Kansas English Language Proficiency Assessment (KELPA)

Technical Manual

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# Table of Contents

PURPOSE OF THE TECHNICAL MANUAL ................................................................. 4
INTRODUCTION AND ORIENTATION ................................................................. 5
  Intended Population ......................................................................................... 5
  Overview of the ESOL Standards ................................................................. 7
TEST DEVELOPMENT AND CONTENT REPRESENTATION ............................... 8
  Steps in the Test Development Process ......................................................... 8
  Selection of Targeted Indicators .................................................................. 9
  Test Specifications ......................................................................................... 18
  Item Types and Directions ......................................................................... 18
  Item Development ....................................................................................... 21
  Item Delivery and Tryouts ........................................................................... 23
  Pilot Item Analysis ...................................................................................... 23
  Additional Item Piloting .............................................................................. 24
  Test Form Development ............................................................................. 24
  Post First Administration Modifications ................................................... 25
  Development of the KELPA-P ................................................................. 26
TEST EQUATING ............................................................................................. 29
  Scaling ......................................................................................................... 29
  Equating item parameters across forms .................................................... 30
  Determining expected true scores ............................................................. 31
  Calculating total composite scores ............................................................ 32
STANDARD SETTING .................................................................................... 34
  Performance Level Names and Descriptors ............................................... 34
Kansas English Language Proficiency Assessment

PURPOSE OF THE TECHNICAL MANUAL

The Standards for Educational and Psychological Testing (AERA/APA/NCME, 1999) requires that test developers and publishers produce a technical manual that provides information documenting the technical quality of an assessment, including evidence for the reliability and validity of test scores. This report contains the technical information for the Kansas English Language Proficiency Assessment for grades kindergarten to twelve. The information included in this report is intended for use by those who evaluate tests, interpret scores, or use test results in making educational decisions. It is assumed that the reader has some technical knowledge of test construction and measurement procedures.

Information is provided to address the technical quality of the assessments developed to measure learning outcomes related to reading, writing, learning, and speaking specific to the population of Kansas students who are English Language Learners. The Kansas English Language Proficiency Assessments are intended for administration to students who participate or are qualified to participate in an English to Speakers of Other Languages (ESOL) program. The main body of this report addresses technical aspects, focusing on scores from the Kansas English Language Proficiency Assessments (KELPA).

The manual first presents an introduction and overview of the Kansas English Language Proficiency Assessment Program and its intended population to provide a context for reviewing information. Next, the test development procedures aimed at maximizing the validity of the assessments as measures of the targeted indicators in the state’s Curricular Standards for English to Speakers of Other Languages are presented. Then, the procedures for equating the test forms for each grade level band are presented. The equating results are followed by a discussion of the standard setting analyses and procedures implemented to determine score ranges for classifying students into one of four performance levels defined by the state. Descriptive information and score reliability follows the section on standard setting. The final section presents evidence from three validity studies, providing information on both internal and external sources of score validity.
Section 1

INTRODUCTION AND ORIENTATION

This technical manual provides information on the technical qualities of the Kansas English Language Proficiency Assessments (KELPA). The KELPA is designed to:

1. measure specific indicators within the Kansas Curricular Standards for English to Speakers of Other Languages (ESOL) to indicate a student’s level of proficiency with the English language in reading, writing, listening and speaking;
2. produce data that capture trends across the state and can measure progress in meeting Annual Measurable Achievement Objectives (AMAOs) for Title III accountability requirements; and
3. provide data on which to base decisions about designing instruction for English Language Learners (ELLs).

The Kansas English Language Proficiency Assessments were planned and developed, and then administered for the first time in Spring 2006. Practicing educators from the State of Kansas, serving as consultants to the Center for Educational Testing (CETE), developed and reviewed a bank of test items based on test specifications and alignment to the Kansas ESOL Standards provided by the Kansas State Department of Education (KSDE). The Center for Educational Testing and Evaluation at The University of Kansas served as the contractor for all other aspects of the program. Students in grades kindergarten through twelve classified as an English Language Learner (ELL) are the population in which this assessment serves.

