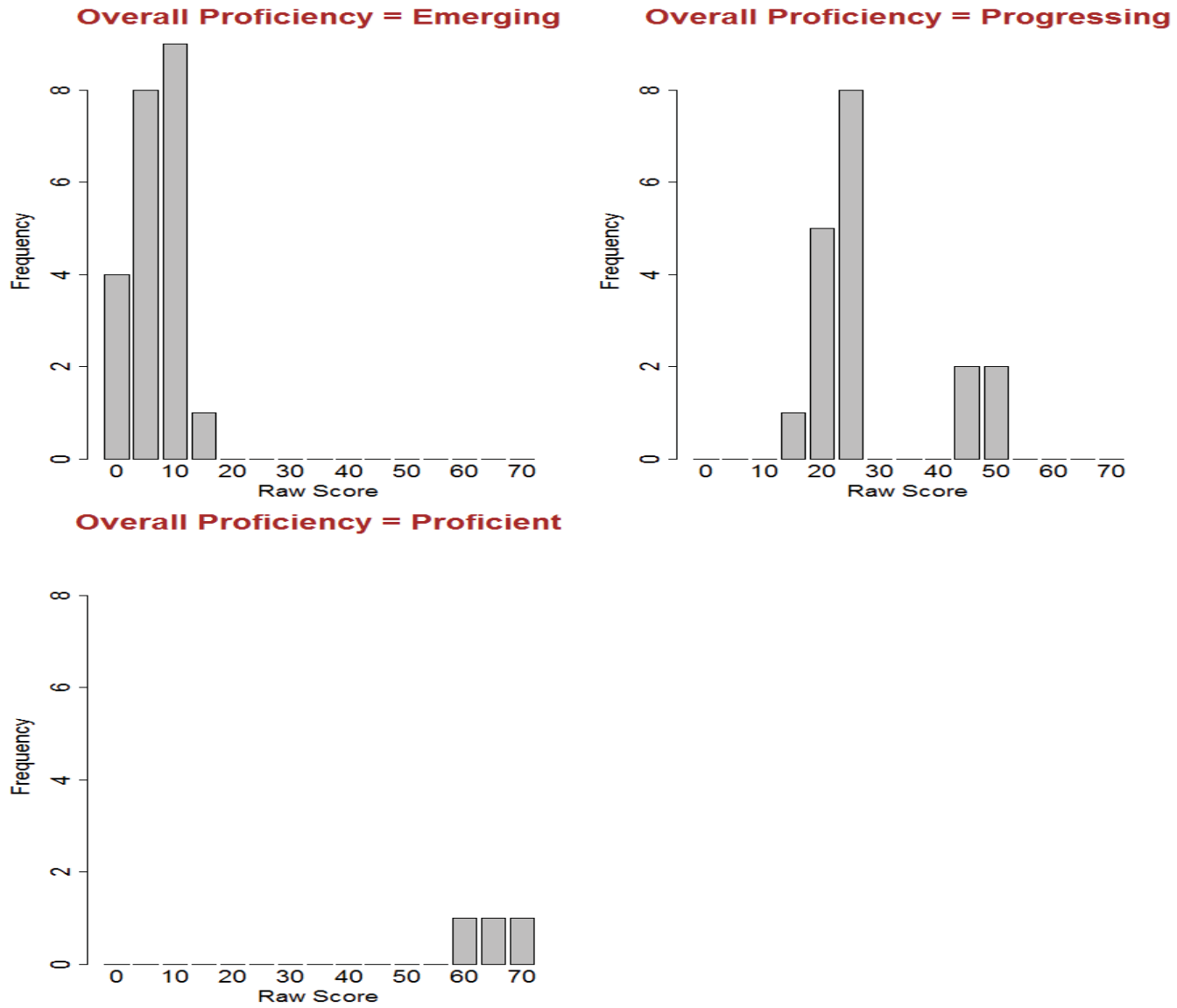
**Figure S18.28: Screener Raw Score Summary - Grade 4 Speaking**



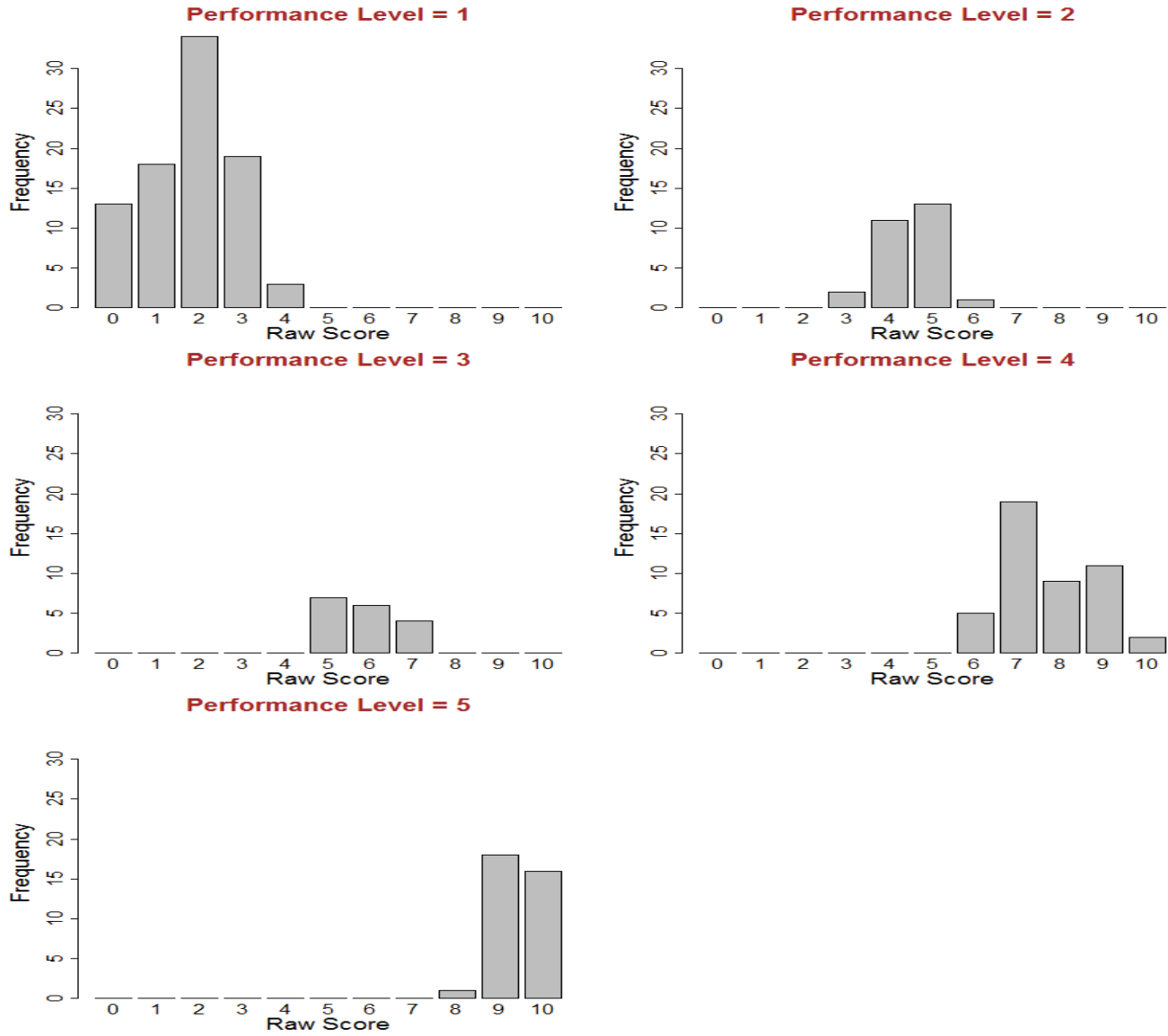
**Figure S18.29: Screener Raw Score Summary - Grade 4 Writing**



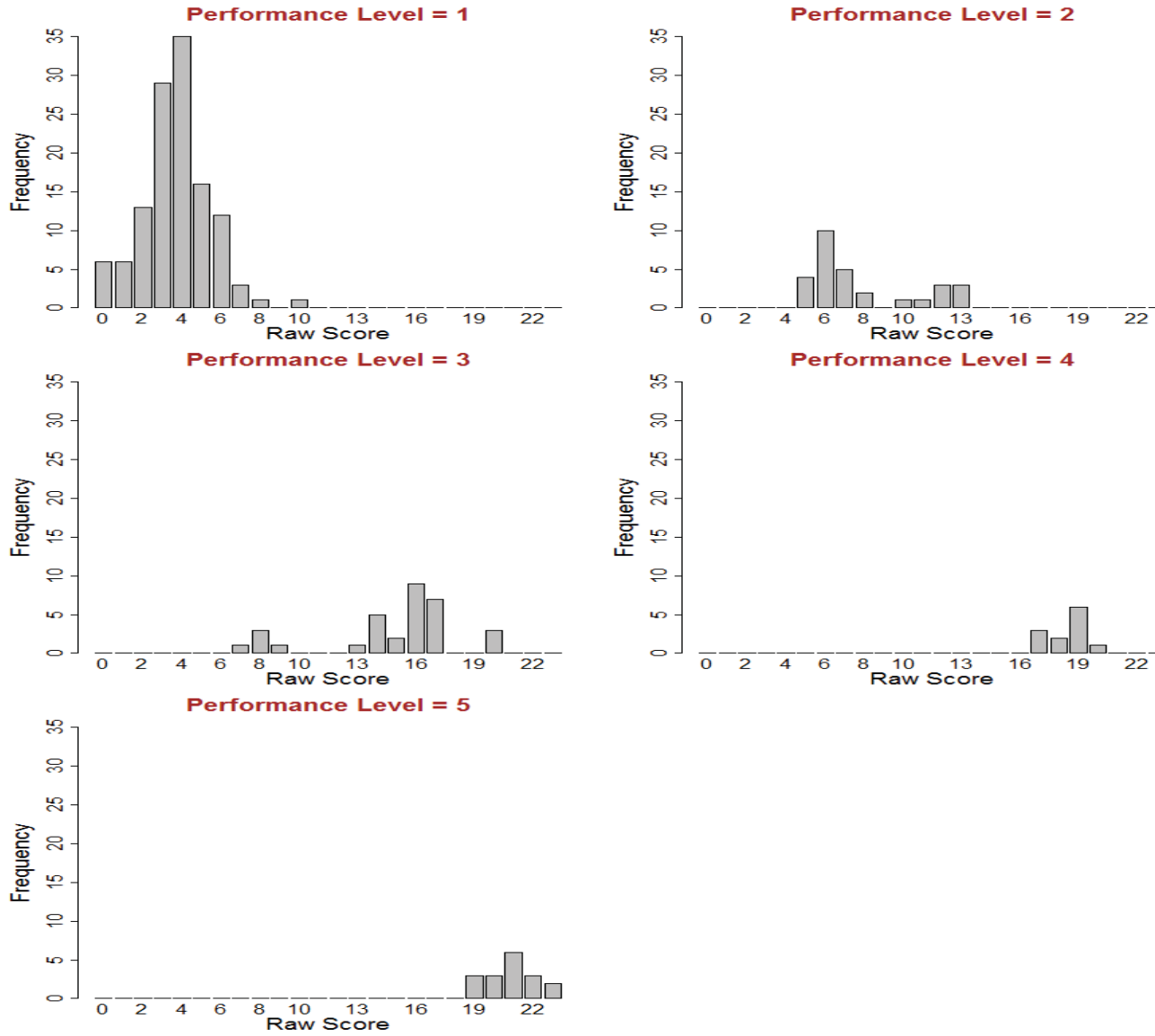
**Figure S18.30: Screener Raw Score Summary - Grade 4 Overall**



**Figure S18.31: Screener Raw Score Summary - Grade 5 Listening**

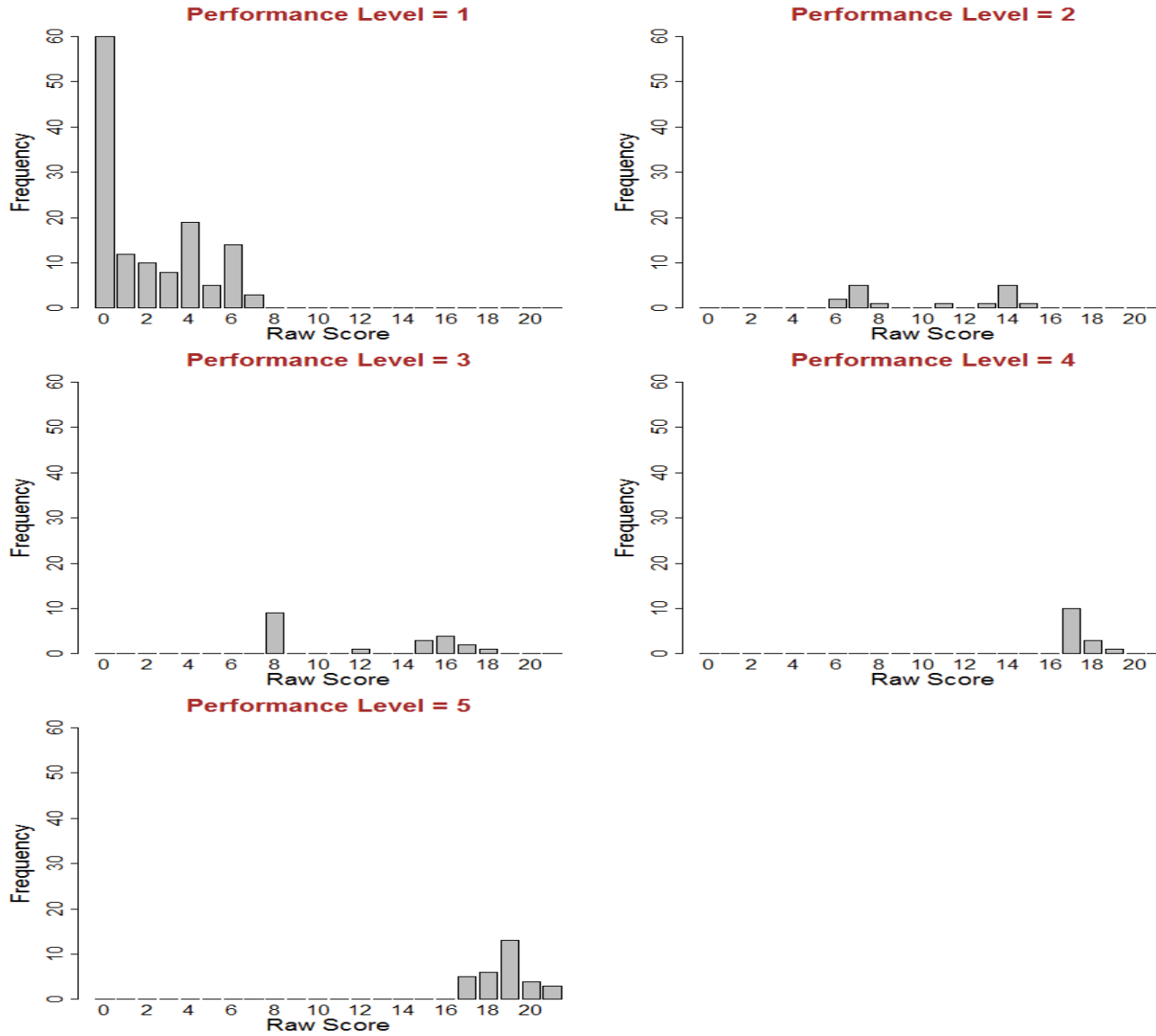


**Figure S18.32: Screener Raw Score Summary - Grade 5 Reading**

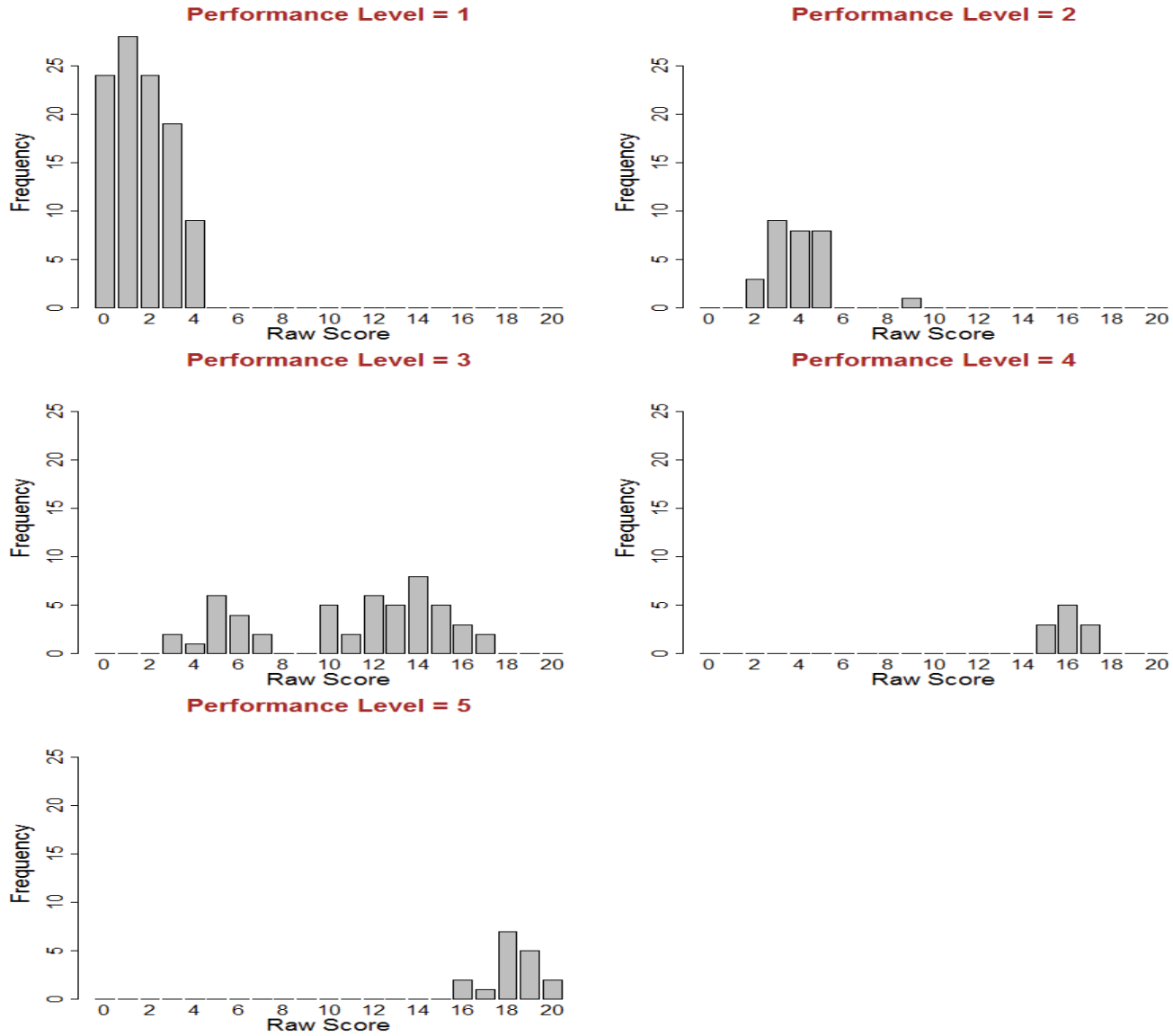




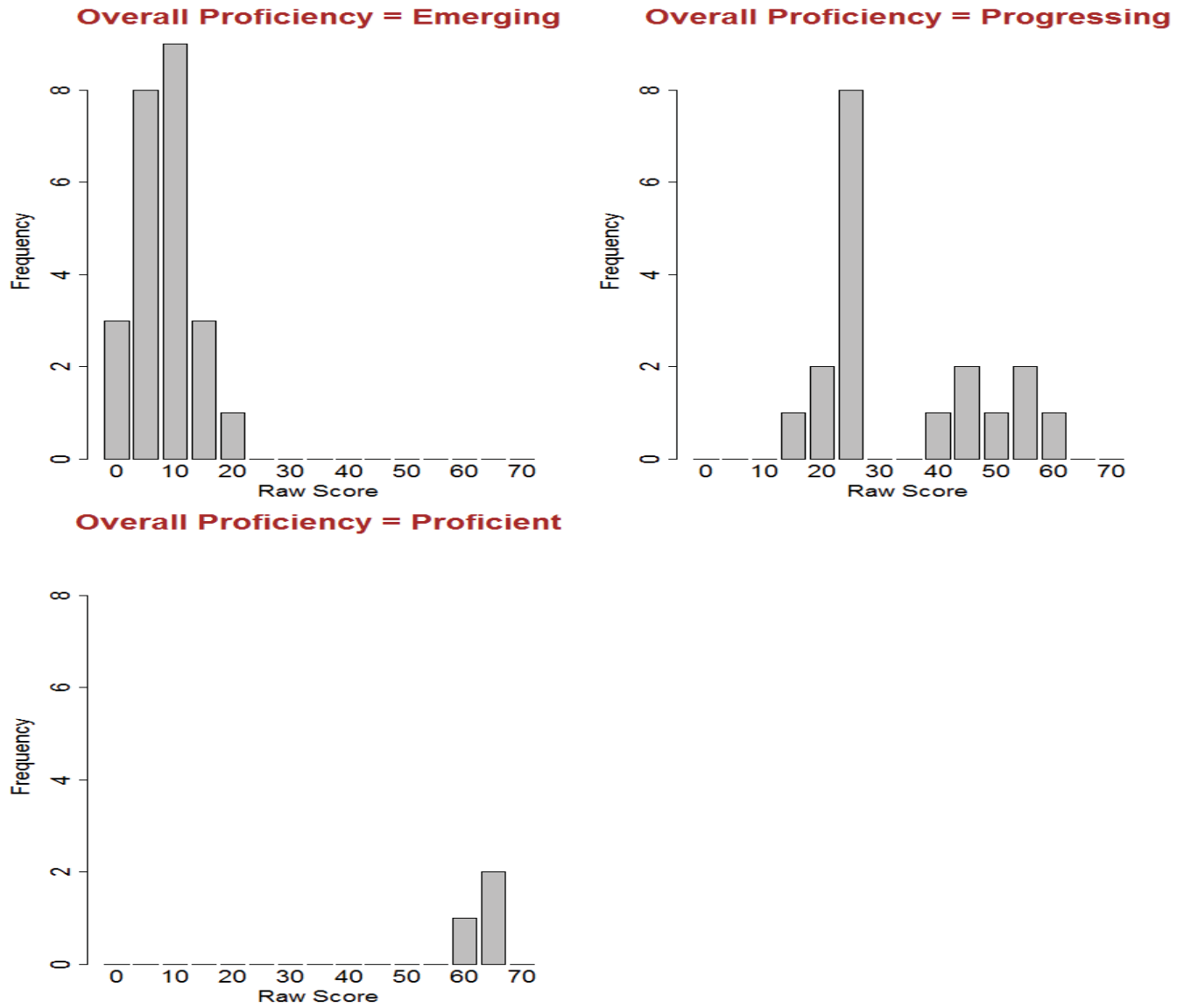
**Figure S18.33: Screener Raw Score Summary - Grade 5 Speaking**



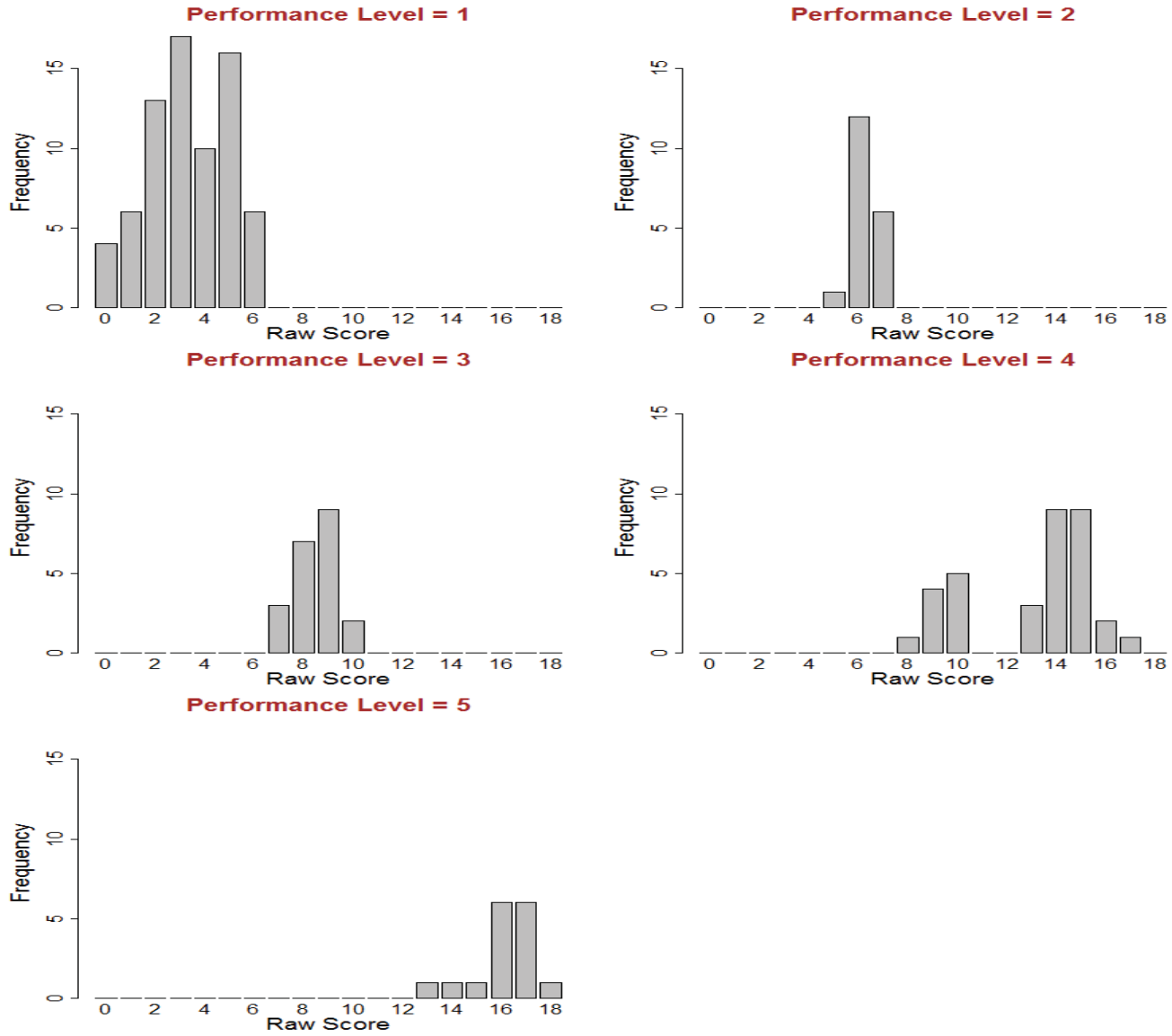
**Figure S18.34: Screener Raw Score Summary - Grade 5 Writing**



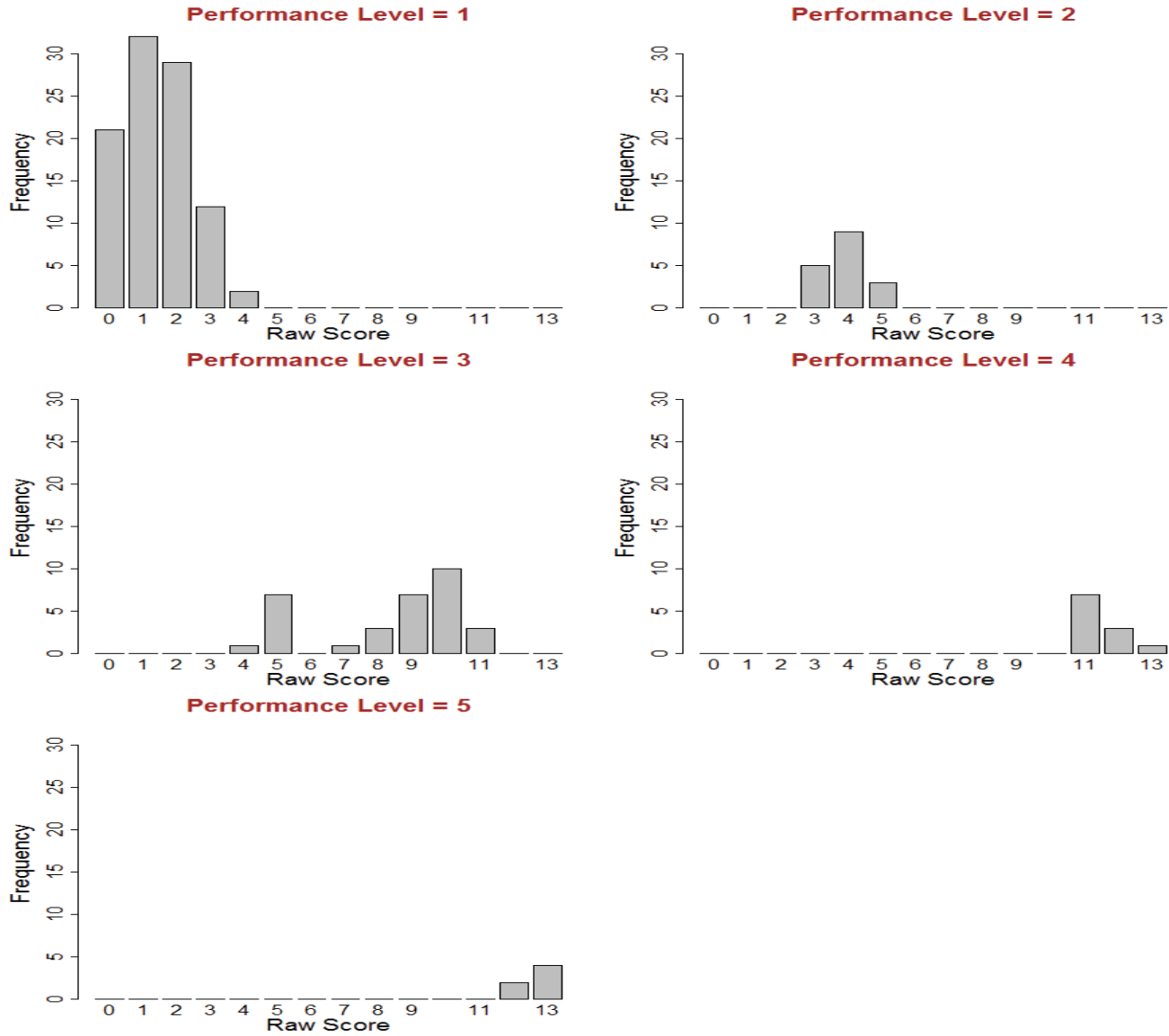
**Figure S18.35: Screener Raw Score Summary - Grade 5 Overall**



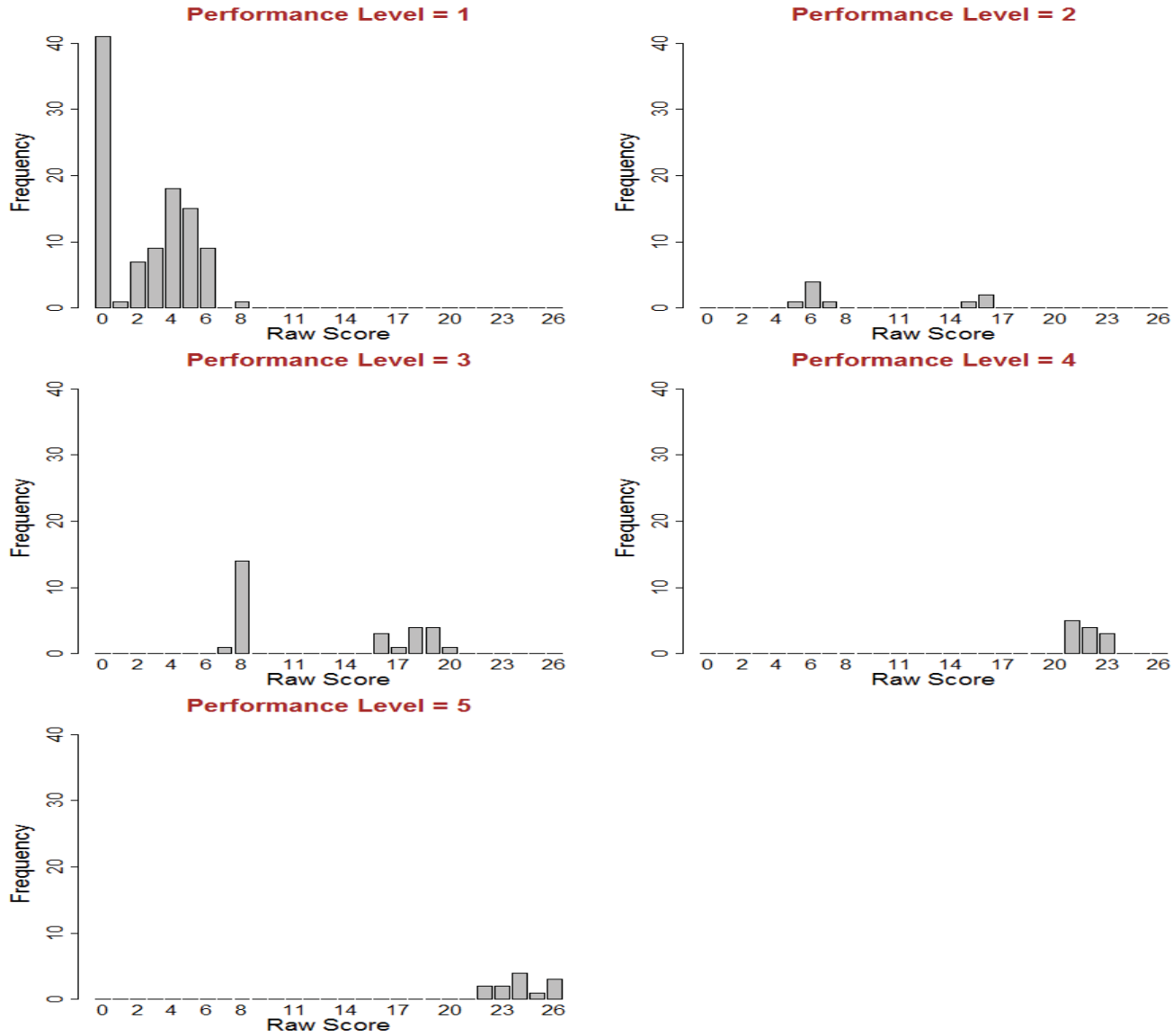
**Figure S18.36: Screener Raw Score Summary - Grade 6 Listening**



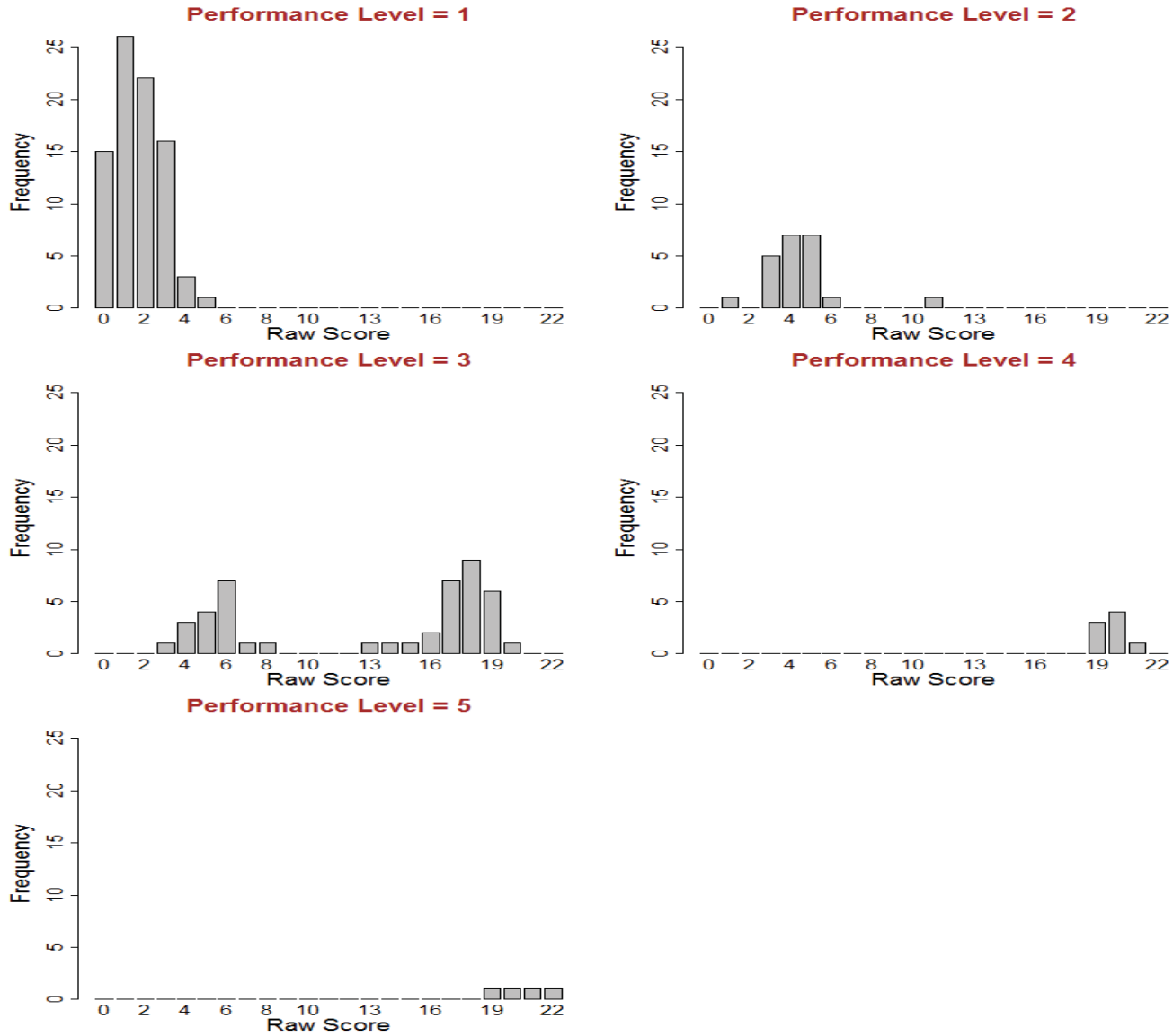
**Figure S18.37: Screener Raw Score Summary - Grade 6 Reading**



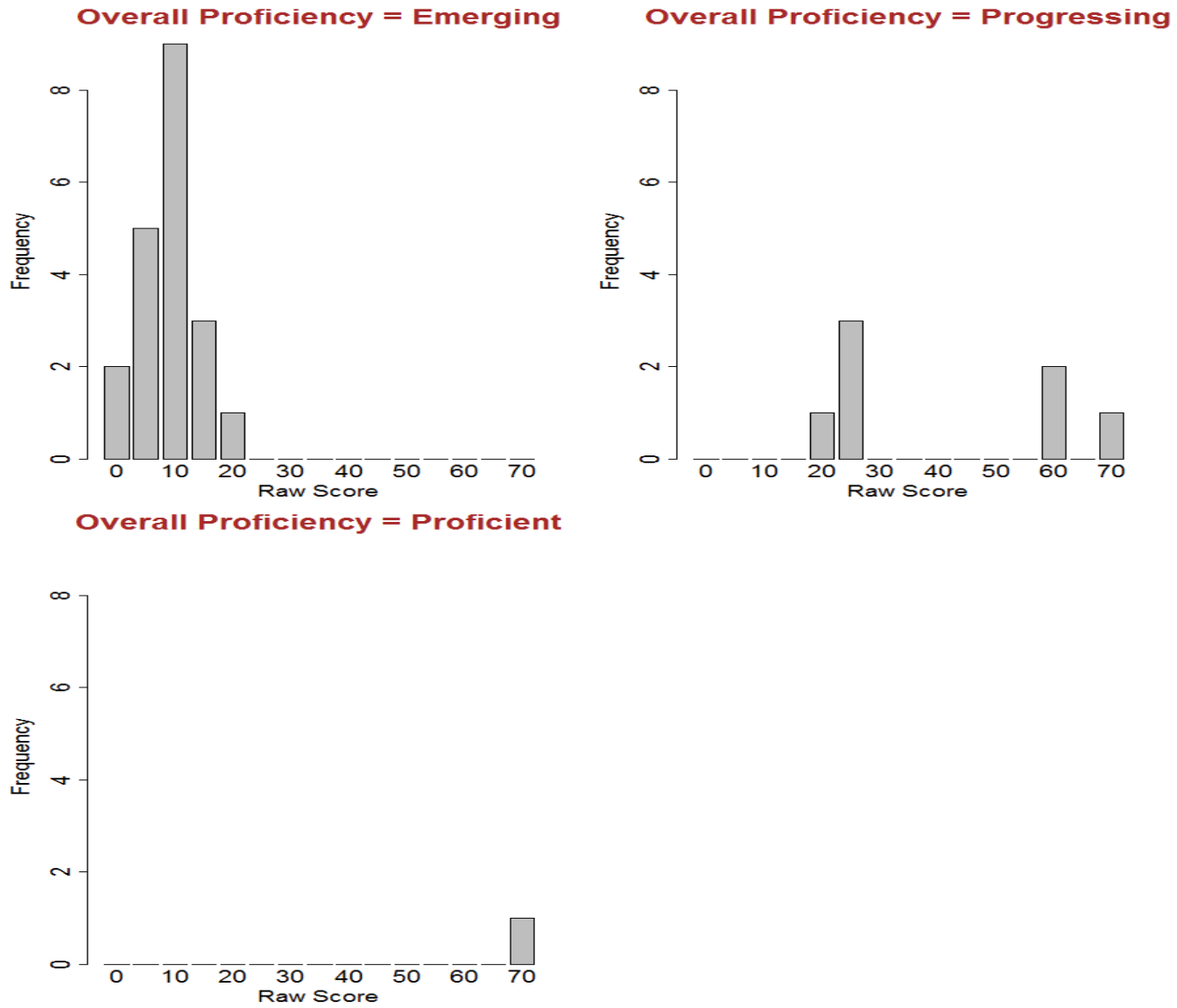
**Figure S18.38: Screener Raw Score Summary - Grade 6 Speaking**



**Figure S18.39: Screener Raw Score Summary - Grade 6 Writing**

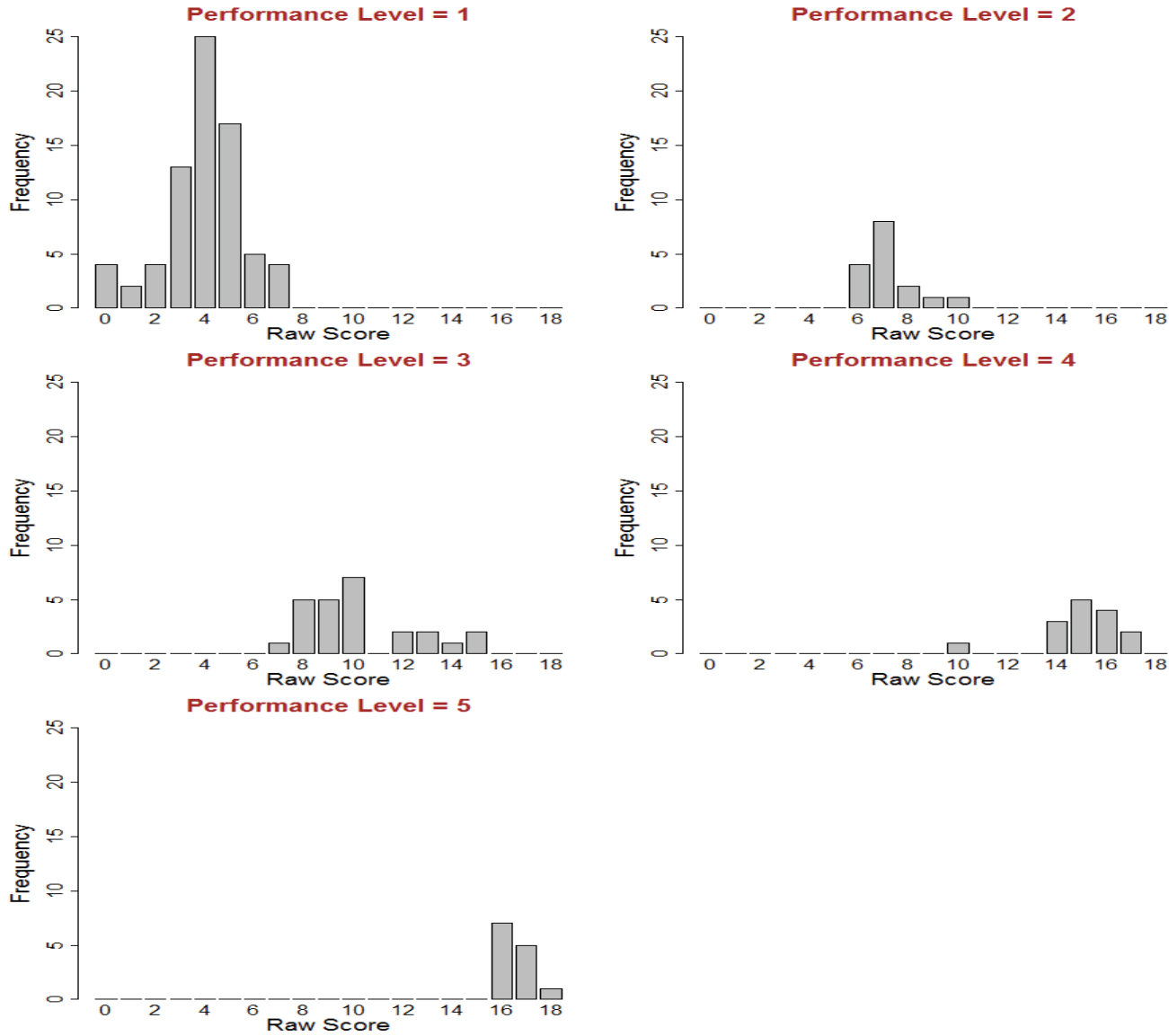


**Figure S18.40: Screener Raw Score Summary - Grade 6 Overall**

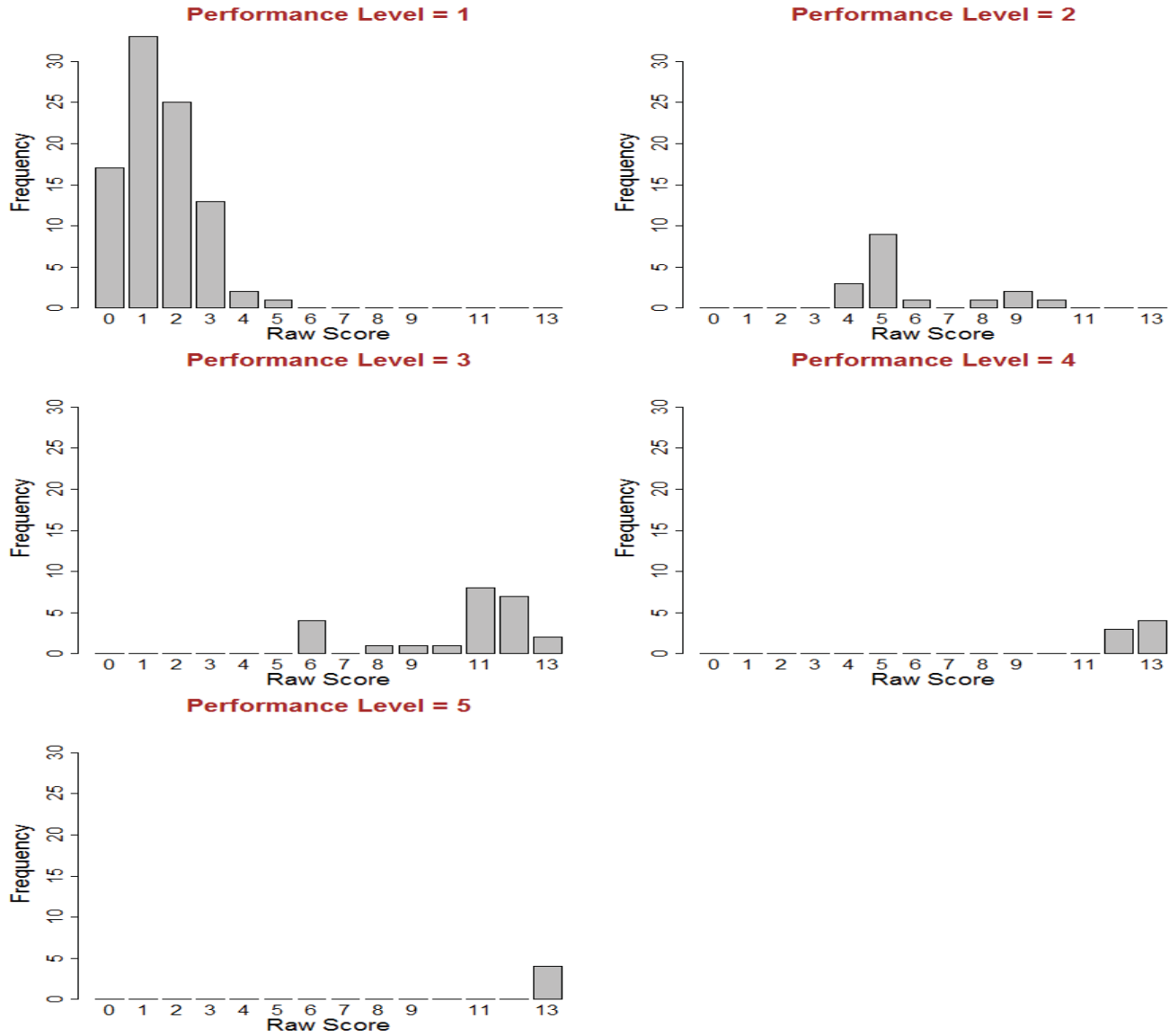




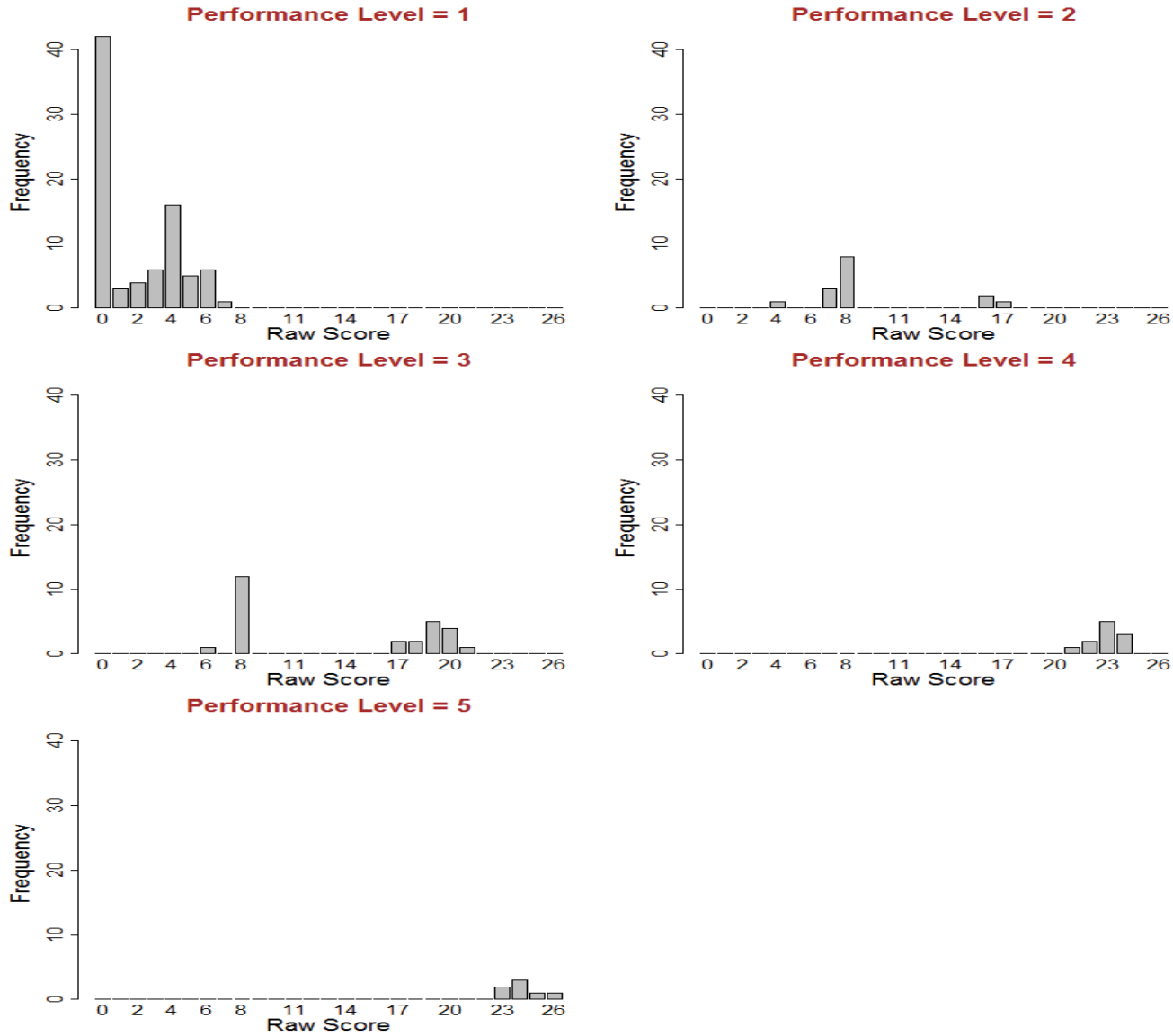
**Figure S18.41: Screener Raw Score Summary - Grade 7 Listening**



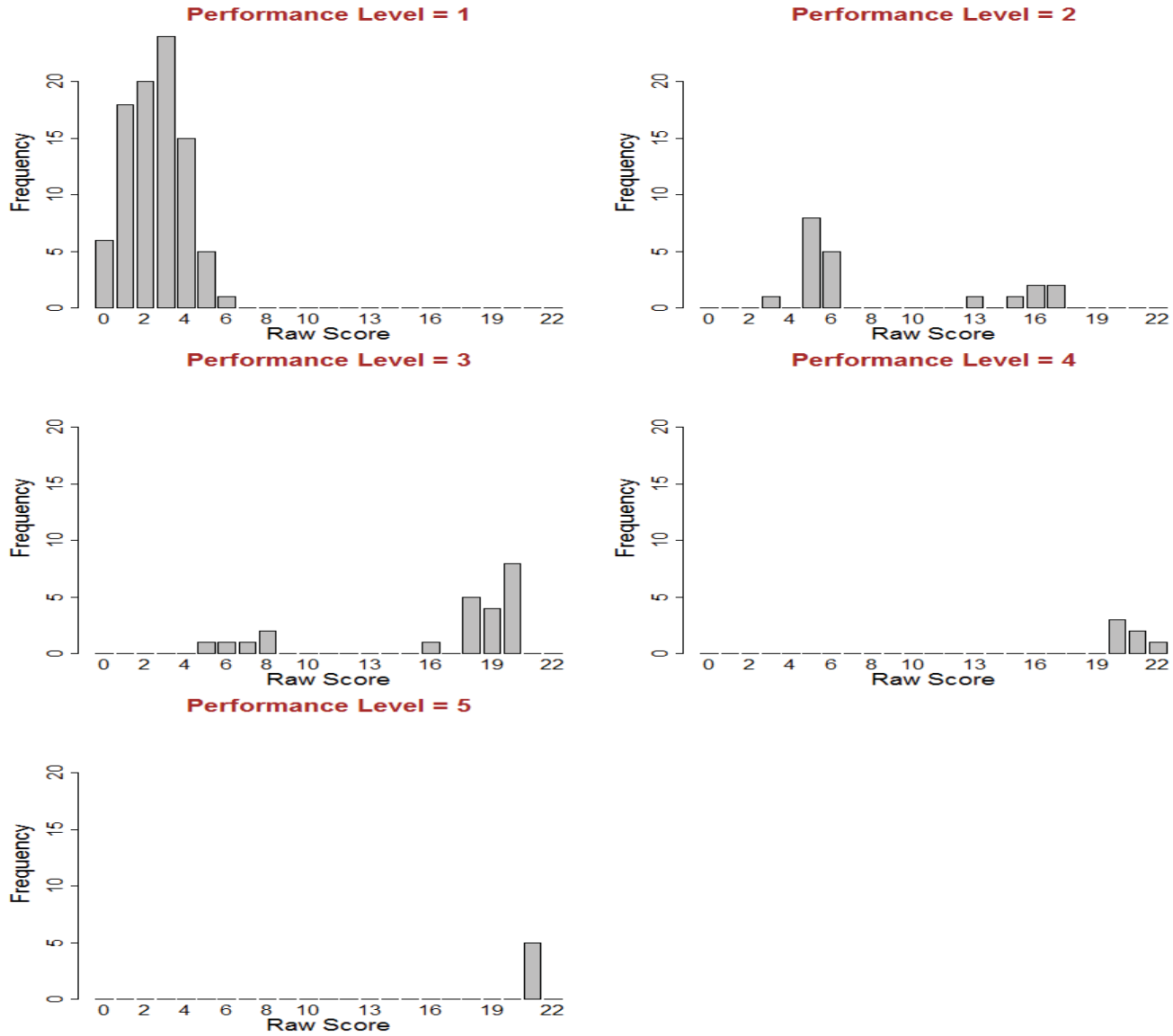
**Figure S18.42: Screener Raw Score Summary - Grade 7 Reading**



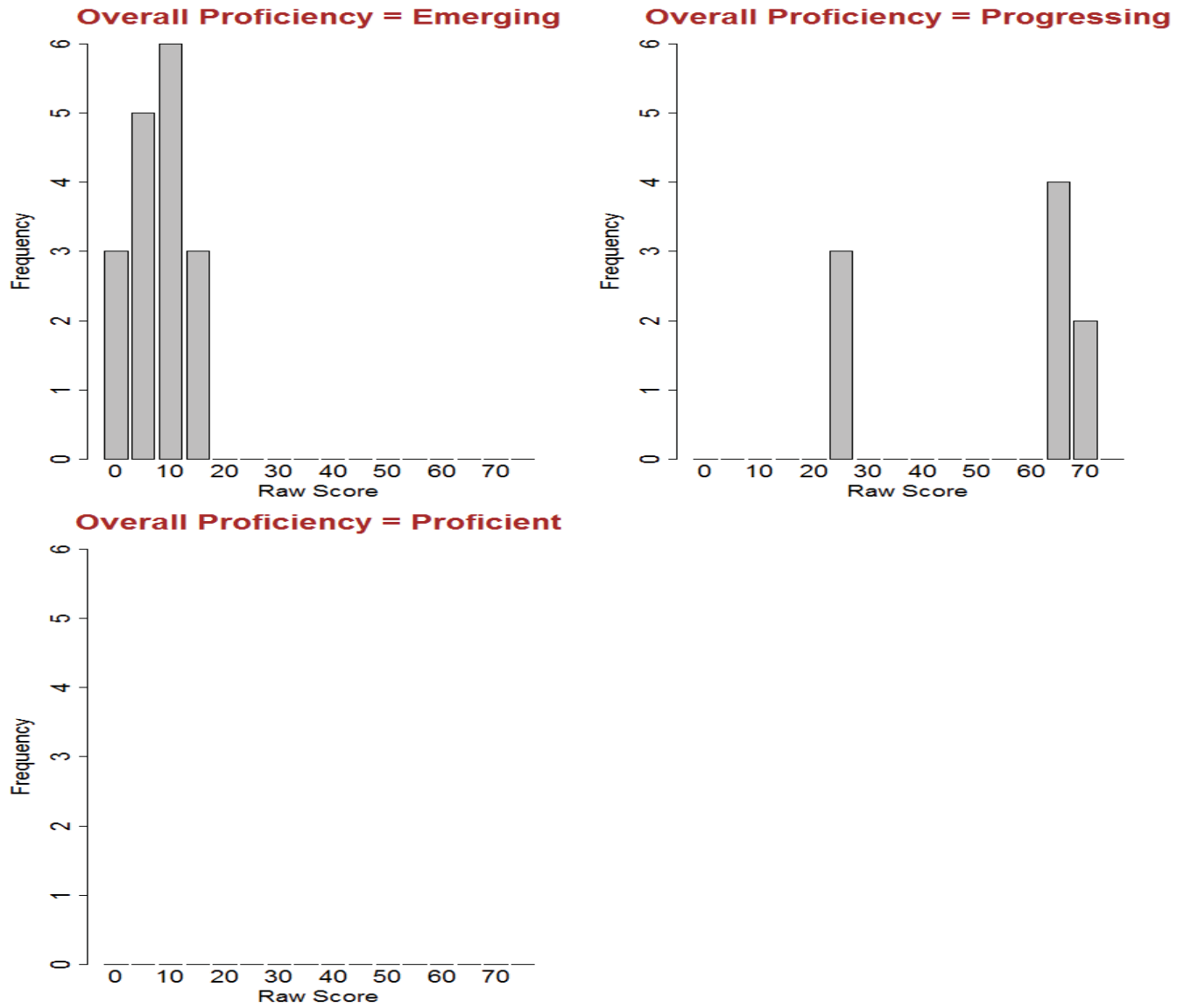
**Figure S18.43: Screener Raw Score Summary - Grade 7 Speaking**



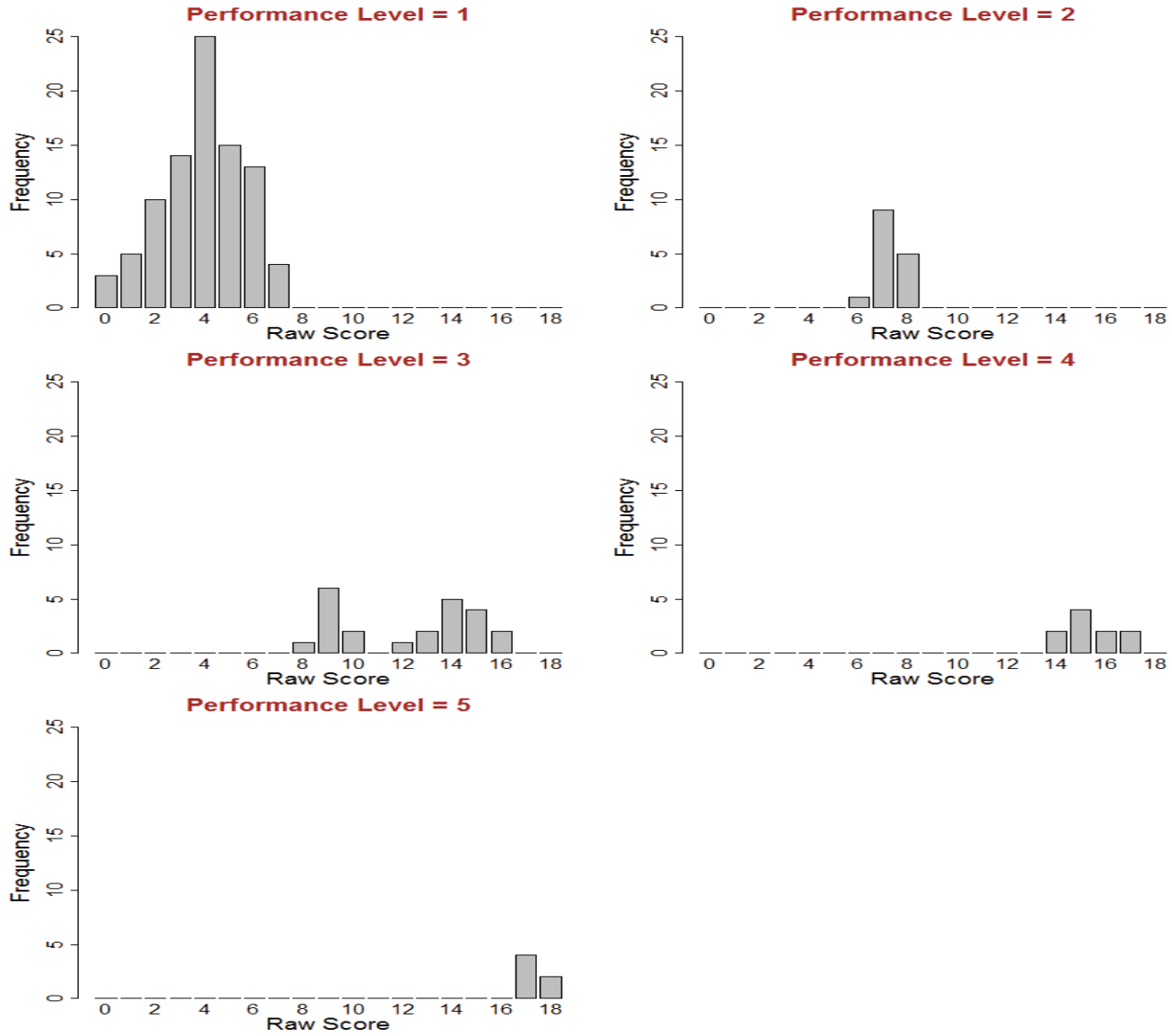
**Figure S18.44: Screener Raw Score Summary - Grade 7 Writing**



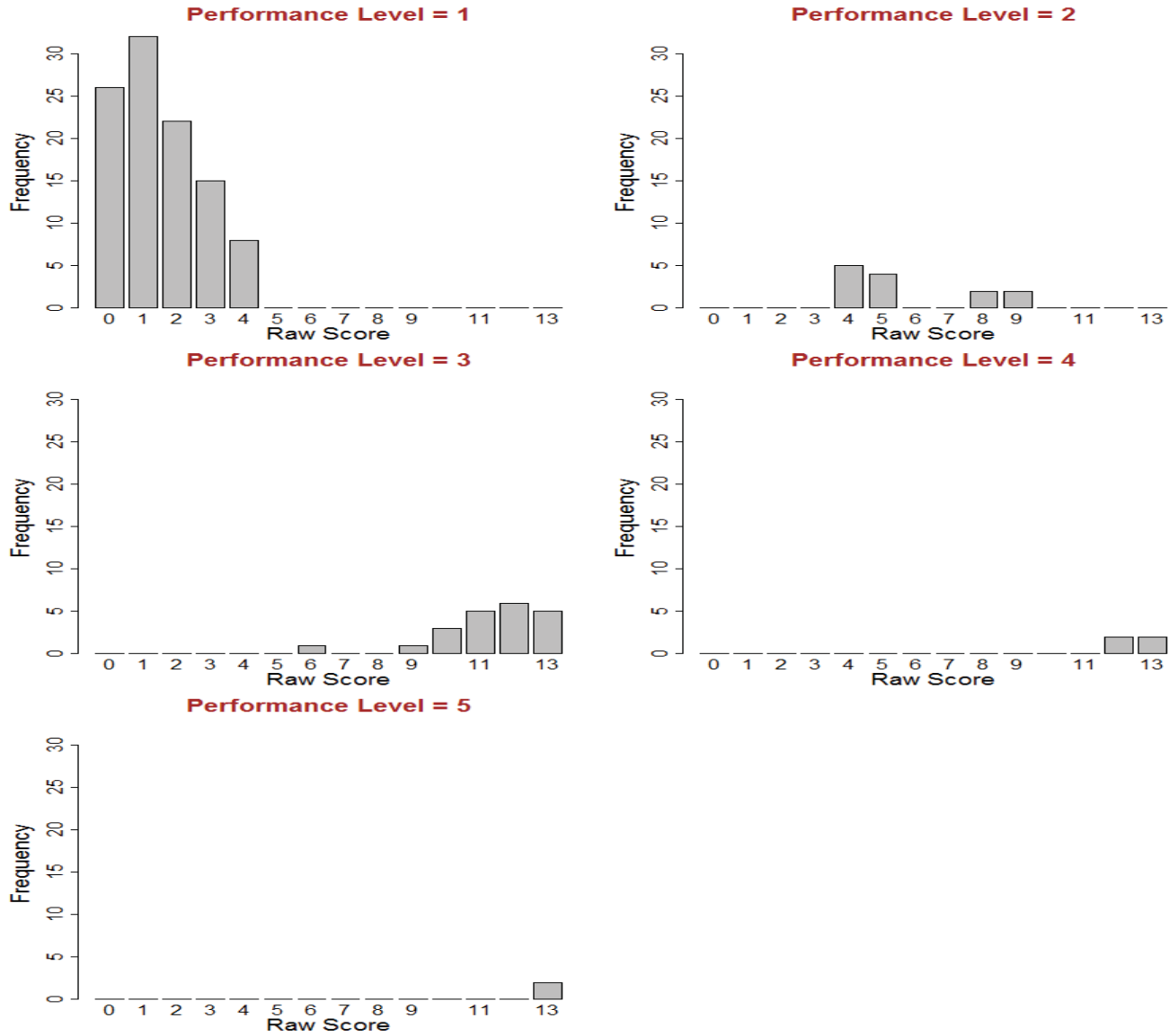
**Figure S18.45: Screener Raw Score Summary - Grade 7 Overall**



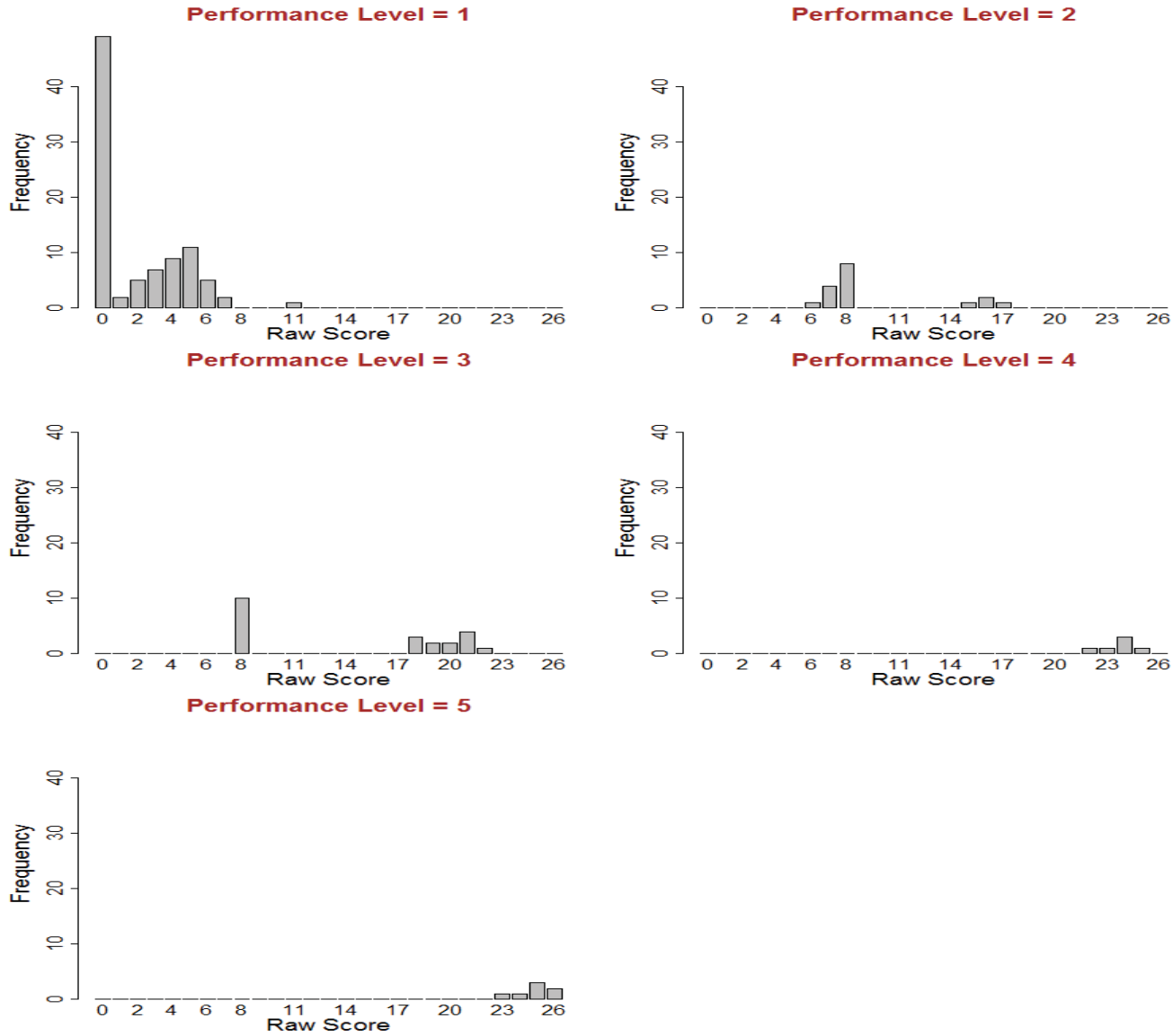
**Figure S18.46: Screener Raw Score Summary - Grade 8 Listening**



**Figure S18.47: Screener Raw Score Summary - Grade 8 Reading**

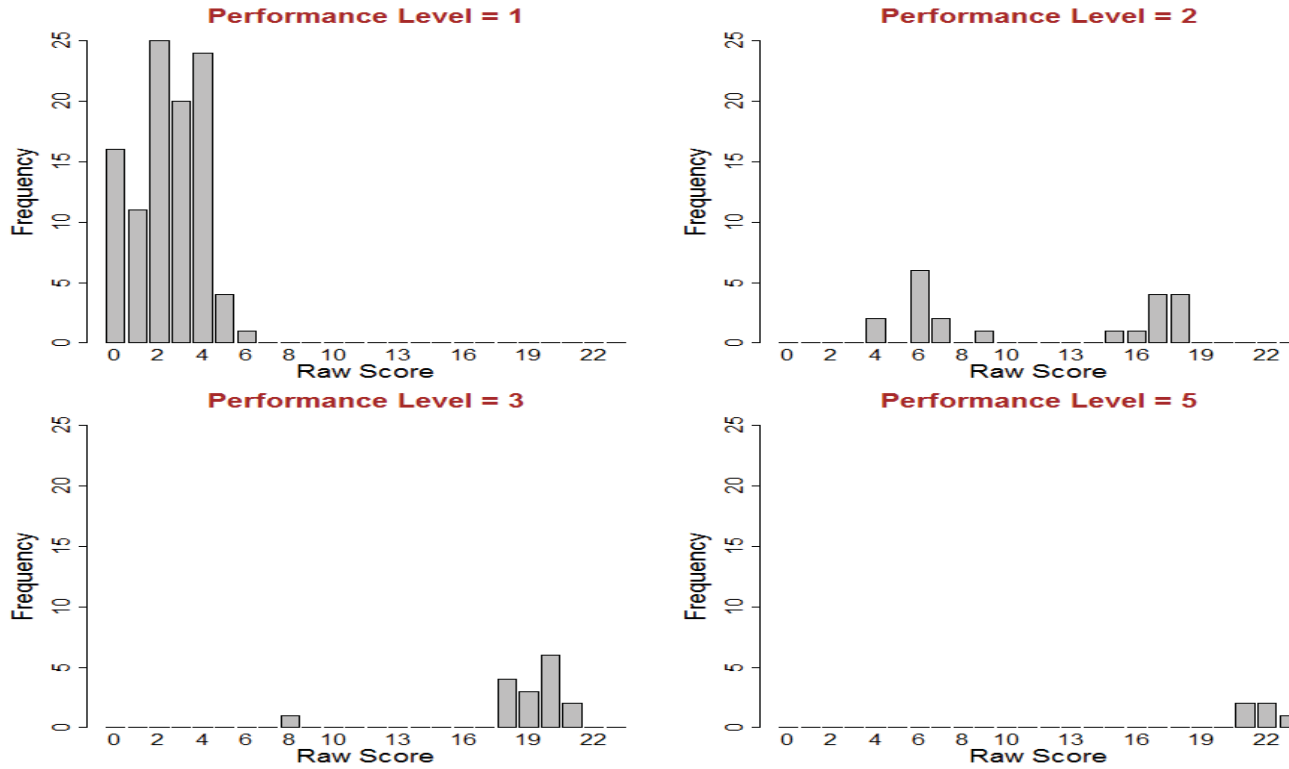


**Figure S18.48: Screener Raw Score Summary - Grade 8 Speaking**

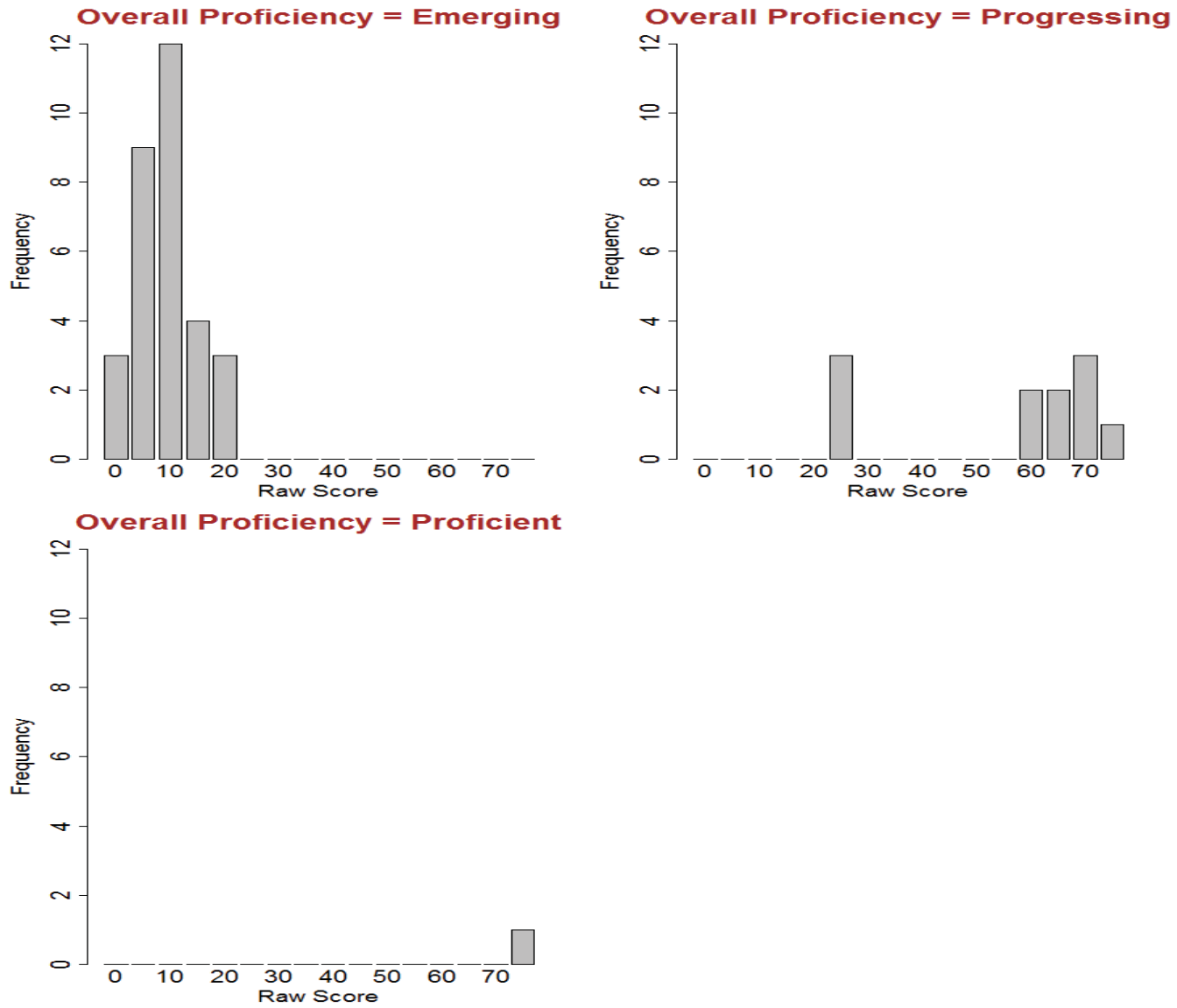




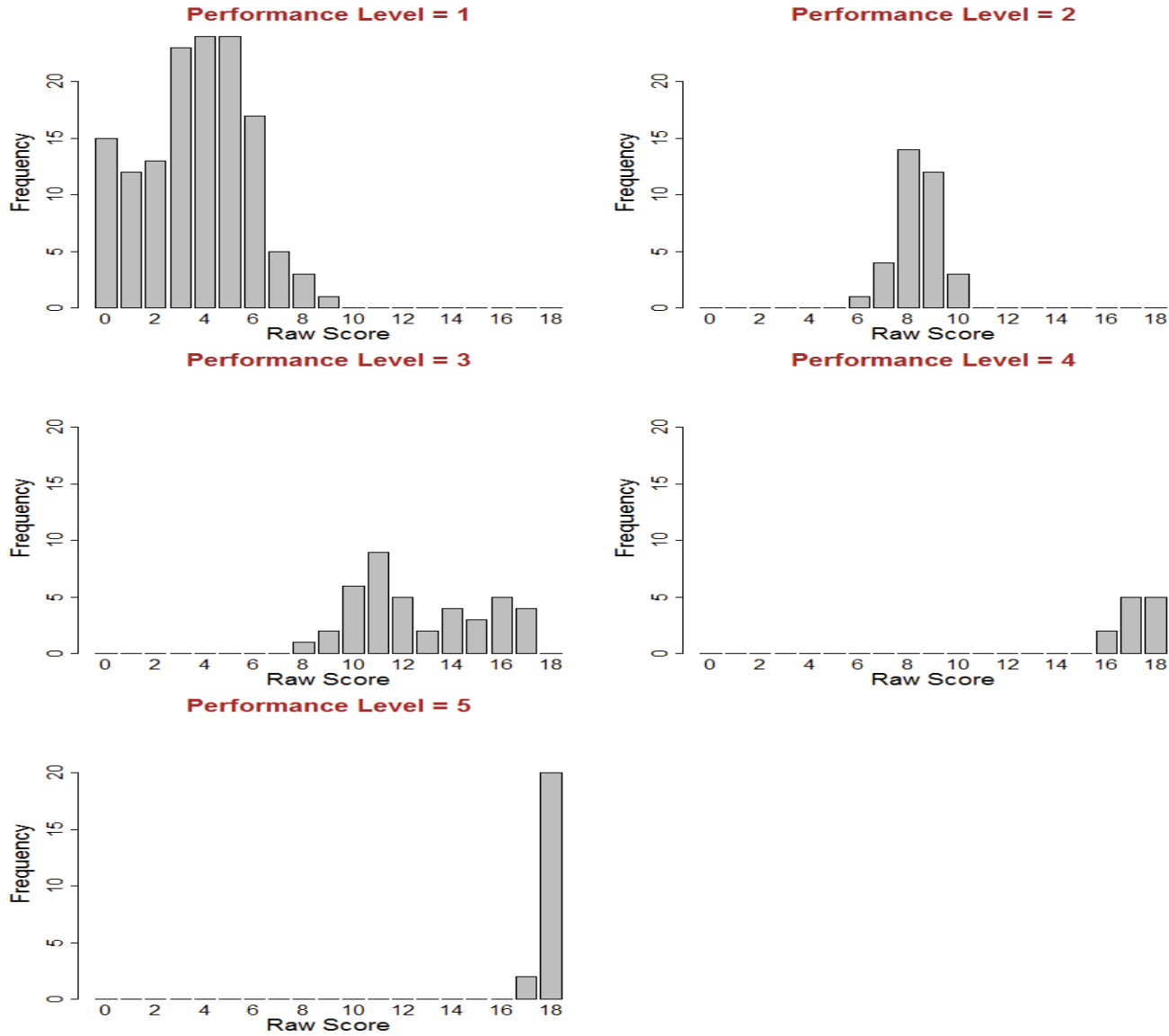
**Figure S18.49: Screener Raw Score Summary - Grade 8 Writing**



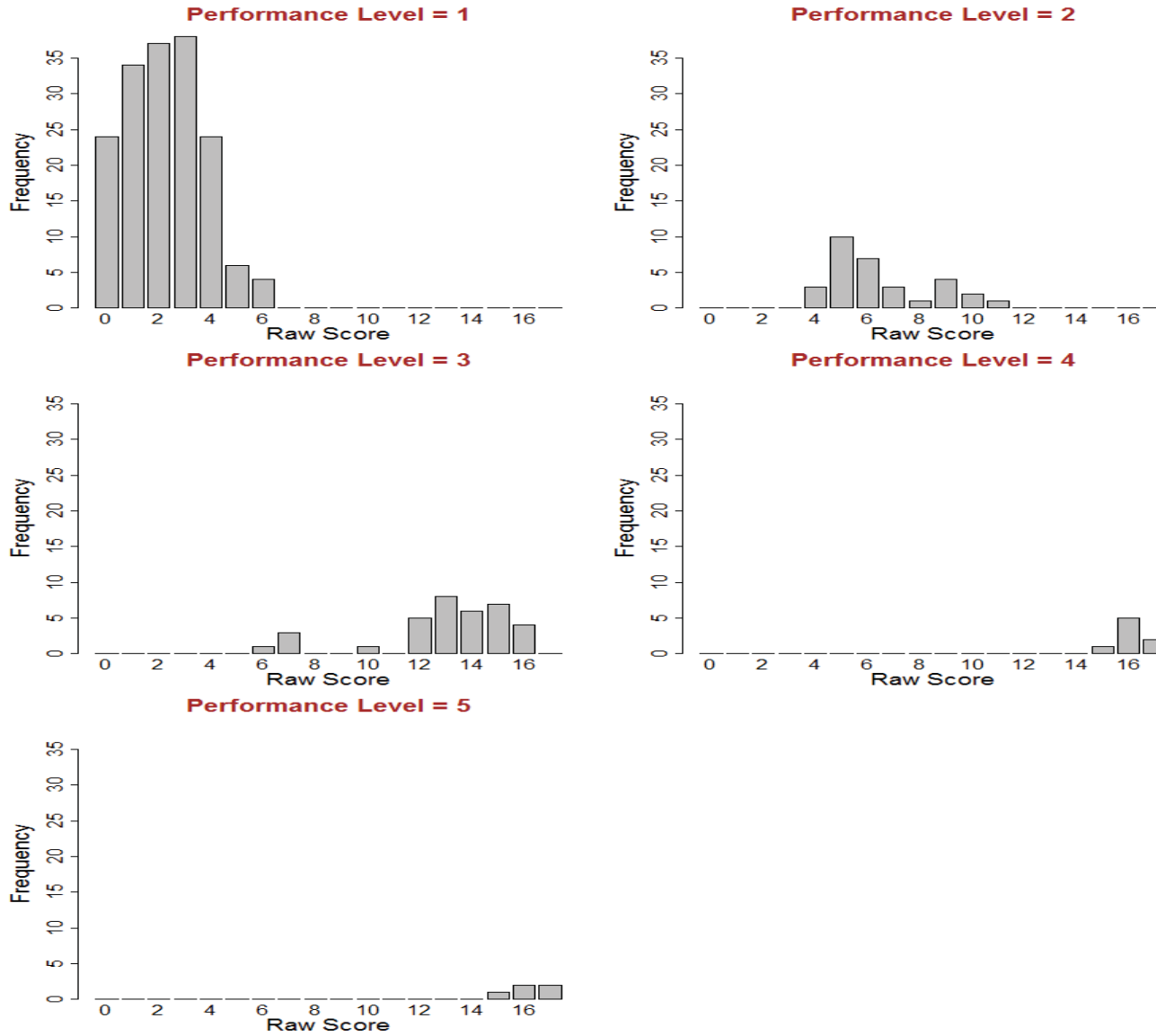
**Figure S18.50: Screener Raw Score Summary - Grade 8 Overall**



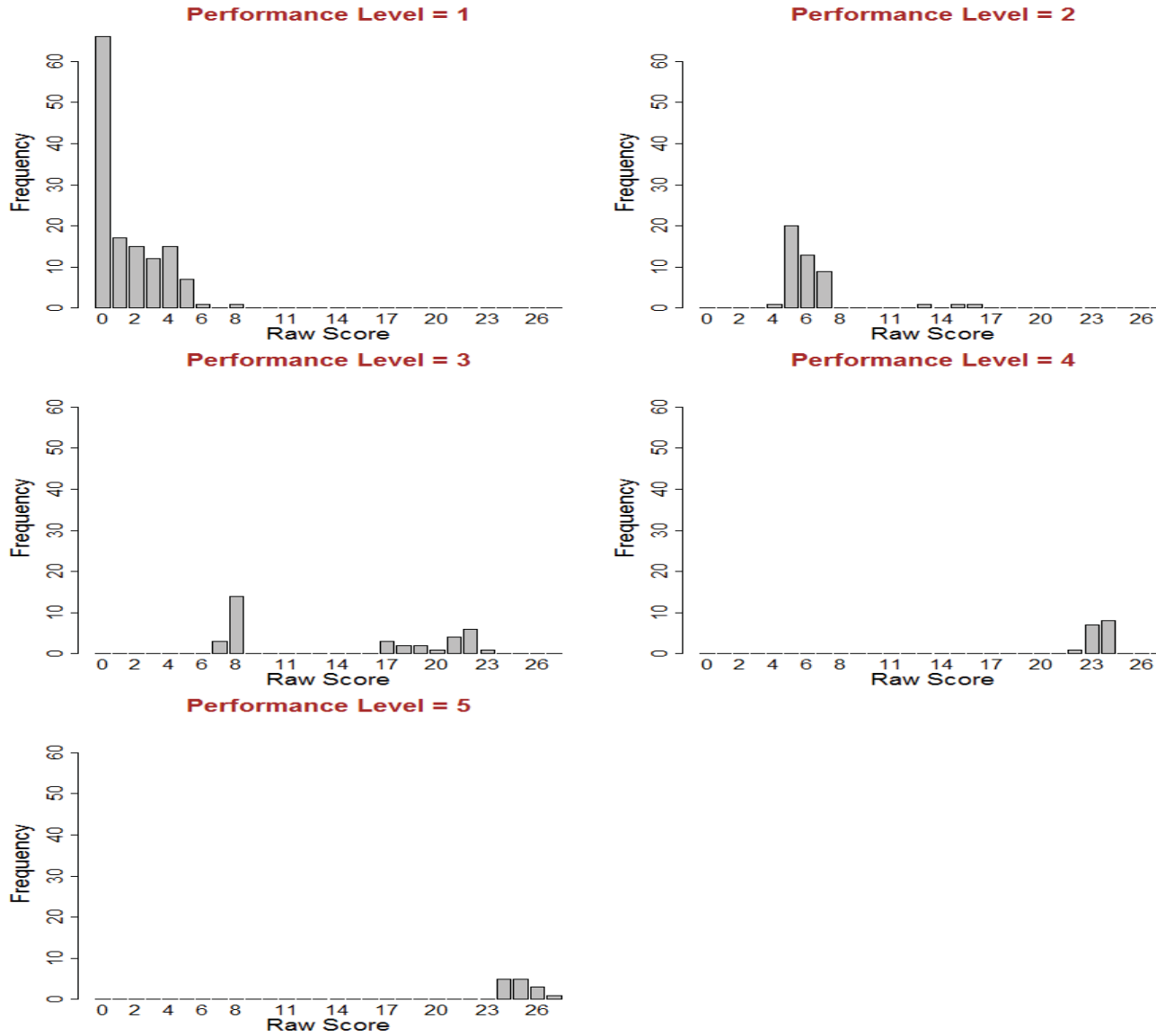
**Figure S18.51: Screener Raw Score Summary - Grade 9 Listening**



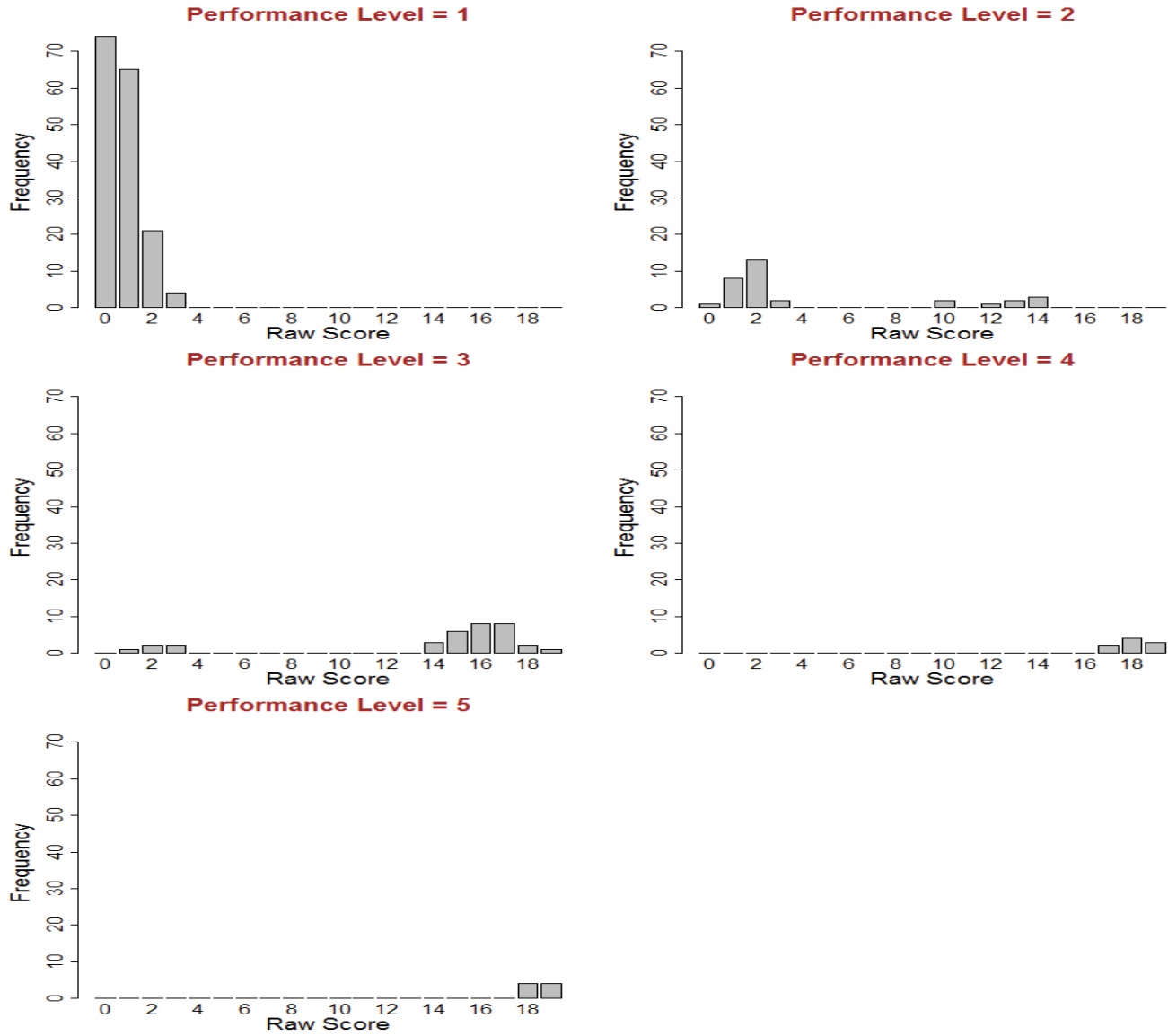
**Figure S18.52: Screener Raw Score Summary - Grade 9 Reading**



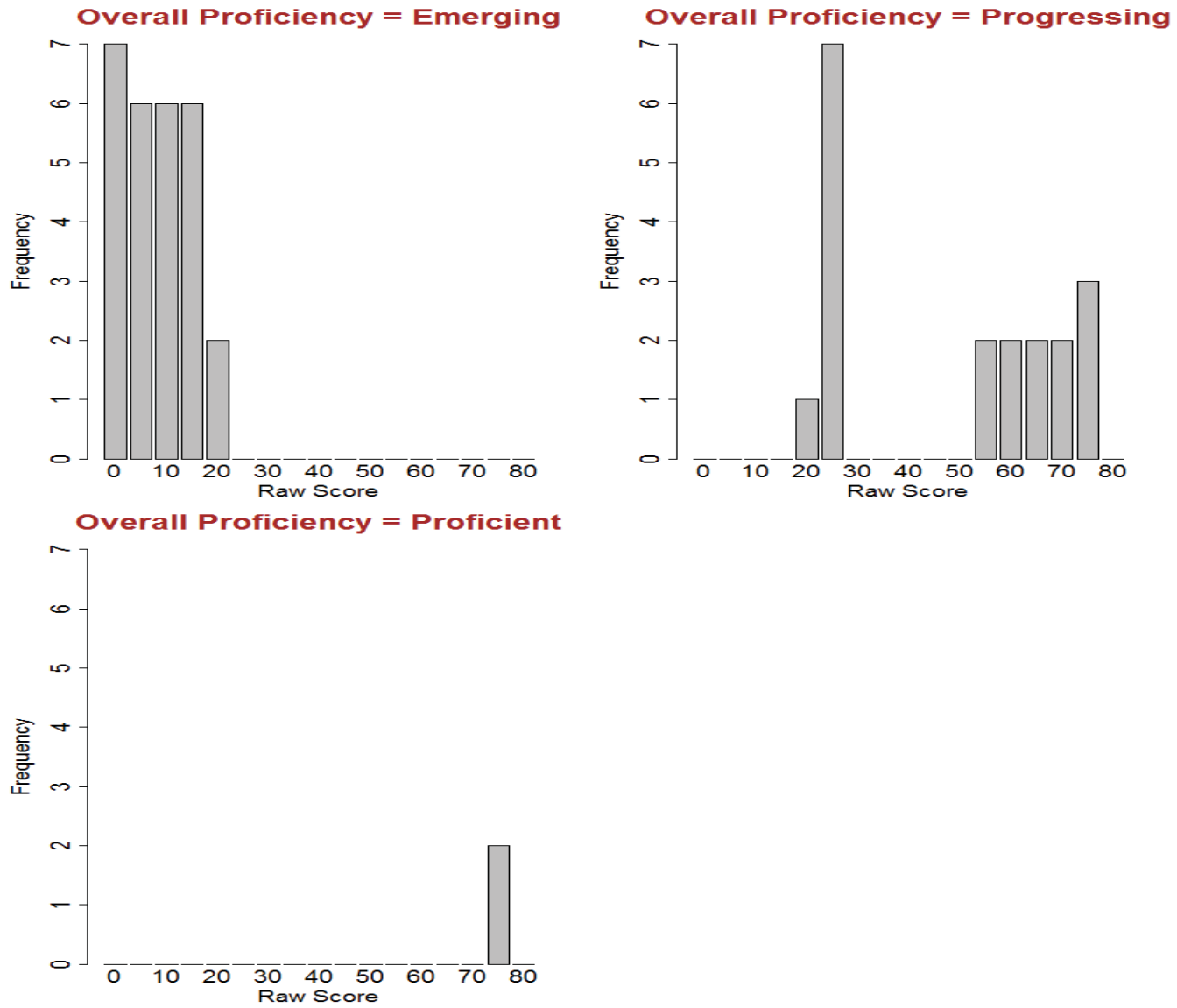
**Figure S18.53: Screener Raw Score Summary - Grade 9 Speaking**