Intended Population

Any student identified as not being proficient on a prior year’s administration of the KELPA, an English Language Learner (ELL) or Limited English Proficient (LEP) based on a prior year’s administration of the KELPA as being not proficient, or according to one of the commercially available assessments approved by KSDE is required to take the KELPA. These approved assessments are the Language Assessment Scales (LAS), Idea Proficiency Test (IPT), and the Language Proficiency Test Series (LPTS). Other circumstances which might dictate whether a student is or is not to be tested using the KELPA include:

1. A student whose home language is other than English and who may not have been assessed for English proficiency after enrolling in the district needs to take the KELPA. No Child Left Behind (NCLB) mandates that students who enroll at the beginning of the school year and have a home language other than English are to be assessed within
30 days after enrolling in the district. Those students enrolling after the beginning of the school year must be assessed for their English proficiency within two weeks. At the current time, KELPA, LAS, IPT, LPTS, and KELPA-P are the assessments used by Kansas school districts to determine ELL/ELP identification and placement. Once a student qualifies for ESOL services, the KELPA testing window would need to be administered during the spring administration.

2. Even if the parents of an ELL student waive the student’s participation in English as a Second Language (ESOL) program and sign a consent form requesting that their child not receive any ESOL services, the student is not exempt from annual assessment and must take the KELPA.

3. An ELL student may exit an ESOL program by achieving the fluent performance level on all four domains (Reading, Writing, Listening, and Speaking) and the total composite score of the KELPA for two consecutive years.

4. Once a student is eligible to exit an ESOL program as described previously, the student is placed on monitor status. The student must be monitored for at least two years. Districts may elect to administer the KELPA for monitoring purposes.

5. If a student is in post-monitor status (i.e., completed two-year fluent status followed by two-year monitor status), but is not doing well in academic content areas due to language proficiency, then districts may choose to administer the KELPA to determine need for reclassification. While these students will be tested and have scores reported, their scores will not be included in any summary aggregation or disaggregation of a building’s or district’s KELPA results for that year. Scores identifying students as less than fluent in any domain could be used to reclassify them as English Language Learners in need of services.

The Kansas English Language Proficiency Assessment was first administered during the Spring of 2006. These assessments were developed to measure the targeted indicators (learning outcomes) provided in the Kansas Curricular Standards for English to Speakers of Other Languages (ESOL) (KSDE, 2008). ESOL standards are aligned to the State’s Reading and Writing Standards and linked to the language of the State’s Science and Mathematics Standards. These documents should be referenced when examining and evaluating any of the information resulting from this state assessment program. The Curricular Standards for English to Speakers of Other Languages serve as the basis for what is assessed by the tests, and any interpretation and subsequent action based on student or group performance on these tests must focus on the assessed standards, benchmarks, and indicators. A copy of the Kansas Curricular Standards for English to
Speakers of Other Languages can be found on the Kansas State Department of Education website at [www.ksde.org](http://www.ksde.org). Included in this manual is an overview of the ESOL Standards (KSDE, 2008).

**Overview of the ESOL Standards**

**Standard 1:** The student listens to spoken English to develop communicative competence in social and academic language use.

*Benchmark 1:* The student uses English to process and construct meaning. There are eleven indicators for this benchmark.

**Standard 2:** The student speaks in English in socially and academically appropriate ways.

*Benchmark 1:* The student uses English to convey meaning in spoken form. There are seven indicators for this benchmark.

**Standard 3:** The student reads a variety of texts in English to achieve academic success in the content areas.

*Benchmark 1:* The student uses word analysis strategies to decode accurately. There are nine indicators for this benchmark.

*Benchmark 2:* The student uses vocabulary skills to develop fluency. There are six indicators for this benchmark.

*Benchmark 3:* The student uses comprehension skills to acquire knowledge. There are seventeen indicators for this benchmark.

**Standard 4:** The student writes narrative, expository, technical, and persuasive text in English to achieve academic success in the content areas.

*Benchmark 1:* The student uses ideas and content in writing. There are two indicators for this benchmark.

*Benchmark 2:* The student uses organization in writing. There are four indicators for this benchmark.

*Benchmark 3:* The student uses voice in writing. There are three indicators for this benchmark.

*Benchmark 4:* The student uses word choice in writing. There are nine indicators for this benchmark.

*Benchmark 5:* The student uses sentence fluency in writing. There are four indicators for this benchmark.