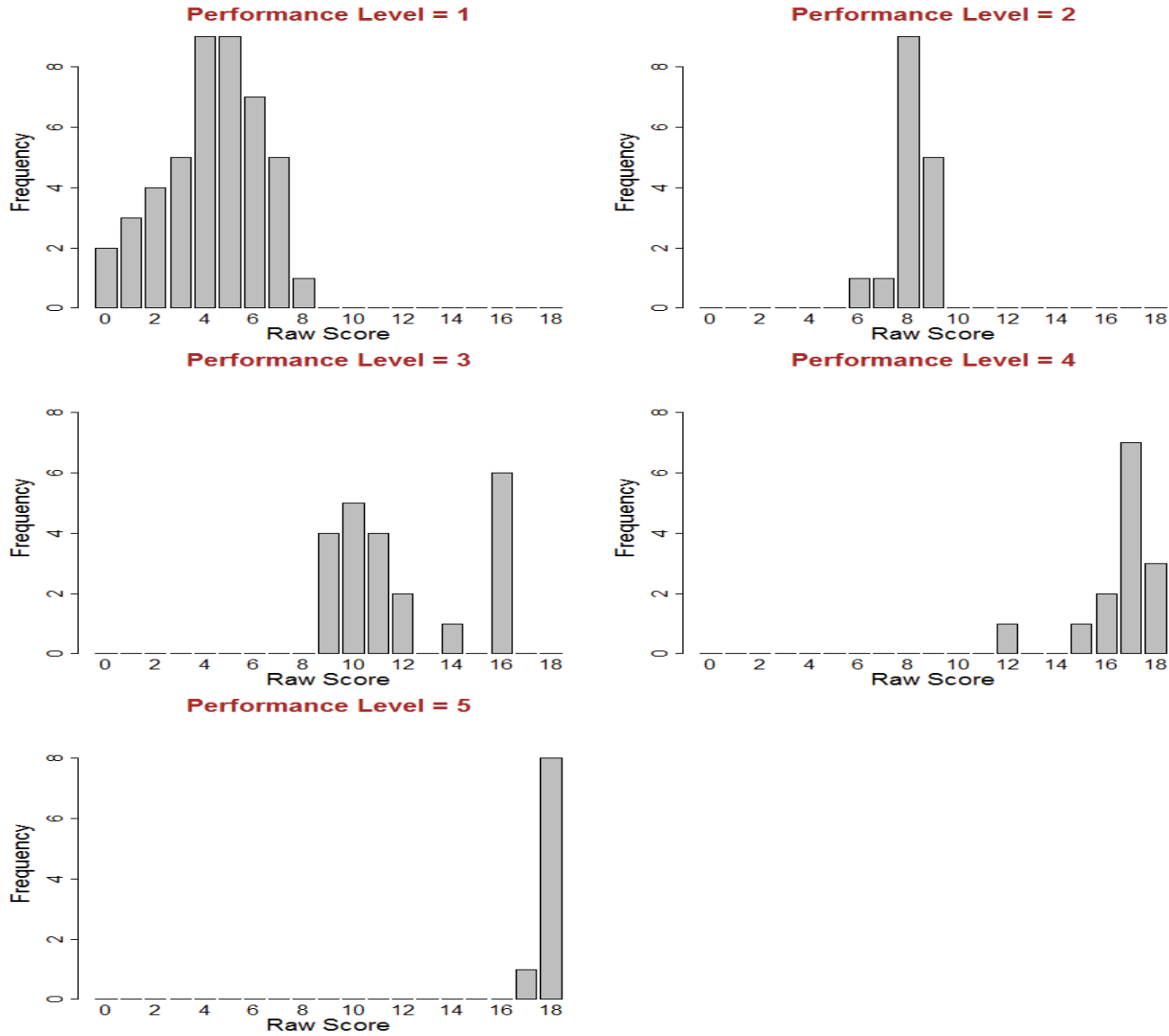
**Figure S18.54: Screener Raw Score Summary - Grade 9 Writing**



**Figure S18.55: Screener Raw Score Summary - Grade 9 Overall**

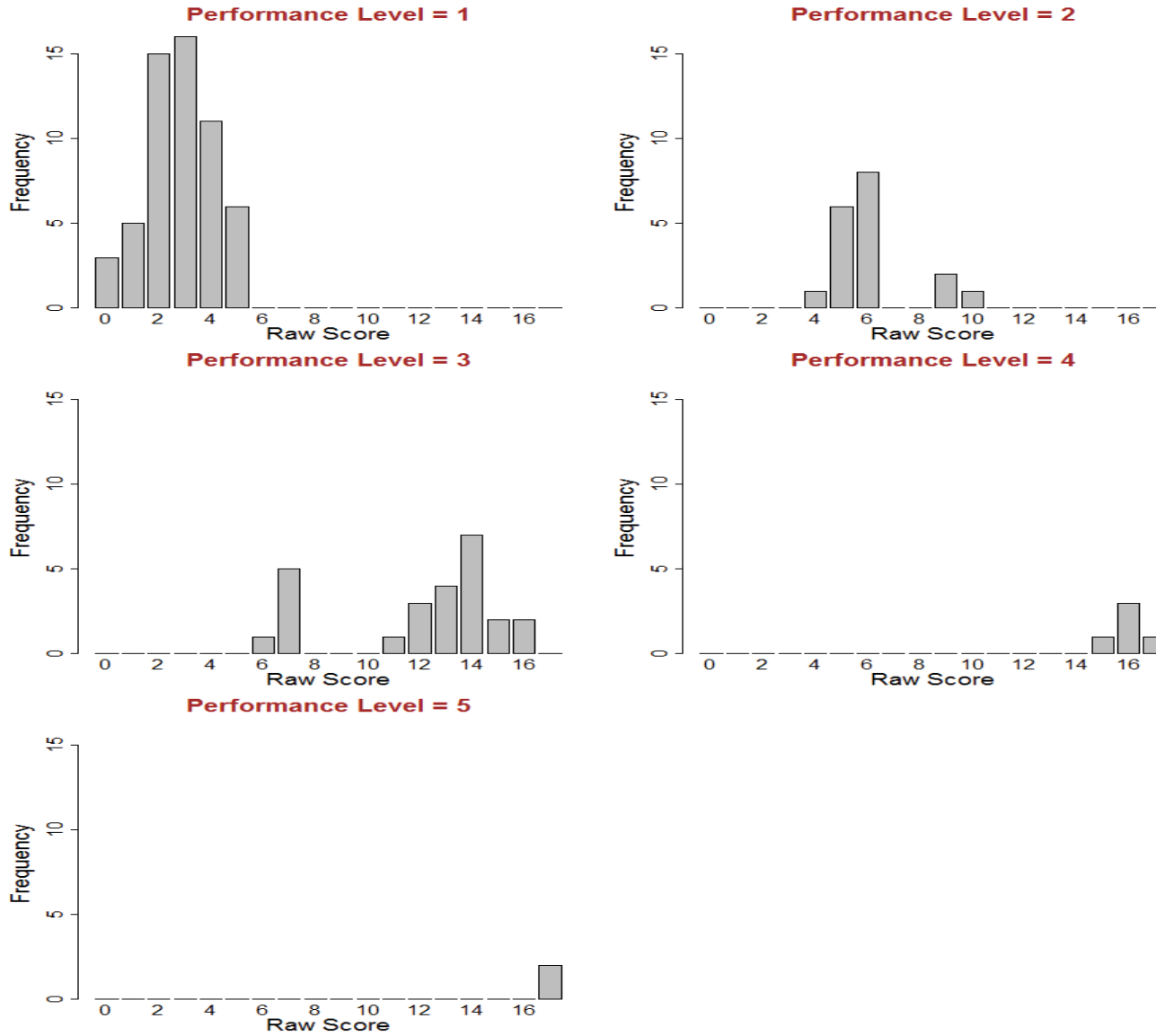


**Figure S18.56: Screener Raw Score Summary - Grade 10 Listening**

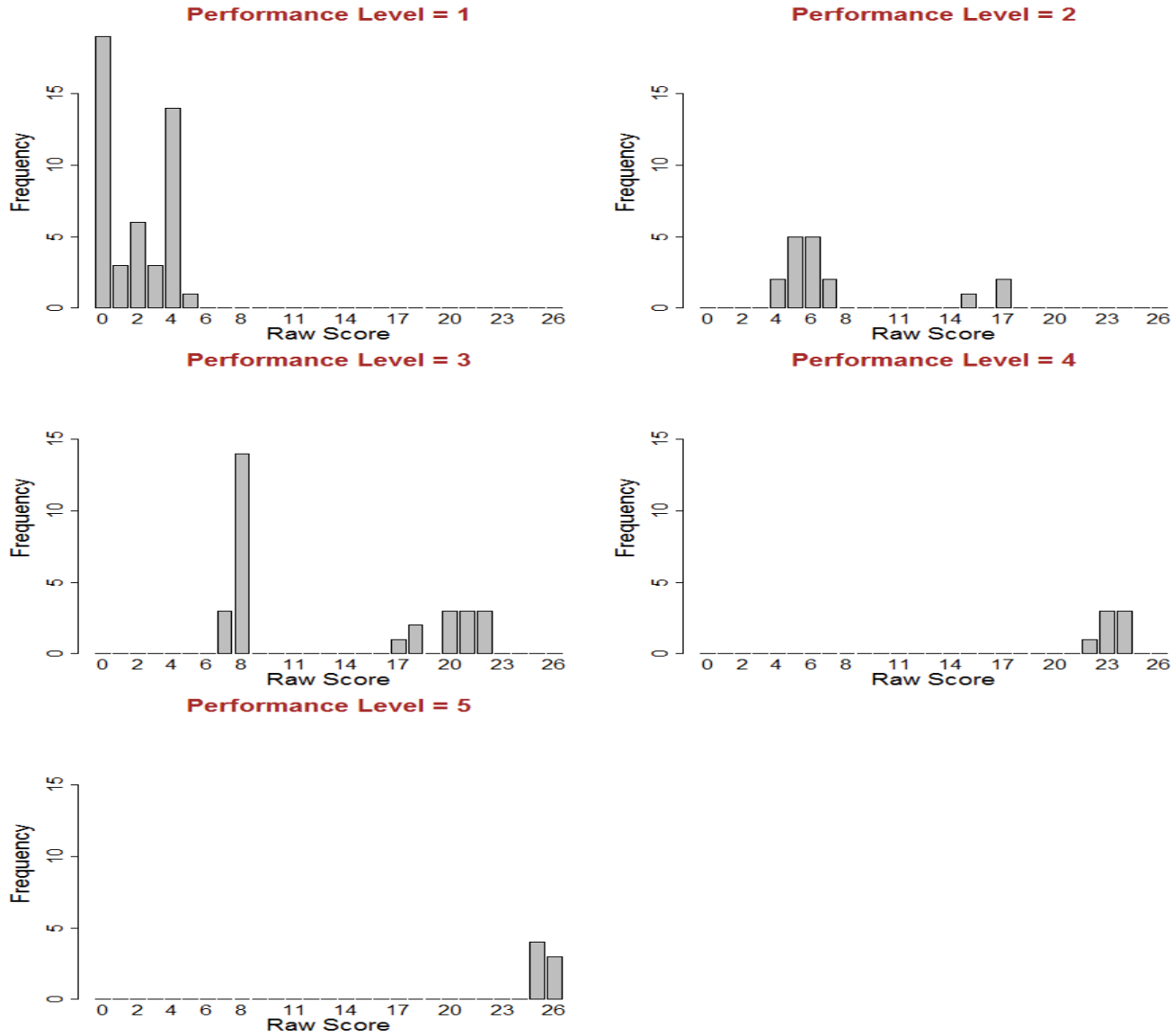




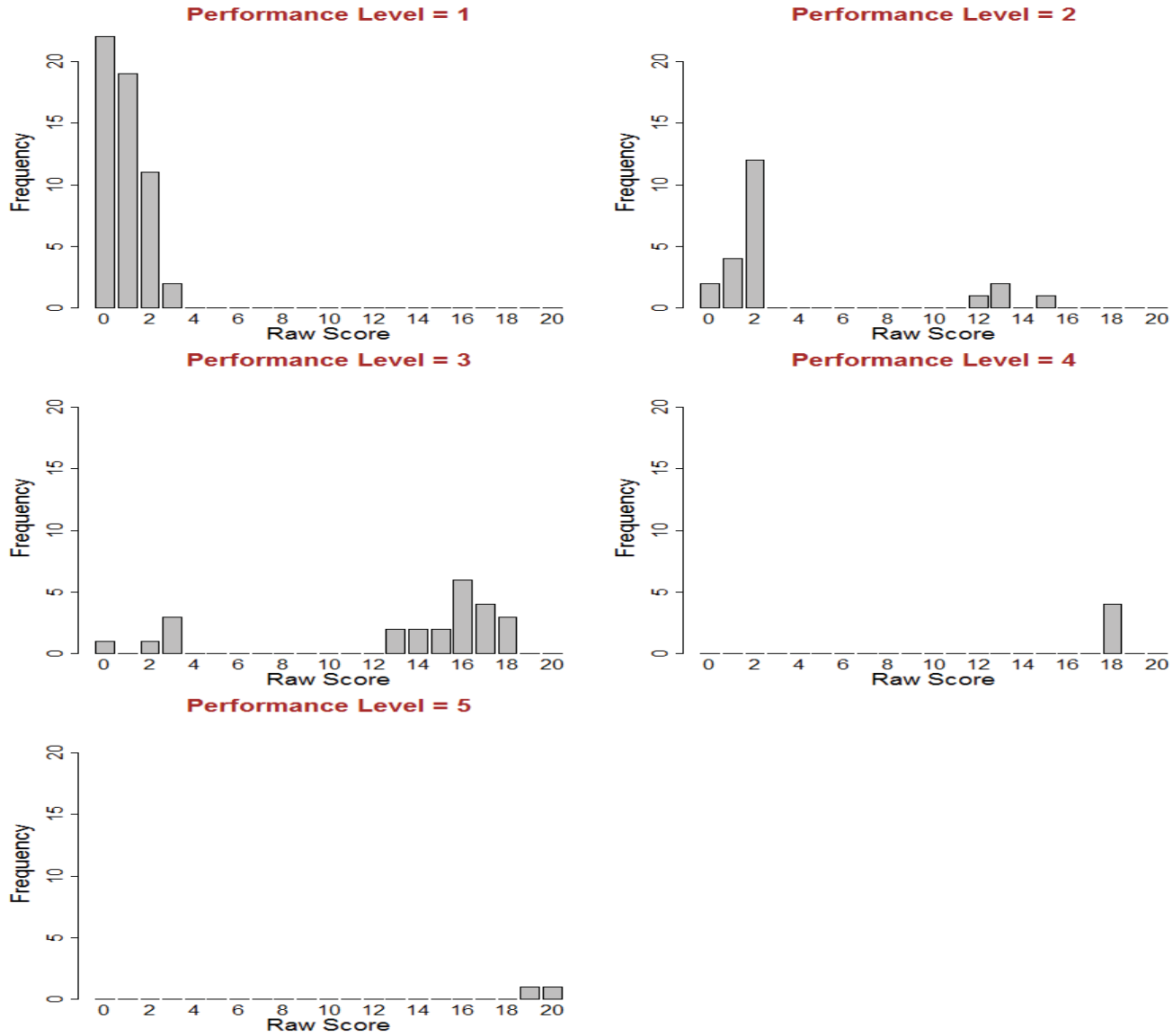
**Figure S18.57: Screener Raw Score Summary - Grade 10 Reading**



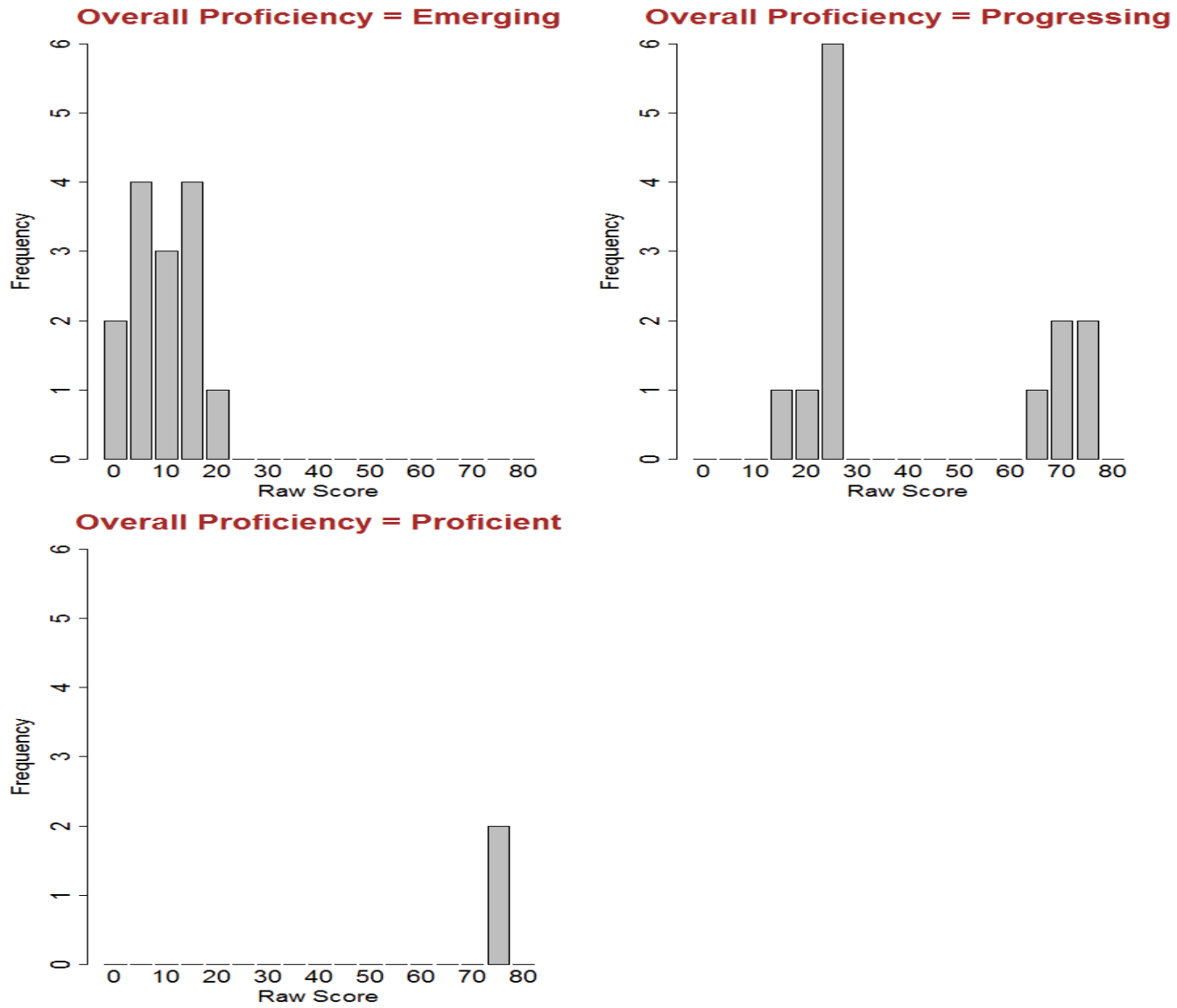
**Figure S18.58: Screener Raw Score Summary - Grade 10 Speaking**



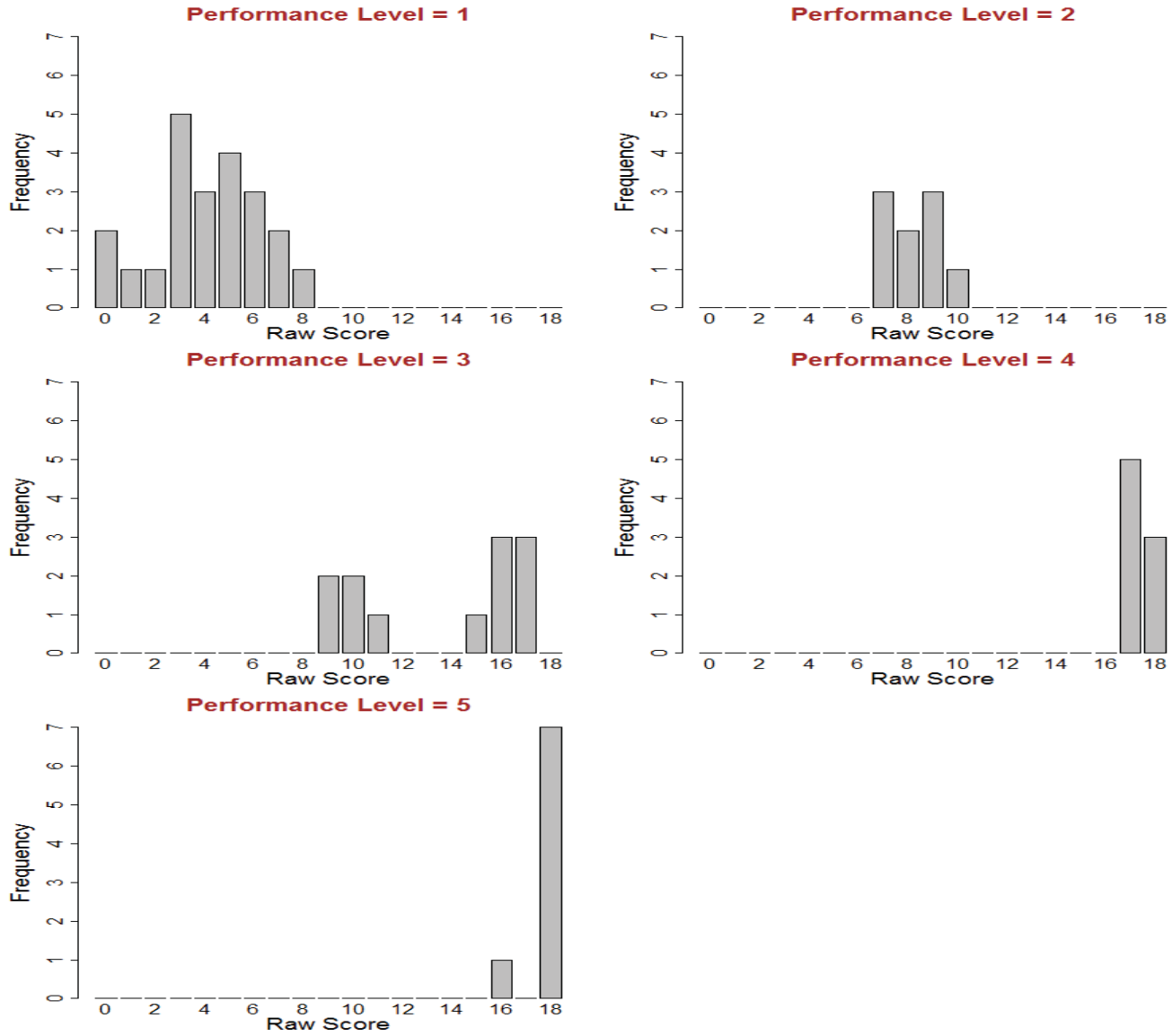
**Figure S18.59: Screener Raw Score Summary - Grade 10 Writing**



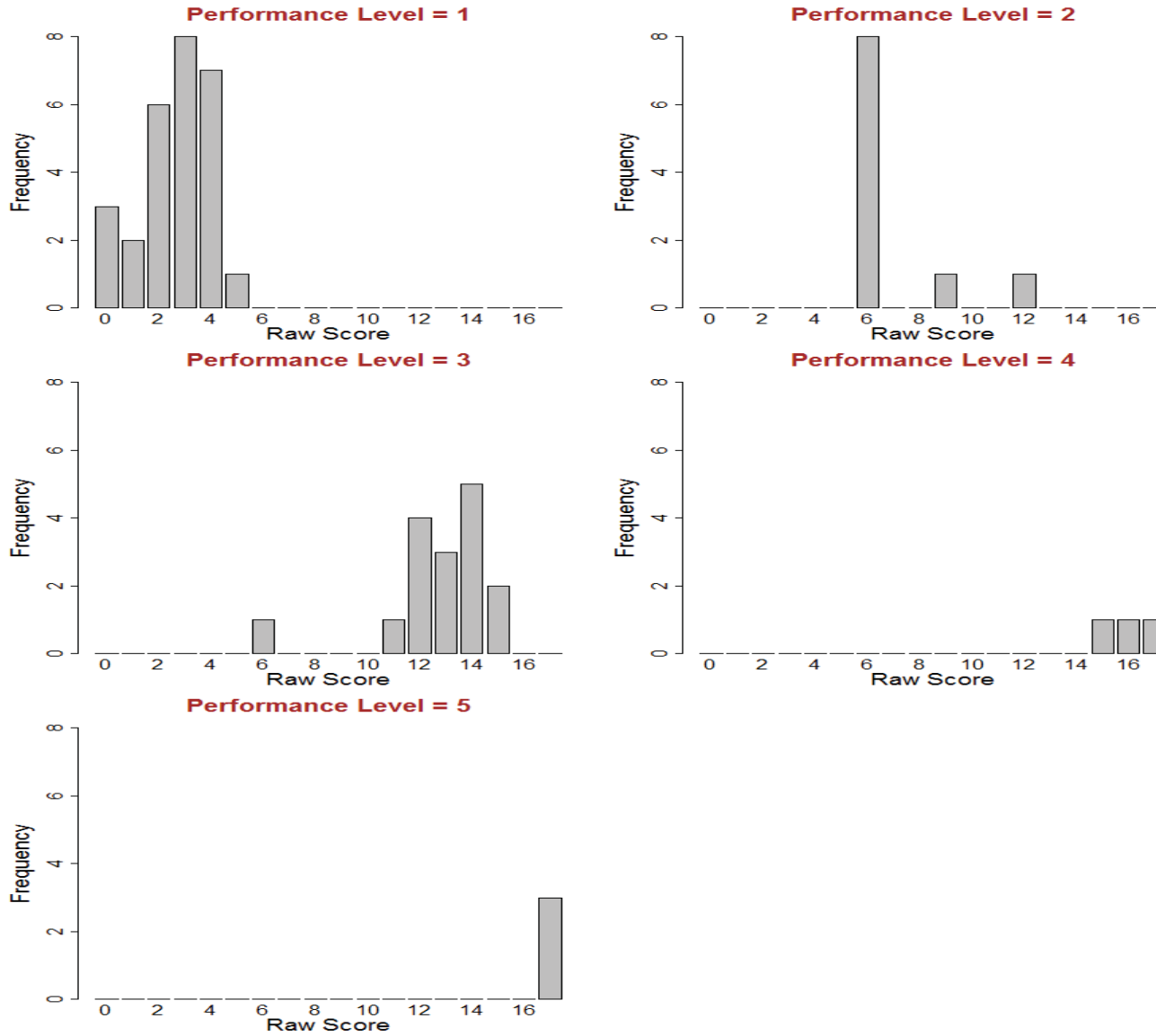
**Figure S18.60: Screener Raw Score Summary - Grade 10 Overall**



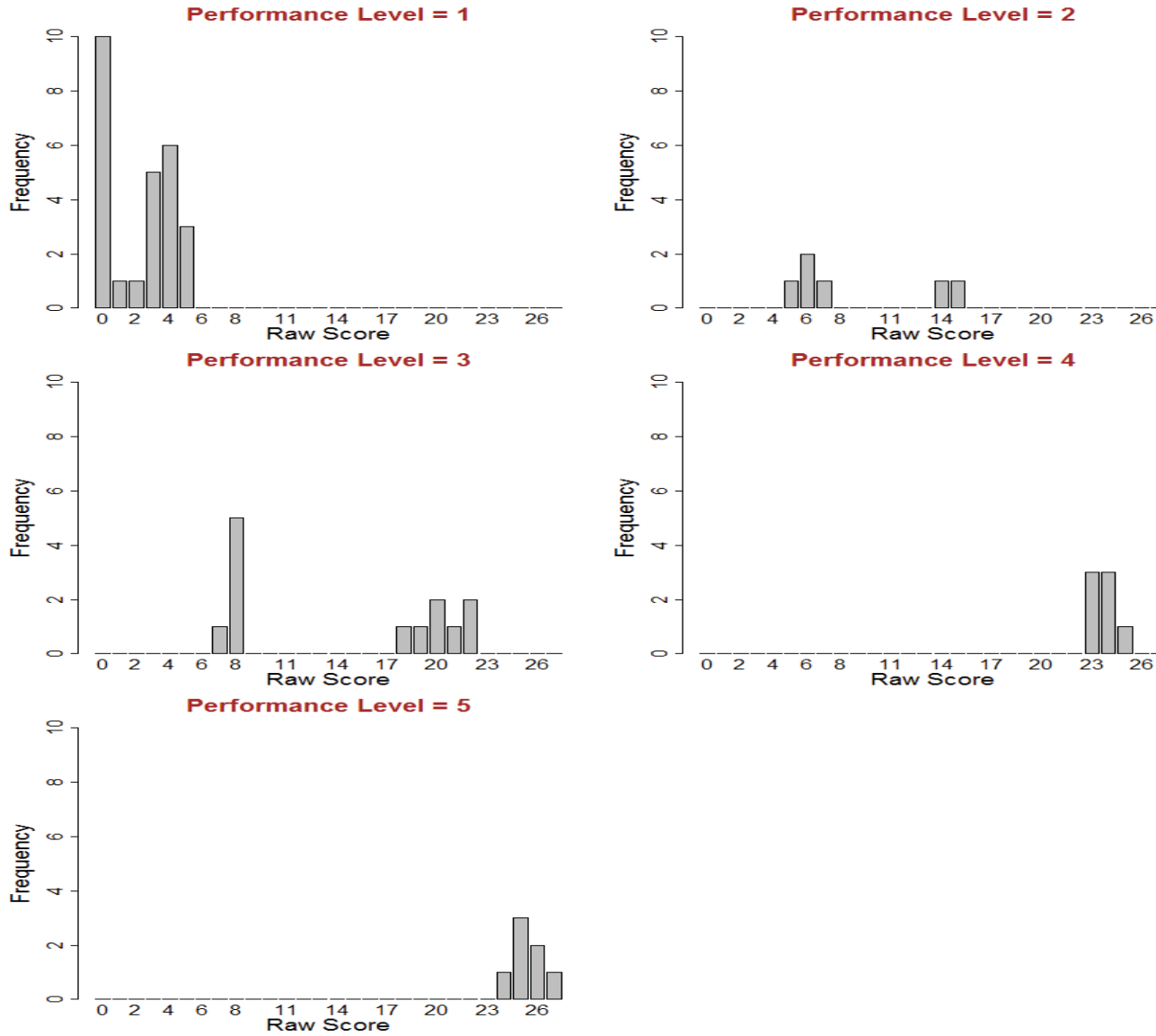
**Figure S18.61: Screener Raw Score Summary - Grade 11 Listening**



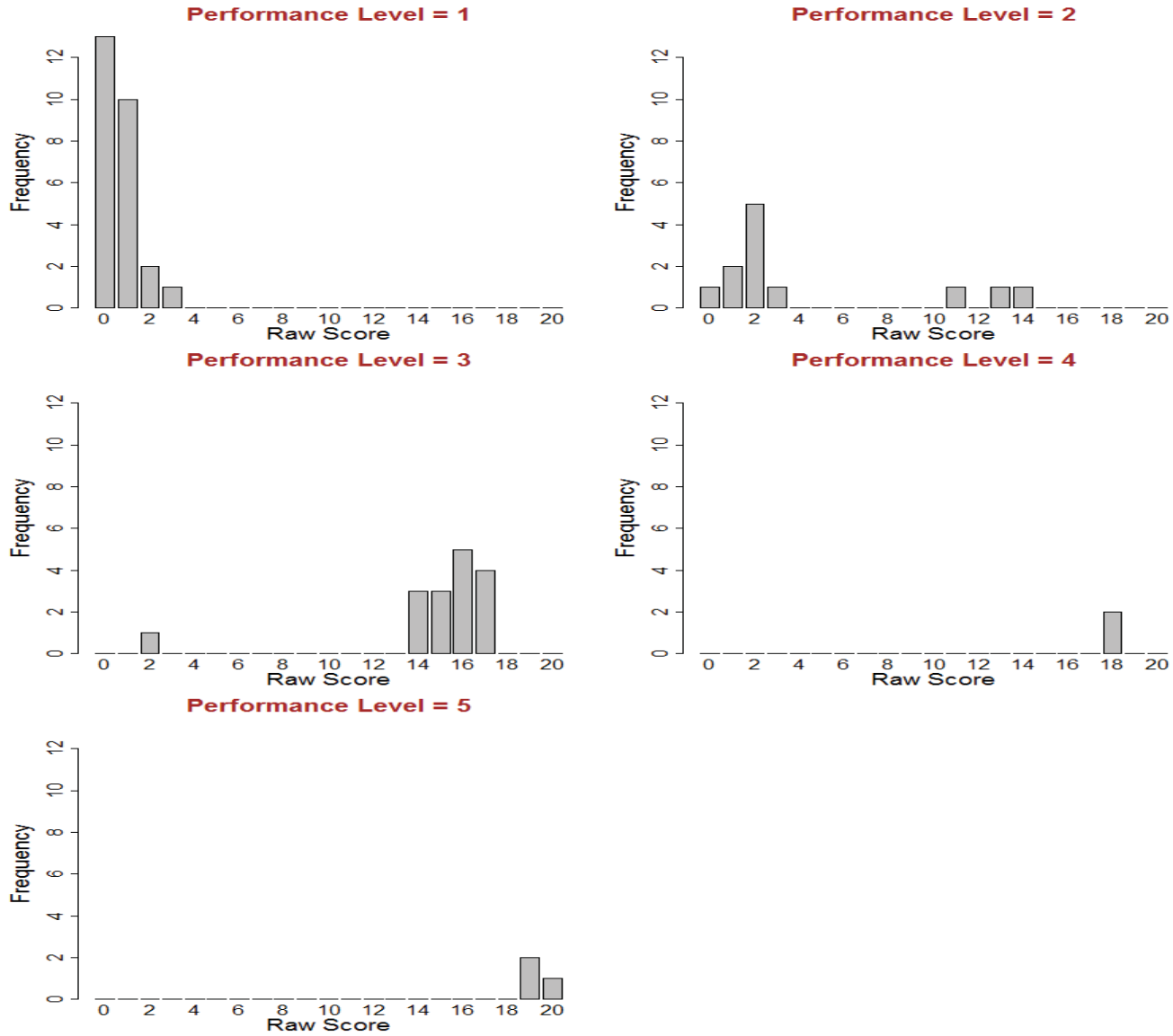
**Figure S18.62: Screener Raw Score Summary - Grade 11 Reading**



**Figure S18.63: Screener Raw Score Summary - Grade 11 Speaking**

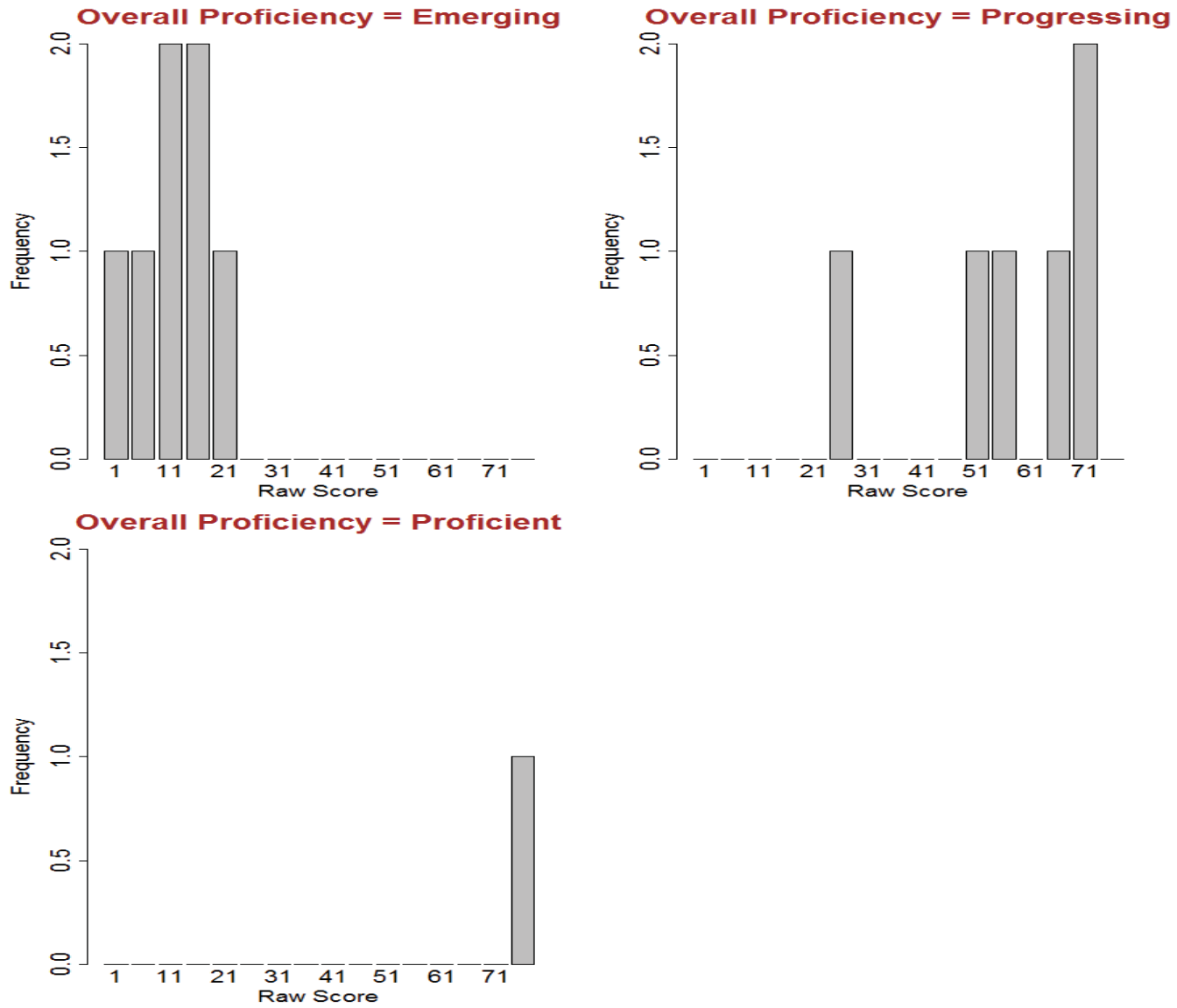


**Figure S18.64: Screener Raw Score Summary - Grade 11 Writing**

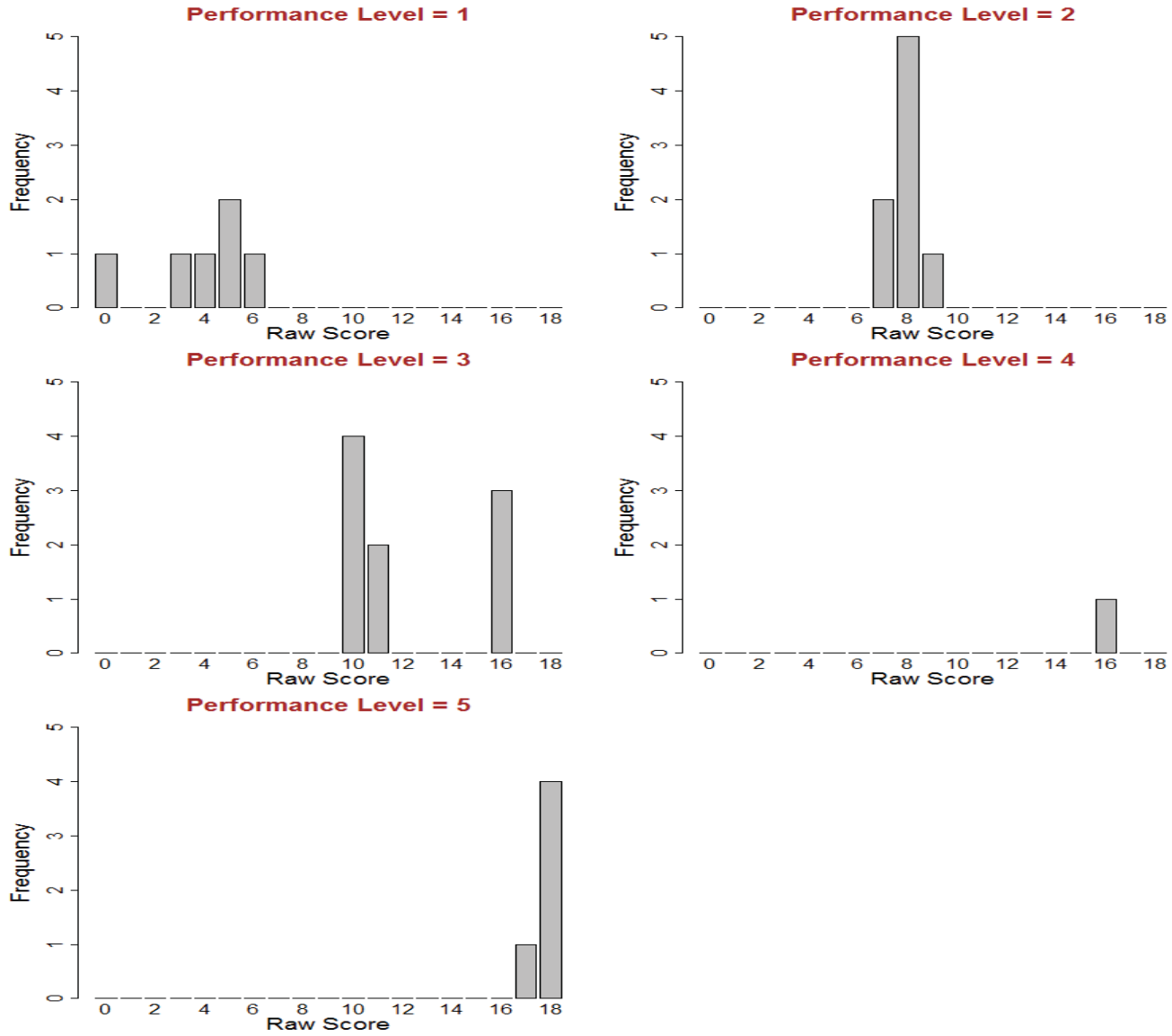




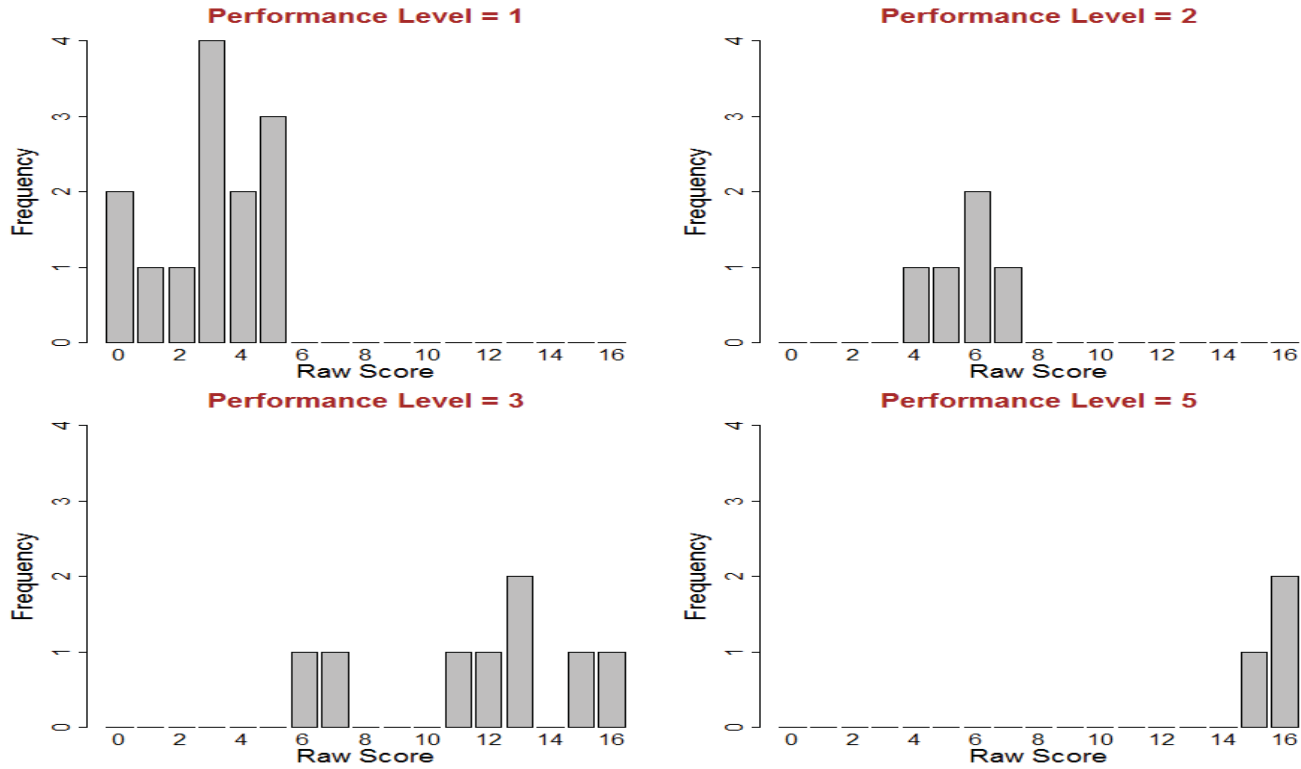
**Figure S18.65: Screener Raw Score Summary - Grade 11 Overall**



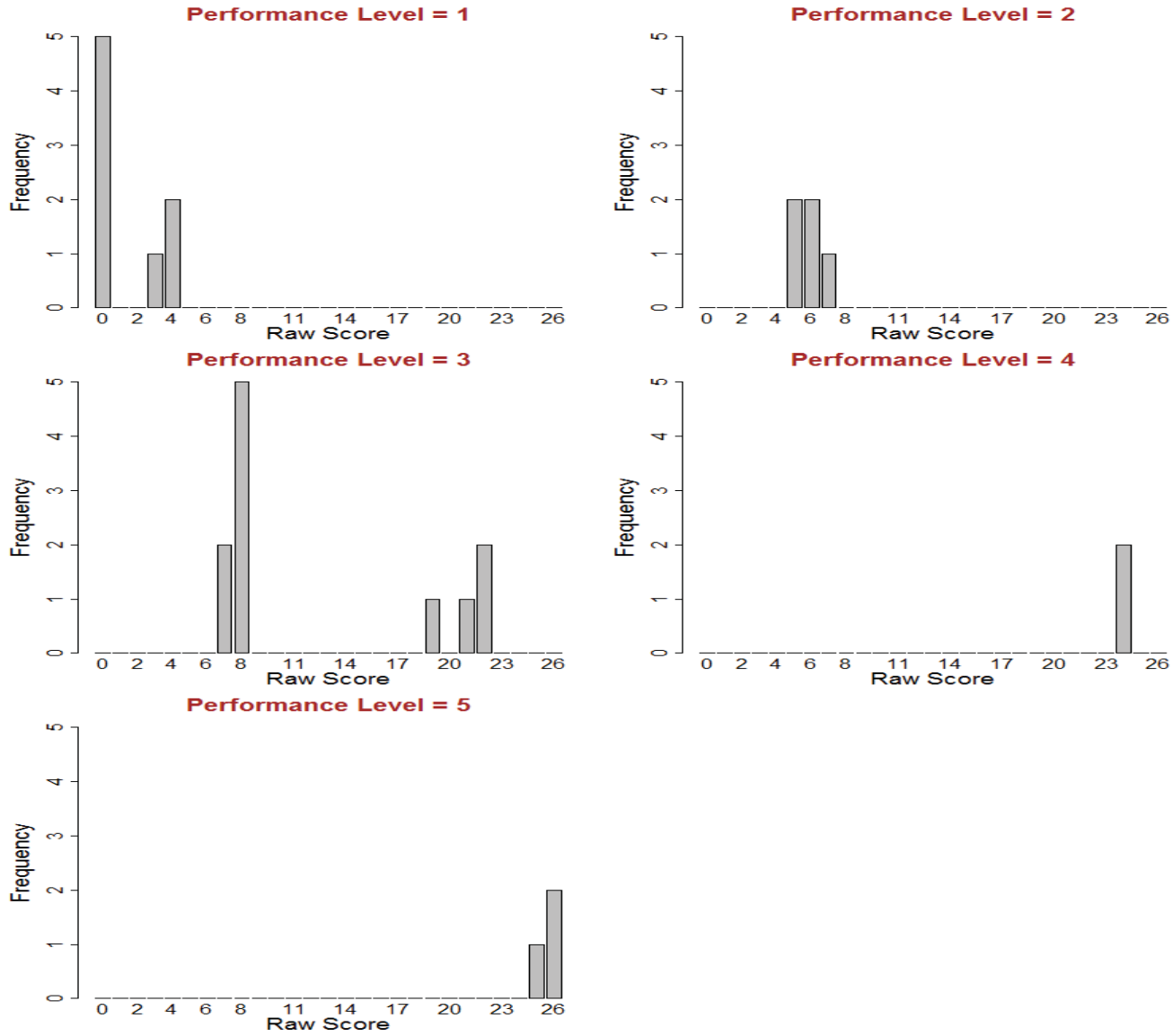
**Figure S18.66: Screener Raw Score Summary - Grade 12 Listening**



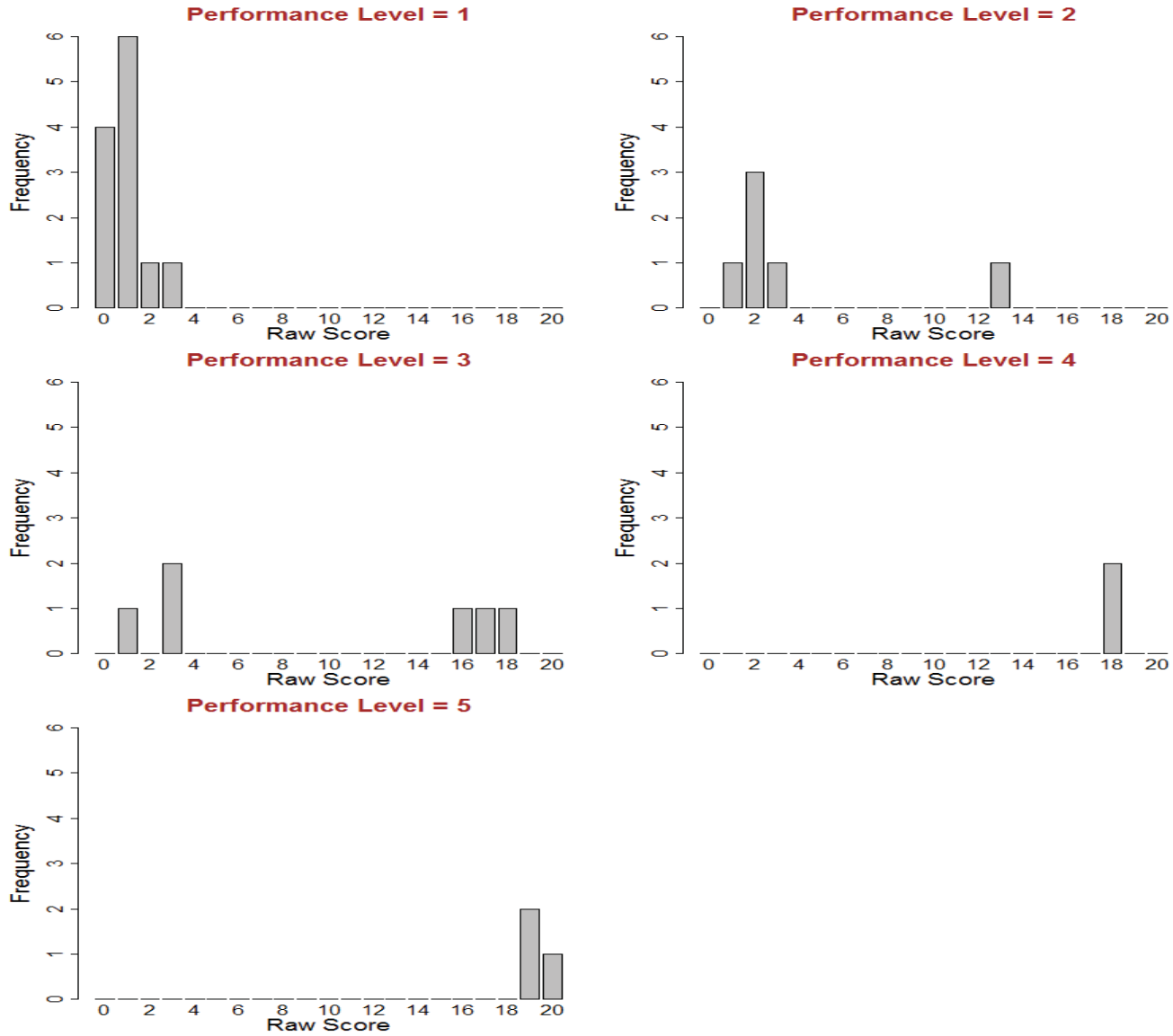
**Figure S18.67: Screener Raw Score Summary - Grade 12 Reading**



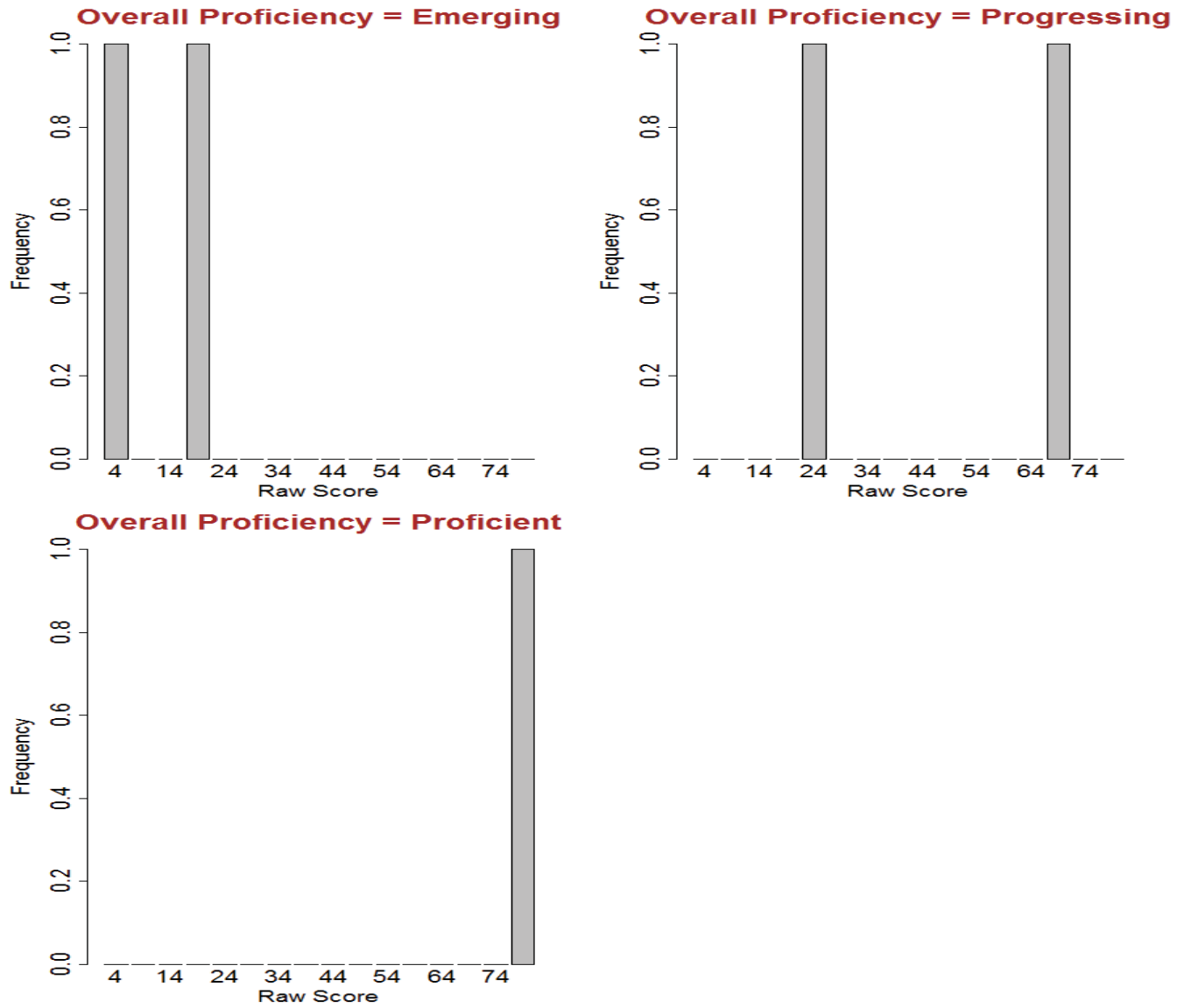
**Figure S18.68: Screener Raw Score Summary - Grade 12 Speaking**



**Figure S18.69: Screener Raw Score Summary - Grade 12 Writing**



**Figure S18.70: Screener Raw Score Summary - Grade 12 Overall**



## **Section 19: Screener Assessment - Scale Score Summary**

**\* Domain tests with Exemption are excluded.**

**\* The statistics are suppressed when the number of students (N count) is fewer than 10.**

**Table S19.1: Screener Scale Score Summary by Subgroup - Pre-Kindergarten**

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		≥3,500	314	502.9	714	62.2	≥3,500	318	500.3	708	62.2
<b>Gender</b>	<b>Female</b>	≥1,720	314	504.9	714	62.0	≥1,730	318	503.2	708	61.6
	<b>Male</b>	≥1,760	314	500.8	714	62.4	≥1,760	318	497.5	708	62.7
	<b>Missing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥210	314	527.9	696	63.6	≥210	318	525.5	694	63.3
	<b>Black or African American</b>	≥30	340	541.7	642	55.7	≥30	342	538.9	649	59.2
	<b>Hispanic or Latino</b>	≥3,070	314	499.0	714	61.1	≥3,070	318	496.5	708	61.0
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	≥10	439	562.0	692	64.5	≥10	442	552.2	687	65.6
	<b>White</b>	≥160	314	527.5	714	63.6	≥160	318	525.7	708	63.7
	<b>Other/Unknown</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	≥10	412	495.3	553	41.8	≥10	442	503.3	556	38.4
	<b>Migrant</b>	≥20	351	472.8	564	58.0	≥20	344	473.0	577	50.5
	<b>Title I</b>	≥1,860	314	498.5	714	60.8	≥1,860	318	496.0	708	60.9
	<b>Section 504 Plan</b>	≥10	448	509.2	570	41.7	≥10	446	511.0	576	44.5
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Developmental Delay</b>	≥20	351	504.0	616	58.3	≥20	378	501.6	615	56.6
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA



Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Missing</b>	≥3,450	314	502.8	714	62.3	≥3,450	318	500.3	708	62.3
	<b>Speech or Language Impairments</b>	≥20	371	507.4	582	44.9	≥20	381	503.0	572	42.5
	<b>Talented</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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

**Table S19.1: Screener Scale Score Summary by Subgroup - Pre-Kindergarten (cont.)**

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		≥3,500	339	475.7	711	76.4	≥3,500	347	476.6	684	56.7
<b>Gender</b>	<b>Female</b>	≥1,730	339	480.1	711	76.8	≥1,730	347	477.0	684	55.6
	<b>Male</b>	≥1,760	339	471.3	711	75.8	≥1,760	347	476.2	684	57.7
	<b>Missing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥210	339	502.5	705	76.2	≥210	347	507.4	677	67.8
	<b>Black or African American</b>	≥30	397	532.9	625	58.5	≥30	359	517.8	655	66.8
	<b>Hispanic or Latino</b>	≥3,070	339	471.3	711	75.6	≥3,070	347	472.8	684	53.8
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	≥10	382	528.9	657	80.1	≥10	423	517.4	673	83.0
	<b>White</b>	≥160	339	504.6	711	75.0	≥160	347	494.6	684	64.7
	<b>Other/Unknown</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	≥10	387	452.1	561	44.6	≥10	394	462.8	555	41.0
	<b>Migrant</b>	≥20	352	454.7	560	66.0	≥20	393	467.3	561	43.2
	<b>Title I</b>	≥1,860	339	468.3	711	75.0	≥1,860	347	473.1	684	54.1
	<b>Section 504 Plan</b>	≥10	384	473.4	569	67.6	≥10	421	469.0	540	36.5
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Developmental Delay</b>	≥20	356	477.1	606	77.6	≥20	393	474.2	589	56.9
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Missing</b>	≥3,450	339	475.8	711	76.5	≥3,450	347	476.6	684	56.6
	<b>Speech or Language Impairments</b>	≥20	361	457.9	555	51.5	≥20	397	476.9	631	60.1
	<b>Talented</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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

**Table S19.1: Screener Scale Score Summary by Subgroup - Pre-Kindergarten (cont.)**

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		≥3,500	3978	5264.0	6375	478.5	≥3,500	3646	4974.7	6763	491.2
<b>Gender</b>	<b>Female</b>	≥1,730	3978	5284.0	6375	477.2	≥1,730	3646	4995.8	6763	485.1
	<b>Male</b>	≥1,760	3978	5244.7	6375	479.4	≥1,760	3646	4954.0	6763	496.6
	<b>Missing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥210	3978	5429.7	6375	463.4	≥210	3646	5202.0	6680	520.8
	<b>Black or African American</b>	≥30	3978	5505.0	6055	437.8	≥30	4039	5349.8	6283	431.9
	<b>Hispanic or Latino</b>	≥3,070	3978	5237.9	6375	474.8	≥3,070	3646	4941.3	6763	478.7
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	≥10	4764	5670.1	6375	422.1	≥10	4475	5392.6	6525	548.2
	<b>White</b>	≥160	3978	5445.0	6375	464.8	≥160	3646	5178.5	6763	506.4
	<b>Other/Unknown</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	≥10	4651	5316.5	6009	414.4	≥10	4438	4894.7	5246	257.8
	<b>Migrant</b>	≥20	4120	5014.6	5742	428.4	≥20	3905	4800.8	5537	397.9
	<b>Title I</b>	≥1,860	3978	5237.1	6375	473.6	≥1,860	3646	4933.3	6763	477.7
	<b>Section 504 Plan</b>	≥10	4831	5373.5	6009	385.3	≥10	4507	4993.3	5417	318.4
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Developmental Delay</b>	≥20	4255	5256.0	6066	421.2	≥20	3975	4979.9	5860	480.8
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Missing</b>	≥3,450	3978	5263.6	6375	479.2	≥3,450	3646	4974.7	6763	491.4
	<b>Speech or Language Impairments</b>	≥20	4331	5334.9	5876	351.8	≥20	4026	4956.0	5779	360.5
	<b>Talented</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

**Table S19.2: Screener Scale Score Summary by Subgroup - Kindergarten**

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		≥270	314	511.9	714	75.1	≥270	318	510.1	708	76.6
<b>Gender</b>	<b>Female</b>	≥130	314	515.7	714	76.8	≥130	318	514.9	708	76.1
	<b>Male</b>	≥140	314	508.3	700	73.6	≥140	318	505.5	694	76.9
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥30	351	546.1	657	69.7	≥30	344	546.0	654	68.9
	<b>Black or African American</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥230	314	505.6	714	73.5	≥230	318	504.0	708	75.2
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥10	408	539.6	700	112.4	≥10	382	529.2	694	113.0
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Title I</b>	≥170	353	509.6	700	71.4	≥170	355	507.8	694	72.0
<b>Primary Disability</b>	<b>Developmental Delay</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Missing</b>	≥270	314	511.5	714	75.2	≥270	318	509.6	708	76.6
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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

**Table S19.2: 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>		≥270	339	476.7	711	87.2	≥270	347	494.1	684	75.4
<b>Gender</b>	<b>Female</b>	≥130	339	482.4	711	85.6	≥130	347	499.6	684	74.6
	<b>Male</b>	≥140	339	471.3	676	88.6	≥140	347	488.8	677	76.2
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥30	352	519.1	659	69.3	≥30	374	539.8	657	78.5
	<b>Black or African American</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥230	339	468.2	711	85.3	≥230	347	485.6	684	72.0
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥10	371	521.0	686	136.6	≥10	414	526.7	677	97.5
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Title I</b>	≥170	353	472.4	686	84.2	≥170	361	493.6	677	70.4
<b>Primary Disability</b>	<b>Developmental Delay</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Missing</b>	≥270	339	475.9	711	86.9	≥270	347	493.9	684	75.4
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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

**Table S19.2: 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>		≥270	3978	5324.8	6375	552.4	≥270	3646	5047.9	6763	623.2
<b>Gender</b>	<b>Female</b>	≥130	3978	5351.4	6375	554.8	≥130	3646	5092.2	6763	615.3
	<b>Male</b>	≥140	3978	5299.5	6375	550.9	≥140	3646	5005.8	6605	629.9
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥30	4120	5554.0	6375	505.3	≥30	3896	5382.7	6300	562.5
	<b>Black or African American</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥230	3978	5289.8	6375	551.0	≥230	3646	4985.6	6763	604.6
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥10	4493	5376.2	6375	723.9	≥10	4141	5295.8	6605	944.7
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Title I</b>	≥170	4206	5311.6	6375	535.0	≥170	3837	5029.2	6605	585.1
<b>Primary Disability</b>	<b>Developmental Delay</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Missing</b>	≥270	3978	5321.4	6375	552.6	≥270	3646	5044.0	6763	623.1
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.



**Table S19.3: 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>		≥440	288	485.4	668	71.2	≥440	286	457.3	684	70.8
<b>Gender</b>	<b>Female</b>	≥230	288	485.4	668	70.1	≥230	286	456.9	684	71.2
	<b>Male</b>	≥200	288	485.3	646	72.6	≥200	286	457.7	660	70.7
	<b>Missing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥40	347	496.6	661	79.7	≥40	347	488.2	681	78.3
	<b>Black or African American</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥350	307	482.5	653	67.4	≥350	325	450.9	664	65.2
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥20	288	482.7	635	86.0	≥20	286	465.3	629	86.5
	<b>Other/Unknown</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Title I</b>	≥230	340	491.6	661	69.1	≥230	347	462.4	681	71.3
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Developmental Delay</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Gifted</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Missing</b>	≥430	288	485.3	668	71.3	≥430	286	456.9	684	71.0
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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

**Table S19.3: 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>		≥440	310	453.6	660	77.8	≥440	283	452.7	683	72.5
<b>Gender</b>	<b>Female</b>	≥230	310	455.6	660	78.9	≥230	283	451.0	683	72.4
	<b>Male</b>	≥200	310	450.9	640	76.7	≥200	283	454.6	641	72.9
	<b>Missing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥40	330	465.4	603	77.4	≥40	344	481.8	673	79.9
	<b>Black or African American</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥350	326	450.3	648	76.7	≥350	323	446.3	652	66.9
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥20	310	460.7	628	78.9	≥20	283	466.6	633	90.2
	<b>Other/Unknown</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Title I</b>	≥230	329	454.1	648	76.7	≥230	330	456.7	673	72.9
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Developmental Delay</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Gifted</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Missing</b>	≥430	310	453.5	660	77.9	≥430	283	452.6	683	72.7
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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

**Table S19.3: 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>		≥440	3785	5013.0	6387	488.4	≥440	3364	4769.7	6526	562.9
<b>Gender</b>	<b>Female</b>	≥230	3785	5015.3	6387	488.8	≥230	3364	4770.6	6526	565.2
	<b>Male</b>	≥200	3785	5009.9	6387	490.3	≥200	3364	4767.5	6150	562.8
	<b>Missing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥40	4171	5162.9	6387	548.0	≥40	3787	4940.4	6333	618.7
	<b>Black or African American</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥350	3964	4981.7	6387	459.4	≥350	3629	4730.5	6366	527.0
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥20	3785	5005.9	6106	554.1	≥20	3364	4825.9	6132	671.8
	<b>Other/Unknown</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Title I</b>	≥230	4100	5062.5	6387	489.7	≥230	3787	4801.0	6366	556.5
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Developmental Delay</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Gifted</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Missing</b>	≥430	3785	5010.1	6387	489.6	≥430	3364	4768.2	6526	564.5
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

**Table S19.4: 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>		≥290	286	458.6	679	73.2	≥290	278	444.8	693	76.3
<b>Gender</b>	<b>Female</b>	≥120	286	456.0	599	70.1	≥120	278	441.8	645	71.8
	<b>Male</b>	≥160	286	460.6	679	75.6	≥160	278	447.0	693	79.6
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥40	323	494.0	679	83.9	≥40	360	477.2	693	86.8
	<b>Black or African American</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥220	286	448.1	651	68.6	≥220	278	434.0	650	70.2
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥10	364	496.0	587	74.2	≥10	374	496.6	645	89.5
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Title I</b>	≥140	307	460.2	636	69.8	≥140	317	445.0	657	71.9
<b>Primary Disability</b>	<b>Developmental Delay</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Missing</b>	≥280	286	457.9	651	72.5	≥280	278	444.2	657	75.2
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Talented</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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

**Table S19.4: 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>		≥290	292	436.2	642	86.6	≥290	276	440.7	704	76.9
<b>Gender</b>	<b>Female</b>	≥120	292	435.7	632	85.3	≥120	276	438.9	637	72.4
	<b>Male</b>	≥160	292	436.6	642	87.9	≥160	276	442.2	704	80.4
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥40	324	457.8	633	88.6	≥40	352	471.2	704	88.7
	<b>Black or African American</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥220	292	426.7	642	84.3	≥220	276	430.1	664	70.7
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥10	329	489.9	632	96.5	≥10	372	500.4	637	85.2
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Title I</b>	≥140	314	434.6	642	83.8	≥140	311	441.1	665	70.3
<b>Primary Disability</b>	<b>Developmental Delay</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Missing</b>	≥280	292	435.0	642	86.2	≥280	276	440.0	665	75.7
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Talented</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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



**Table S19.4: 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>		≥290	3756	4852.7	6439	562.1	≥290	3326	4633.0	6490	611.5
<b>Gender</b>	<b>Female</b>	≥120	3756	4832.0	6002	540.2	≥120	3326	4618.2	6029	582.1
	<b>Male</b>	≥160	3756	4868.3	6439	579.3	≥160	3326	4644.2	6490	634.3
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥40	3975	5143.0	6286	640.4	≥40	3795	4879.4	6490	683.2
	<b>Black or African American</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥220	3756	4771.1	6439	523.1	≥220	3326	4547.8	6263	570.4
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥10	4177	5104.1	5937	589.0	≥10	3940	5051.3	6029	689.6
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Title I</b>	≥140	3756	4870.6	6286	558.4	≥140	3690	4634.9	6231	575.0
<b>Primary Disability</b>	<b>Developmental Delay</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Missing</b>	≥280	3756	4850.2	6439	558.7	≥280	3326	4626.6	6264	605.4
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Talented</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

**Table S19.5: 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>		≥280	286	478.9	691	92.7	≥280	278	472.1	726	102.7
<b>Gender</b>	<b>Female</b>	≥130	286	483.9	673	89.1	≥130	278	475.5	690	100.2
	<b>Male</b>	≥140	286	474.2	691	96.0	≥140	278	469.0	726	105.3
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥20	286	523.6	673	119.9	≥20	278	526.0	690	136.4
	<b>Black or African American</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥230	286	469.2	691	87.5	≥230	278	461.3	726	96.3
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥10	297	523.3	616	92.6	≥10	298	519.7	639	97.3
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Title I</b>	≥130	286	472.1	670	94.7	≥130	278	463.5	683	101.3
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Missing</b>	≥270	286	478.5	691	93.1	≥270	278	471.6	726	103.1
	<b>Specific Learning Disability</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Talented</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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

**Table S19.5: 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>		≥280	292	455.6	698	106.9	≥280	276	467.6	730	104.8
<b>Gender</b>	<b>Female</b>	≥130	292	460.7	672	104.2	≥130	276	472.0	687	99.9
	<b>Male</b>	≥140	292	450.8	698	109.5	≥140	276	463.4	730	109.3
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥20	292	515.0	672	125.3	≥20	276	522.9	687	135.7
	<b>Black or African American</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥230	292	443.7	698	102.6	≥230	276	456.2	730	98.1
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥10	332	506.3	638	92.1	≥10	294	519.7	636	98.4
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Title I</b>	≥130	292	447.7	672	106.1	≥130	276	456.9	684	104.0
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Missing</b>	≥270	292	455.4	698	107.2	≥270	276	467.2	730	105.3
	<b>Specific Learning Disability</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Talented</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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

**Table S19.5: 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>		≥280	3756	5015.5	6439	700.6	≥280	3326	4824.0	6798	813.1
<b>Gender</b>	<b>Female</b>	≥130	3756	5053.5	6439	699.9	≥130	3326	4863.0	6518	785.9
	<b>Male</b>	≥140	3756	4979.8	6439	701.9	≥140	3326	4787.4	6798	838.8
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥20	3756	5355.5	6439	864.9	≥20	3326	5268.7	6518	1038.1
	<b>Black or African American</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥230	3756	4946.0	6439	669.8	≥230	3326	4733.6	6798	766.5
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥10	3756	5348.6	6259	694.6	≥10	3579	5226.4	6075	745.8
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Title I</b>	≥130	3756	4972.1	6439	715.2	≥130	3326	4753.7	6518	812.9
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Missing</b>	≥270	3756	5010.6	6439	701.6	≥270	3326	4820.8	6798	816.1
	<b>Specific Learning Disability</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Talented</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

**Table S19.6: 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>		≥190	270	450.0	721	97.8	≥190	270	453.4	732	95.7
<b>Gender</b>	<b>Female</b>	≥100	270	449.8	686	90.5	≥100	270	450.4	689	87.3
	<b>Male</b>	≥90	270	450.2	721	105.5	≥90	270	456.6	732	104.2
<b>Ethnicity</b>	<b>Asian</b>	≥10	270	518.9	686	129.3	≥10	270	522.8	700	136.2
	<b>Black or African American</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥160	270	441.9	721	91.9	≥160	270	445.6	732	88.5
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Title I</b>	≥100	270	450.0	686	101.0	≥100	270	454.1	718	98.2
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Missing</b>	≥190	270	448.8	721	96.6	≥190	270	452.2	732	94.5
	<b>Talented</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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

**Table S19.6: 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>		≥190	270	441.2	733	118.4	≥190	268	448.0	731	99.3
<b>Gender</b>	<b>Female</b>	≥100	270	442.5	682	112.2	≥100	268	447.6	698	91.2
	<b>Male</b>	≥90	270	439.7	733	125.2	≥90	268	448.5	731	107.6
<b>Ethnicity</b>	<b>Asian</b>	≥10	270	505.7	733	154.0	≥10	268	519.2	698	138.8
	<b>Black or African American</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥160	270	433.9	725	112.5	≥160	268	439.6	731	91.6
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Title I</b>	≥100	270	441.2	733	117.3	≥100	268	447.3	711	102.0
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Missing</b>	≥190	270	440.1	733	117.8	≥190	268	446.7	731	97.9
	<b>Talented</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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

**Table S19.6: 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>		≥190	3649	4821.8	6520	651.2	≥190	3237	4671.8	6920	823.3
<b>Gender</b>	<b>Female</b>	≥100	3649	4804.0	6488	604.5	≥100	3237	4667.5	6534	763.2
	<b>Male</b>	≥90	3649	4840.5	6520	699.7	≥90	3237	4676.3	6920	886.2
<b>Ethnicity</b>	<b>Asian</b>	≥10	3649	5298.5	6385	863.3	≥10	3237	5230.4	6698	1121.6
	<b>Black or African American</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥160	3649	4769.5	6520	613.8	≥160	3237	4607.6	6920	768.8
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Title I</b>	≥100	3649	4829.0	6488	672.5	≥100	3237	4670.1	6698	836.7
	<b>Section 504 Plan</b>	<10	<10	NA	NA	NA	<10	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Missing</b>	≥190	3649	4814.2	6520	644.1	≥190	3237	4662.4	6920	814.6
	<b>Talented</b>	<10	<10	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

**Table S19.7: 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>		≥210	270	458.7	721	106.1	≥210	270	465.0	734	98.9
<b>Gender</b>	<b>Female</b>	≥100	270	454.0	701	104.7	≥100	270	458.7	726	98.2
	<b>Male</b>	≥100	301	463.3	721	107.8	≥100	292	471.3	734	99.7
<b>Ethnicity</b>	<b>Asian</b>	≥10	270	519.0	701	115.5	≥10	270	518.4	726	119.7
	<b>Black or African American</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥180	270	447.5	699	103.4	≥180	270	454.9	710	94.6
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥10	359	523.1	721	95.6	≥10	354	526.9	734	98.9
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Title I</b>	≥100	270	461.9	701	106.7	≥100	270	465.3	726	100.1
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Emotional Disturbance</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Missing</b>	≥200	270	458.1	721	106.7	≥200	270	464.4	734	99.5
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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



**Table S19.7: 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>		≥210	270	448.5	751	123.7	≥210	268	460.8	723	103.0
<b>Gender</b>	<b>Female</b>	≥100	270	443.3	719	123.7	≥100	268	456.4	717	104.4
	<b>Male</b>	≥100	282	453.8	751	124.2	≥100	293	465.2	723	101.9
<b>Ethnicity</b>	<b>Asian</b>	≥10	270	514.9	719	134.8	≥10	268	522.0	717	120.8
	<b>Black or African American</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥180	270	435.2	737	120.3	≥180	268	449.5	702	98.8
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥10	325	529.4	751	110.6	≥10	336	531.8	723	96.3
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Title I</b>	≥100	270	451.1	719	123.3	≥100	268	462.1	717	104.3
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Emotional Disturbance</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Missing</b>	≥200	270	448.1	751	124.2	≥200	268	460.3	723	103.4
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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

**Table S19.7: 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>		≥210	3649	4893.8	6700	712.2	≥210	3237	4756.0	6972	866.6
<b>Gender</b>	<b>Female</b>	≥100	3649	4847.0	6485	681.1	≥100	3237	4713.8	6829	862.6
	<b>Male</b>	≥100	3870	4940.7	6700	742.2	≥100	3419	4798.2	6972	872.7
<b>Ethnicity</b>	<b>Asian</b>	≥10	3649	5235.2	6457	734.4	≥10	3237	5251.1	6829	973.2
	<b>Black or African American</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥180	3649	4826.1	6700	699.9	≥180	3237	4661.7	6794	838.2
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	<10	NA	NA	NA
	<b>White</b>	≥10	4219	5288.4	6582	659.4	≥10	3804	5324.5	6972	791.3
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Title I</b>	≥100	3649	4909.0	6457	717.3	≥100	3237	4771.2	6829	868.6
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Emotional Disturbance</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Missing</b>	≥200	3649	4889.6	6700	717.0	≥200	3237	4751.4	6972	870.6
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

**Table S19.8: 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>		≥160	279	445.6	636	81.6	≥160	296	456.9	644	77.5
<b>Gender</b>	<b>Female</b>	≥60	295	449.5	622	84.0	≥60	315	463.0	637	77.3
	<b>Male</b>	≥90	279	443.1	636	80.2	≥90	296	452.9	644	77.7
<b>Ethnicity</b>	<b>Asian</b>	≥10	339	493.2	636	80.9	≥10	352	498.8	644	82.8
	<b>Hispanic or Latino</b>	≥130	279	438.3	622	79.7	≥130	296	450.6	637	75.4
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Other</b>	<b>Migrant</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Title I</b>	≥80	279	443.4	618	79.0	≥80	296	455.0	633	72.9
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Developmental Delay</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Missing</b>	≥150	279	443.9	636	81.7	≥150	296	455.7	644	77.9
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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

**Table S19.8: 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>		≥160	296	448.7	650	92.8	≥160	281	442.0	627	78.3
<b>Gender</b>	<b>Female</b>	≥60	310	446.7	613	90.0	≥60	300	448.8	627	81.5
	<b>Male</b>	≥90	296	450.0	650	95.1	≥90	281	437.5	616	76.2
<b>Ethnicity</b>	<b>Asian</b>	≥10	327	496.4	623	90.3	≥10	337	488.2	627	86.7
	<b>Hispanic or Latino</b>	≥130	296	439.4	650	90.5	≥130	281	434.9	622	75.9
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Other</b>	<b>Migrant</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Title I</b>	≥80	296	444.7	650	91.2	≥80	281	441.1	627	75.4
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Developmental Delay</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Missing</b>	≥150	296	446.7	650	92.4	≥150	281	441.0	627	79.3
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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

**Table S19.8: 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>		≥160	3803	4835.4	6356	571.1	≥160	3388	4678.1	6142	654.8
<b>Gender</b>	<b>Female</b>	≥60	3803	4867.8	6239	572.4	≥60	3569	4708.2	5982	657.2
	<b>Male</b>	≥90	3803	4813.6	6356	572.2	≥90	3388	4657.9	6142	655.7
<b>Ethnicity</b>	<b>Asian</b>	≥10	4283	5139.9	6356	574.7	≥10	3822	5046.3	6142	677.7
	<b>Hispanic or Latino</b>	≥130	3803	4789.3	6269	559.0	≥130	3388	4617.2	6051	637.1
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Other</b>	<b>Migrant</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Title I</b>	≥80	3803	4814.0	6177	537.4	≥80	3388	4660.8	6051	630.2
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Developmental Delay</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Missing</b>	≥150	3803	4823.0	6356	571.1	≥150	3388	4665.6	6142	656.7
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

**Table S19.9: 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>		≥140	279	453.5	651	88.7	≥140	296	466.5	653	87.1
<b>Gender</b>	<b>Female</b>	≥50	279	447.3	633	90.7	≥50	296	464.1	648	87.8
	<b>Male</b>	≥80	279	457.2	651	87.7	≥80	296	467.9	653	87.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥10	380	506.9	651	86.3	≥10	405	523.0	653	77.7
	<b>Black or African American</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥120	279	448.6	640	87.9	≥120	296	460.8	648	86.7
	<b>White</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Title I</b>	≥70	279	444.6	633	82.9	≥70	296	458.6	648	80.8
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Missing</b>	≥140	279	453.5	651	88.7	≥140	296	466.5	653	87.1

\* Scale scores cannot be compared across grade bands.

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

**Table S19.9: 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>		≥140	296	452.9	662	99.0	≥140	281	453.3	635	85.2
<b>Gender</b>	<b>Female</b>	≥50	296	447.3	624	97.7	≥50	281	450.4	632	84.3
	<b>Male</b>	≥80	296	456.3	662	100.2	≥80	281	455.1	635	86.3
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥10	418	518.9	662	75.9	≥10	402	508.6	635	72.4
	<b>Black or African American</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥120	296	446.5	648	98.9	≥120	281	447.8	632	85.4
	<b>White</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Title I</b>	≥70	296	442.1	624	91.9	≥70	281	445.9	632	80.3
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Missing</b>	≥140	296	452.9	662	99.0	≥140	281	453.3	635	85.2

\* Scale scores cannot be compared across grade bands.

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

**Table S19.9: 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>		≥140	3803	4904.8	6476	657.8	≥140	3388	4742.6	6309	710.5
<b>Gender</b>	<b>Female</b>	≥50	3803	4882.4	6356	696.7	≥50	3388	4707.1	6167	704.2
	<b>Male</b>	≥80	3803	4918.4	6476	636.6	≥80	3388	4764.1	6309	717.3
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Asian</b>	≥10	4394	5338.1	6476	692.1	≥10	4318	5211.6	6309	591.9
	<b>Black or African American</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥120	3803	4864.7	6356	645.4	≥120	3388	4696.5	6191	709.1
	<b>White</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Title I</b>	≥70	3803	4841.3	6356	614.1	≥70	3388	4670.5	6167	655.0
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Missing</b>	≥140	3803	4904.8	6476	657.8	≥140	3388	4742.6	6309	710.5

\* Scale scores cannot be compared across grade bands.



**Table S19.10: 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>		≥140	279	438.5	684	87.5	≥140	296	450.9	688	87.4
<b>Gender</b>	<b>Female</b>	≥70	279	439.7	664	88.1	≥70	296	456.1	653	86.8
	<b>Male</b>	≥70	279	438.1	684	87.7	≥70	296	447.2	688	88.2
	<b>Missing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Ethnicity</b>	<b>Asian</b>	≥10	333	479.8	661	104.4	≥10	360	493.5	667	88.6
	<b>Hispanic or Latino</b>	≥120	279	433.7	684	83.5	≥120	296	446.5	688	85.0
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Other/Unknown</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Title I</b>	≥70	338	445.2	661	75.7	≥70	331	459.4	651	79.8
<b>Primary Disability</b>	<b>Missing</b>	≥140	279	438.4	684	87.8	≥140	296	451.2	688	87.6
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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

**Table S19.10: 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>		≥140	296	440.8	676	99.8	≥140	281	439.8	697	87.1
<b>Gender</b>	<b>Female</b>	≥70	296	442.3	655	98.8	≥70	281	443.2	662	88.9
	<b>Male</b>	≥70	296	440.9	676	101.2	≥70	281	437.8	697	85.8
	<b>Missing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Ethnicity</b>	<b>Asian</b>	≥10	321	494.0	661	104.9	≥10	337	481.6	651	95.3
	<b>Hispanic or Latino</b>	≥120	296	435.3	655	96.9	≥120	281	435.1	697	84.4
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Other/Unknown</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Title I</b>	≥70	315	447.9	655	88.7	≥70	316	448.6	662	76.7
<b>Primary Disability</b>	<b>Missing</b>	≥140	296	441.0	676	100.1	≥140	281	439.9	697	87.4
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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

**Table S19.10: 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>		≥140	3803	4777.9	6476	620.5	≥140	3388	4628.0	6543	713.0
<b>Gender</b>	<b>Female</b>	≥70	3803	4796.7	6380	611.4	≥70	3388	4653.1	6355	716.2
	<b>Male</b>	≥70	3803	4766.3	6476	635.0	≥70	3388	4614.0	6543	713.9
	<b>Missing</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Ethnicity</b>	<b>Asian</b>	≥10	4124	5061.8	6356	681.6	≥10	3768	4996.3	6385	788.5
	<b>Hispanic or Latino</b>	≥120	3803	4747.0	6380	598.0	≥120	3388	4588.2	6441	686.9
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Other/Unknown</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Title I</b>	≥70	4098	4828.0	6118	570.0	≥70	3637	4691.9	6355	623.5
<b>Primary Disability</b>	<b>Missing</b>	≥140	3803	4778.3	6476	622.7	≥140	3388	4628.9	6543	715.5
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

**Table S19.11: 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>		≥240	297	457.3	696	91.6	≥240	309	464.0	701	87.5
<b>Gender</b>	<b>Female</b>	≥100	297	468.6	680	97.4	≥100	309	475.7	683	94.0
	<b>Male</b>	≥140	297	448.8	696	86.3	≥140	309	455.1	701	81.5
<b>Ethnicity</b>	<b>Asian</b>	≥10	352	497.9	642	91.3	≥10	368	503.5	651	92.5
	<b>Black or African American</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥210	297	450.6	680	88.8	≥210	309	457.2	683	84.2
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥10	352	518.8	696	113.7	≥10	369	526.4	701	113.4
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Migrant</b>	≥10	365	475.5	649	91.8	≥10	356	471.6	660	92.8
	<b>Title I</b>	≥110	297	451.5	673	79.7	≥110	309	460.1	680	75.3
<b>Primary Disability</b>	<b>Missing</b>	≥240	297	457.5	696	91.7	≥240	309	464.1	701	87.7
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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

**Table S19.11: 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>		≥240	332	471.9	706	89.6	≥240	315	463.4	682	81.5
<b>Gender</b>	<b>Female</b>	≥100	332	476.4	658	91.4	≥100	315	475.2	678	87.7
	<b>Male</b>	≥140	332	468.5	706	88.4	≥140	315	454.4	682	75.6
<b>Ethnicity</b>	<b>Asian</b>	≥10	358	525.3	634	94.2	≥10	368	498.2	630	77.8
	<b>Black or African American</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥210	332	463.2	658	85.8	≥210	315	457.6	678	79.8
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥10	451	556.5	706	87.3	≥10	368	521.0	682	96.6
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Migrant</b>	≥10	374	485.1	623	81.9	≥10	367	469.0	624	77.4
	<b>Title I</b>	≥110	332	472.4	664	81.0	≥110	315	460.2	673	71.6
<b>Primary Disability</b>	<b>Missing</b>	≥240	332	472.0	706	89.8	≥240	315	463.5	682	81.6
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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

**Table S19.11: 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>		≥240	3787	4867.1	6524	671.6	≥240	3605	4812.3	6678	684.5
<b>Gender</b>	<b>Female</b>	≥100	3787	4952.7	6524	723.1	≥100	3605	4890.1	6425	721.1
	<b>Male</b>	≥140	3787	4802.2	6524	624.7	≥140	3605	4753.4	6678	651.9
<b>Ethnicity</b>	<b>Asian</b>	≥10	4268	5161.3	6446	707.5	≥10	4024	5157.9	6156	704.9
	<b>Black or African American</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥210	3787	4816.8	6524	644.2	≥210	3605	4754.7	6425	659.3
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	≥10	4085	5317.6	6524	908.8	≥10	4213	5360.4	6678	808.9
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Migrant</b>	≥10	4158	5006.4	6524	763.7	≥10	4044	4892.6	6203	655.3
	<b>Title I</b>	≥110	3787	4817.9	6524	578.0	≥110	3605	4789.0	6441	592.2
<b>Primary Disability</b>	<b>Missing</b>	≥240	3787	4867.9	6524	672.9	≥240	3605	4813.3	6678	685.7
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

**Table S19.12: 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>		≥100	297	485.9	713	86.5	≥100	309	493.9	717	82.0
<b>Gender</b>	<b>Female</b>	≥50	356	481.8	713	79.6	≥50	391	491.7	717	76.4
	<b>Male</b>	≥50	297	489.6	652	93.1	≥50	309	495.9	663	87.6
<b>Ethnicity</b>	<b>Asian</b>	≥10	405	467.1	520	38.3	≥10	426	472.8	522	34.3
	<b>Black or African American</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥80	297	486.3	713	92.7	80	309	494.6	717	88.2
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Title I</b>	≥50	297	470.3	652	80.0	≥50	309	479.0	663	75.3
<b>Primary Disability</b>	<b>Missing</b>	≥100	297	485.3	713	85.5	≥100	309	493.5	717	81.5
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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

**Table S19.12: 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>		≥100	332	498.5	677	84.6	≥100	315	488.8	718	75.2
<b>Gender</b>	<b>Female</b>	≥50	371	505.3	677	76.2	≥50	374	488.1	718	68.2
	<b>Male</b>	≥50	332	492.2	651	91.9	≥50	315	489.5	642	81.8
<b>Ethnicity</b>	<b>Asian</b>	≥10	418	510.7	573	52.6	≥10	428	468.7	507	30.9
	<b>Black or African American</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥80	332	492.7	677	89.9	≥80	315	489.4	718	81.2
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Title I</b>	≥50	332	484.5	611	80.1	≥50	315	475.8	637	67.8
<b>Primary Disability</b>	<b>Missing</b>	≥100	332	497.4	677	83.9	≥100	315	488.0	718	74.1
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

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



**Table S19.12: 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>		≥100	3787	5090.9	6524	651.8	≥100	3605	5035.8	6703	636.6
<b>Gender</b>	<b>Female</b>	≥50	4207	5047.4	6524	602.8	≥50	4197	5039.8	6703	572.7
	<b>Male</b>	≥50	3787	5131.4	6524	697.3	≥50	3605	5032.1	6230	695.9
<b>Ethnicity</b>	<b>Asian</b>	≥10	4491	4910.3	5280	263.8	≥10	4551	4940.6	5276	244.6
	<b>Black or African American</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥80	3787	5102.5	6524	697.0	≥80	3605	5025.3	6703	685.9
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Title I</b>	≥50	3787	4976.7	6524	607.6	≥50	3605	4919.5	6156	585.3
<b>Primary Disability</b>	<b>Missing</b>	≥100	3787	5089.9	6524	648.7	≥100	3605	5029.7	6703	629.4
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA

\* Scale scores cannot be compared across grade bands.

**Table S19.13: 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>		≥50	320	498.8	702	96.6	≥50	327	505.6	706	92.3
<b>Gender</b>	<b>Female</b>	≥20	323	519.5	694	94.2	≥20	327	524.8	700	92.8
	<b>Male</b>	≥30	320	484.6	702	96.9	≥30	332	492.5	706	91.0
<b>Ethnicity</b>	<b>Asian</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Black or African American</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥40	320	485.5	702	89.1	≥40	332	491.9	706	82.6
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Title I</b>	≥20	371	509.3	702	79.8	≥20	380	508.5	706	80.9
<b>Primary Disability</b>	<b>Missing</b>	≥50	320	498.8	702	96.6	≥50	327	505.6	706	92.3

\* Scale scores cannot be compared across grade bands.

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

**Table S19.13: 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>		≥50	342	511.3	675	92.6	≥50	334	497.6	708	86.0
<b>Gender</b>	<b>Female</b>	≥20	342	537.6	675	93.7	≥20	334	514.5	689	84.8
	<b>Male</b>	≥30	354	493.4	646	88.8	≥30	340	486.0	708	86.1
<b>Ethnicity</b>	<b>Asian</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Black or African American</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥40	354	497.7	658	85.7	≥40	340	486.1	708	79.3
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Title I</b>	≥20	361	523.5	646	72.8	≥20	374	506.3	708	73.8
<b>Primary Disability</b>	<b>Missing</b>	≥50	342	511.3	675	92.6	≥50	334	497.6	708	86.0

\* Scale scores cannot be compared across grade bands.

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

**Table S19.13: 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>		≥50	3787	5180.0	6524	708.7	≥50	3727	5129.5	6582	724.6
<b>Gender</b>	<b>Female</b>	≥20	3947	5322.6	6524	692.4	≥20	3727	5299.3	6582	727.4
	<b>Male</b>	≥30	3787	5082.3	6524	712.9	≥30	3946	5013.1	6557	709.6
<b>Ethnicity</b>	<b>Asian</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Black or African American</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥40	3787	5074.1	6524	642.6	≥40	3946	5023.2	6557	659.4
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>White</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Title I</b>	≥20	4299	5219.4	6524	602.1	≥20	4042	5196.5	6557	600.6
<b>Primary Disability</b>	<b>Missing</b>	≥50	3787	5180.0	6524	708.7	≥50	3727	5129.5	6582	724.6

\* Scale scores cannot be compared across grade bands.

**Table S19.14: 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>		≥20	321	509.6	696	92.1	≥29	333	513.1	692	90.9
<b>Gender</b>	<b>Female</b>	≥10	389	509.1	696	94.3	≥12	374	515.0	692	93.3
	<b>Male</b>	≥10	321	510.0	675	93.5	≥17	333	511.8	679	92.0
<b>Ethnicity</b>	<b>Asian</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Black or African American</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥20	321	506.9	696	98.7	≥22	333	511.6	692	97.6
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Other</b>	<b>Migrant</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Title I</b>	≥10	389	490.9	615	62.4	≥16	374	492.1	629	67.9
<b>Primary Disability</b>	<b>Missing</b>	≥20	321	509.6	696	92.1	≥29	333	513.1	692	90.9

\* Scale scores cannot be compared across grade bands.

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

**Table S19.14: 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>		≥20	367	523.6	671	88.6	≥20	341	515.6	704	87.9
<b>Gender</b>	<b>Female</b>	≥10	367	507.3	671	100.3	≥10	389	512.9	704	93.0
	<b>Male</b>	≥10	379	535.1	651	80.6	≥10	341	517.5	667	87.0
<b>Ethnicity</b>	<b>Asian</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Black or African American</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥20	367	509.3	671	94.7	≥20	341	509.4	704	95.4
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Other</b>	<b>Migrant</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Title I</b>	≥10	367	510.3	607	78.9	≥10	389	496.1	622	61.4
<b>Primary Disability</b>	<b>Missing</b>	≥20	367	523.6	671	88.6	≥20	341	515.6	704	87.9

\* Scale scores cannot be compared across grade bands.

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

**Table S19.14: 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>		≥20	3787	5200.3	6446	658.7	≥20	4008	5222.9	6600	693.8
<b>Gender</b>	<b>Female</b>	≥10	4351	5213.1	6336	632.0	≥10	4096	5180.9	6600	758.6
	<b>Male</b>	≥10	3787	5191.2	6446	696.1	≥10	4008	5252.6	6430	666.8
<b>Ethnicity</b>	<b>Asian</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Black or African American</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥20	3787	5201.4	6446	704.4	≥20	4008	5166.2	6600	749.1
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
<b>Other</b>	<b>Migrant</b>	<10	NA	NA	NA	NA	<10	NA	NA	NA	NA
	<b>Title I</b>	≥10	4351	5064.4	6032	466.1	≥10	4096	5078.9	5978	526.1
<b>Primary Disability</b>	<b>Missing</b>	≥20	3787	5200.3	6446	658.7	≥20	4008	5222.9	6600	693.8

\* Scale scores cannot be compared across grade bands.