*Benchmark 6:* The student uses conventions in writing. There are seven indicators for this benchmark.

*Benchmark 7:* The student uses the writing process. There is one indicator for this benchmark.
Section 2

TEST DEVELOPMENT AND CONTENT REPRESENTATION

The content of the Kansas English Language Proficiency Assessment is derived from the Kansas Curricular Standards for English to Speakers of Other Languages (ESOL). At each grade level the Curricular Standards define, for Kansas schools, what students identified as English Language Learners should know and be able to do in four content domains:

- Reading
- Writing
- Listening, and
- Speaking

The Kansas English Language Proficiency Assessments measure targeted indicators in the Curricular Standards for English to Speakers of Other Languages for grades kindergarten through twelve. These assessments were designed and developed to span five grade level bands: Kindergarten and First grades; Second and Third grades; Fourth and Fifth grades; Sixth through Eighth grades; and Ninth through Twelfth grades.

Steps in the Test Development Process

Following is chronological list of the steps in the test development process. Detail regarding each step follows.

1. Selection of targeted indicators
2. Development of test specifications
3. Selection of item types and directions
4. Initial item writing
5. Item content review
6. Item fairness review
7. Item bias sensitivity review
8. Pilot testing
9. Initial item selection
10. Preliminary forms review
11. Additional pilot testing
12. Construction of final test forms
### Selection of Targeted Indicators

Selected indicators assessed on the KELPA are provided in Table 2.1 to 2.4.