**Table S19.15: Screener Summary of Domain Exemption**

<b>Grade</b>	<b>Total</b>	<b>Listening</b>	<b>Reading</b>	<b>Speaking</b>	<b>Writing</b>
<b>PreK</b>	≥3,765	1 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
<b>K</b>	≥304	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
<b>1</b>	≥474	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
<b>2</b>	≥308	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
<b>3</b>	≥297	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
<b>4</b>	≥215	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
<b>5</b>	≥223	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
<b>6</b>	≥193	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
<b>7</b>	≥168	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
<b>8</b>	≥166	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
<b>9</b>	≥289	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
<b>10</b>	≥116	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
<b>11</b>	≥66	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
<b>12</b>	≥29	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)



## **Section 20: 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.**
- \* The percentages are suppressed when the number of students (N count) is fewer than 10.**

**Figure S20.1: Screener Percentage of Students in Performance Levels**



\* Domain tests with Exemption or Not Attempted are excluded.  
 \* Level 0: Performance Not Determined.

**Table S20.1: Screener Performance Level by Domain - Pre-Kindergarten**

Subgroup	Status	Listening							Reading						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
<b>Total</b>		≥3,760	7.0	25.1	20.5	44.6	1.3	1.5	≥3,760	7.0	29.6	22.6	36.4	2.5	2.0
<b>Gender</b>	<b>Female</b>	≥1,840	6.2	23.8	20.9	46.2	1.4	1.5	≥1,840	6.2	27.3	23.7	38.5	2.0	2.2
	<b>Male</b>	≥1,910	7.7	26.5	20.1	43.0	1.3	1.5	≥1,910	7.7	31.8	21.5	34.3	3.0	1.8
	<b>Missing</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Asian</b>	≥210	3.2	14.7	15.7	59.4	2.8	4.1	≥210	3.2	20.3	17.1	46.5	9.2	3.7
	<b>Black or African American</b>	≥30	3.0	6.1	18.2	69.7	3.0	NA	≥30	3.0	12.1	12.1	60.6	9.1	3.0
	<b>Hispanic or Latino</b>	≥3,310	7.5	26.6	21.2	42.4	1.1	1.1	≥3,310	7.5	31.2	23.3	34.7	1.8	1.6
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Two or More Races</b>	≥10	15.8	5.3	5.3	57.9	5.3	10.5	≥10	15.8	10.5	10.5	42.1	10.5	10.5
	<b>White</b>	≥160	1.8	15.6	14.4	61.7	2.4	4.2	≥160	1.8	16.8	19.2	52.1	4.2	6.0
	<b>Other/Unknown</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	≥10	7.1	28.6	14.3	50.0	NA	NA	≥10	7.1	21.4	28.6	42.9	NA	NA
	<b>Migrant</b>	≥30	12.1	36.4	21.2	30.3	NA	NA	≥30	12.1	45.5	18.2	24.2	NA	NA
	<b>Title I</b>	≥2,010	7.4	26.7	21.1	42.5	1.2	0.9	≥2,010	7.4	32.1	22.0	34.9	2.1	1.3
	<b>Section 504 Plan</b>	≥10	NA	18.2	27.3	54.5	NA	NA	≥10	NA	27.3	18.2	54.5	NA	NA
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Developmental Delay</b>	≥20	25.0	14.3	25.0	32.1	3.6	NA	≥20	25.0	14.3	39.3	17.9	3.6	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA

Subgroup	Status	Listening							Reading						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	<b>Missing</b>	≥3,700	6.8	25.3	20.5	44.6	1.3	1.5	≥3,700	6.8	29.8	22.4	36.5	2.5	2.0
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Speech or Language Impairments</b>	≥20	4.8	9.5	19.0	66.7	NA	NA	≥20	4.8	14.3	33.3	47.6	NA	NA
	<b>Talented</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA

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

\* Level 0: Performance Not Determined.

**Table S20.1: Screener Performance Level by Domain - Pre-Kindergarten (cont.)**

Subgroup	Status	Speaking							Writing						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
<b>Total</b>		≥3,760	7.0	53.2	17.6	15.1	5.3	1.9	≥3,760	7.0	62.8	23.6	5.4	0.9	0.3
<b>Gender</b>	<b>Female</b>	≥1,840	6.2	51.1	18.3	16.6	5.6	2.2	≥1,840	6.2	62.7	24.9	5.0	0.8	0.4
	<b>Male</b>	≥1,910	7.7	55.3	16.9	13.6	4.9	1.6	≥1,910	7.7	62.9	22.4	5.8	0.9	0.3
	<b>Missing</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Asian</b>	≥210	3.2	41.0	21.7	23.0	6.9	4.1	≥210	3.2	43.8	32.7	16.6	3.2	0.5
	<b>Black or African American</b>	≥30	3.0	21.2	18.2	42.4	12.1	3.0	≥30	3.0	36.4	36.4	21.2	3.0	NA
	<b>Hispanic or Latino</b>	≥3,310	7.5	54.9	17.4	13.7	4.9	1.6	≥3,310	7.5	64.9	22.6	4.3	0.5	0.2
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Two or More Races</b>	≥10	15.8	31.6	10.5	26.3	5.3	10.5	≥10	15.8	36.8	26.3	5.3	10.5	5.3
	<b>White</b>	≥160	1.8	45.5	15.6	26.3	6.6	4.2	≥160	1.8	55.1	29.3	9.6	2.4	1.8
	<b>Other/Unknown</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	≥10	7.1	78.6	7.1	7.1	NA	NA	≥10	7.1	85.7	7.1	NA	NA	NA
	<b>Migrant</b>	≥30	12.1	57.6	18.2	12.1	NA	NA	≥30	12.1	63.6	24.2	NA	NA	NA
	<b>Title I</b>	≥2,010	7.4	57.0	16.3	13.2	4.6	1.4	≥2,010	7.4	65.2	21.9	4.8	0.4	0.2
	<b>Section 504 Plan</b>	≥10	NA	54.5	18.2	27.3	NA	NA	≥10	NA	72.7	27.3	NA	NA	NA
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Developmental Delay</b>	≥20	25.0	39.3	14.3	14.3	7.1	NA	≥20	25.0	46.4	25.0	3.6	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA

Subgroup	Status	Speaking							Writing						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	<b>Missing</b>	≥3,700	6.8	53.2	17.6	15.2	5.3	1.9	≥3,700	6.8	62.9	23.7	5.4	0.8	0.3
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Speech or Language Impairments</b>	≥20	4.8	71.4	14.3	9.5	NA	NA	≥20	4.8	76.2	9.5	9.5	NA	NA
	<b>Talented</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Visual Impairment-Blindness</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA

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

\* Level 0: Performance Not Determined.

**Table S20.2: 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>		≥300	8.2	26.0	15.1	44.1	3.0	3.6	≥300	8.2	28.9	15.8	37.2	4.9	4.9
<b>Gender</b>	<b>Female</b>	≥150	10.5	22.4	15.8	42.1	5.3	3.9	≥150	10.5	23.0	19.1	33.6	7.9	5.9
	<b>Male</b>	≥150	5.9	29.6	14.5	46.1	0.7	3.3	≥150	5.9	34.9	12.5	40.8	2.0	3.9
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Asian</b>	≥30	8.8	14.7	2.9	61.8	5.9	5.9	≥30	8.8	8.8	11.8	55.9	8.8	5.9
	<b>Black or African American</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥250	8.7	27.6	17.3	41.7	2.0	2.8	≥250	8.7	31.5	16.1	35.8	3.9	3.9
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>White</b>	≥10	NA	40.0	NA	20.0	20.0	20.0	≥10	NA	40.0	10.0	10.0	10.0	30.0
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Title I</b>	≥180	6.6	26.8	16.4	45.9	2.7	1.6	≥180	6.6	31.1	14.8	38.8	4.9	3.8
<b>Primary Disability</b>	<b>Developmental Delay</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Missing</b>	≥300	8.3	26.2	15.2	43.7	3.0	3.6	≥300	8.3	29.1	15.9	36.8	5.0	5.0
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA

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

\* Level 0: Performance Not Determined.

**Table S20.2: 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>		≥300	8.2	51.6	12.2	18.8	5.3	3.9	≥300	8.2	49.3	25.7	13.2	3.0	0.7
<b>Gender</b>	<b>Female</b>	≥150	10.5	48.0	13.8	17.1	6.6	3.9	≥150	10.5	46.1	25.0	15.1	2.6	0.7
	<b>Male</b>	≥150	5.9	55.3	10.5	20.4	3.9	3.9	≥150	5.9	52.6	26.3	11.2	3.3	0.7
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Asian</b>	≥30	8.8	20.6	23.5	41.2	2.9	2.9	≥30	8.8	26.5	32.4	26.5	5.9	NA
	<b>Black or African American</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥250	8.7	56.7	10.2	15.7	5.9	2.8	≥250	8.7	53.5	24.0	10.6	2.8	0.4
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>White</b>	≥10	NA	40.0	10.0	10.0	NA	40.0	≥10	NA	30.0	40.0	20.0	NA	10.0
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Title I</b>	≥180	6.6	55.2	12.6	16.9	6.6	2.2	≥180	6.6	50.8	26.8	14.2	1.1	0.5
<b>Primary Disability</b>	<b>Developmental Delay</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Missing</b>	≥300	8.3	52.0	12.3	18.5	5.3	3.6	≥300	8.3	49.3	25.8	12.9	3.0	0.7
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA

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

\* Level 0: Performance Not Determined.



**Table S20.3: 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>		≥470	6.8	24.2	11.4	42.8	8.7	6.1	≥470	6.8	64.8	10.0	11.7	4.4	2.3
<b>Gender</b>	<b>Female</b>	≥240	4.5	24.7	11.9	45.3	7.8	5.8	≥240	4.5	68.3	9.5	10.3	4.1	3.3
	<b>Male</b>	≥220	9.2	23.7	11.0	39.9	9.6	6.6	≥220	9.2	61.0	10.5	13.2	4.8	1.3
	<b>Missing</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Asian</b>	≥40	2.0	24.5	12.2	32.7	22.4	6.1	≥40	2.0	49.0	16.3	18.4	8.2	6.1
	<b>Black or African American</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥380	7.9	24.5	11.6	43.7	7.1	5.3	≥380	7.9	67.9	9.2	10.0	3.7	1.3
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>White</b>	≥20	3.7	22.2	7.4	55.6	NA	11.1	≥20	3.7	59.3	7.4	18.5	7.4	3.7
	<b>Other/Unknown</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Title I</b>	≥240	4.5	22.0	13.0	43.9	11.0	5.7	≥240	4.5	64.6	9.3	13.4	4.9	3.3
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Developmental Delay</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Gifted</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA

Subgroup	Status	Listening							Reading						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	<b>Missing</b>	≥460	6.7	24.2	11.3	42.9	8.9	6.1	≥460	6.7	65.4	9.5	11.7	4.3	2.4
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA

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

\* Level 0: Performance Not Determined.

**Table S20.3: 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>		≥470	6.8	72.9	15.0	3.2	1.3	0.8	≥470	6.8	73.3	8.5	7.8	1.9	1.7
<b>Gender</b>	<b>Female</b>	≥240	4.5	74.9	14.0	3.7	1.6	1.2	≥240	4.5	75.7	9.1	6.2	1.6	2.9
	<b>Male</b>	≥220	9.2	71.1	15.8	2.6	0.9	0.4	≥220	9.2	70.6	7.9	9.6	2.2	0.4
	<b>Missing</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Asian</b>	≥40	2.0	73.5	16.3	6.1	2.0	NA	≥40	2.0	61.2	16.3	14.3	2.0	4.1
	<b>Black or African American</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥380	7.9	72.9	14.7	2.9	1.1	0.5	≥380	7.9	76.1	6.6	6.8	1.6	1.1
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>White</b>	≥20	3.7	77.8	11.1	3.7	NA	3.7	≥20	3.7	63.0	18.5	7.4	7.4	NA
	<b>Other/Unknown</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Title I</b>	≥240	4.5	75.2	13.8	4.1	1.6	0.8	≥240	4.5	73.6	10.2	7.7	1.6	2.4
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Developmental Delay</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Gifted</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA

Subgroup	Status	Speaking							Writing						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	<b>Missing</b>	≥460	6.7	73.2	14.7	3.2	1.3	0.9	≥460	6.7	73.4	8.4	7.8	1.9	1.7
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA

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

\* Level 0: Performance Not Determined.

**Table S20.4: 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>		≥300	5.8	27.3	15.9	28.6	14.6	7.8	≥300	5.8	60.7	12.0	12.0	4.9	4.5
<b>Gender</b>	<b>Female</b>	≥130	6.0	27.8	12.8	31.6	15.0	6.8	≥130	6.0	60.2	14.3	11.3	5.3	3.0
	<b>Male</b>	≥170	5.7	26.9	18.3	26.3	14.3	8.6	≥170	5.7	61.1	10.3	12.6	4.6	5.7
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Asian</b>	≥40	2.4	16.7	11.9	33.3	14.3	21.4	≥40	2.4	50.0	19.0	4.8	14.3	9.5
	<b>Black or African American</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥240	6.2	30.2	18.2	28.1	12.4	5.0	≥240	6.2	65.3	11.2	11.6	2.5	3.3
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>White</b>	≥10	14.3	21.4	NA	21.4	28.6	14.3	≥10	14.3	28.6	7.1	35.7	NA	14.3
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Title I</b>	≥140	5.4	26.2	16.1	28.9	17.4	6.0	≥140	5.4	58.4	14.1	14.1	4.0	4.0
<b>Primary Disability</b>	<b>Developmental Delay</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Missing</b>	≥300	5.9	27.6	15.8	28.3	14.8	7.6	≥300	5.9	60.9	11.8	12.2	4.9	4.3
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Talented</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA

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

\* Level 0: Performance Not Determined.

**Table S20.4: 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>		≥300	5.8	64.6	14.0	6.5	4.9	4.2	≥300	5.8	60.4	14.3	9.4	5.2	4.9
<b>Gender</b>	<b>Female</b>	≥130	6.0	65.4	11.3	9.0	4.5	3.8	≥130	6.0	57.9	18.8	8.3	6.0	3.0
	<b>Male</b>	≥170	5.7	64.0	16.0	4.6	5.1	4.6	≥170	5.7	62.3	10.9	10.3	4.6	6.3
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Asian</b>	≥40	2.4	64.3	11.9	4.8	7.1	9.5	≥40	2.4	52.4	19.0	4.8	11.9	9.5
	<b>Black or African American</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥240	6.2	67.4	13.2	7.0	3.3	2.9	≥240	6.2	64.0	14.5	9.1	2.5	3.7
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>White</b>	≥10	14.3	35.7	21.4	7.1	7.1	14.3	≥10	14.3	28.6	7.1	21.4	14.3	14.3
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Title I</b>	≥140	5.4	65.1	14.1	6.7	5.4	3.4	≥140	5.4	60.4	15.4	10.1	4.7	4.0
<b>Primary Disability</b>	<b>Developmental Delay</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Missing</b>	≥300	5.9	64.8	13.8	6.6	4.9	3.9	≥300	5.9	60.5	14.1	9.5	5.3	4.6
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Talented</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA

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

\* Level 0: Performance Not Determined.

**Table S20.5: 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>		≥290	4.7	26.8	15.9	23.7	15.6	13.2	≥290	4.7	56.9	11.9	13.9	6.8	5.8
<b>Gender</b>	<b>Female</b>	≥140	6.2	22.1	17.9	23.4	18.6	11.7	≥140	6.2	51.7	15.2	15.2	8.3	3.4
	<b>Male</b>	≥150	3.3	31.3	14.0	24.0	12.7	14.7	≥150	3.3	62.0	8.7	12.7	5.3	8.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Asian</b>	≥20	4.5	18.2	4.5	27.3	13.6	31.8	≥20	4.5	36.4	4.5	22.7	13.6	18.2
	<b>Black or African American</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥240	5.2	29.3	17.7	24.1	13.7	10.0	≥240	5.2	61.4	12.9	11.2	5.2	4.0
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>White</b>	≥10	NA	11.8	11.8	11.8	41.2	23.5	≥10	NA	29.4	5.9	41.2	23.5	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Title I</b>	≥140	3.6	30.7	15.0	22.1	15.0	13.6	≥140	3.6	62.1	7.9	16.4	5.0	5.0
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Missing</b>	≥290	4.5	27.2	15.9	23.8	15.2	13.4	≥290	4.5	57.6	11.7	13.4	6.9	5.9
	<b>Specific Learning Disability</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA

Subgroup	Status	Listening							Reading							
		N	0	1	2	3	4	5	N	0	1	2	3	4	5	
	<b>Talented</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA	NA

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

\* Level 0: Performance Not Determined.



**Table S20.5: 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>		≥290	4.7	59.7	12.2	5.4	9.5	8.5	≥290	4.7	56.9	12.2	13.2	6.4	6.4
<b>Gender</b>	<b>Female</b>	≥14	6.2	56.6	15.2	4.8	10.3	6.9	≥140	6.2	52.4	14.5	17.2	5.5	4.1
	<b>Male</b>	≥150	3.3	62.7	9.3	6.0	8.7	10.0	≥150	3.3	61.3	10.0	9.3	7.3	8.7
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Asian</b>	≥2	4.5	36.4	4.5	13.6	13.6	27.3	≥20	4.5	40.9	4.5	18.2	9.1	22.7
	<b>Black or African American</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥24	5.2	63.5	12.0	4.8	8.8	5.6	≥240	5.2	61.0	12.9	11.2	5.6	4.0
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>White</b>	≥10	NA	47.1	17.6	5.9	17.6	11.8	≥10	NA	29.4	11.8	35.3	17.6	5.9
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Title I</b>	≥140	3.6	62.9	12.9	3.6	9.3	7.9	≥140	3.6	60.7	9.3	15.7	5.0	5.7
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Missing</b>	≥290	4.5	60.0	11.7	5.5	9.7	8.6	≥290	4.5	57.6	11.7	13.1	6.6	6.6
	<b>Specific Learning Disability</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA

Subgroup	Status	Speaking								Writing							
		N	0	1	2	3	4	5	N	0	1	2	3	4	5		
	<b>Talented</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA	NA	

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

\* Level 0: Performance Not Determined.

**Table S20.6: 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>		≥210	6.6	34.7	10.8	16.0	18.3	13.6	≥210	6.6	53.5	10.8	13.1	7.0	8.9
<b>Gender</b>	<b>Female</b>	≥100	3.8	36.8	7.5	18.9	20.8	12.3	≥100	3.8	54.7	14.2	13.2	5.7	8.5
	<b>Male</b>	≥100	9.3	32.7	14.0	13.1	15.9	15.0	≥100	9.3	52.3	7.5	13.1	8.4	9.3
<b>Ethnicity</b>	<b>Asian</b>	≥20	15.0	15.0	10.0	5.0	15.0	40.0	≥20	15.0	30.0	NA	15.0	10.0	30.0
	<b>Black or African American</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥170	6.1	36.9	11.2	17.3	18.4	10.1	≥170	6.1	57.0	10.1	14.0	7.3	5.6
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>White</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Title I</b>	≥110	2.7	35.1	11.7	17.1	18.0	15.3	≥110	2.7	55.9	12.6	13.5	4.5	10.8
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Missing</b>	≥210	6.6	34.9	10.8	16.0	18.4	13.2	≥210	6.6	53.8	10.8	13.2	7.1	8.5
	<b>Talented</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA

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

\* Level 0: Performance Not Determined.

**Table S20.6: 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>		≥210	6.6	52.6	11.3	9.9	6.6	13.1	≥210	6.6	49.3	9.9	21.6	4.2	8.5
<b>Gender</b>	<b>Female</b>	≥100	3.8	51.9	13.2	12.3	5.7	13.2	≥100	3.8	46.2	14.2	22.6	5.7	7.5
	<b>Male</b>	≥100	9.3	53.3	9.3	7.5	7.5	13.1	≥100	9.3	52.3	5.6	20.6	2.8	9.3
<b>Ethnicity</b>	<b>Asian</b>	≥20	15.0	35.0	5.0	5.0	5.0	35.0	≥20	15.0	30.0	NA	20.0	5.0	30.0
	<b>Black or African American</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥170	6.1	54.7	12.3	9.5	7.3	10.1	≥170	6.1	52.5	10.1	21.8	4.5	5.0
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>White</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Title I</b>	≥110	2.7	53.2	15.3	7.2	8.1	13.5	≥110	2.7	51.4	12.6	19.8	3.6	9.9
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Missing</b>	≥210	6.6	52.8	11.3	9.9	6.6	12.7	≥210	6.6	49.5	9.9	21.7	4.2	8.0
	<b>Talented</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA

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

\* Level 0: Performance Not Determined.

**Table S20.7: 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>		≥220	4.9	39.0	12.1	7.6	20.6	15.7	≥220	4.9	54.7	13.0	14.3	5.4	7.6
<b>Gender</b>	<b>Female</b>	≥110	5.4	38.4	12.5	6.3	25.0	12.5	≥110	5.4	52.7	16.1	14.3	6.3	5.4
	<b>Male</b>	≥110	4.5	39.6	11.7	9.0	16.2	18.9	≥110	4.5	56.8	9.9	14.4	4.5	9.9
<b>Ethnicity</b>	<b>Asian</b>	≥10	0.0	13.3	13.3	13.3	33.3	26.7	≥10	NA	33.3	26.7	13.3	NA	26.7
	<b>Black or African American</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥190	5.8	44.0	12.0	6.8	17.3	14.1	≥190	5.8	59.7	9.4	14.1	5.2	5.8
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>White</b>	≥10	0.0	6.7	13.3	13.3	40.0	26.7	≥10	NA	20.0	40.0	13.3	13.3	13.3
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Title I</b>	≥110	2.7	36.6	12.5	8.9	21.4	17.9	≥110	2.7	53.6	16.1	12.5	8.9	6.3
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Emotional Disturbance</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Missing</b>	≥210	5.0	39.3	12.3	7.3	20.1	16.0	≥210	5.0	54.8	13.2	13.7	5.5	7.8
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA

\* Domain tests with Exemption or Not Attempted are excluded.  
 \* Level 0: Performance Not Determined.

**Table S20.7: 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>		≥220	4.9	58.7	7.2	9.0	6.3	13.9	≥220	4.9	46.6	13.0	22.9	4.9	7.6
<b>Gender</b>	<b>Female</b>	≥110	5.4	58.0	8.9	9.8	6.3	11.6	≥110	5.4	48.2	8.9	26.8	3.6	7.1
	<b>Male</b>	≥110	4.5	59.5	5.4	8.1	6.3	16.2	≥110	4.5	45.0	17.1	18.9	6.3	8.1
<b>Ethnicity</b>	<b>Asian</b>	≥10	NA	46.7	6.7	6.7	20.0	20.0	≥10	NA	20.0	20.0	33.3	NA	26.7
	<b>Black or African American</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥190	5.8	62.3	7.9	6.3	5.2	12.6	≥190	5.8	52.4	11.0	20.4	5.2	5.2
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>White</b>	≥10	NA	33.3	NA	33.3	6.7	26.7	≥10	NA	6.7	26.7	40.0	6.7	20.0
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Title I</b>	≥110	2.7	57.1	8.0	10.7	7.1	14.3	≥110	2.7	43.8	16.1	22.3	8.0	7.1
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Emotional Disturbance</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Missing</b>	≥210	5.0	58.9	6.8	9.1	5.9	14.2	≥210	5.0	46.6	13.2	22.4	5.0	7.8
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA

\* Domain tests with Exemption or Not Attempted are excluded.  
 \* Level 0: Performance Not Determined.

**Table S20.8: 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>		≥190	15.6	37.5	9.9	10.9	17.7	8.3	≥190	15.6	50.0	8.9	16.7	5.7	3.1
<b>Gender</b>	<b>Female</b>	≥70	8.5	40.8	11.3	8.5	19.7	11.3	≥70	8.5	49.3	12.7	21.1	4.2	4.2
	<b>Male</b>	≥120	19.8	35.5	9.1	12.4	16.5	6.6	≥120	19.8	50.4	6.6	14.0	6.6	2.5
<b>Ethnicity</b>	<b>Asian</b>	≥10	11.1	11.1	11.1	27.8	16.7	22.2	≥10	11.1	27.8	27.8	5.6	16.7	11.1
	<b>Hispanic or Latino</b>	≥160	15.3	41.7	10.4	8.6	17.2	6.7	≥160	15.3	54.6	6.7	16.0	4.9	2.5
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>White</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
<b>Other</b>	<b>Migrant</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Title I</b>	≥100	12.0	38.0	11.0	11.0	20.0	8.0	≥100	12.0	54.0	8.0	18.0	5.0	3.0
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Developmental Delay</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Missing</b>	≥180	16.2	37.8	10.3	10.3	17.3	8.1	≥180	16.2	50.3	8.6	15.7	5.9	3.2
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA

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

\* Level 0: Performance Not Determined.

**Table S20.8: 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>		≥190	15.6	52.6	4.7	14.6	6.3	6.3	≥190	15.6	43.2	11.5	23.4	4.2	2.1
<b>Gender</b>	<b>Female</b>	≥70	8.5	54.9	8.5	15.5	7.0	5.6	≥70	8.5	42.3	14.1	26.8	5.6	2.8
	<b>Male</b>	≥120	19.8	51.2	2.5	14.0	5.8	6.6	≥120	19.8	43.8	9.9	21.5	3.3	1.7
<b>Ethnicity</b>	<b>Asian</b>	≥10	11.1	33.3	11.1	22.2	NA	22.2	≥10	11.1	22.2	16.7	27.8	11.1	11.1
	<b>Hispanic or Latino</b>	≥160	15.3	57.1	4.3	12.3	6.7	4.3	≥160	15.3	47.2	11.0	21.5	3.7	1.2
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>White</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
<b>Other</b>	<b>Migrant</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Title I</b>	≥100	12.0	58.0	5.0	13.0	6.0	6.0	≥100	12.0	46.0	11.0	26.0	4.0	1.0
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Developmental Delay</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Missing</b>	≥180	16.2	53.0	4.3	14.6	5.9	5.9	≥180	16.2	43.8	10.8	22.7	4.3	2.2
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA

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

\* Level 0: Performance Not Determined.



**Table S20.9: 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>		≥160	14.4	44.3	9.6	15.0	9.0	7.8	≥160	14.4	54.5	10.2	14.4	4.2	2.4
<b>Gender</b>	<b>Female</b>	≥60	16.9	46.2	10.8	12.3	3.1	10.8	≥60	16.9	56.9	4.6	12.3	6.2	3.1
	<b>Male</b>	≥100	12.7	43.1	8.8	16.7	12.7	5.9	≥100	12.7	52.9	13.7	15.7	2.9	2.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Asian</b>	≥10	25.0	12.5	12.5	31.3	6.3	12.5	≥10	25.0	25.0	18.8	18.8	NA	12.5
	<b>Black or African American</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥140	13.9	46.5	9.7	13.9	8.3	7.6	≥140	13.9	56.9	9.7	13.2	4.9	1.4
	<b>White</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Title I</b>	≥70	7.8	50.6	10.4	18.2	6.5	6.5	≥70	7.8	63.6	9.1	14.3	3.9	1.3
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Missing</b>	≥160	14.4	44.3	9.6	15.0	9.0	7.8	≥160	14.4	54.5	10.2	14.4	4.2	2.4

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

\* Level 0: Performance Not Determined.

**Table S20.9: 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>		≥160	14.4	49.7	9.0	16.2	6.6	4.2	≥160	14.4	53.3	12.0	13.8	3.6	3.0
<b>Gender</b>	<b>Female</b>	≥60	16.9	50.8	10.8	10.8	7.7	3.1	≥ 60	16.9	55.4	7.7	13.8	3.1	3.1
	<b>Male</b>	≥100	12.7	49.0	7.8	19.6	5.9	4.9	≥100	12.7	52.0	14.7	13.7	3.9	2.9
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Asian</b>	≥10	25.0	25.0	18.8	12.5	6.3	12.5	≥10	25.0	18.8	25.0	18.8	6.3	6.3
	<b>Black or African American</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥140	13.9	51.4	8.3	17.4	5.6	3.5	≥140	13.9	56.3	11.1	12.5	3.5	2.8
	<b>White</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Title I</b>	≥70	7.8	61.0	7.8	16.9	3.9	2.6	≥70	7.8	62.3	10.4	15.6	2.6	1.3
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Missing</b>	≥160	14.4	49.7	9.0	16.2	6.6	4.2	≥160	14.4	53.3	12.0	13.8	3.6	3.0

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

\* Level 0: Performance Not Determined.

**Table S20.10: 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>		≥160	13.3	53.9	9.1	13.9	6.1	3.6	≥160	13.3	62.4	7.9	12.7	2.4	1.2
<b>Gender</b>	<b>Female</b>	≥80	13.6	53.1	9.9	12.3	7.4	3.7	≥80	13.6	63.0	7.4	12.3	3.7	NA
	<b>Male</b>	≥80	13.3	54.2	8.4	15.7	4.8	3.6	≥80	13.3	61.4	8.4	13.3	1.2	2.4
	<b>Missing</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
<b>Ethnicity</b>	<b>Asian</b>	≥10	NA	36.4	NA	45.5	9.1	9.1	≥10	NA	45.5	27.3	18.2	9.1	NA
	<b>Hispanic or Latino</b>	≥140	11.9	56.6	10.5	11.9	6.3	2.8	≥140	11.9	65.7	7.0	12.6	2.1	0.7
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>White</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Other/Unknown</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Title I</b>	≥80	10.6	52.9	11.8	15.3	8.2	1.2	≥80	10.6	63.5	5.9	18.8	1.2	NA
<b>Primary Disability</b>	<b>Missing</b>	≥160	12.9	54.6	8.6	14.1	6.1	3.7	≥160	12.9	62.6	8.0	12.9	2.5	1.2
	<b>Specific Learning Disability</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA

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

\* Level 0: Performance Not Determined.

**Table S20.10: 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>		≥160	13.3	55.2	10.3	13.3	3.6	4.2	≥160	13.3	61.2	12.7	9.7	NA	3.0
<b>Gender</b>	<b>Female</b>	≥80	13.6	54.3	11.1	13.6	3.7	3.7	≥80	13.6	60.5	12.3	11.1	NA	2.5
	<b>Male</b>	≥80	13.3	55.4	9.6	13.3	3.6	4.8	≥80	13.3	61.4	13.3	8.4	NA	3.6
	<b>Missing</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
<b>Ethnicity</b>	<b>Asian</b>	≥10	NA	36.4	18.2	36.4	NA	9.1	≥10	NA	45.5	36.4	9.1	NA	9.1
	<b>Hispanic or Latino</b>	≥140	11.9	58.7	9.8	11.9	4.2	3.5	≥140	11.9	64.3	11.2	10.5	NA	2.1
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>White</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Other/Unknown</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Title I</b>	≥80	10.6	56.5	12.9	12.9	5.9	1.2	≥80	10.6	62.4	12.9	12.9	NA	1.2
<b>Primary Disability</b>	<b>Missing</b>	≥160	12.9	55.2	10.4	13.5	3.7	4.3	≥160	12.9	61.3	12.9	9.8	NA	3.1
	<b>Specific Learning Disability</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA

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

\* Level 0: Performance Not Determined.

**Table S20.11: 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>		≥280	14.3	47.7	11.8	14.3	4.2	7.7	≥280	14.3	58.2	10.8	12.2	2.8	1.7
<b>Gender</b>	<b>Female</b>	≥110	5.4	48.2	12.5	17.0	4.5	12.5	≥110	5.4	59.8	11.6	15.2	6.3	1.8
	<b>Male</b>	≥170	20.0	47.4	11.4	12.6	4.0	4.6	≥170	20.0	57.1	10.3	10.3	0.6	1.7
<b>Ethnicity</b>	<b>Asian</b>	≥20	9.5	38.1	4.8	23.8	14.3	9.5	≥20	9.5	42.9	9.5	33.3	4.8	NA
	<b>Black or African American</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥250	14.7	49.6	12.7	13.1	2.8	7.1	≥250	14.7	60.7	10.7	9.9	2.8	1.2
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>White</b>	≥10	9.1	27.3	9.1	27.3	9.1	18.2	≥10	9.1	36.4	18.2	18.2	NA	18.2
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Migrant</b>	≥10	8.3	41.7	25.0	8.3	NA	16.7	≥10	8.3	66.7	8.3	8.3	8.3	NA
	<b>Title I</b>	≥110	1.8	57.9	14.9	15.8	4.4	5.3	≥110	1.8	71.1	12.3	10.5	2.6	1.8
<b>Primary Disability</b>	<b>Missing</b>	≥280	14.3	47.6	11.9	14.3	4.2	7.7	≥280	14.3	58.0	10.8	12.2	2.8	1.7
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA

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

\* Level 0: Performance Not Determined.

**Table S20.11: 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>		≥280	14.3	46.7	16.0	12.5	5.6	4.9	≥280	14.3	57.1	11.1	11.5	3.1	2.8
<b>Gender</b>	<b>Female</b>	≥110	5.4	50.9	15.2	15.2	6.3	7.1	≥110	5.4	58.9	11.6	14.3	5.4	4.5
	<b>Male</b>	≥170	20.0	44.0	16.6	10.9	5.1	3.4	≥170	20.0	56.0	10.9	9.7	1.7	1.7
<b>Ethnicity</b>	<b>Asian</b>	≥20	9.5	28.6	9.5	23.8	14.3	14.3	≥20	9.5	42.9	19.0	19.0	9.5	NA
	<b>Black or African American</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥250	14.7	49.6	16.7	10.3	5.2	3.6	≥250	14.7	59.5	10.3	10.3	2.8	2.4
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>White</b>	≥10	9.1	18.2	18.2	36.4	NA	18.2	≥10	9.1	36.4	18.2	18.2	NA	18.2
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Migrant</b>	≥10	8.3	41.7	33.3	0.0	8.3	8.3	≥10	8.3	66.7	8.3	8.3	8.3	NA
	<b>Title I</b>	≥110	1.8	52.6	21.1	16.7	4.4	3.5	≥110	1.8	70.2	13.2	9.6	3.5	1.8
<b>Primary Disability</b>	<b>Missing</b>	≥280	14.3	46.5	16.1	12.6	5.6	4.9	≥280	14.3	57.0	11.2	11.5	3.1	2.8
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA

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

\* Level 0: Performance Not Determined.

**Table S20.12: 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>		≥110	7.8	39.1	13.9	19.1	12.2	7.8	≥110	7.8	48.7	15.7	21.7	4.3	1.7
<b>Gender</b>	<b>Female</b>	≥50	8.9	44.6	10.7	21.4	7.1	7.1	≥50	8.9	53.6	10.7	19.6	5.4	1.8
	<b>Male</b>	≥50	6.8	33.9	16.9	16.9	16.9	8.5	≥50	6.8	44.1	20.3	23.7	3.4	1.7
<b>Ethnicity</b>	<b>Asian</b>	≥10	NA	40.0	30.0	30.0	NA	NA	≥10	NA	60.0	40.0	NA	NA	NA
	<b>Black or African American</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥90	9.6	40.4	12.8	16.0	11.7	9.6	≥90	9.6	50.0	9.6	23.4	5.3	2.1
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>White</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Title I</b>	≥60	10.0	43.3	15.0	20.0	6.7	5.0	≥60	10.0	55.0	15.0	15.0	3.3	1.7
<b>Primary Disability</b>	<b>Missing</b>	≥110	8.0	38.9	14.2	19.5	12.4	7.1	≥110	8.0	48.7	15.9	21.2	4.4	1.8
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA

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

\* Level 0: Performance Not Determined.

**Table S20.12: 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>		≥110	7.8	40.0	14.8	25.2	6.1	6.1	≥110	7.8	47.0	19.1	20.9	3.5	1.7
<b>Gender</b>	<b>Female</b>	≥50	8.9	37.5	10.7	33.9	3.6	5.4	≥50	8.9	53.6	16.1	17.9	1.8	1.8
	<b>Male</b>	≥50	6.8	42.4	18.6	16.9	8.5	6.8	≥50	6.8	40.7	22.0	23.7	5.1	1.7
<b>Ethnicity</b>	<b>Asian</b>	≥10	NA	40.0	10.0	50.0	NA	NA	≥10	NA	60.0	40.0	NA	NA	NA
	<b>Black or African American</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥90	9.6	41.5	14.9	21.3	5.3	7.4	≥90	9.6	47.9	14.9	21.3	4.3	2.1
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>White</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Title I</b>	≥60	10.0	43.3	18.3	21.7	6.7	NA	≥60	10.0	50.0	23.3	13.3	3.3	NA
<b>Primary Disability</b>	<b>Missing</b>	≥110	8.0	39.8	15.0	25.7	6.2	5.3	≥110	8.0	46.9	19.5	21.2	3.5	0.9
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA

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

\* Level 0: Performance Not Determined.



**Table S20.13: 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>		≥60	10.6	33.3	13.6	18.2	12.1	12.1	≥60	10.6	40.9	15.2	24.2	4.5	4.5
<b>Gender</b>	<b>Female</b>	≥20	14.3	25.0	7.1	28.6	14.3	10.7	≥20	14.3	28.6	14.3	32.1	3.6	7.1
	<b>Male</b>	≥30	7.9	39.5	18.4	10.5	10.5	13.2	≥30	7.9	50.0	15.8	18.4	5.3	2.6
<b>Ethnicity</b>	<b>Asian</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Black or African American</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥50	7.5	37.7	17.0	20.8	7.5	9.4	≥50	7.5	47.2	18.9	22.6	NA	3.8
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>White</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Title I</b>	≥20	3.7	22.2	25.9	22.2	14.8	11.1	≥20	3.7	44.4	22.2	25.9	NA	3.7
<b>Primary Disability</b>	<b>Missing</b>	≥60	10.6	33.3	13.6	18.2	12.1	12.1	≥60	10.6	40.9	15.2	24.2	4.5	4.5

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

\* Level 0: Performance Not Determined.

**Table S20.13: 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>		≥60	10.6	39.4	9.1	19.7	10.6	10.6	≥60	10.6	39.4	18.2	24.2	3.0	4.5
<b>Gender</b>	<b>Female</b>	≥20	14.3	25.0	10.7	21.4	14.3	14.3	≥20	14.3	28.6	17.9	32.1	NA	7.1
	<b>Male</b>	≥30	7.9	50.0	7.9	18.4	7.9	7.9	≥30	7.9	47.4	18.4	18.4	5.3	2.6
<b>Ethnicity</b>	<b>Asian</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Black or African American</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥50	7.5	45.3	11.3	22.6	7.5	5.7	≥50	7.5	45.3	22.6	20.8	NA	3.8
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>White</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Title I</b>	≥20	3.7	37.0	14.8	18.5	22.2	3.7	≥20	3.7	37.0	29.6	25.9	NA	3.7
<b>Primary Disability</b>	<b>Missing</b>	≥60	10.6	39.4	9.1	19.7	10.6	10.6	≥60	10.6	39.4	18.2	24.2	3.0	4.5

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

\* Level 0: Performance Not Determined.

**Table S20.14: 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>		≥20	NA	20.7	27.6	31.0	3.4	17.2	≥20	NA	44.8	17.2	27.6	NA	10.3
<b>Gender</b>	<b>Female</b>	≥10	NA	25.0	25.0	25.0	8.3	16.7	≥10	NA	33.3	25.0	33.3	NA	8.3
	<b>Male</b>	≥10	NA	17.6	29.4	35.3	NA	17.6	≥10	NA	52.9	11.8	23.5	NA	11.8
<b>Ethnicity</b>	<b>Asian</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Black or African American</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥20	NA	22.7	22.7	31.8	4.5	18.2	≥20	NA	45.5	18.2	22.7	NA	13.6
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
<b>Other</b>	<b>Migrant</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Title I</b>	≥10	NA	18.8	37.5	31.3	6.3	6.3	≥10	NA	56.3	18.8	25.0	NA	NA
<b>Primary Disability</b>	<b>Missing</b>	≥20	NA	20.7	27.6	31.0	3.4	17.2	≥20	NA	44.8	17.2	27.6	NA	10.3

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

\* Level 0: Performance Not Determined.

**Table S20.14: 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>		≥20	NA	27.6	17.2	37.9	6.9	10.3	≥20	NA	41.4	20.7	20.7	6.9	10.3
<b>Gender</b>	<b>Female</b>	≥10	NA	41.7	8.3	41.7	NA	8.3	≥10	NA	33.3	25.0	25.0	8.3	8.3
	<b>Male</b>	≥10	NA	17.6	23.5	35.3	11.8	11.8	≥10	NA	47.1	17.6	17.6	5.9	11.8
<b>Ethnicity</b>	<b>Asian</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Black or African American</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥20	NA	36.4	13.6	36.4	4.5	9.1	≥20	NA	45.5	18.2	18.2	4.5	13.6
	<b>Two or More Races</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
<b>Other</b>	<b>Migrant</b>	<10	NA	NA	NA	NA	NA	NA	<10	NA	NA	NA	NA	NA	NA
	<b>Title I</b>	≥10	NA	31.3	12.5	50.0	6.3	NA	≥10	NA	50.0	25.0	18.8	6.3	NA
<b>Primary Disability</b>	<b>Missing</b>	≥20	NA	27.6	17.2	37.9	6.9	10.3	≥20	NA	41.4	20.7	20.7	6.9	10.3

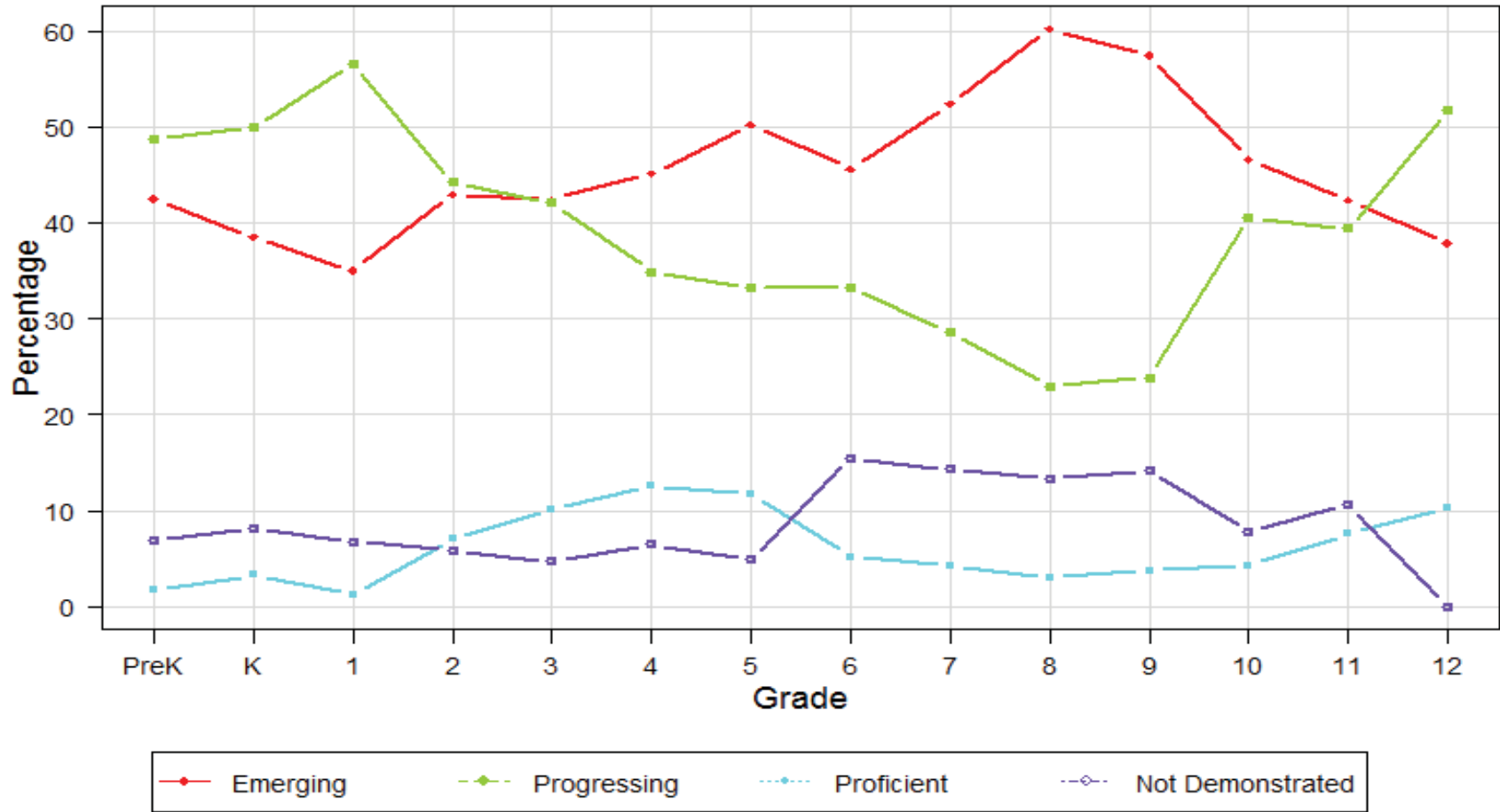
\* Domain tests with Exemption or Not Attempted are excluded.

\* Level 0: Performance Not Determined.

## **Section 21: Screener Assessment - Percentage of Students by Overall Proficiency Category**

**\* The percentages are suppressed when the number of students (N count) is fewer than 10.**

Figure S21.1: Screener Percentage of Students in Proficiency Categories



**Table S21.1: Screener Overall Proficiency Categories - Pre-Kindergarten**

Subgroup	Status	N	Emerging	Progressing	Proficient	Proficiency Not Demonstrated
<b>Total</b>		≥3,760	42.5	48.9	1.7	7.0
<b>Gender</b>	<b>Female</b>	≥1,840	41.3	50.7	1.7	6.2
	<b>Male</b>	≥1,910	43.6	47.1	1.6	7.7
	<b>Missing</b>	<10	NA	NA	NA	NA
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA
	<b>Asian</b>	≥210	26.7	66.4	3.7	3.2
	<b>Black or African American</b>	≥30	18.2	75.8	3.0	3.0
	<b>Hispanic or Latino</b>	≥3,310	44.8	46.4	1.3	7.5
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	≥10	10.5	63.2	10.5	15.8
	<b>White</b>	≥160	26.9	67.1	4.2	1.8
	<b>Other/Unknown</b>	<10	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	≥10	35.7	57.1	NA	7.1
	<b>Migrant</b>	≥30	51.5	36.4	NA	12.1
	<b>Title I</b>	≥2,010	44.8	46.8	1.0	7.4
	<b>Section 504 Plan</b>	≥10	36.4	63.6	NA	NA
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA
	<b>Developmental Delay</b>	≥20	35.7	39.3	NA	25.0
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA
	<b>Missing</b>	≥3,700	42.6	48.9	1.7	6.8
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA

Subgroup	Status	N	Emerging	Progressing	Proficient	Proficiency Not Demonstrated
	Speech or Language Impairments	≥20	28.6	66.7	NA	4.8
	Talented	<10	NA	NA	NA	NA
	Visual Impairment-Blindness	<10	NA	NA	NA	NA



**Table S21.2: Screener Overall Proficiency Categories - Kindergarten**

Subgroup	Status	N	Emerging	Progressing	Proficient	Proficiency Not Demonstrated
<b>Total</b>		≥300	38.5	50.0	3.3	8.2
<b>Gender</b>	<b>Female</b>	≥150	34.9	52.0	2.6	10.5
	<b>Male</b>	≥150	42.1	48.0	3.9	5.9
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA
	<b>Asian</b>	≥30	14.7	73.5	2.9	8.8
	<b>Black or African American</b>	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥250	42.1	46.1	3.1	8.7
	<b>Two or More Races</b>	<10	NA	NA	NA	NA
	<b>White</b>	≥10	40.0	50.0	10.0	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA
	<b>Title I</b>	≥180	39.9	51.9	1.6	6.6
<b>Primary Disability</b>	<b>Developmental Delay</b>	<10	NA	NA	NA	NA
	<b>Missing</b>	≥300	38.7	49.7	3.3	8.3
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA

**Table S21.3: Screener Overall Proficiency Categories - Grade 1**

Subgroup	Status	N	Emerging	Progressing	Proficient	Proficiency Not Demonstrated
<b>Total</b>		≥470	35.2	56.8	1.3	6.8
<b>Gender</b>	<b>Female</b>	≥240	36.2	57.2	2.1	4.5
	<b>Male</b>	≥220	34.2	56.1	0.4	9.2
	<b>Missing</b>	<10	NA	NA	NA	NA
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA
	<b>Asian</b>	≥40	34.7	61.2	2.0	2.0
	<b>Black or African American</b>	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥380	35.8	55.8	0.5	7.9
	<b>Two or More Races</b>	<10	NA	NA	NA	NA
	<b>White</b>	≥20	29.6	63.0	3.7	3.7
	<b>Other/Unknown</b>	<10	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA
	<b>Title I</b>	≥240	34.6	59.3	1.6	4.5
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA
	<b>Developmental Delay</b>	<10	NA	NA	NA	NA
	<b>Gifted</b>	<10	NA	NA	NA	NA
	<b>Hearing Impairment-Hard of Hearing</b>	<10	NA	NA	NA	NA
	<b>Missing</b>	≥460	35.1	56.9	1.3	6.7
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA

Subgroup	Status	N	Emerging	Progressing	Proficient	Proficiency Not Demonstrated
	Speech or Language Impairments	<10	NA	NA	NA	NA

**Table S21.4: Screener Overall Proficiency Categories - Grade 2**

Subgroup	Status	N	Emerging	Progressing	Proficient	Proficiency Not Demonstrated
<b>Total</b>		≥300	42.9	44.2	7.1	5.8
<b>Gender</b>	<b>Female</b>	≥130	39.8	48.9	5.3	6.0
	<b>Male</b>	≥170	45.1	40.6	8.6	5.7
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA
	<b>Asian</b>	≥40	28.6	54.8	14.3	2.4
	<b>Black or African American</b>	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥240	47.9	40.9	5.0	6.2
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA
	<b>White</b>	≥10	21.4	50.0	14.3	14.3
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA
	<b>Title I</b>	≥140	42.3	45.0	7.4	5.4
<b>Primary Disability</b>	<b>Developmental Delay</b>	<10	NA	NA	NA	NA
	<b>Missing</b>	≥300	43.1	44.1	6.9	5.9
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA
	<b>Talented</b>	<10	NA	NA	NA	NA

**Table S21.5: Screener Overall Proficiency Categories - Grade 3**

Subgroup	Status	N	Emerging	Progressing	Proficient	Proficiency Not Demonstrated
<b>Total</b>		≥290	42.7	42.4	10.2	4.7
<b>Gender</b>	<b>Female</b>	≥140	40.0	45.5	8.3	6.2
	<b>Male</b>	≥150	45.3	39.3	12.0	3.3
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA
	<b>Asian</b>	≥20	22.7	40.9	31.8	4.5
	<b>Black or African American</b>	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥240	47.0	40.6	7.2	5.2
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA
	<b>White</b>	≥10	23.5	64.7	11.8	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA
	<b>Title I</b>	≥140	45.7	42.1	8.6	3.6
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Intellectual Disability-Moderate</b>	<10	NA	NA	NA	NA
	<b>Missing</b>	≥290	43.1	42.1	10.3	4.5
	<b>Specific Learning Disability</b>	<10	NA	NA	NA	NA
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA
	<b>Talented</b>	<10	NA	NA	NA	NA

**Table S21.6: Screener Overall Proficiency Categories - Grade 4**

Subgroup	Status	N	Emerging	Progressing	Proficient	Proficiency Not Demonstrated
<b>Total</b>		≥210	45.5	35.2	12.7	6.6
<b>Gender</b>	<b>Female</b>	≥100	44.3	38.7	13.2	3.8
	<b>Male</b>	≥100	46.7	31.8	12.1	9.3
<b>Ethnicity</b>	<b>Asian</b>	≥20	25.0	25.0	35.0	15.0
	<b>Black or African American</b>	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥170	48.0	36.3	9.5	6.1
	<b>Two or More Races</b>	<10	NA	NA	NA	NA
	<b>White</b>	<10	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA
	<b>Title I</b>	≥110	46.8	36.9	13.5	2.7
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Missing</b>	≥210	45.8	35.4	12.3	6.6
	<b>Talented</b>	<10	NA	NA	NA	NA

**Table S21.7: Screener Overall Proficiency Categories - Grade 5**

Subgroup	Status	N	Emerging	Progressing	Proficient	Proficiency Not Demonstrated
<b>Total</b>		≥220	50.2	33.2	11.7	4.9
<b>Gender</b>	<b>Female</b>	≥110	49.1	35.7	9.8	5.4
	<b>Male</b>	≥110	51.4	30.6	13.5	4.5
<b>Ethnicity</b>	<b>Asian</b>	≥10	20.0	53.3	26.7	NA
	<b>Black or African American</b>	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥190	56.0	28.3	9.9	5.8
	<b>Two or More Races</b>	<10	NA	NA	NA	NA
	<b>White</b>	≥10	13.3	66.7	20.0	0.0
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA
	<b>Title I</b>	≥110	48.2	35.7	13.4	2.7
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA
	<b>Emotional Disturbance</b>	<10	NA	NA	NA	NA
	<b>Missing</b>	≥210	50.7	32.4	11.9	5.0
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	<10	NA	NA	NA	NA

**Table S21.8: Screener Overall Proficiency Categories - Grade 6**

Subgroup	Status	N	Emerging	Progressing	Proficient	Proficiency Not Demonstrated
<b>Total</b>		≥190	45.8	33.3	5.2	15.6
<b>Gender</b>	<b>Female</b>	≥70	50.7	33.8	7.0	8.5
	<b>Male</b>	≥120	43.0	33.1	4.1	19.8
<b>Ethnicity</b>	<b>Asian</b>	≥10	16.7	55.6	16.7	11.1
	<b>Hispanic or Latino</b>	≥160	50.9	29.4	4.3	15.3
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA
	<b>White</b>	<10	NA	NA	NA	NA
<b>Other</b>	<b>Migrant</b>	<10	NA	NA	NA	NA
	<b>Title I</b>	≥100	47.0	36.0	5.0	12.0
<b>Primary Disability</b>	<b>Autism</b>	<10	NA	NA	NA	NA
	<b>Developmental Delay</b>	<10	NA	NA	NA	NA
	<b>Intellectual Disability-Mild</b>	<10	NA	NA	NA	NA
	<b>Missing</b>	≥180	46.5	31.9	5.4	16.2
	<b>Other Health Impairments</b>	<10	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	<10	NA	NA	NA	NA



**Table S21.9: Screener Overall Proficiency Categories - Grade 7**

Subgroup	Status	N	Emerging	Progressing	Proficient	Proficiency Not Demonstrated
<b>Total</b>		≥160	52.7	28.7	4.2	14.4
<b>Gender</b>	<b>Female</b>	≥60	55.4	23.1	4.6	16.9
	<b>Male</b>	≥100	51.0	32.4	3.9	12.7
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	<10	NA	NA	NA	NA
	<b>Asian</b>	≥10	25.0	37.5	12.5	25.0
	<b>Black or African American</b>	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥140	54.9	27.8	3.5	13.9
	<b>White</b>	<10	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA
	<b>Title I</b>	≥70	61.0	28.6	2.6	7.8
	<b>Section 504 Plan</b>	<10	NA	NA	NA	NA
<b>Primary Disability</b>	<b>Missing</b>	≥160	52.7	28.7	4.2	14.4

**Table S21.10: Screener Overall Proficiency Categories - Grade 8**

Subgroup	Status	N	Emerging	Progressing	Proficient	Proficiency Not Demonstrated
<b>Total</b>		≥160	60.6	23.0	3.0	13.3
<b>Gender</b>	<b>Female</b>	≥80	60.5	23.5	2.5	13.6
	<b>Male</b>	≥80	60.2	22.9	3.6	13.3
	<b>Missing</b>	<10	NA	NA	NA	NA
<b>Ethnicity</b>	<b>Asian</b>	≥10	36.4	54.5	9.1	NA
	<b>Hispanic or Latino</b>	≥140	64.3	21.7	2.1	11.9
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA
	<b>White</b>	<10	NA	NA	NA	NA
	<b>Other/Unknown</b>	<10	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA
	<b>Title I</b>	≥80	62.4	25.9	1.2	10.6
<b>Primary Disability</b>	<b>Missing</b>	≥160	60.7	23.3	3.1	12.9
	<b>Specific Learning Disability</b>	<10	NA	NA	NA	NA
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA

**Table S21.11: Screener Overall Proficiency Categories - Grade 9**

Subgroup	Status	N	Emerging	Progressing	Proficient	Proficiency Not Demonstrated
<b>Total</b>		≥280	57.8	24.0	3.8	14.3
<b>Gender</b>	<b>Female</b>	≥110	58.9	29.5	6.3	5.4
	<b>Male</b>	≥170	57.1	20.6	2.3	20.0
<b>Ethnicity</b>	<b>Asian</b>	≥20	38.1	47.6	4.8	9.5
	<b>Black or African American</b>	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥250	60.7	21.4	3.2	14.7
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA
	<b>White</b>	≥10	36.4	36.4	18.2	9.1
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA
	<b>Migrant</b>	≥10	66.7	16.7	8.3	8.3
	<b>Title I</b>	≥110	69.3	25.4	3.5	1.8
<b>Primary Disability</b>	<b>Missing</b>	≥280	57.7	24.1	3.8	14.3
	<b>Speech or Language Impairments</b>	<10	NA	NA	NA	NA

**Table S21.12: Screener Overall Proficiency Categories - Grade 10**

Subgroup	Status	N	Emerging	Progressing	Proficient	Proficiency Not Demonstrated
<b>Total</b>		≥110	47.0	40.9	4.3	7.8
<b>Gender</b>	<b>Female</b>	≥50	42.9	44.6	3.6	8.9
	<b>Male</b>	≥50	50.8	37.3	5.1	6.8
<b>Ethnicity</b>	<b>Asian</b>	≥10	40.0	60.0	NA	NA
	<b>Black or African American</b>	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥90	48.9	36.2	5.3	9.6
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA
	<b>White</b>	<10	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA
	<b>Title I</b>	≥60	51.7	35.0	3.3	10.0
<b>Primary Disability</b>	<b>Missing</b>	≥110	46.9	40.7	4.4	8.0
	<b>Orthopedic Impairment</b>	<10	NA	NA	NA	NA
	<b>Specific Learning Disability</b>	<10	NA	NA	NA	NA

**Table S21.13: Screener Overall Proficiency Categories - Grade 11**

Subgroup	Status	N	Emerging	Progressing	Proficient	Proficiency Not Demonstrated
<b>Total</b>		≥60	42.4	39.4	7.6	10.6
<b>Gender</b>	<b>Female</b>	≥20	32.1	46.4	7.1	14.3
	<b>Male</b>	≥30	50.0	34.2	7.9	7.9
<b>Ethnicity</b>	<b>Asian</b>	<10	NA	NA	NA	NA
	<b>Black or African American</b>	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥50	49.1	39.6	3.8	7.5
	<b>Pacific Islander</b>	<10	NA	NA	NA	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA
	<b>White</b>	<10	NA	NA	NA	NA
<b>Other</b>	<b>Homeless</b>	<10	NA	NA	NA	NA
	<b>Migrant</b>	<10	NA	NA	NA	NA
	<b>Title I</b>	≥20	40.7	51.9	3.7	3.7
<b>Primary Disability</b>	<b>Missing</b>	≥60	42.4	39.4	7.6	10.6

**Table S21.14: Screener Overall Proficiency Categories - Grade 12**

Subgroup	Status	N	Emerging	Progressing	Proficient	Proficiency Not Demonstrated
<b>Total</b>		≥20	37.9	51.7	10.3	NA
<b>Gender</b>	<b>Female</b>	≥10	50.0	41.7	8.3	NA
	<b>Male</b>	≥10	29.4	58.8	11.8	NA
<b>Ethnicity</b>	<b>Asian</b>	<10	NA	NA	NA	NA
	<b>Black or African American</b>	<10	NA	NA	NA	NA
	<b>Hispanic or Latino</b>	≥20	40.9	45.5	13.6	NA
	<b>Two or More Races</b>	<10	NA	NA	NA	NA
<b>Other</b>	<b>Migrant</b>	<10	NA	NA	NA	NA
	<b>Title I</b>	≥10	37.5	62.5	NA	NA
<b>Primary Disability</b>	<b>Missing</b>	≥20	37.9	51.7	10.3	NA

## **Section 22: Screener Assessment - Testing Time**

**Table S22.1: Screener Testing Time<sup>1</sup>**

Grade/Grade Band	End Step	N	N of Items	Testing Time (Minutes)								
				Min	P10	P25	P50	P75	P90	Max	Mean	SD
PreK	Step 2	≥3,250	18	1.5	4.7	5.2	5.9	7.2	9.2	34.8	6.6	2.5
	Step 3	≥240	34	10.3	12.5	14.2	16.1	18.8	22.6	33.4	16.8	3.8
K	Step 2	≥230	18	1.6	4.6	5.3	6.1	7.8	10.7	22.8	7.1	3.1
	Step 3	≥40	34	11.9	13.6	14.6	16.5	19.6	26.0	39.0	18.6	6.1
1	Step 2	≥350	19	3.6	6.5	7.3	8.6	10.1	13.1	27.1	9.3	3.0
	Step 3	≥80	37	14.4	16.6	19.2	22.4	26.0	32.5	43.0	23.2	5.9
2-3	Step 2	≥420	20	2.2	6.3	7.3	8.7	10.8	14.5	51.8	9.7	4.3
	Step 3	≥140	38	19.7	25.8	29.1	33.4	41.0	52.9	77.6	36.7	11.0
4-5	Step 2	≥290	21	1.9	8.1	10.1	12.6	16.3	20.3	52.6	13.8	5.7
	Step 3	≥110	43	18.2	27.8	32.6	39.2	43.5	58.6	82.0	40.4	12.4
6-8	Step 2	≥330	19	0.7	6.4	8.5	11.2	14.2	18.3	40.4	11.7	5.0
	Step 3	≥100	42	13.7	25.7	30.1	36.2	43.5	52.6	72.2	38.3	11.4
9-12	Step 2	≥310	20	1.3	8.4	11.3	14.7	19.5	25.9	57.4	16.5	8.1
	Step 3	≥110	42	24.3	31.5	34.6	41.9	50.0	65.3	103.7	45.4	14.6

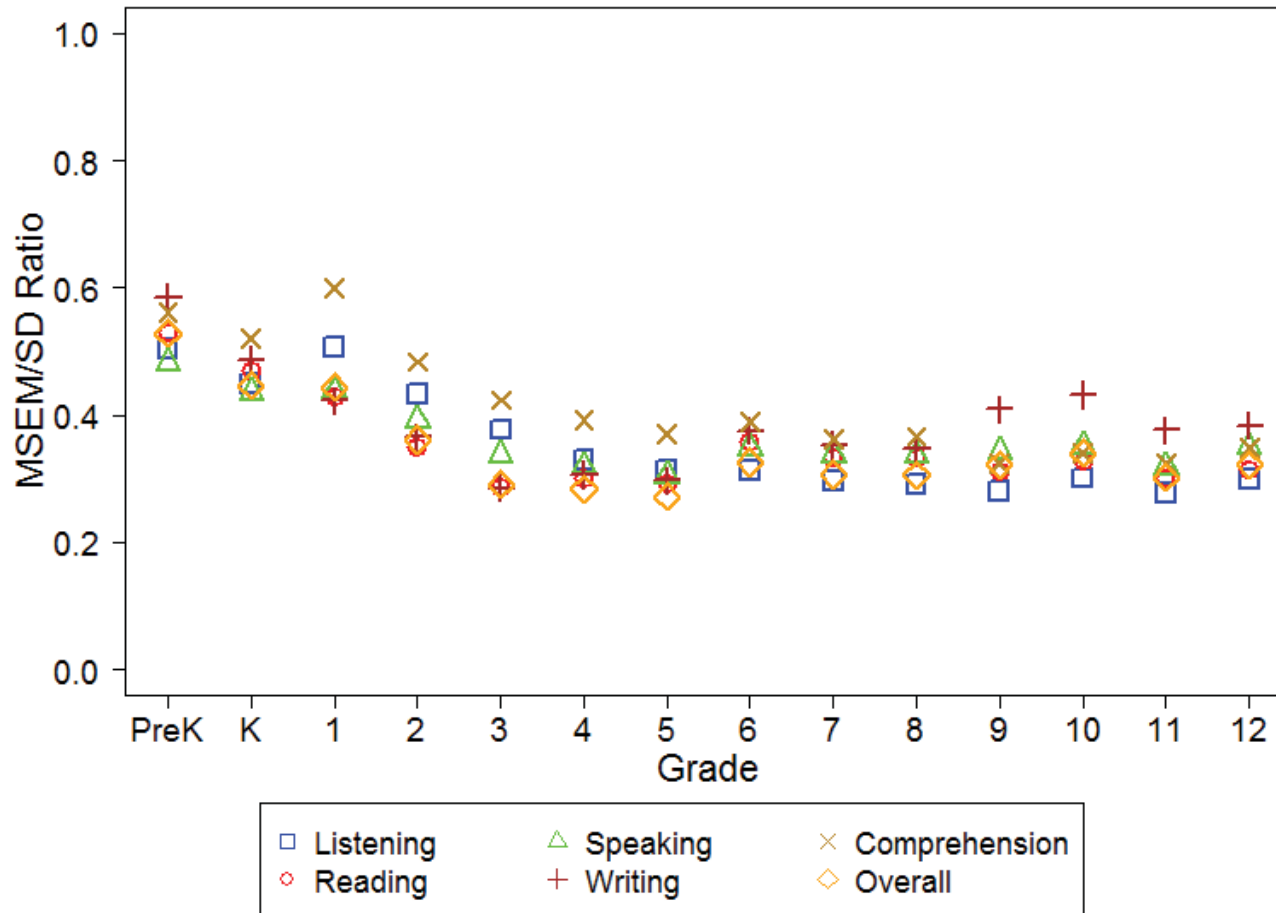
Note 1. P=percentile.



## **Section 23: Screener Assessment - Marginal Reliability**

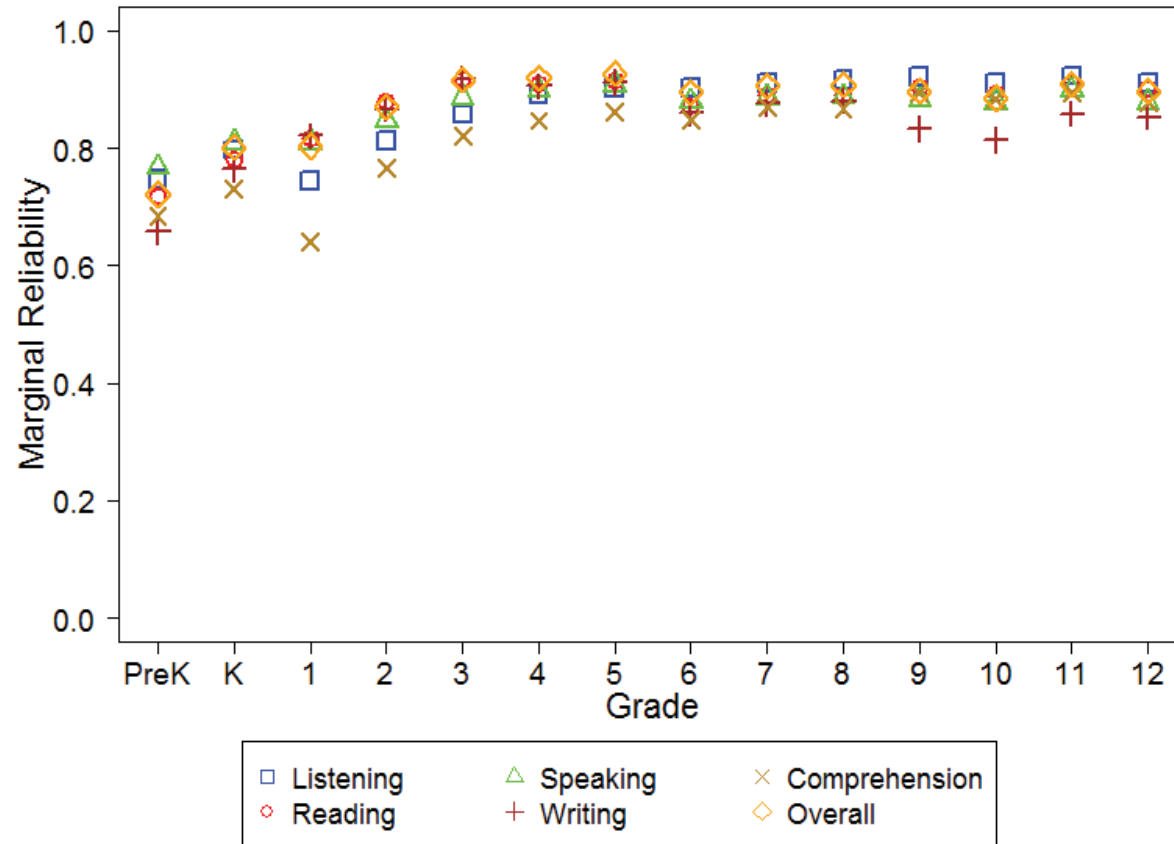
**\* Domain tests with Exemption or not Attempted are excluded.**

**Figure S23.1: Screener Ratio of Marginal Standard Error of Measurement to Standard Deviation of Estimated Scale Scores by Grade and Domain**



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

Figure S23.2: Screener Marginal Reliability by Domain and by Grade

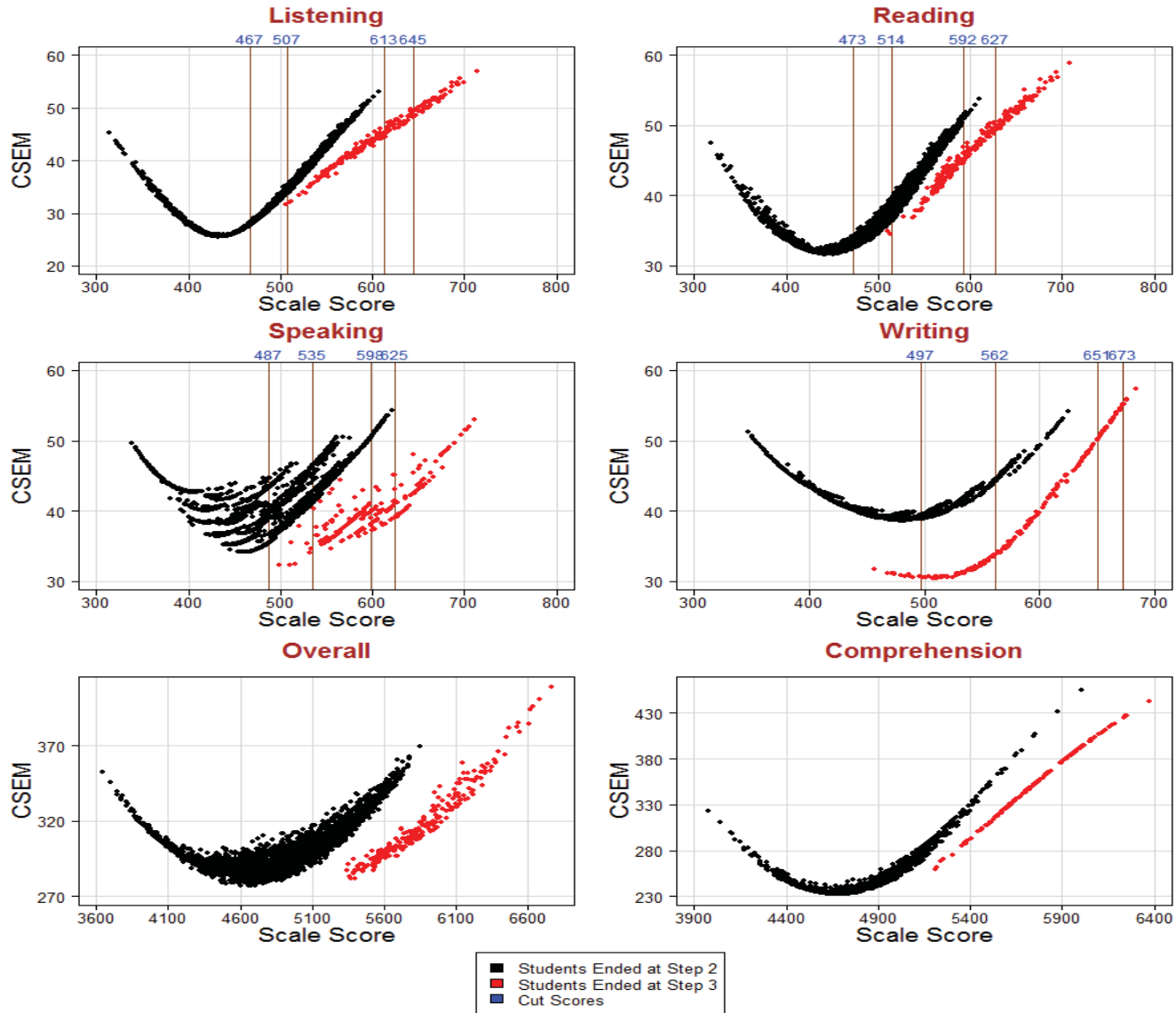


\* Domain tests with Exemption or not Attempted are excluded.

## **Section 24: Screener Assessment - Conditional Standard Error of Measurement (CSEM)**

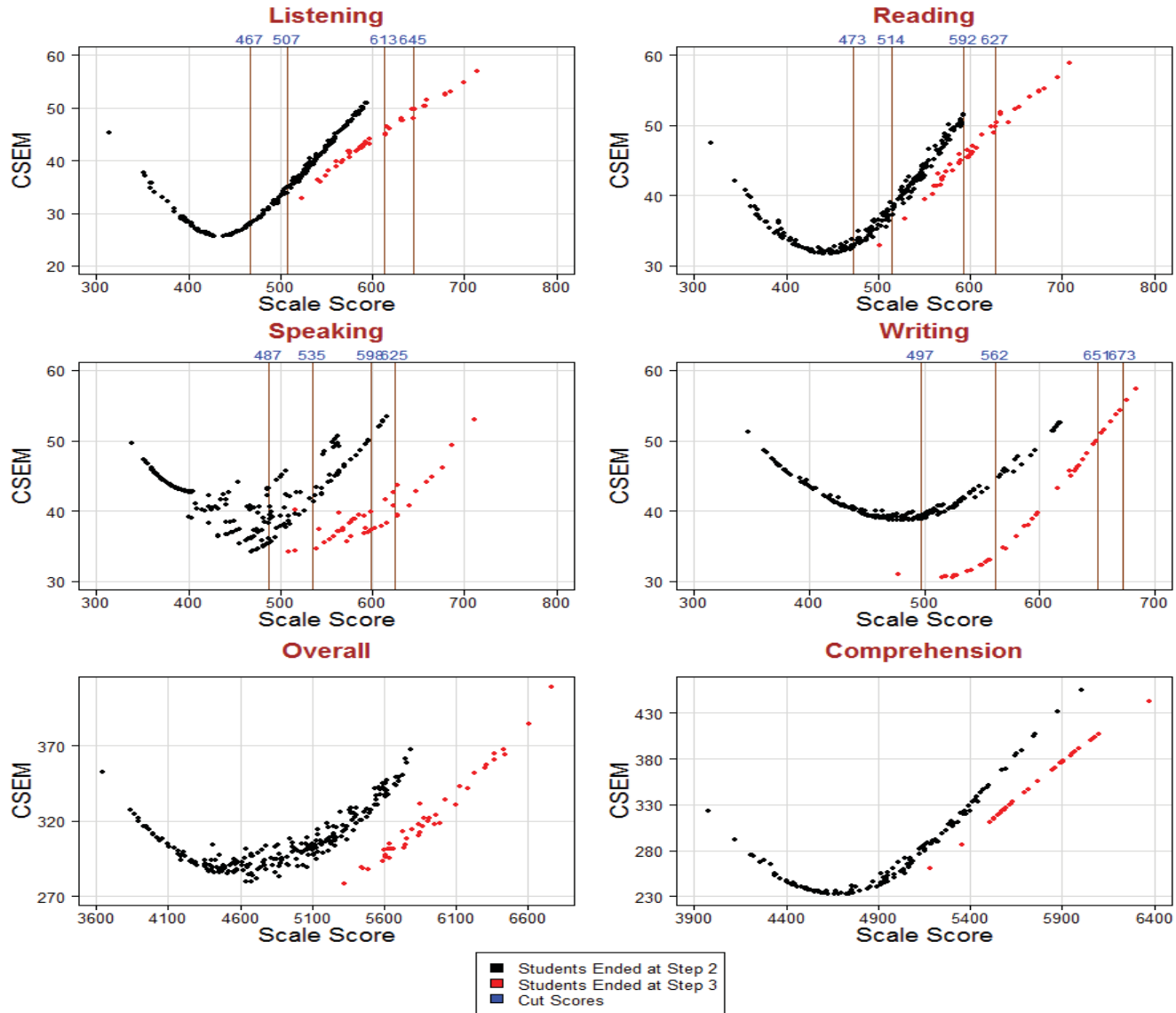
**\* Domain tests with Exemption or not Attempted are excluded.**

Figure S24.1: Screener Conditional Standard Error of Measurement for Pre-Kindergarten



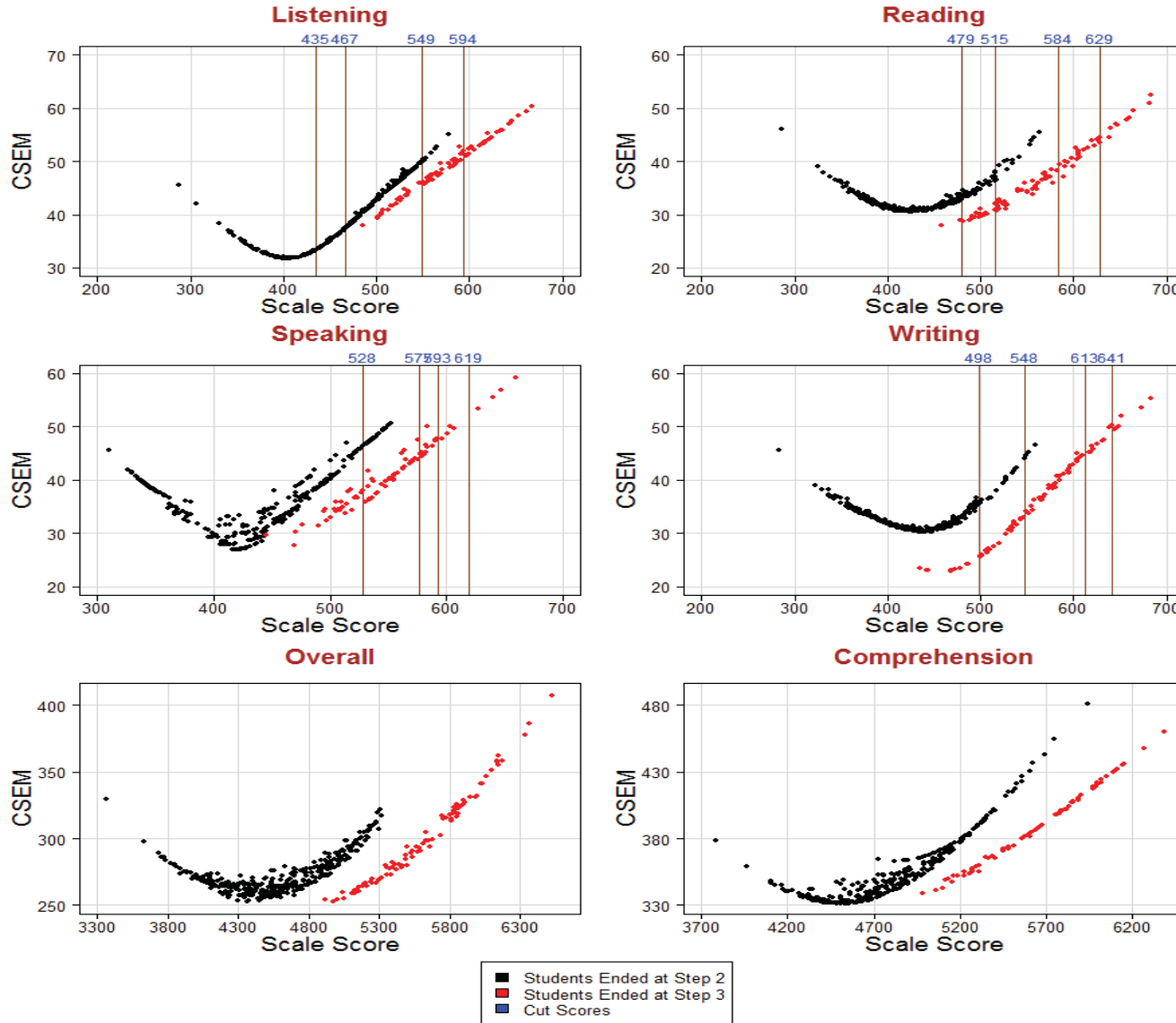
\* Domain tests with Exemption or not Attempted are excluded.

Figure S24.2: Screener Conditional Standard Error of Measurement for Kindergarten



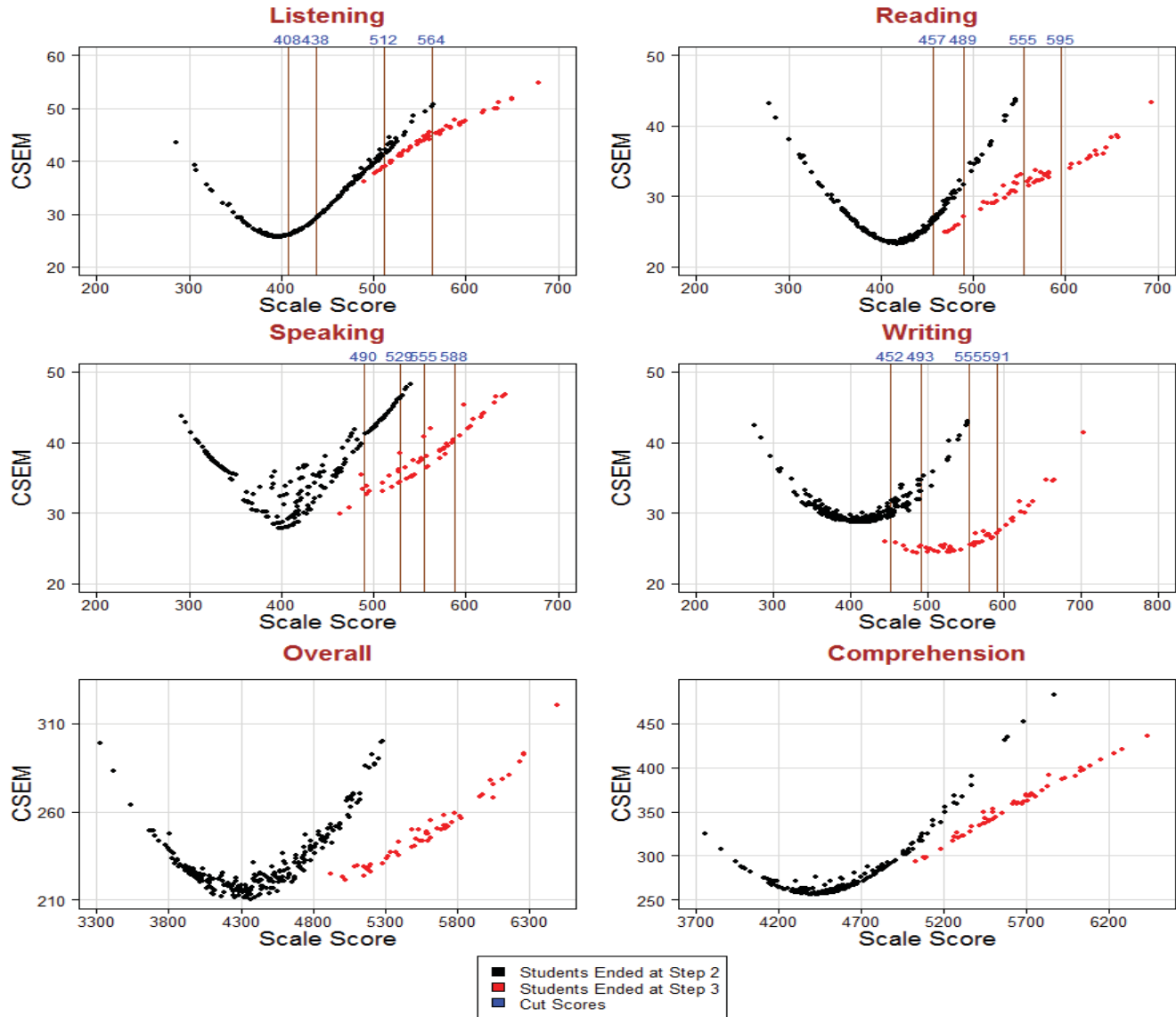
\* Domain tests with Exemption or not Attempted are excluded.

Figure S24.3: Screener Conditional Standard Error of Measurement for Grade 1



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

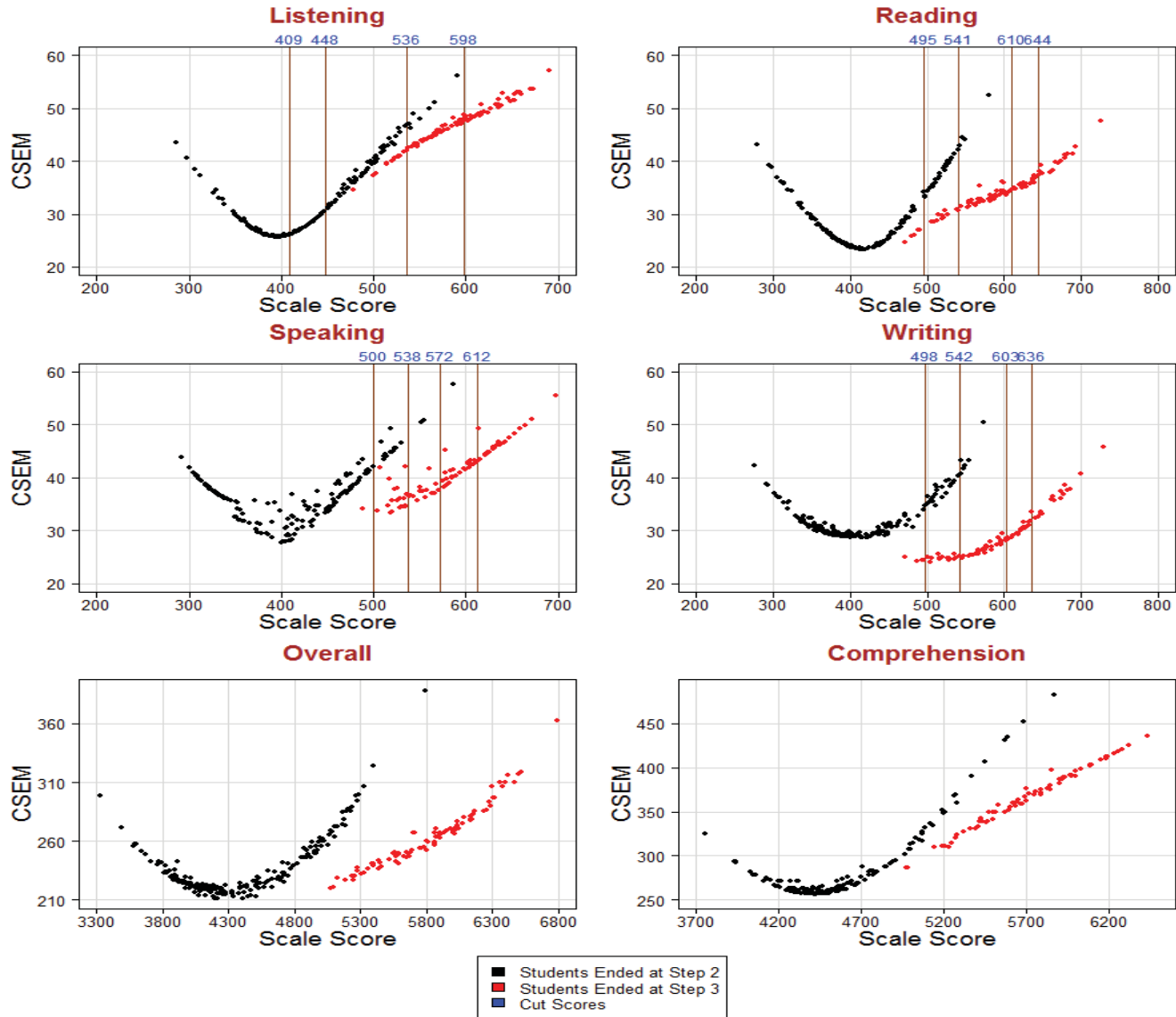
Figure S24.4: Screener Conditional Standard Error of Measurement for Grade 2



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

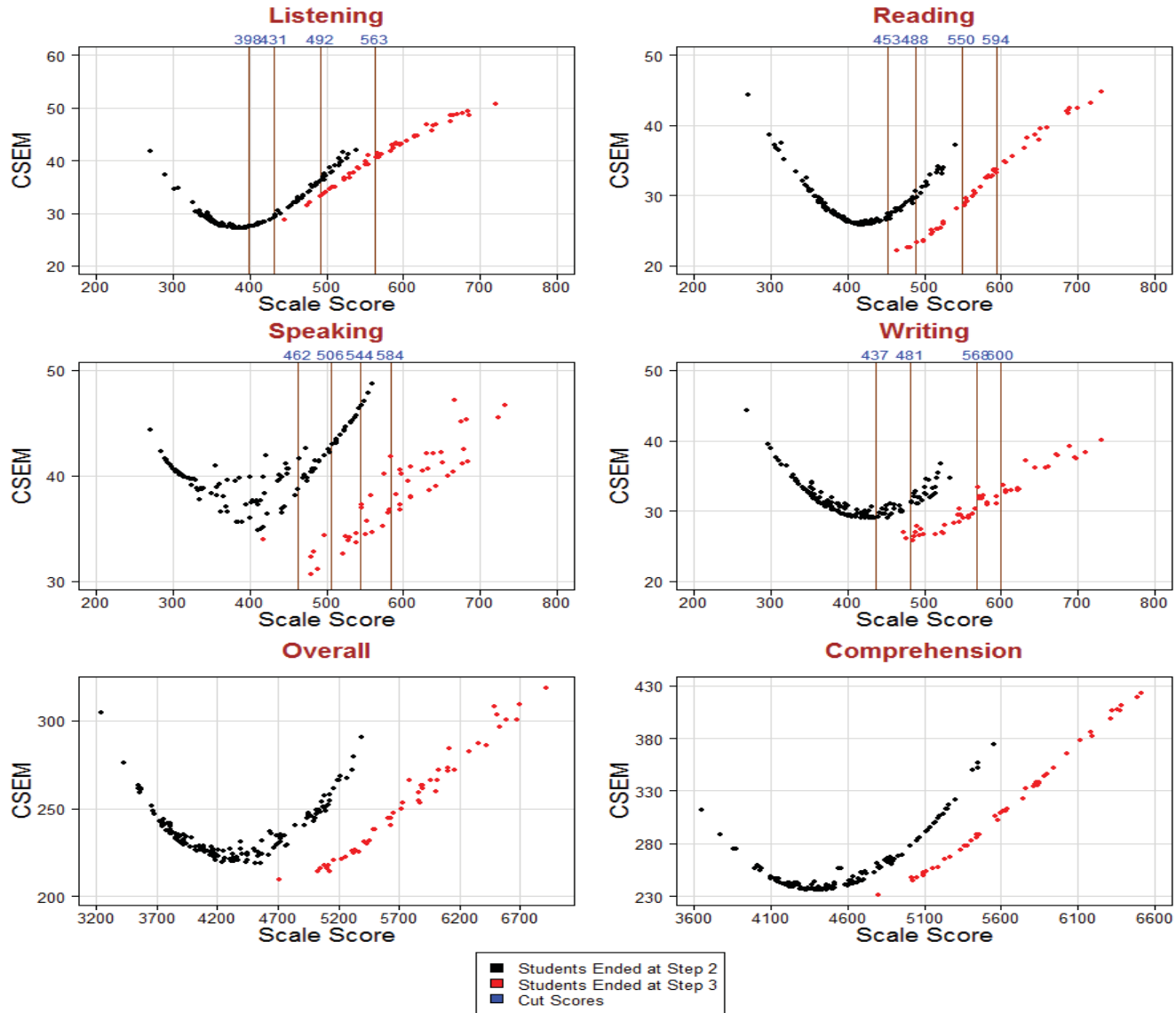


Figure S24.5: Screener Conditional Standard Error of Measurement for Grade 3



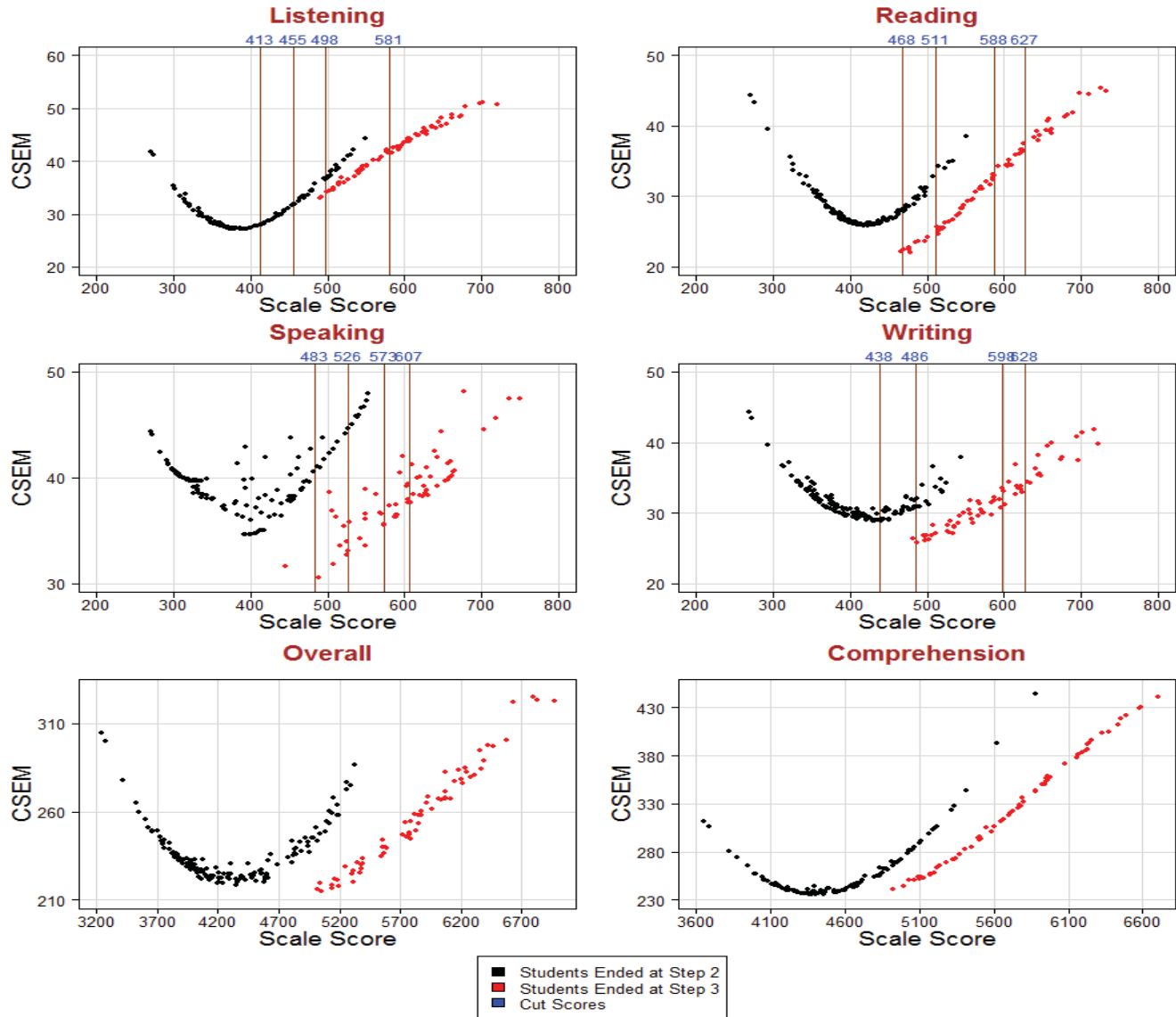
\* Domain tests with Exemption or not Attempted are excluded.