#### Table 2.1 Assessed Indicators for Reading on the KELPA

<table>
<thead>
<tr>
<th>Indicator #</th>
<th>Text of Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.1</td>
<td><strong>Beginning Level</strong>&lt;br&gt;(▲) identifies letters of the alphabet.&lt;br&gt;<strong>Intermediate Level</strong> (No indicator for this proficiency level.)&lt;br&gt;<strong>Advanced Level</strong> (No indicator for this proficiency level.)</td>
</tr>
<tr>
<td>3.1.2</td>
<td><strong>Beginning Level</strong>&lt;br&gt;(▲) uses letter-sound correspondences to identify beginning words.&lt;br&gt;<strong>Intermediate Level</strong>&lt;br&gt;(▲) applies knowledge of letter-sound correspondences to identify intermediate words. (Excludes Grades K-2)&lt;br&gt;<strong>Advanced Level</strong>&lt;br&gt;(▲) applies knowledge of word structure to identify advanced words. (Excludes Grades K-2)</td>
</tr>
<tr>
<td>3.1.4</td>
<td><strong>Beginning Level</strong>&lt;br&gt;(▲) identifies word families (e.g., at, cat, bat, eigh, sleigh, weigh).&lt;br&gt;<strong>Intermediate Level</strong>&lt;br&gt;(▲) identifies word families and distinguishes rhyming from non-rhyming words.&lt;br&gt;<strong>Advanced Level</strong> (No indicator for this proficiency level.)</td>
</tr>
<tr>
<td>3.1.5</td>
<td><strong>Beginning Level</strong>&lt;br&gt;(▲) identifies the initial and final sounds of a word.&lt;br&gt;<strong>Intermediate Level</strong>&lt;br&gt;(▲) identifies the initial, medial, and final sounds of a word.&lt;br&gt;<strong>Advanced Level</strong> (No indicator for this proficiency level.)</td>
</tr>
<tr>
<td>3.1.9</td>
<td><strong>Beginning Level</strong>&lt;br&gt;(▲) recognizes words such as compound words, base words, and inflections (e.g., backpack, like, -s, -es, and –ing).&lt;br&gt;<strong>Intermediate Level</strong>&lt;br&gt;(▲) recognizes words such as compound words, base words, and inflections (e.g., railroad, aim, tall, –ed, -er, -est).&lt;br&gt;<strong>Advanced Level</strong>&lt;br&gt;(▲) recognizes words such as compound words, base words, and inflections (e.g., steamboat, forget, wealth, –en, -ier, -iest).</td>
</tr>
<tr>
<td>3.2.1</td>
<td><strong>Beginning Level</strong>&lt;br&gt;(▲) demonstrates comprehension of simple vocabulary in context.&lt;br&gt;<strong>Intermediate Level</strong>&lt;br&gt;(▲) demonstrates comprehension of intermediate vocabulary in context.&lt;br&gt;<strong>Advanced Level</strong>&lt;br&gt;(▲) demonstrates comprehension of advanced vocabulary in context.</td>
</tr>
<tr>
<td>3.2.2</td>
<td><strong>Beginning Level</strong>&lt;br&gt;(▲) identifies basic sight words.&lt;br&gt;<strong>Intermediate Level</strong>&lt;br&gt;(▲) identifies intermediate sight words.</td>
</tr>
<tr>
<td>3.2.3</td>
<td><strong>Advanced Level</strong>&lt;br&gt;(▲) identifies advanced sight words.</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>3.2.4</td>
<td><strong>Beginning Level</strong>&lt;br&gt;(▲) identifies simple synonyms and antonyms.</td>
</tr>
<tr>
<td>3.2.6</td>
<td><strong>Beginning Level</strong>&lt;br&gt;(No indicator for this proficiency level.)</td>
</tr>
<tr>
<td>3.3.1</td>
<td><strong>Beginning Level</strong>&lt;br&gt;(▲) identifies the basic sequence of events in stories read, using key words or phrases.</td>
</tr>
<tr>
<td>3.3.4</td>
<td><strong>Beginning Level</strong>&lt;br&gt;(▲) responds to stories by answering questions using simple words or phrases (e.g., who, what, when, where, and how).</td>
</tr>
<tr>
<td>3.3.5</td>
<td><strong>Beginning Level</strong>&lt;br&gt;(▲) understands and follows simple 1-2 step directions.</td>
</tr>
<tr>
<td>3.3.7</td>
<td><strong>Beginning Level</strong>&lt;br&gt;(▲) identifies the main idea of a short and simple passage.</td>
</tr>
<tr>
<td>3.3.10  (Excludes Grades K-2)</td>
<td><strong>Beginning Level</strong></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td>(▲) draws inferences and conclusions from short and simple passages.</td>
</tr>
<tr>
<td><strong>Intermediate Level</strong></td>
<td>(▲) draws inferences and conclusions from short passages.</td>
</tr>
<tr>
<td><strong>Advanced Level</strong></td>
<td>(▲) draws inferences and conclusions from a long, grade-appropriate passages.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.3.16  (Excludes Grades K-2)</th>
<th><strong>Beginning</strong> (No indicator for this proficiency level.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Intermediate</strong></td>
</tr>
<tr>
<td></td>
<td>(▲) distinguishes fact and opinion in various texts.</td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td>(▲) distinguishes fact and opinion in various texts.</td>
</tr>
</tbody>
</table>
Table 2.2 Assessed Indicators for Writing on the KELPA