Figure S24.6: Screener Conditional Standard Error of Measurement for Grade 4



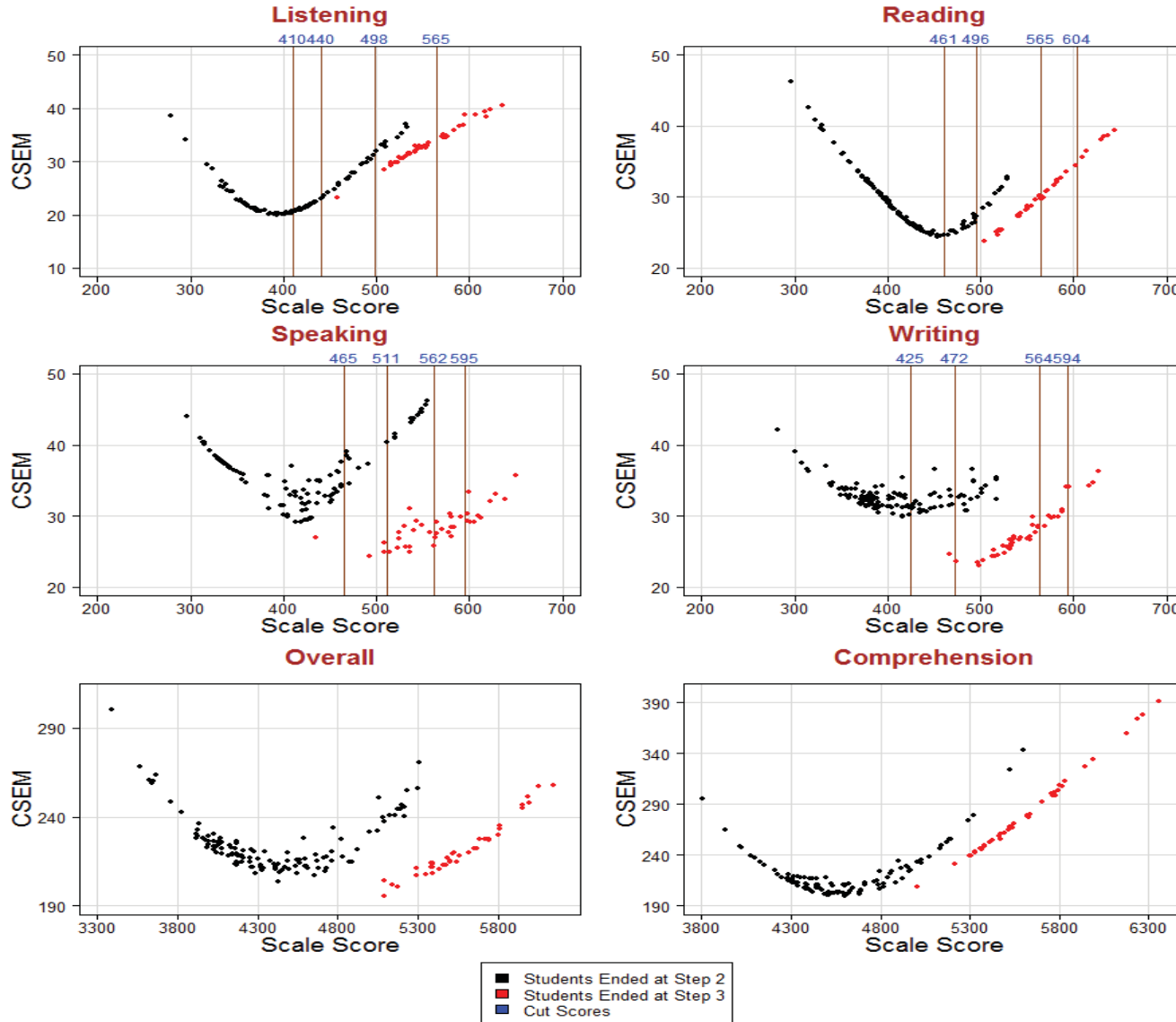
\* Domain tests with Exemption or not Attempted are excluded.

Figure S24.7: Screener Conditional Standard Error of Measurement for Grade 5



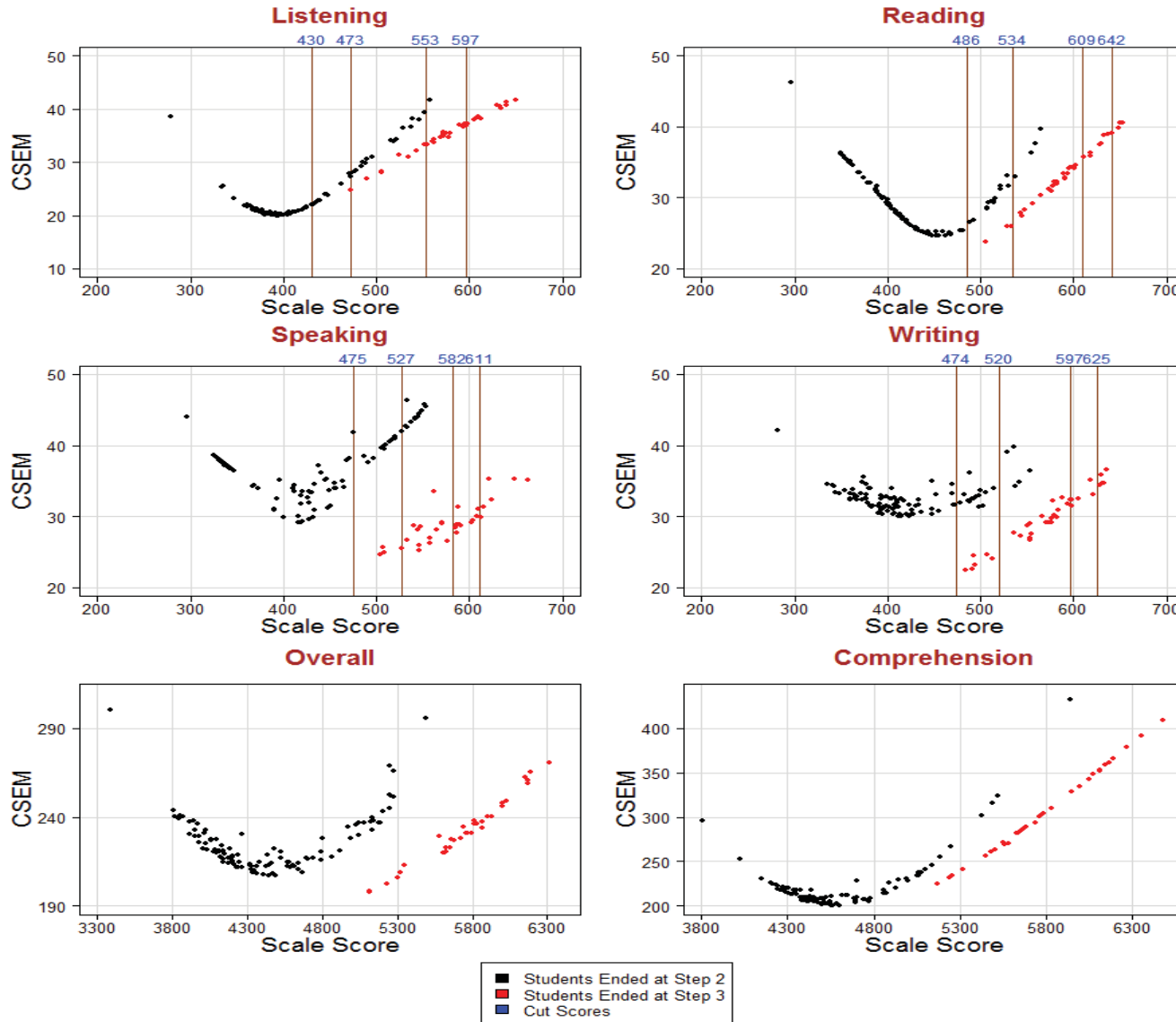
\* Domain tests with Exemption or not Attempted are excluded.

Figure S24.8: Screener Conditional Standard Error of Measurement for Grade 6



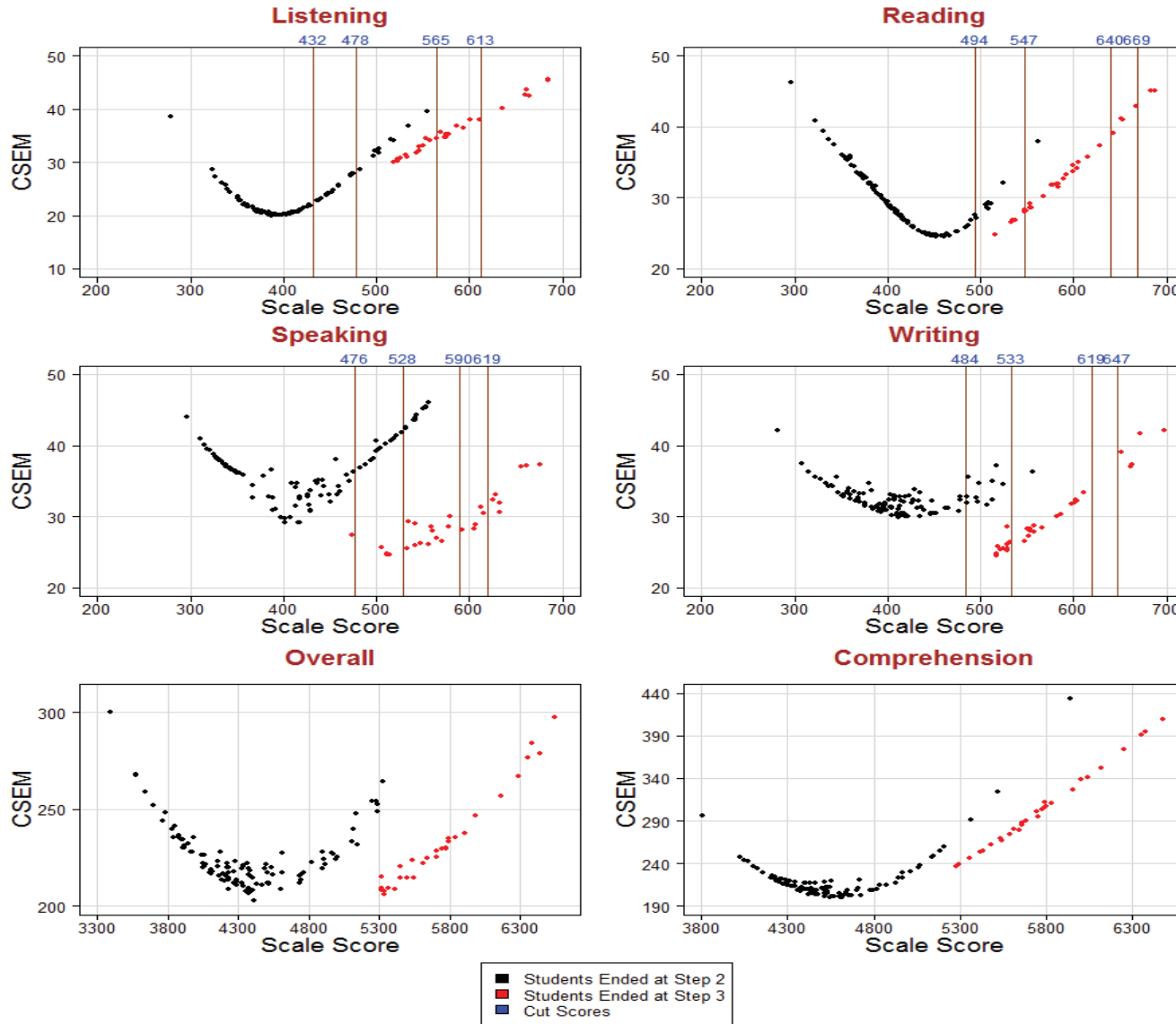
\* Domain tests with Exemption or not Attempted are excluded.

**Figure S24.9: Screener Conditional Standard Error of Measurement for Grade 7**



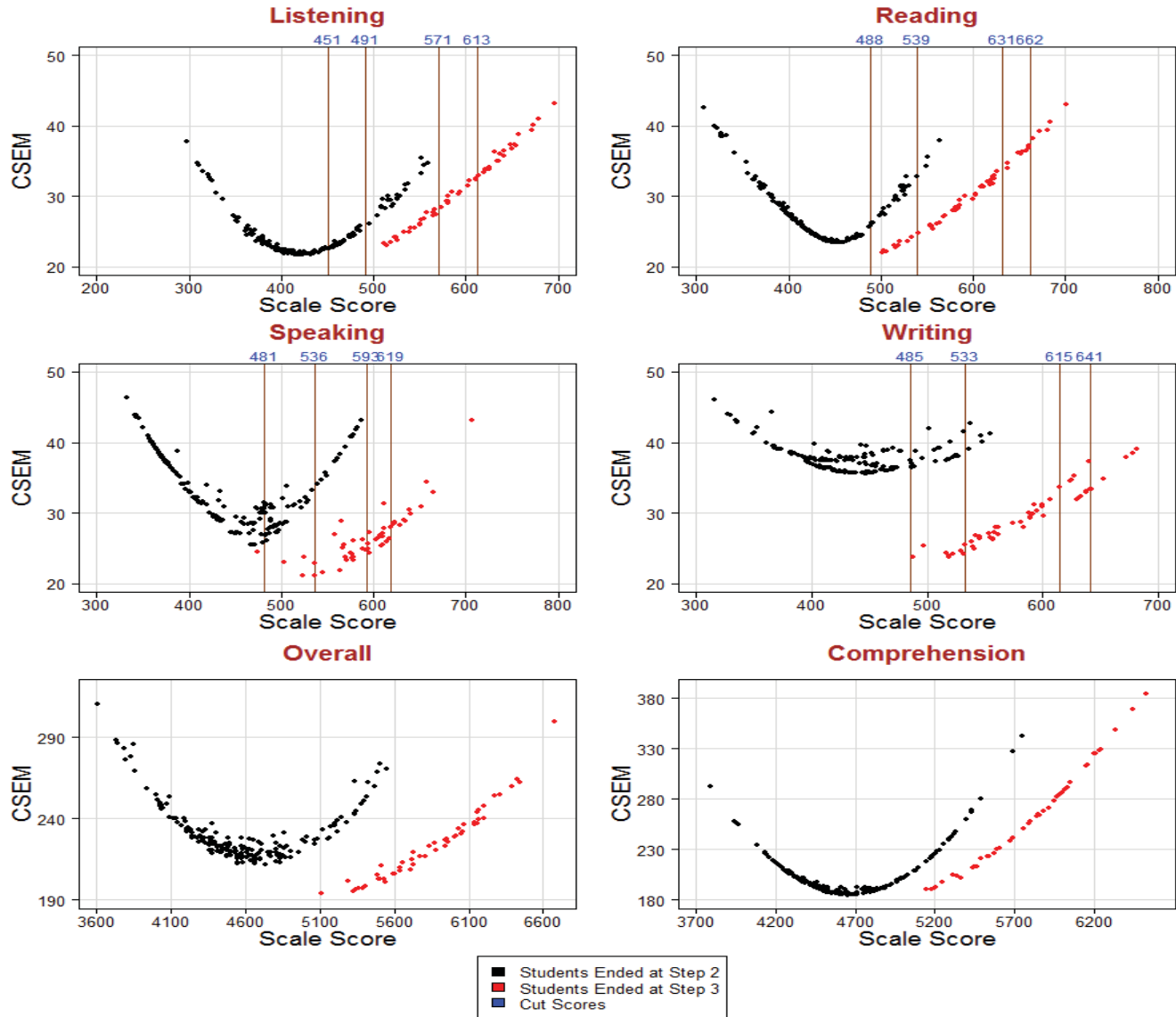
\* Domain tests with Exemption or not Attempted are excluded.

Figure S24.10: Screener Conditional Standard Error of Measurement for Grade 8



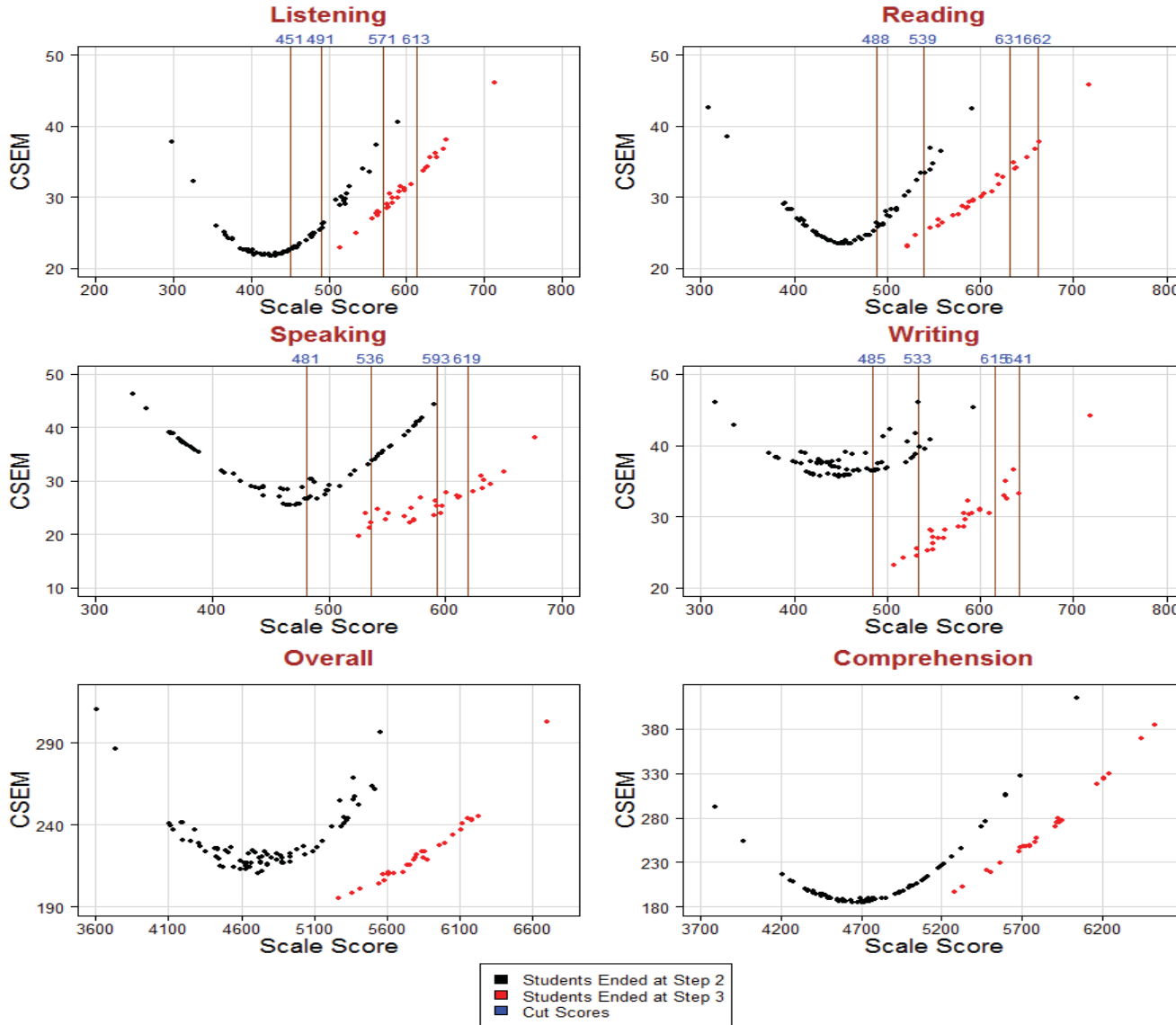
\* Domain tests with Exemption or not Attempted are excluded.

Figure S24.11: Screener Conditional Standard Error of Measurement for Grade 9



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

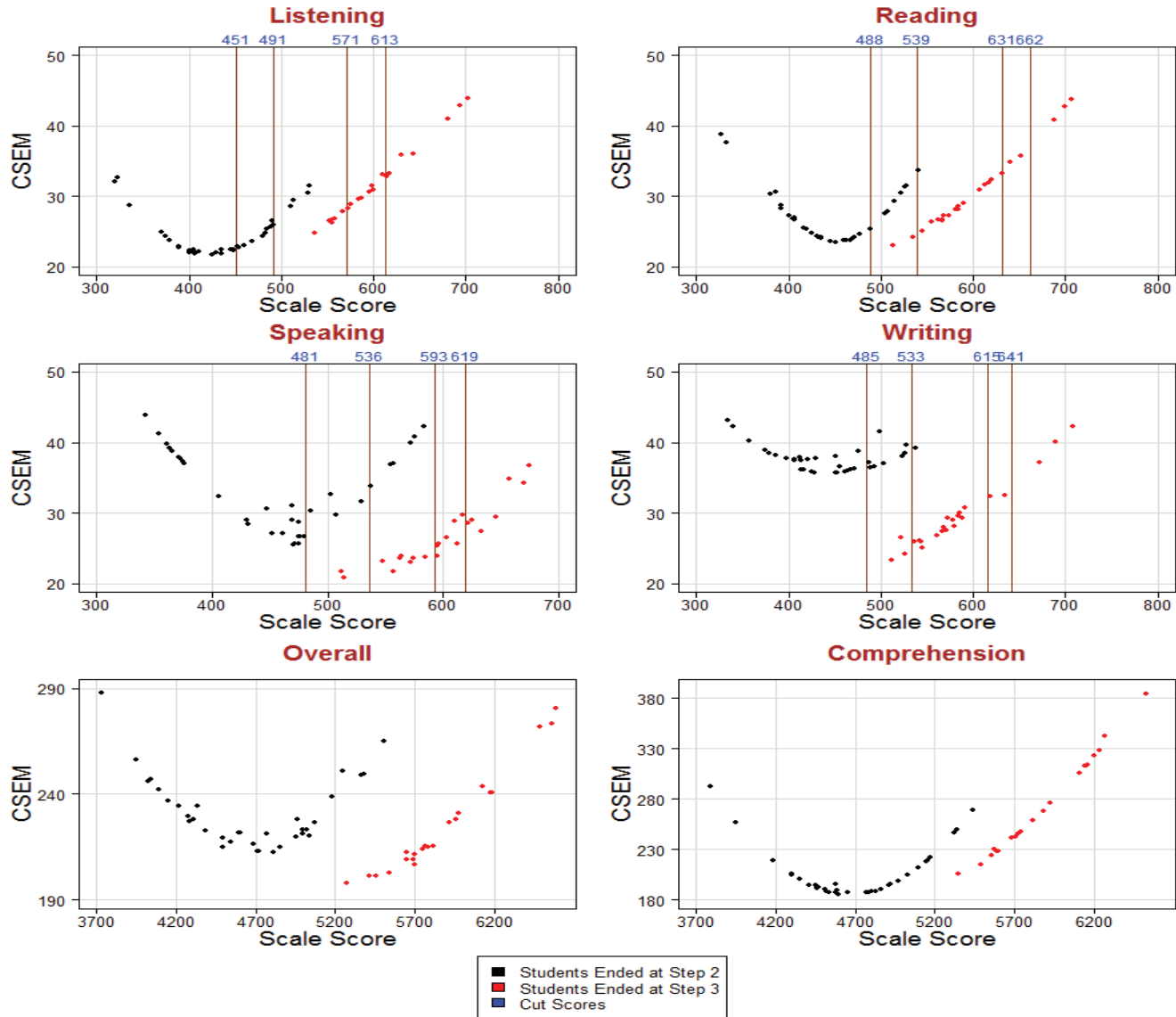
Figure S24.12: Screener Conditional Standard Error of Measurement for Grade 10



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

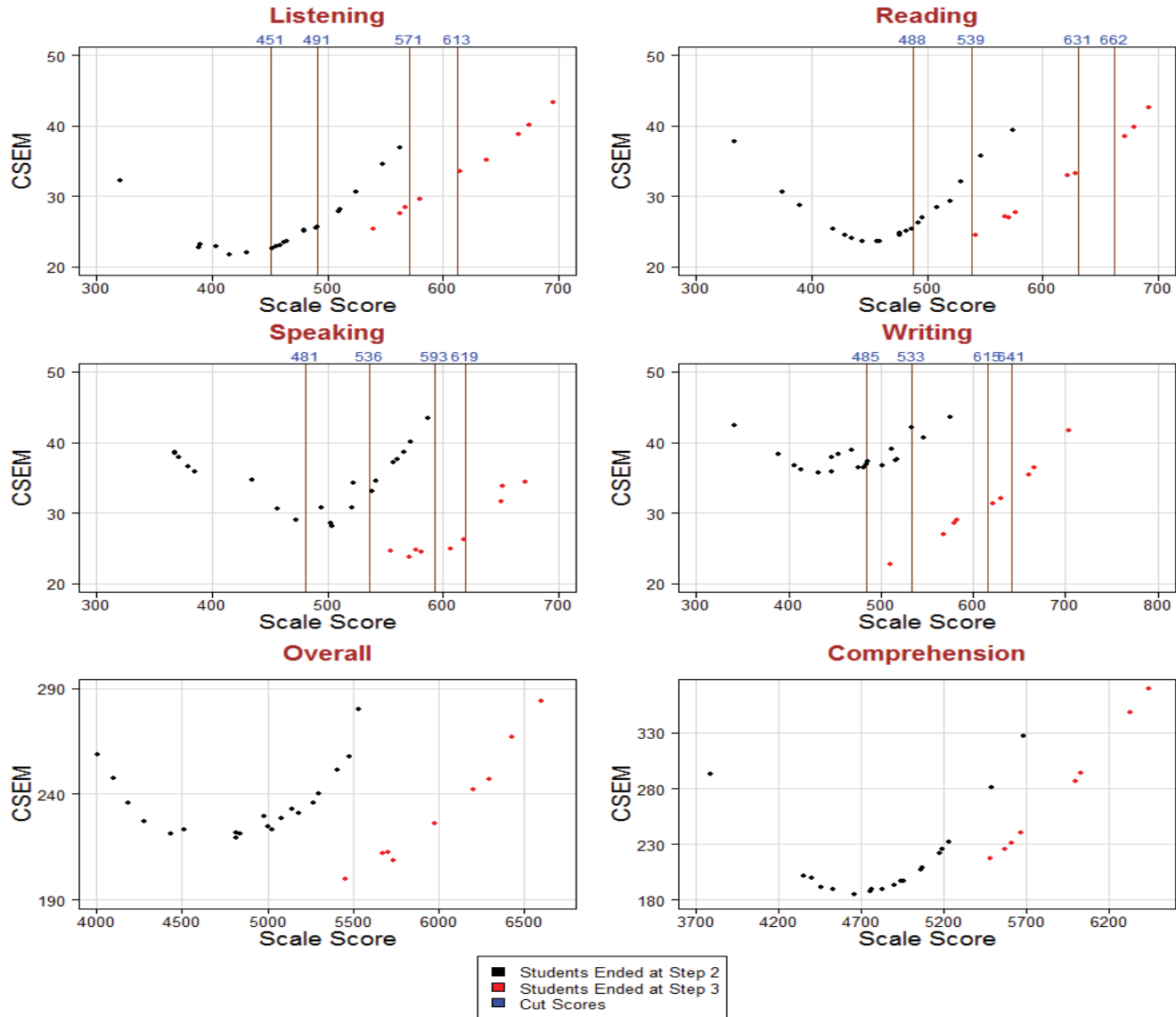


**Figure S24.13: Screener Conditional Standard Error of Measurement for Grade 11**



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

**Figure S24.14: Screener Conditional Standard Error of Measurement for Grade 12**

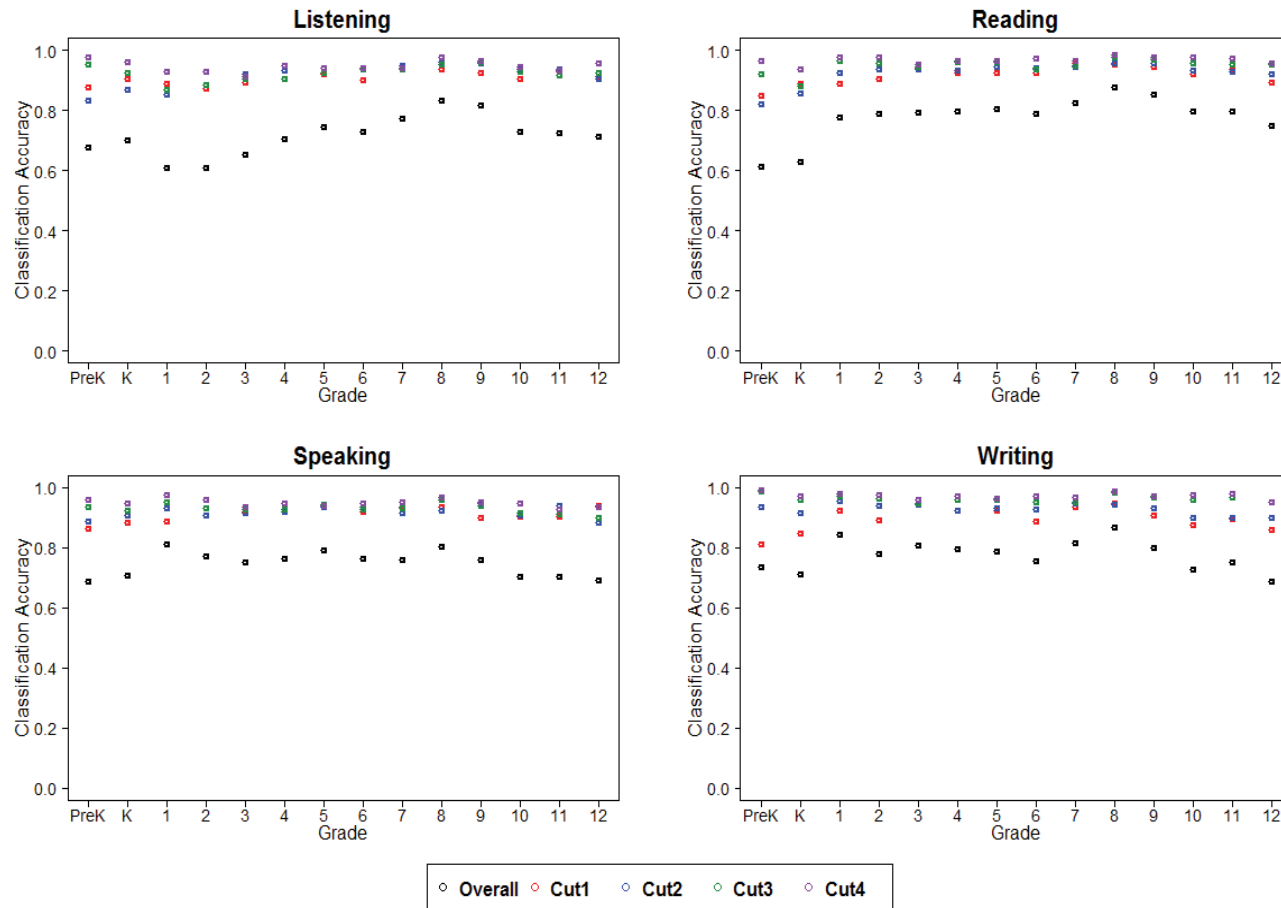


\* Domain tests with Exemption or not Attempted are excluded.

## **Section 25: Screener Assessment - Classification Accuracy and Consistency**

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

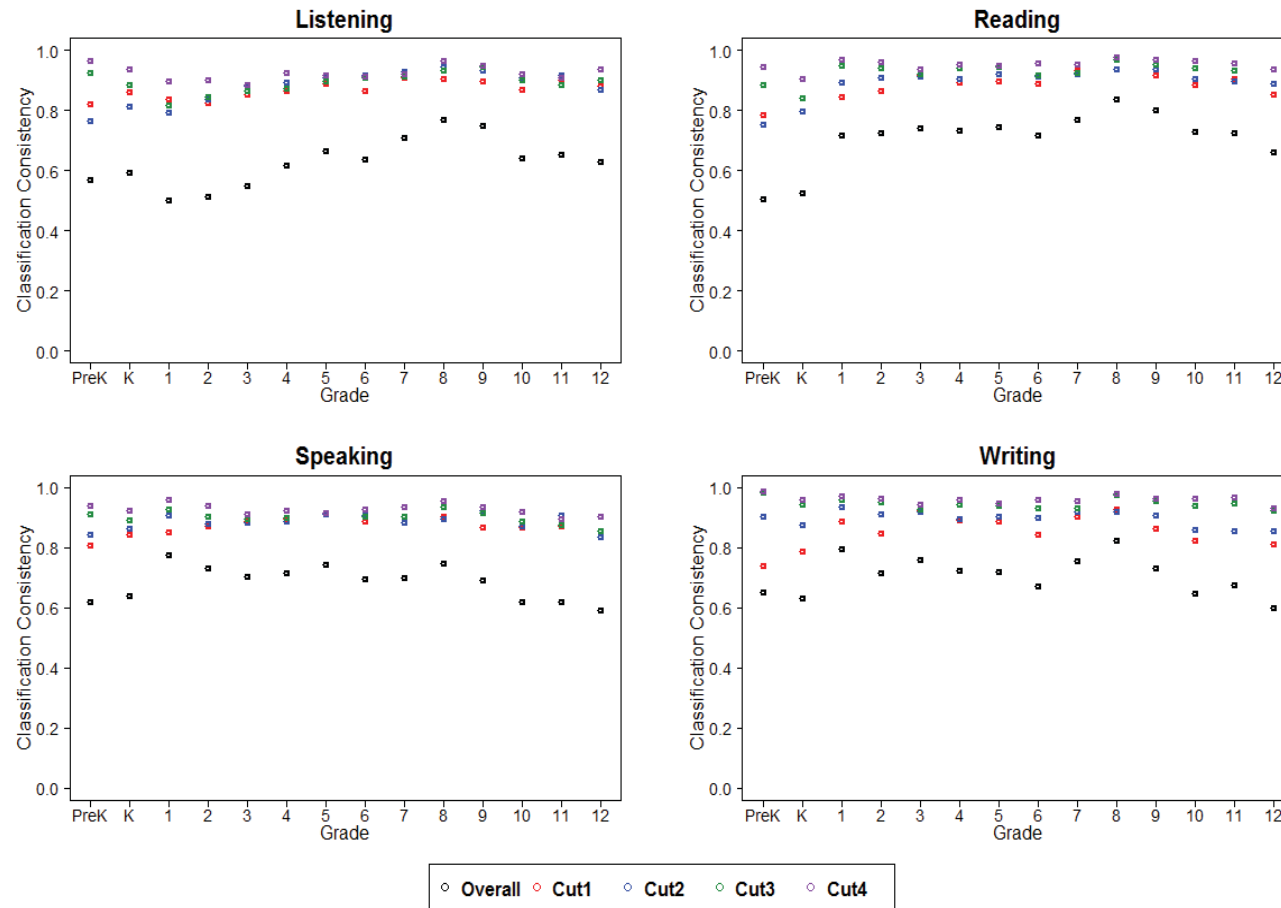
**Figure S25.1: Screener Domain Level Classification Accuracy**



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

\* Cuts 1 to 4 fall between performance levels 1 and 2, 2 and 3, 3 and 4, 4 and 5, respectively. Overall refers to classification with levels 1-5.

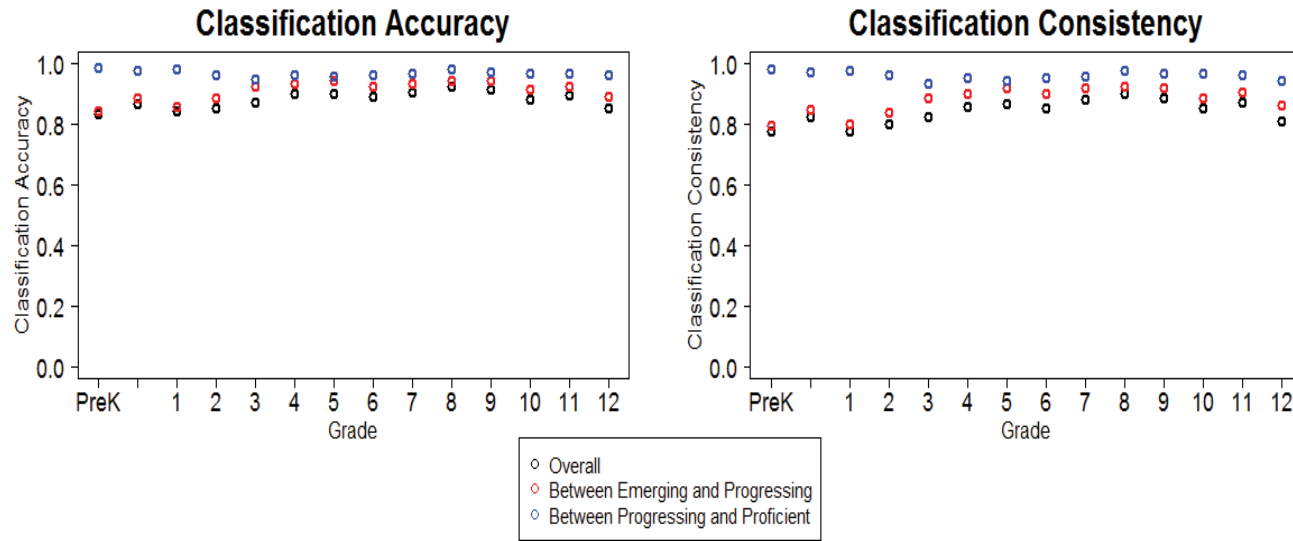
**Figure S25.2: Screener Domain Level Classification Consistency**



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

\* Cuts 1 to 4 fall between performance levels 1 and 2, 2 and 3, 3 and 4, 4 and 5, respectively. Overall refers to classification with levels 1-5.

**Figure S25.3: Screener Overall Proficiency Classification**



## **Section 26: Screener Assessment - Inter-Rater Analysis**

**Table S26.1: Screener Inter-Rater Result - Pre-Kindergarten**

Domain	Item ID	Score Points	Number FR <sup>1</sup>	Number SR <sup>2</sup>	Percent SR	Weighted Kappa <sup>3</sup>	N			Percent		
							Exact Agreement <sup>4</sup>	within 1 Agreement <sup>5</sup>	Not within 1 Agreement <sup>6</sup>	Exact Agreement	within 1 Agreement	Not within 1 Agreement
Speaking	4386	3	242	23	9.5	.762	16	23	0	69.6	100.0	0.0
	4390	3	242	26	10.7	.917	22	26	0	84.6	100.0	0.0

Note 1. FR: First rater;

Note 2. SR: Second rater;

Note 3. Cohen’s weighted Kappa coefficient is a measure of agreement corrected for chance and allows differential weighting of disagreement;

Note 4. N of exact agreement is the frequencies of the exact match between first rater and second rater;

Note 5. N of within 1 agreement is the frequencies of the exact match plus +1/-1 score differences between first and second rater;

Note 6. N of not within 1 agreement is the frequencies of the exact match plus +2/-2 and above differences between first and second rater.



**Table S26.2: Screener 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	4386	3	45	5	11.1	1.00	5	5	0	100.0	100.0	0.0
	4390	3	45	3	6.7	1.00	3	3	0	100.0	100.0	0.0

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

**Table S26.3: Screener 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	694	3	86	9	10.5	.769	7	9	0	77.8	100.0	0.0
	666	4	86	9	10.5	.542	6	9	0	66.7	100.0	0.0

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

**Table S26.4: Screener 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	1378	3	143	14	9.8	.808	12	14	0	85.7	100.0	0.0
	1400	3	143	14	9.8	.323	8	14	0	57.1	100.0	0.0
Writing	1466	4	140	14	10.0	.762	9	14	0	64.3	100.0	0.0

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

**Table S26.5: Screener 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	2108	3	114	12	10.5	.809	9	12	0	75.0	100.0	0.0
	2078	5	113	12	10.6	.829	8	12	0	66.7	100.0	0.0
	2080	5	114	12	10.5	.853	7	12	0	58.3	100.0	0.0
Writing	2310	5	115	12	10.4	.886	10	12	0	83.3	100.0	0.0

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

**Table S26.6: Screener 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	2694	3	105	11	10.5	.083	7	11	0	63.6	100.0	0.0
	2696	3	105	11	10.5	.741	7	11	0	63.6	100.0	0.0
	2698	3	106	11	10.4	.725	9	11	0	81.8	100.0	0.0
	2662	5	106	11	10.4	.962	9	11	0	81.8	100.0	0.0
	2664	5	105	11	10.5	.750	5	11	0	45.5	100.0	0.0
Writing	2800	3	106	11	10.4	.621	10	11	0	90.9	100.0	0.0
	2802	3	106	11	10.4	.621	9	11	0	81.8	100.0	0.0
	2804	3	106	11	10.4	.389	5	11	0	45.5	100.0	0.0
	2794	5	106	11	10.4	.794	7	11	0	63.6	100.0	0.0

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

**Table S26.7: Screener 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	3400	3	113	12	10.6	.167	7	12	0	58.3	100.0	0.0
	3402	3	114	12	10.5	.273	8	12	0	66.7	100.0	0.0
	3404	3	112	12	10.7	.700	9	12	0	75.0	100.0	0.0
	3344	5	113	12	10.6	.926	9	12	0	75.0	100.0	0.0
	3346	5	111	10	9.0	.889	7	10	0	70.0	100.0	0.0
Writing	3528	3	114	11	9.6	.645	9	11	0	81.8	100.0	0.0
	3530	3	114	12	10.5	.250	9	12	0	75.0	100.0	0.0
	3532	3	114	10	8.8	.600	8	10	0	80.0	100.0	0.0
	3502	5	112	12	10.7	.743	9	12	0	75.0	100.0	0.0

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

## **Section 27: Correlations Between Summative and Screener tests**

**Table S27.1: Pearson Correlations Between Scale Scores for the Screener and Summative Assessments**

Grade/Grade Band	Listening		Reading		Speaking		Writing		Comprehension		Overall	
	N	Corr	N	Corr	N	Corr	N	Corr	N	Corr	N	Corr
<b>K</b>	≥2,660	.66	≥2,660	.64	≥2,650	.67	≥2,660	.46	≥2,660	.62	≥2,660	.70
<b>1</b>	≥360	.73	≥360	.68	≥360	.73	≥360	.71	≥360	.70	≥360	.78
<b>2-3</b>	≥390	.78	≥390	.79	≥390	.77	≥390	.80	≥390	.78	≥390	.84
<b>4-5</b>	≥280	.79	≥280	.76	≥270	.79	≥280	.81	≥280	.76	≥280	.83
<b>6-8</b>	≥340	.80	≥340	.78	≥340	.70	≥340	.81	≥340	.79	≥340	.82
<b>9-12</b>	≥300	.86	≥300	.86	≥300	.76	≥300	.85	≥300	.85	≥300	.89

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



**Table S27.2: Gamma Correlations<sup>1</sup> Between Domain/Proficiency Classifications for the Screener and Summative Assessments<sup>2</sup>**

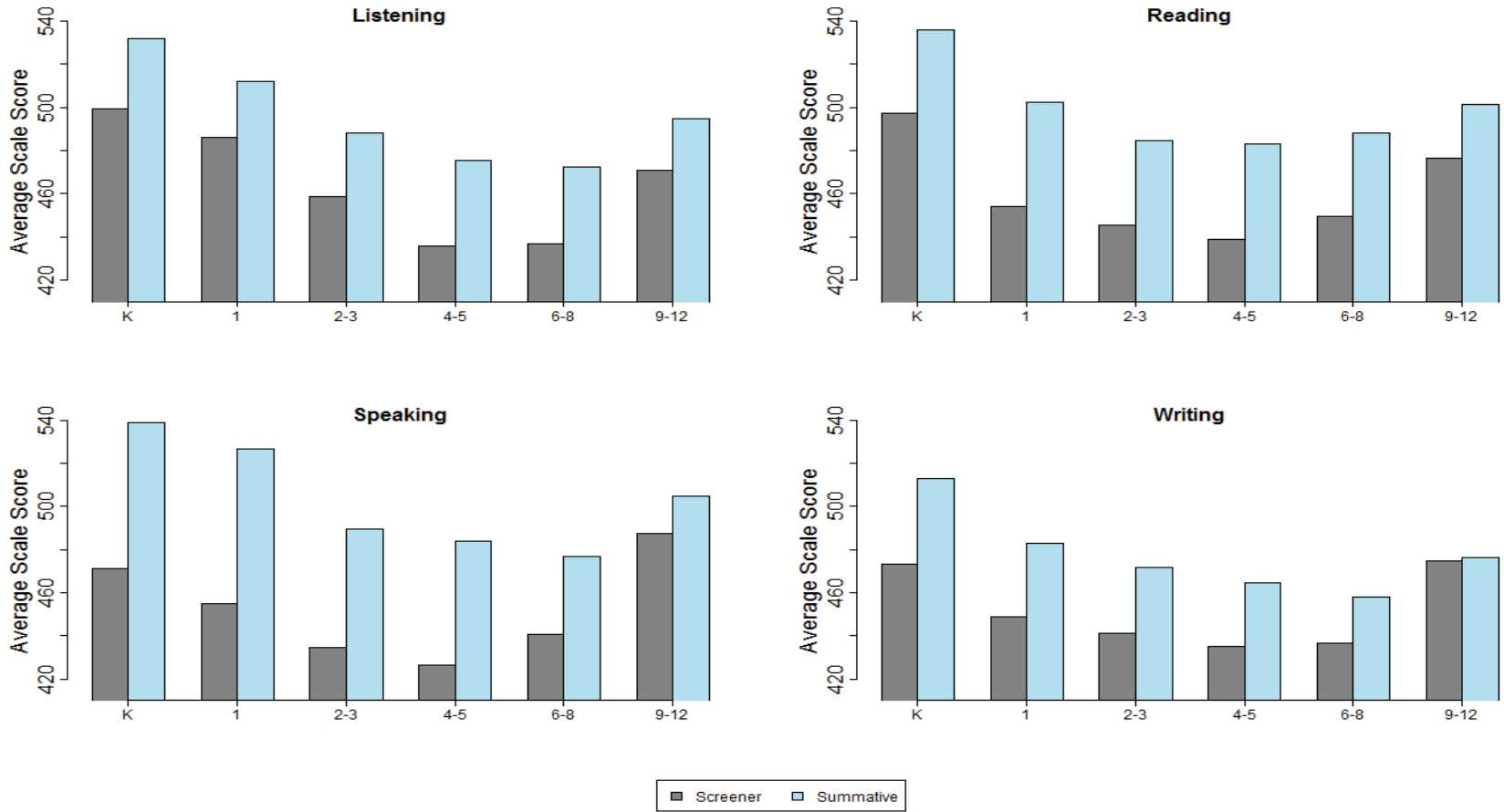
Grade/Grade Band	Listening		Reading		Speaking		Writing		Overall Proficiency	
	N	Corr	N	Corr	N	Corr	N	Corr	N	Corr
<b>K</b>	≥2,900	.76	≥2,900	.70	≥2,900	.68	≥2,900	.51	≥2,660	.90
<b>1</b>	≥380	.79	≥380	.75	≥380	.72	≥380	.88	≥360	.91
<b>2-3</b>	≥410	.81	≥410	.87	≥410	.77	≥410	.89	≥390	.95
<b>4-5</b>	≥290	.85	≥290	.91	≥290	.81	≥290	.90	≥280	.96
<b>6-8</b>	≥400	.86	≥400	.91	≥400	.81	≥400	.93	≥340	.98
<b>9-12</b>	≥340	.91	≥340	.95	≥330	.82	≥340	.94	≥300	.98

Note 1. 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.

Note 2. Results are based on subset of students with results for both the screener and summative assessment.

## **Section 28: Student Progress from Screener to Summative**

**Figure S28.1: Average Domain Scale Score Progress**



**Figure S28.2: Average Overall and Comprehension Scale Score Progress**

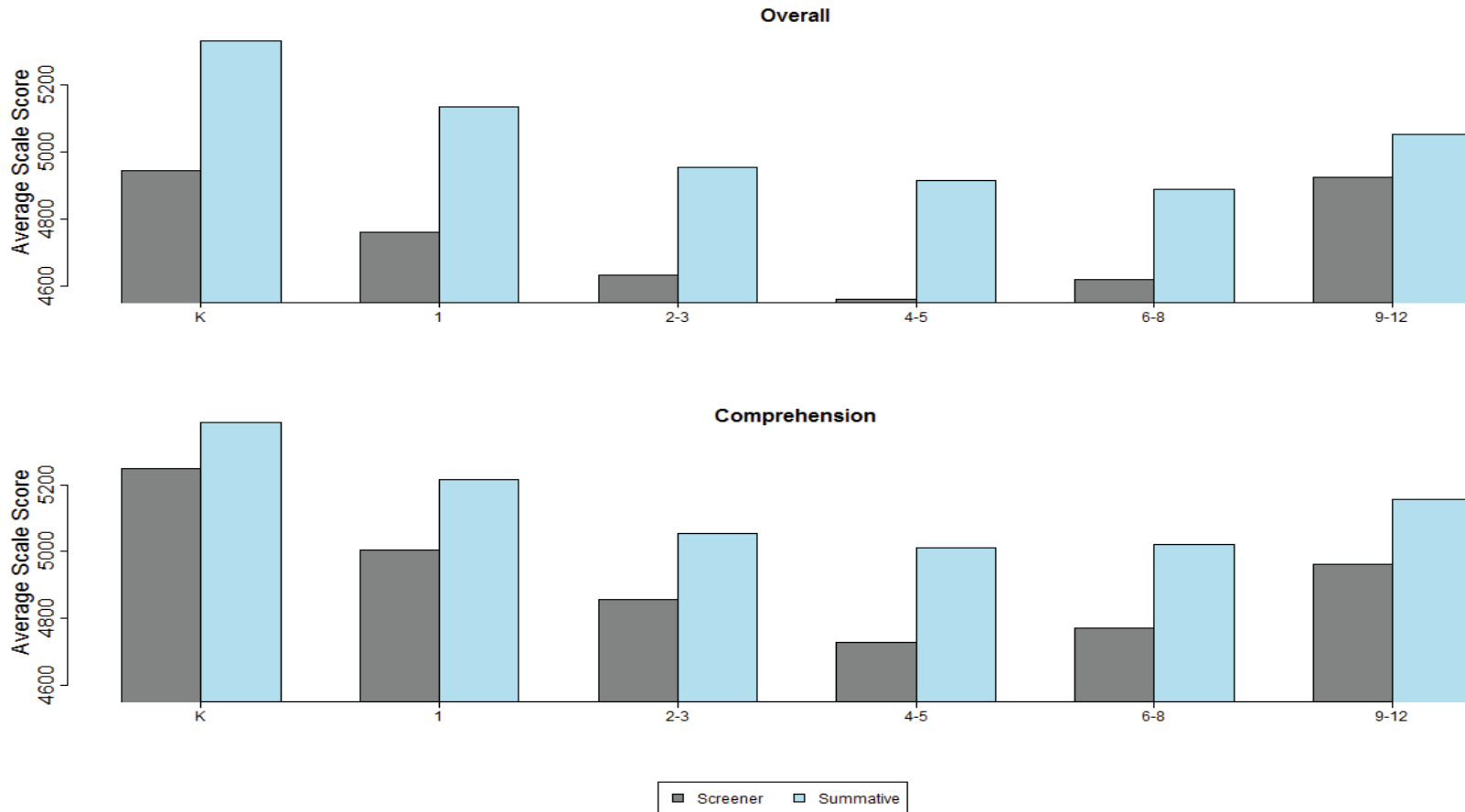
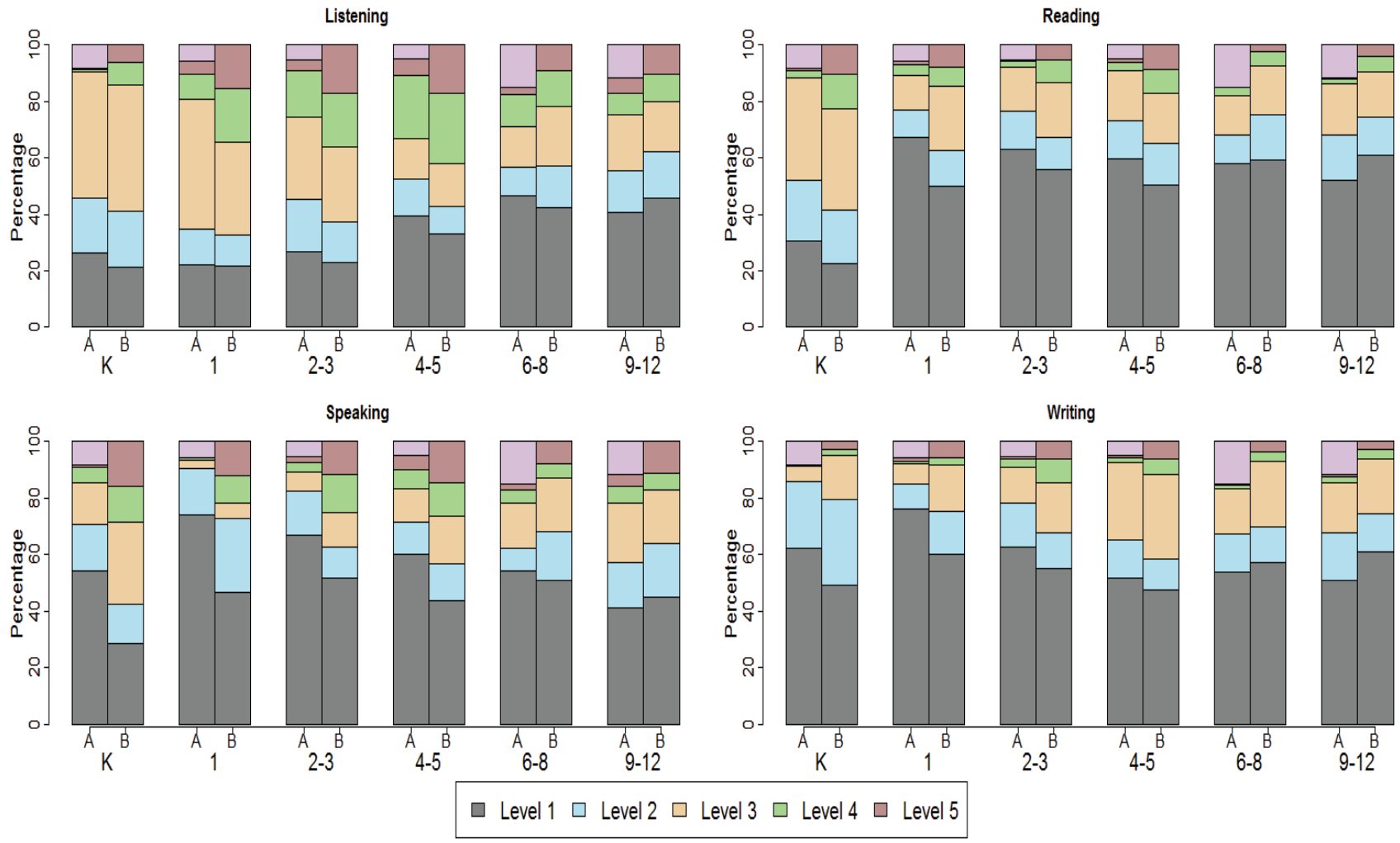
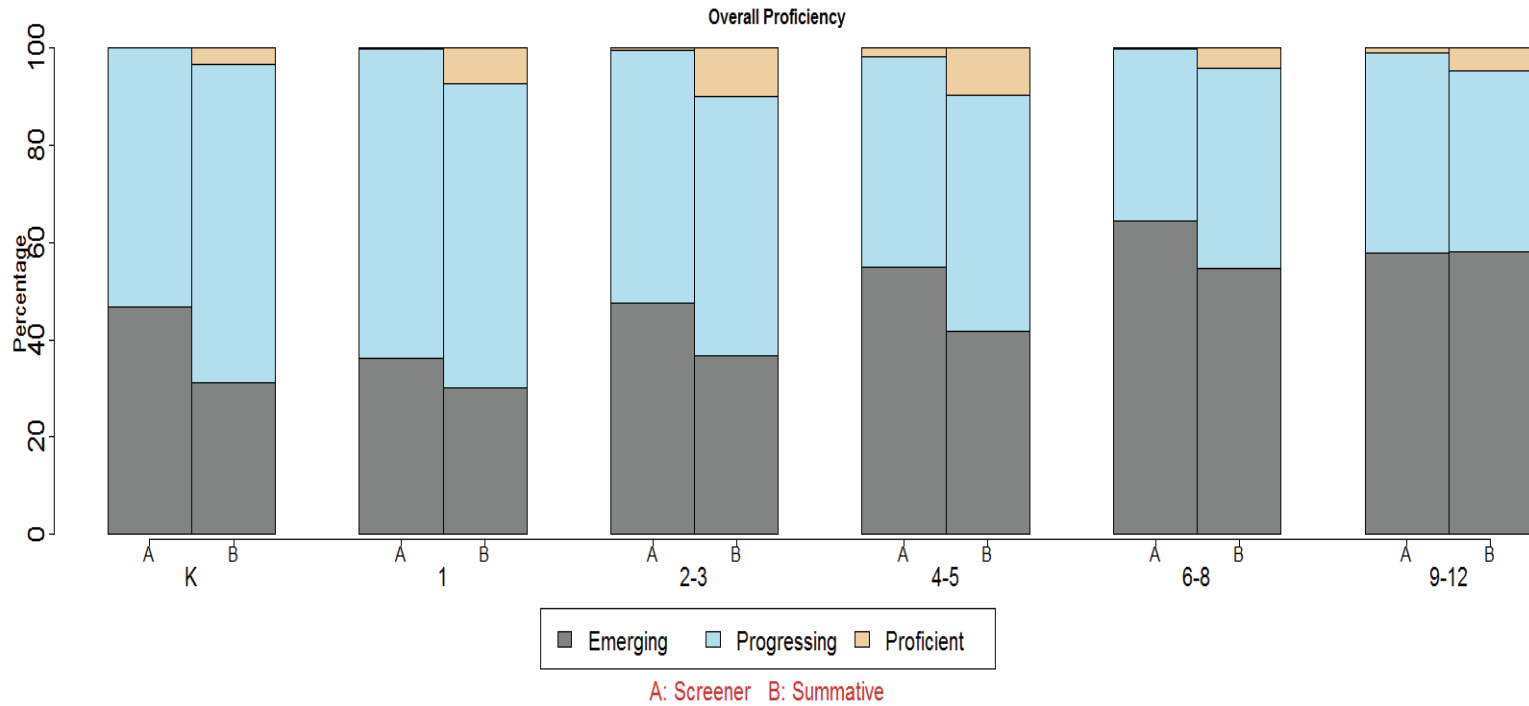


Figure S28.3: Percentages of Domain Performance Level Progress

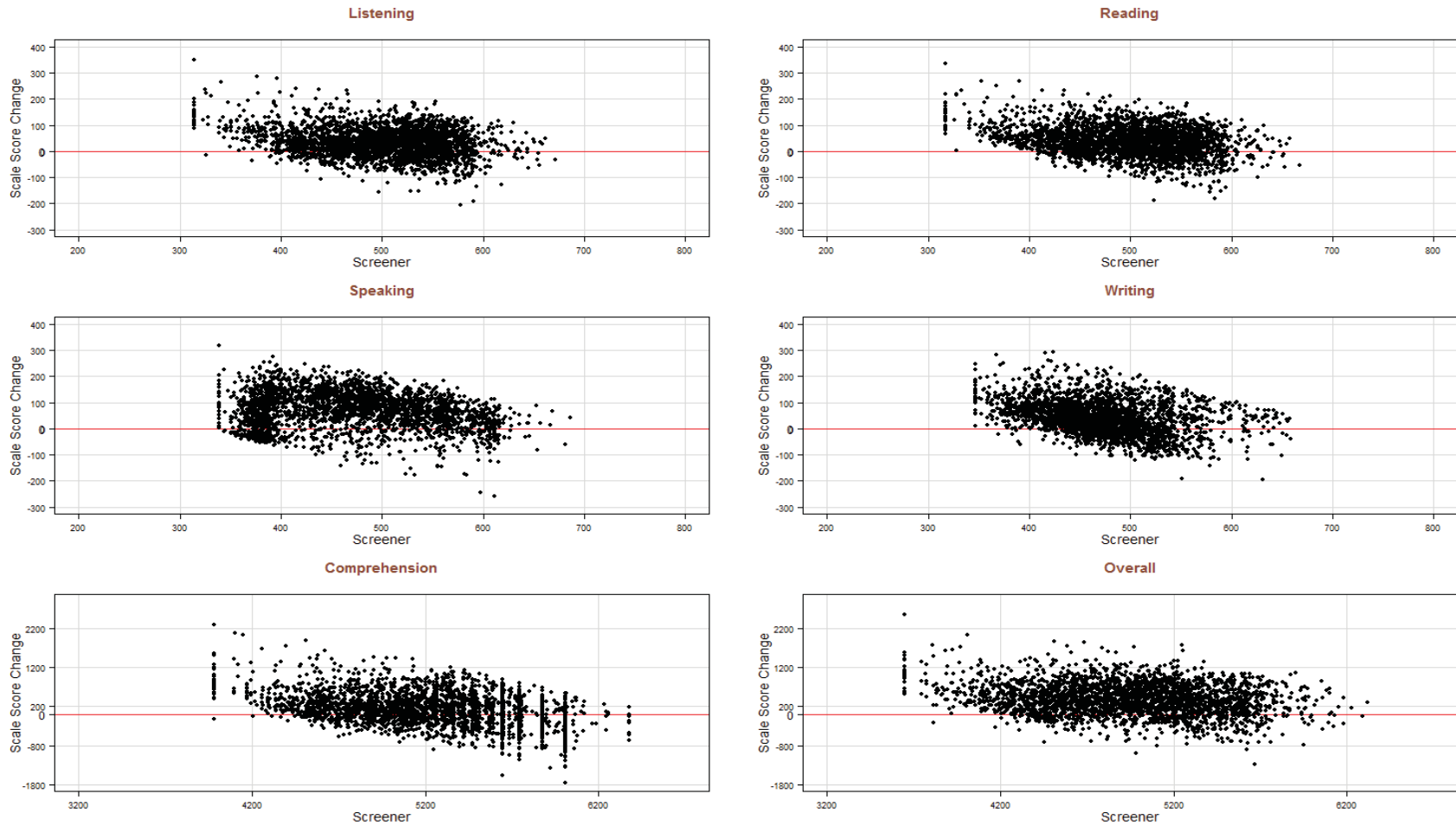


A: Screener B: Summative

**Figure S28.4: Percentages of Overall Proficiency Progress**

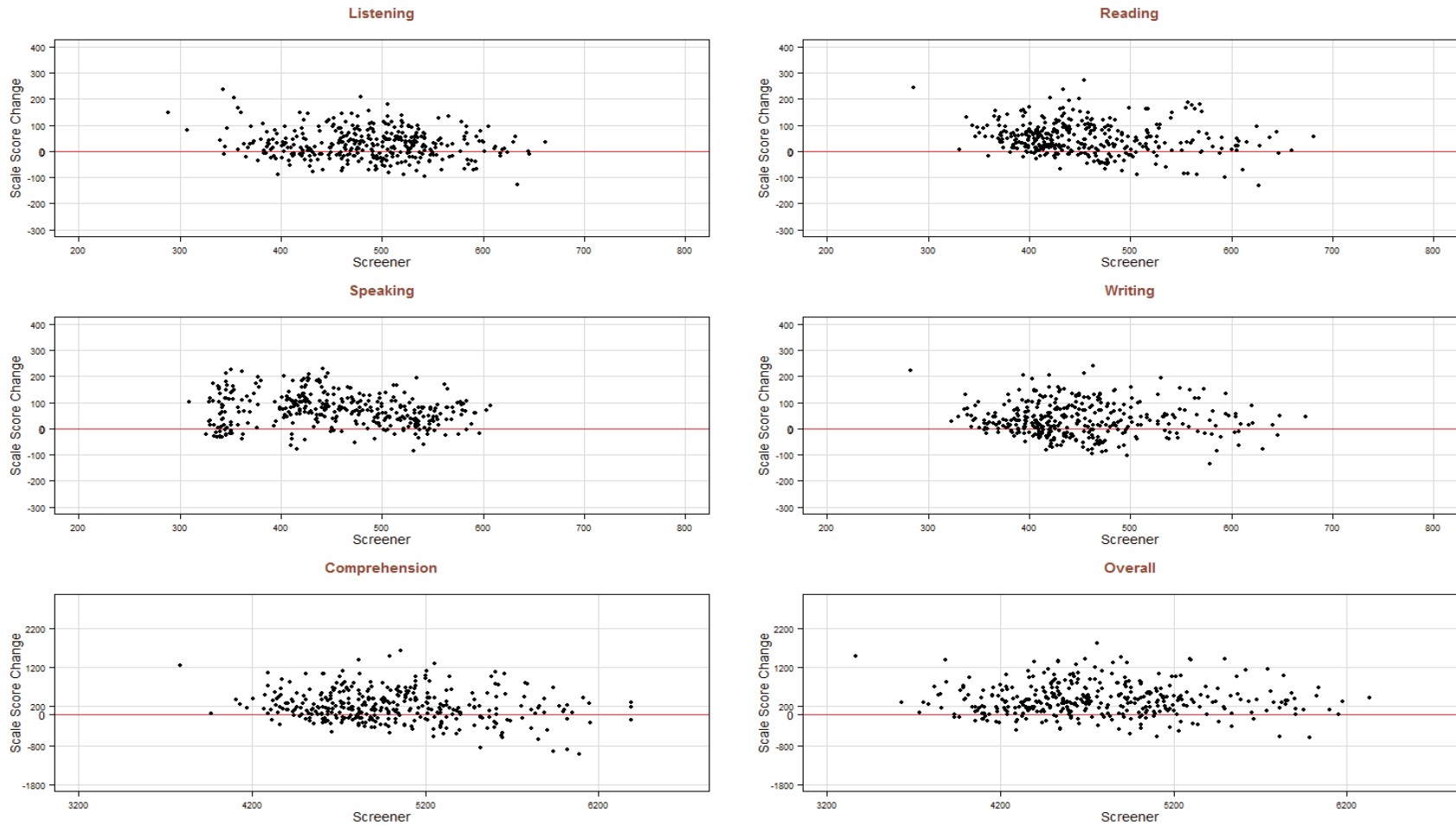


**Figure S28.5: Scatter Plot of Scale Score Change from Screener to Summative for Grade K**



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

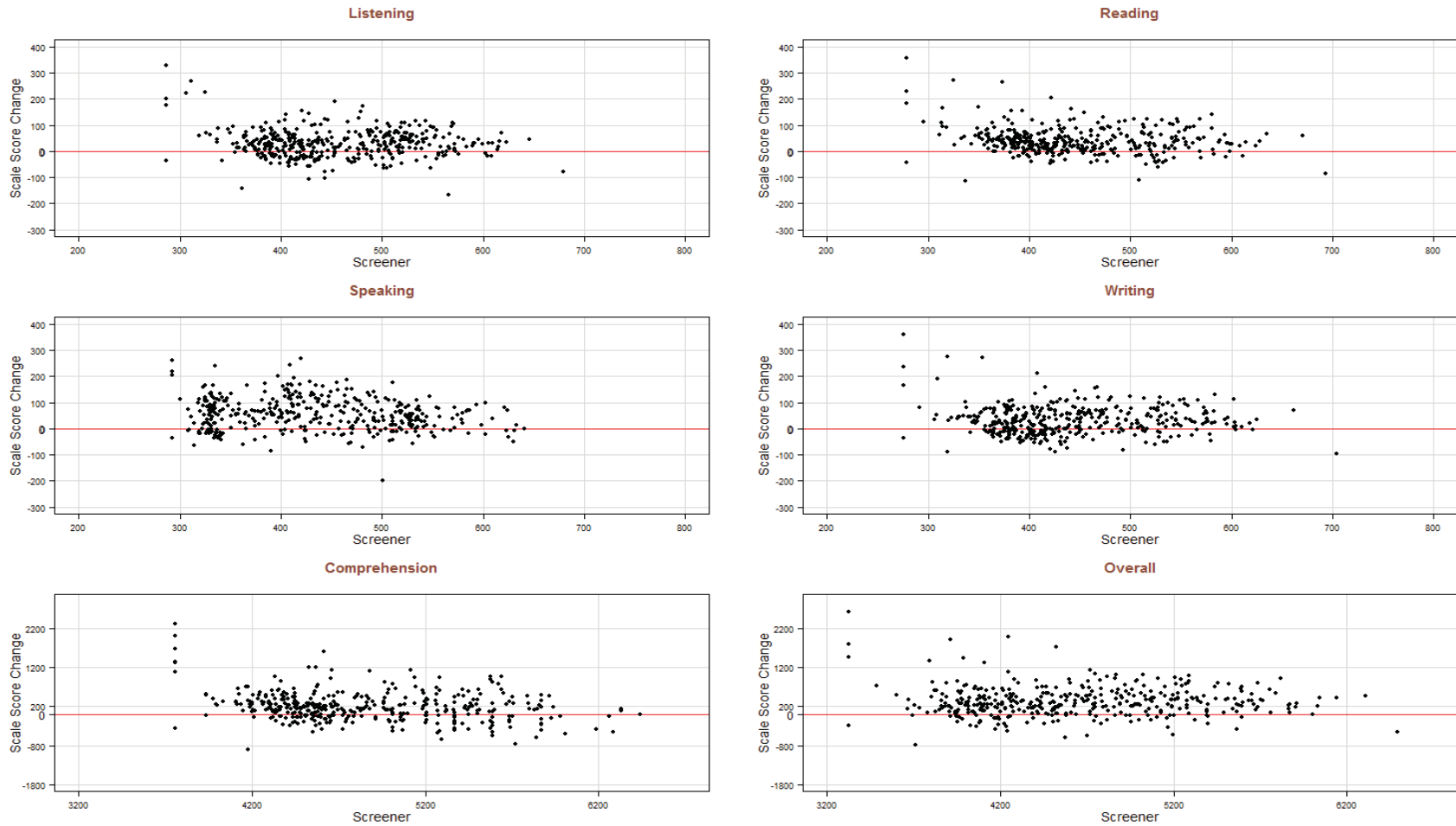
**Figure S28.6: Scatter Plot of Scale Score Change from Screener to Summative for Grade 1**



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

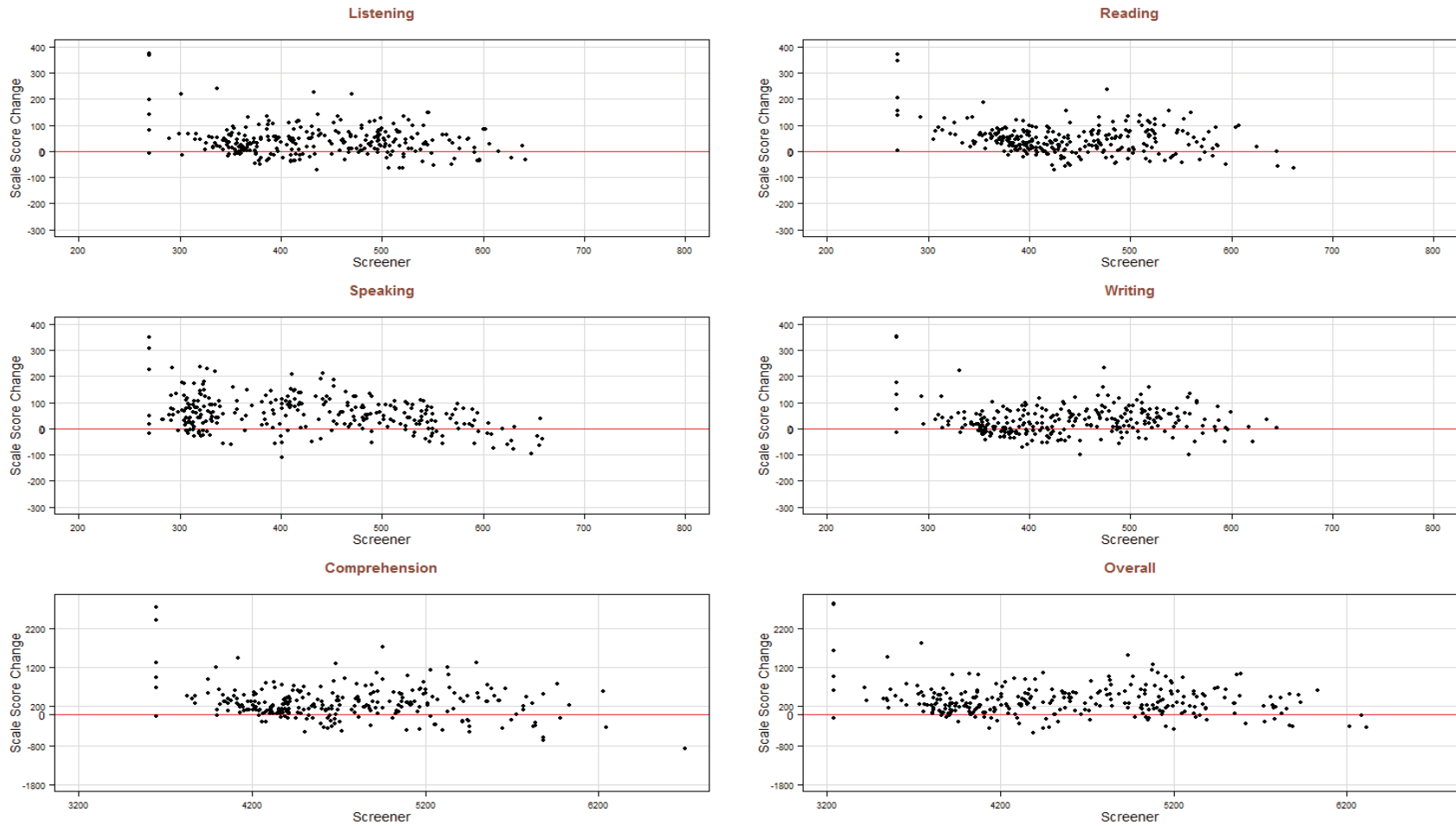


**Figure S28.7: Scatter Plot of Scale Score Change from Screener to Summative for Grade Band 2-3**



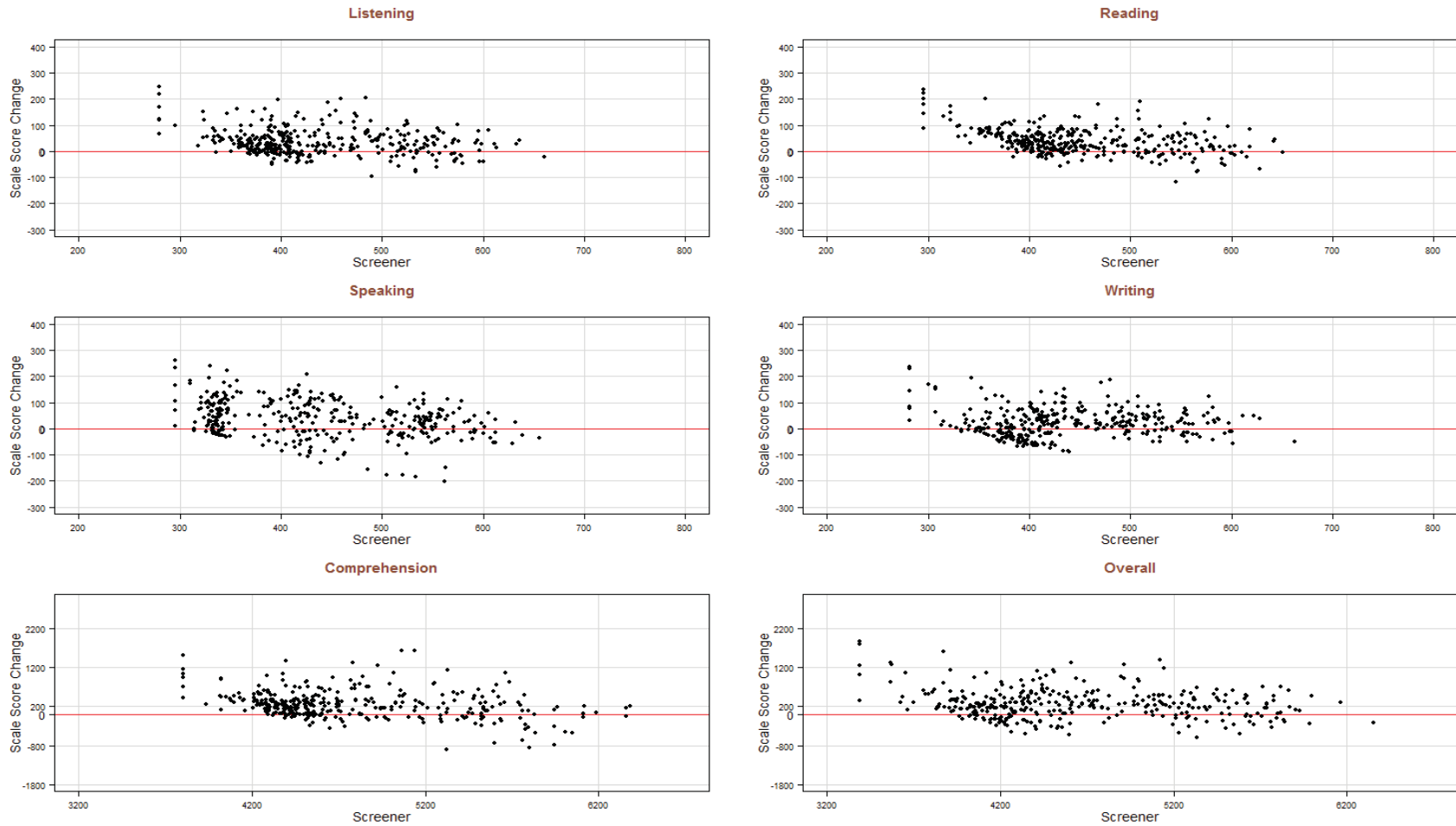
\* Results are based on subset of students with results for both the screener and summative assessment.

**Figure S28.8: Scatter Plot of Scale Score Change from Screener to Summative for Grade Band 4-5**



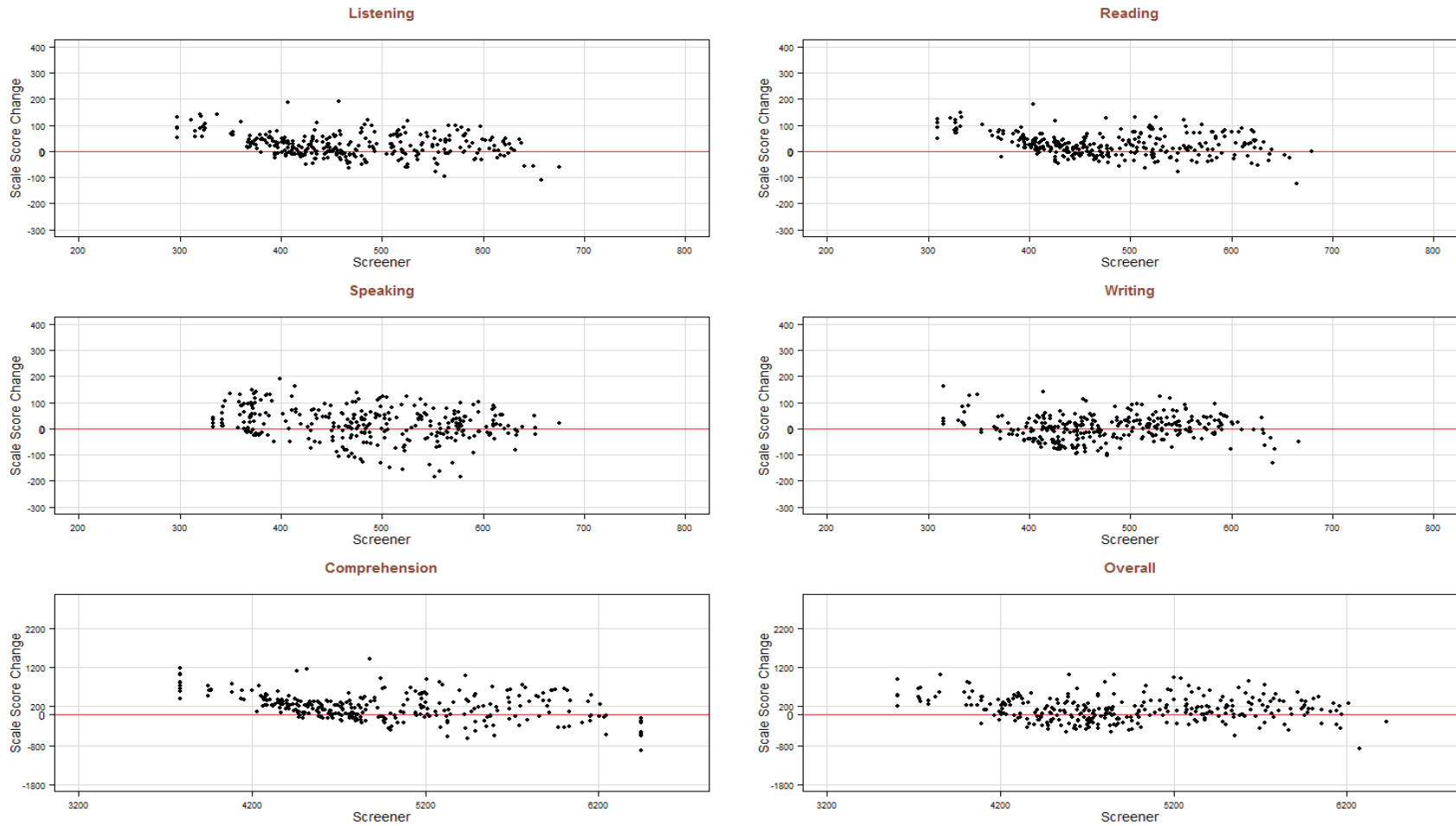
\* Results are based on subset of students with results for both the screener and summative assessment.

**Figure S28.9: 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 S28.10: 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.

**Table S28.1: Comparison of Scale Scores Between Screener and Summative - Listening**

Grade/Grade Band	Test	N	Mean	SD	Min	P10	P25	P50	P75	P90	Max
K	Screener	≥2,660	499	61	314	415	458	507	545	573	672
	Summative	≥2,660	532	72	309	440	479	530	584	629	745
1	Screener	≥360	486	66	288	395	440	491	529	566	661
	Summative	≥360	512	80	307	404	450	515	568	615	701
2-3	Screener	≥390	459	73	286	376	403	447	514	556	679
	Summative	≥390	488	87	221	381	421	476	563	607	690
4-5	Screener	≥280	436	82	270	344	366	422	499	544	642
	Summative	≥280	475	92	262	363	389	477	542	601	693
6-8	Screener	≥340	437	77	279	359	382	410	496	552	661
	Summative	≥340	473	83	331	382	401	458	536	594	690
9-12	Screener	≥300	471	84	297	375	407	458	535	593	675
	Summative	≥300	495	83	350	405	429	467	565	619	692

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

**Table S28.2: Comparison of Scale Scores Between Screener and Summative - Reading**

Grade/Grade Band	Test	N	Mean	SD	Min	P10	P25	P50	P75	P90	Max
K	Screener	≥2,660	497	62	318	414	455	503	542	571	668
	Summative	≥2,660	536	70	330	442	484	533	588	630	740
1	Screener	≥360	454	66	286	384	407	439	488	555	681
	Summative	≥360	502	80	336	418	441	482	551	607	748
2-3	Screener	≥390	445	74	278	365	390	430	501	547	693
	Summative	≥390	485	81	224	402	424	465	540	606	729
4-5	Screener	≥280	439	76	270	357	385	426	491	542	662
	Summative	≥280	483	82	273	399	418	464	535	609	713
6-8	Screener	≥340	449	75	296	368	398	431	508	563	651
	Summative	≥340	488	71	361	413	433	473	530	593	702
9-12	Screener	≥300	477	80	309	391	418	463	530	593	679
	Summative	≥300	501	79	351	421	441	470	559	634	700

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

**Table S28.3: Comparison of Scale Scores Between Screener and Summative - Speaking**

Grade/Grade Band	Test	N	Mean	SD	Min	P10	P25	P50	P75	P90	Max
K	Screener	≥2,650	471	75	339	376	398	469	529	576	686
	Summative	≥2,650	539	91	318	395	480	556	607	645	744
1	Screener	≥360	455	74	310	345	407	452	518	550	607
	Summative	≥360	527	87	304	396	487	538	583	625	730
2-3	Screener	≥390	434	85	292	329	350	425	509	539	641
	Summative	≥390	490	97	251	345	419	498	565	610	701
4-5	Screener	≥270	427	104	270	306	324	414	513	569	659
	Summative	≥270	484	103	251	334	397	502	563	614	695
6-8	Screener	≥340	441	91	296	332	345	429	527	562	655
	Summative	≥340	477	96	306	340	400	487	558	597	685
9-12	Screener	≥300	487	86	332	369	414	485	564	596	675
	Summative	≥300	505	93	339	364	433	505	584	626	700

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

**Table S28.4: Comparison of Scale Scores Between Screener and Summative - Writing**

Grade/Grade Band	Test	N	Mean	SD	Min	P10	P25	P50	P75	P90	Max
K	Screener	≥2,660	473	55	347	405	439	471	505	541	659
	Summative	≥2,660	513	68	330	440	465	500	548	614	718
1	Screener	≥360	449	67	283	375	405	436	481	547	673
	Summative	≥360	483	89	337	382	409	468	549	599	729
2-3	Screener	≥390	441	76	276	360	384	425	493	550	704
	Summative	≥390	472	93	230	363	391	462	536	607	733
4-5	Screener	≥280	435	79	268	348	374	424	496	544	645
	Summative	≥280	465	96	255	349	377	461	537	595	707
6-8	Screener	≥340	437	75	281	355	382	418	493	552	662
	Summative	≥340	458	92	314	342	366	463	528	579	700
9-12	Screener	≥300	475	73	315	395	424	462	530	578	667
	Summative	≥300	476	88	331	360	400	466	549	603	679

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



**Table S28.5: Comparison of Scale Scores Between Screener and Summative - Comprehension**

Grade/Grade Band	Test	N	Mean	SD	Min	P10	P25	P50	P75	P90	Max
K	Screener	≥2,660	5246	485	3978	4581	4892	5276	5644	5876	6375
	Summative	≥2,660	5386	515	3858	4708	5006	5371	5771	6106	6553
1	Screener	≥360	5006	460	3785	4457	4679	4941	5284	5637	6387
	Summative	≥360	5214	552	3976	4553	4780	5165	5534	5989	6698
2-3	Screener	≥390	4857	557	3756	4247	4439	4707	5279	5641	6439
	Summative	≥390	5053	591	3260	4403	4604	4925	5462	5921	6611
4-5	Screener	≥280	4729	557	3649	4121	4311	4646	5105	5506	6700
	Summative	≥280	5012	626	3598	4334	4488	4926	5407	5921	6817
6-8	Screener	≥340	4770	548	3803	4247	4383	4569	5137	5598	6380
	Summative	≥340	5020	561	4148	4445	4570	4851	5368	5874	6778
9-12	Screener	≥300	4962	623	3787	4283	4508	4817	5378	5901	6446
	Summative	≥300	5155	597	4177	4553	4691	4908	5626	6122	6664

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

**Table S28.6: 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	≥2,660	4943	482	3646	4308	4602	4976	5287	5564	6317
	Summative	≥2,660	5331	561	3599	4563	4928	5339	5729	6054	7023
1	Screener	≥360	4759	521	3364	4124	4397	4687	5086	5486	6333
	Summative	≥360	5133	651	3779	4303	4664	5073	5585	6007	6927
2-3	Screener	≥390	4630	600	3326	3950	4135	4530	5067	5500	6490
	Summative	≥390	4955	703	2930	4081	4407	4875	5476	5946	6784
4-5	Screener	≥280	4560	680	3237	3804	4008	4473	5108	5453	6311
	Summative	≥280	4913	735	3129	4008	4243	4904	5512	5930	6658
6-8	Screener	≥340	4619	626	3388	3933	4150	4446	5123	5571	6355
	Summative	≥340	4888	668	3750	4059	4316	4860	5397	5840	6520
9-12	Screener	≥300	4925	632	3605	4188	4470	4831	5405	5811	6430
	Summative	≥300	5051	670	3822	4246	4504	4900	5586	6081	6498

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

## **Section 29: Screener Assessment - Mock Ups for Reporting**

Figure S29.1: Screener ORS Page for State Overall Performance

DEPARTMENT of EDUCATION Louisiana Believes		Reporting		User: email@email.com   Role: VIEWONLY @ State: Louisiana	
Dashboard Selector > State Dashboard		Inbox (3) My Settings Help Sign Out			
Average Score and Performance Distribution, by Assessment: Louisiana, 2020-2021					
Filtered By School: All Schools Test Reasons: All Test Reasons					
Assessment Name	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Kindergarten ELPS	2020-2021	279	n/a	 Percent: 42% 54% 4% Count: 117 152 10	05/26/2021
Grade T9 ELPS	2020-2021	8	n/a	 Percent: 100% Count: 8	05/10/2021
Grade 9 ELPS	2020-2021	238	n/a	 Percent: 66% 29% 5% Count: 158 69 11	06/03/2021
Grade 8 ELPS	2020-2021	143	n/a	 Percent: 70% 27% 3% Count: 100 38 5	05/26/2021
Grade 7 ELPS	2020-2021	143	n/a	 Percent: 62% 34% 5% Count: 88 48 7	05/27/2021
Grade 6 ELPS	2020-2021	162	n/a	 Percent: 54% 40% 6% Count: 88 64 10	05/28/2021
Grade 5 ELPS	2020-2021	212	n/a	 Percent: 53% 35% 12% Count: 112 74 26	05/24/2021
Grade 4 ELPS	2020-2021	199	n/a	 Percent: 48% 38% 14% Count: 97 75 27	05/21/2021
Grade 3 ELPS	2020-2021	281	n/a	 Percent: 45% 44% 11% Count: 128 126 30	05/25/2021
Grade 2 ELPS	2020-2021	290	n/a	 Percent: 46% 47% 8% Count: 132 136 22	05/27/2021
Grade 12 ELPS	2020-2021	29	n/a	 Percent: 38% 52% 10% Count: 11 15 3	04/20/2021
Grade 11 ELPS	2020-2021	59	n/a	 Percent: 47% 44% 8% Count: 28 26 5	05/18/2021
Grade 10 ELPS	2020-2021	106	n/a	 Percent: 51% 44% 5% Count: 54 47 5	05/25/2021
Grade 1 ELPS	2020-2021	440	n/a	 Percent: 38% 61% 1% Count: 166 268 6	05/26/2021
Future Kindergarten ELPS	2020-2021	3501	n/a	 Percent: 46% 53% 2% Count: 1.6K 1.8K 83	05/26/2021

Figure S29.2: Screener ORS Page for District Overall Performance

Reporting

DEPARTMENT of EDUCATION Louisiana Believes | Reporting

User: email@email.com | Role: VIEWONLY @ State: Louisiana

Inbox (3) My Settings Help Sign Out

Dashboard Selector > Dashboard > Performance on Tests > District Performance on Test

Enter Student ID

Average Score and Performance Distribution for **Grade 5 ELPS (2020-2021)**, by School and Reporting Category: Demo District 1, 2020-2021  
 Filtered By School: All Schools Test Reasons: 2020-2021

Breakdown By Download Student Results Print

School	Total	Total			Listening	Reading	Speaking	Writing
		Student Count	Performance Distribution	Percent Determined Proficient				
State	212	 Percent: 53% 35% 12% Count: 112 74 28	12%					
District	2	 Percent: 50% 50% Count: 1 1	50%					
<a href="#">Demo School 1</a>	1	 Percent: 100% Count: 1	0%					
<a href="#">Demo School 2</a>	1	 Percent: 100% Count: 1	100%					

Rows per page: 4 2 Items: 1 of 1

Figure S29.3: Screener ORS Page for District Domain Performance

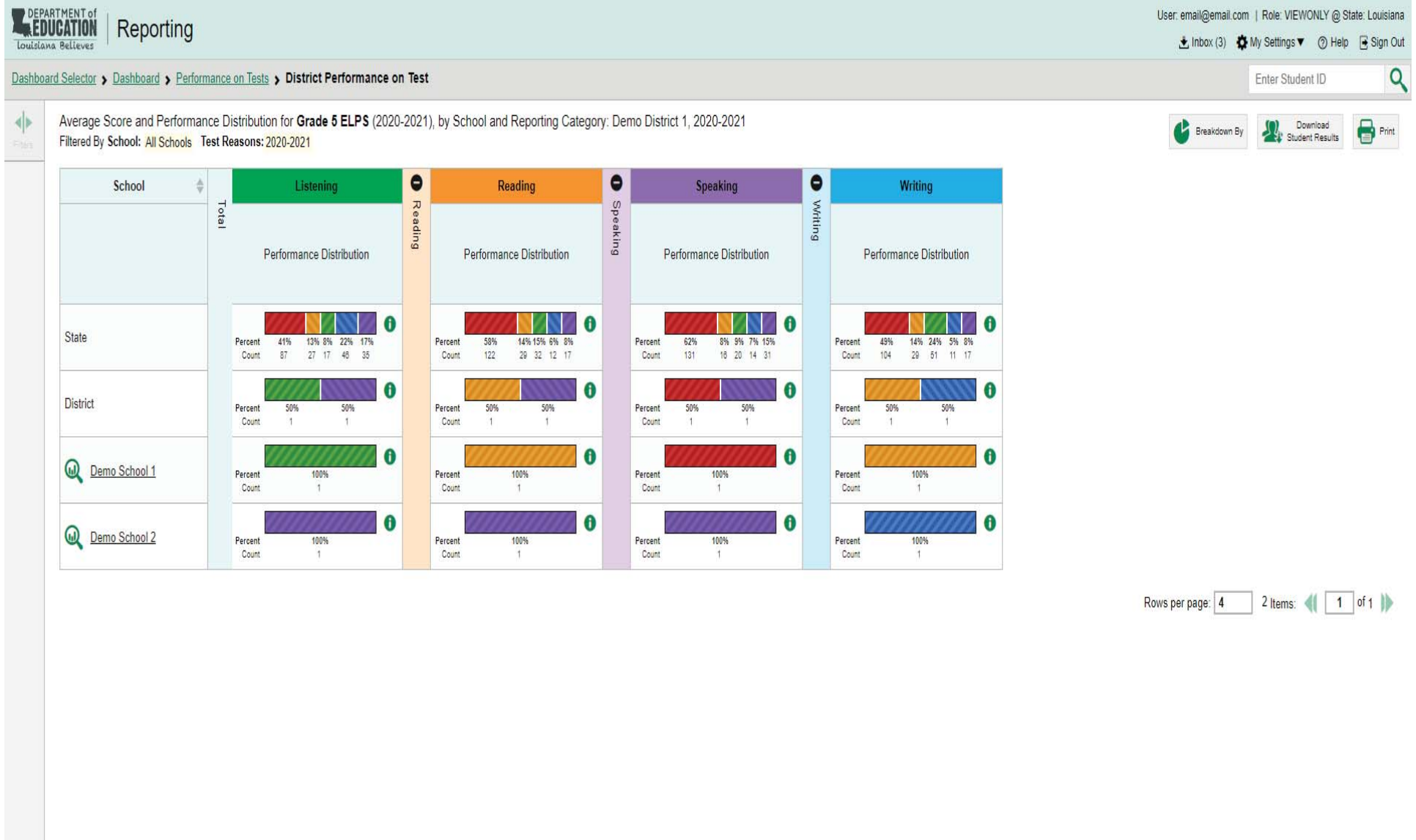



Figure S29.4: Screener ORS Page for Student Report



DEPARTMENT of  
**EDUCATION**  
*Louisiana Believes*

Reporting

User: email@email.com | Role: VIEWONLY @ State, Louisiana

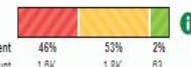
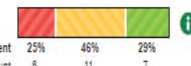

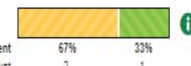
Dashboard Selector > Dashboard > Performance on Tests > District Performance on Test > School Performance on Test > Roster Performance on Test

Score, Performance and Points Earned on **Future Kindergarten ELPS (2020-2021)** of (students not in any roster), by Student and Reporting Category: 2020-2021  
 Filtered By School: All Schools Test Reasons: 2020-2021

Breakdown By

Download Student Results

Print

Student	Student ID	Total	Listening	Reading	Speaking	Writing
		Performance				
State		 <p>Percent 46% 53% 2% Count 1.6K 1.8K 83</p>				
District		 <p>Percent 25% 46% 29% Count 6 11 7</p>				
School		 <p>Percent 67% 33% Count 2 1</p>				
My Students		 <p>Percent 67% 33% Count 2 1</p>				
Demo Student 1	999999990	Proficient				
Demo Student 2	999999991	Progressing				
Demo Student 3	999999992	Progressing				

Rows per page:  3 Items: ◀ 1 ▶ of 1

Figure S29.5: Screener ORS Page for Subgroups

Reporting

User: email@email.com | Role: VIEWONLY @ State: Louisiana

Dashboard Selector > Dashboard > Performance on Tests > District Performance on Test > Breakdown

Breakdown of **Grade 5 ELPS** (2020-2021), by Gender: Demo District 1, 2020-2021  
 Filtered By School: All Schools Test Reasons: 2020-2021


Breakdown By
Download Student Results
Print

Breakdown		Total	Total			Listening	Reading	Speaking	Writing
View Details	Gender		Student Count	Performance Distribution	Percent Determined Proficient				
	All	2	 Percent Count: 50% 1, 50% 1	50%					
	Female	1	 Percent Count: 100% 1	0%					
	Male	1	 Percent Count: 100% 1	100%					

Rows per page:  2 Items: <<  of 1 >>



**Figure S29.6: Screener Mock-Up for Family Report**

	<b>Reporting</b>	<b>Individual Student Report</b>
<b>Demo , Student 1</b>		<b>Grade 5 ELPS 2020-2021</b>
Student ID: 999999991   Student DOB: 6/10/2010   Enrolled Grade: 5 Date Taken: 11/9/2020		Demo District Demo School
<b>Proficiency Status:</b> Progressing		

**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 ELPS by earning Levels 4<sup>+</sup> or higher in all domains. Proficient students are not identified as English Learners and do not receive English language development services.

**Progressing** - Students are Progressing when, with support, they are approaching a level of English language skill necessary to produce, interpret, and collaborate on grade-level academic tasks in English. This is indicated on the ELPS 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 ELPS 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.

\* For states utilizing the Future Kindergarten version of the screener, students are scored as Proficient if they earn Levels 4 or higher in the Listening and Speaking domains, and Levels 3 or higher in the Reading and Writing domains. Each state independently determines the use of the Future Kindergarten version of the screener.

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 Level	Domain Description
Listening	5	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	3	When reading grade-appropriate text, the student at Level 3 is working on: determining the meaning of key words, phrases and some idiomatic expressions, reading short literary or informational texts and identifying the main idea or theme and one or two supporting details; gathering information from written sources and identifying key information.
Speaking	5	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	3	When writing, the student at Level 3 is working on: producing and expanding simple and compound sentences; composing brief narratives or informational texts, including a few details; constructing a claim about a familiar topic; introducing the topic and providing a few supporting reasons or evidence; asking and answering questions, responding to others' comments, and adding own comments.

**Information on Standard Error of Measurement**

Like all test scores, these results potentially include some error. However, they are the best available estimate of the student's English proficiency, given the student's test performance on the ELPS.