<table>
<thead>
<tr>
<th>Indicator #</th>
<th>Text of Indicator</th>
</tr>
</thead>
</table>
| 4.1.1 (Excludes Grades K-2) | **Beginning Level**  
(▲) writes words, phrases, or 1-2 sentences related to a picture.  
**Intermediate Level**  
(▲) writes 3-5 sentences related to a picture or a prompt.  
**Advanced Level**  
(▲) writes a paragraph with a clear beginning, middle, and end with details to support a main idea - related to a prompt. |
| 4.2.2 (Excludes Grades K-2) | **Beginning Level**  
(No indicator for this proficiency level.)  
**Intermediate Level**  
(▲) uses sequence and transitional words correctly (e.g., first, then, next, after).  
**Advanced Level**  
(▲) uses sequence and transitional words correctly (e.g., therefore, however, previously). |
| 4.4.1 | **Beginning Level**  
(▲) uses common nouns.  
**Intermediate Level**  
(▲) uses common and proper nouns. (Excludes Grades K-2)  
**Advanced Level**  
(▲) uses common and proper nouns. (Excludes Grades K-2) |
| 4.4.2 | **Beginning Level**  
(▲) uses simple adjectives (e.g., big, pink).  
**Intermediate Level**  
(▲) uses adjectives and adverbs, including comparatives. (Excludes Grades K-2)  
**Advanced Level**  
(▲) uses descriptive words and phrases including adverbs, possessive adjectives, comparatives/superlatives (e.g; big, bigger, biggest, and modifiers; e.g., much, more, less, few). (Excludes Grades K-2) |
| 4.4.3 | **Beginning Level**  
(▲) uses simple prepositions (e.g., to, on, in).  
**Intermediate Level**  
(▲) uses high-frequency prepositional phrases (e.g., in the house, to school, on the bus). (Excludes Grades K-2)  
**Advanced Level**  
(▲) uses a greater variety of prepositions in phrases (e.g., around the school). (Excludes Grades K-2) |
| 4.4.4 | **Beginning Level**  
(▲) uses simple, high-frequency verbs (e.g., to, sit, run, eat).  
**Intermediate Level**  
(▲) uses varied verbs (e.g., enjoy, seem, reply). (Excludes Grades K-2)  
**Advanced Level**  
(▲) uses synonymous verb forms (e.g., yell/scream, perform/act). (Excludes Grades K-5) |
| 4.4.5 (Excludes Grades K-2) | **Beginning Level**  
(▲) uses simple synonyms and antonyms. |
| Grades K-2 | **Intermediate Level**<br>(▲) uses synonyms and antonyms.  
**Advanced Level**<br>(▲) uses complex synonyms and antonyms (e.g., cramped, spacious). |
|---|---|
| 4.4.6 | **Beginning Level**<br>(▲) uses subject and object pronouns.  
**Intermediate Level**<br>(▲) uses subject, object, and possessive pronouns.  
**Advanced Level**<br>(▲) uses all pronouns forms (e.g., demonstrative, relative). (Excludes Grades K-2) |
| 4.4.7 | **Beginning Level**<br>(▲) uses definite article “the”.  
**Intermediate Level**<br>(▲) uses definite and indefinite articles.  
**Advanced Level**<br>(▲) uses definite and indefinite articles. |
| 4.4.8 | **Beginning Level**<br>(▲) uses regular plurals correctly.  
**Intermediate Level**<br>(▲) uses regular and irregular plurals correctly. (Excludes Grades K-2)  
**Advanced Level**<br>(▲) uses regular and irregular plurals correctly. (Excludes Grades K-2) |
| 4.4.9 | **Beginning Level**<br>(No indicator for this proficiency level.)  
**Intermediate Level**<br>(▲) uses prefixes and suffixes correctly.  
**Advanced Level**<br>(▲) uses prefixes and suffixes correctly. (Excludes Grades K-2) |
| 4.5.1 | **Beginning Level**<br>(▲) writes simple sentences in correct word order.  
**Intermediate Level**<br>(▲) writes simple sentences with varied lengths in correct word order (e.g., declarative, interrogative, and imperative forms). (Excludes Grades K-2)  
**Advanced Level**<br>(▲) writes complete compound and/or complex sentences in correct word order. (Excludes Grades K-2) |
| 4.5.2 | **Beginning Level**<br>(▲) writes grammatically correct simple sentences using and/or.  
**Intermediate Level**<br>(▲) writes grammatically correct simple, compound and complex sentences, using conjunctions (e.g., since, because, if, but, while).  
**Advanced Level**<br>(▲) writes complex and/or compound sentences using two conjunctions and/or relative pronouns. (Excludes Grades K-2) |
| 4.5.3 | **Beginning Level (Not assessed.)**  
**Intermediate Level**<br>(▲) uses subject/verb agreement in sentences.  
**Advanced Level**<br>(▲) uses correct subject/verb agreement with varied tenses. (Excludes Grades K-2) |
| 4.5.4 | **Beginning Level**  
(▲) uses simple present and present progressive verb tenses.  
(Excludes Grades K-2)  
**Intermediate Level**  
(▲) uses simple verb tenses and auxiliary verbs (e.g., simple past, future with will and going to, past progressive).  
**Advanced Level**  
(▲) uses all tenses. |
|---|---|
| 4.6.1 | **Beginning Level**  
(▲) traces and copies letters, shapes, digits.  
**Intermediate Level** (No indicator for this proficiency level.)  
**Advanced Level** (No indicator for this proficiency level.) |
| 4.6.2 | **Beginning Level**  
(▲) writes letters and digits legibly.  
**Intermediate Level** (No indicator for this proficiency level.)  
**Advanced Level** (No indicator for this proficiency level.) |
| 4.6.3 | **Beginning Level**  
(▲) spaces appropriately between words.  
**Intermediate Level** (No indicator for this proficiency level.)  
**Advanced Level** (No indicator for this proficiency level.) |
| 4.6.4 | **Beginning Level**  
(▲) uses periods and question marks correctly.  
**Intermediate Level**  
(▲) uses correct ending punctuation and commas (e.g., lists, dates, and cities to states).  
(Excludes Grades K-2)  
**Advanced Level**  
(▲) uses commas in all instances, correct ending punctuation, apostrophes in possessives and contractions and quotation marks.  
(Excludes Grades K-2) |
| 4.6.5 | **Beginning Level**  
(▲) capitalizes proper nouns and the first word of a sentence.  
**Intermediate Level**  
(▲) uses correct capitalizations.  
**Advanced Level**  
(▲) uses correct capitalizations. |
| 4.6.6 | **Beginning Level** (No indicator for this proficiency level.)  
**Intermediate Level**  
(▲) uses appropriate paragraph format (indentation and alignment).  
**Advanced Level**  
(▲) uses appropriate paragraph format (indentation and alignment). |
| 4.6.7 | **Beginning Level**<br>(▲) attempts to spell new words phonetically. <br><strong>Intermediate Level</strong><br>(▲) spells high frequency words correctly. <br><strong>Advanced Level</strong><br>(▲) spells most words correctly. |
Table 2.3 Assessed Indicators for Listening on the KELPA

<table>
<thead>
<tr>
<th>Indicator #</th>
<th>Text of Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.2</td>
<td><strong>Listening</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Beginning Level</strong> (▲) follows simple one and two step directions.</td>
</tr>
<tr>
<td></td>
<td><strong>Intermediate Level</strong> (▲) follows simple three and four step directions.</td>
</tr>
<tr>
<td></td>
<td><strong>Advanced Level</strong> (▲) follows complex multi-step directions.</td>
</tr>
<tr>
<td>1.1.6</td>
<td><strong>Beginning Level</strong> (▲) identifies initial or ending sounds.</td>
</tr>
<tr>
<td></td>
<td><strong>Intermediate Level</strong> (▲) identifies initial, medial, or ending sounds.</td>
</tr>
<tr>
<td></td>
<td><strong>Advanced Level</strong> (No indicator for this proficiency level.)</td>
</tr>
<tr>
<td>1.1.8</td>
<td><strong>Beginning Level</strong> (No indicator for this proficiency level.)</td>
</tr>
<tr>
<td></td>
<td><strong>Intermediate Level</strong> (▲) demonstrates ability to correct language by recognizing obviously incorrect forms and structures.</td>
</tr>
<tr>
<td></td>
<td><strong>Advanced Level</strong> (▲) demonstrates ability to correct language by recognizing subtle errors in forms and structures.</td>
</tr>
<tr>
<td>1.1.9</td>
<td><strong>Beginning Level</strong> (▲) identifies the main idea of a short and simple passage.</td>
</tr>
<tr>
<td></td>
<td><strong>Intermediate Level</strong> (▲) identifies the main idea of a short passage.</td>
</tr>
<tr>
<td></td>
<td><strong>Advanced Level</strong> (▲) identifies the main idea of a long grade-appropriate passage.</td>
</tr>
<tr>
<td>1.1.10</td>
<td><strong>Beginning Level</strong> (▲) identifies the main idea of a long grade-appropriate passage. (Not assessed.)</td>
</tr>
<tr>
<td></td>
<td><strong>Intermediate Level</strong> (▲) makes inferences and draws conclusions from short passages.</td>
</tr>
<tr>
<td></td>
<td><strong>Advanced Level</strong> (▲) makes inferences and draws conclusions from long grade-appropriate passages.</td>
</tr>
<tr>
<td>1.1.11</td>
<td><strong>Beginning Level</strong> (▲) identifies key details from short and simple passages.</td>
</tr>
<tr>
<td></td>
<td><strong>Intermediate Level</strong> (▲) identifies key details from short passages.</td>
</tr>
<tr>
<td></td>
<td><strong>Advanced Level</strong> (▲) identifies key details from long grade-appropriate passages.</td>
</tr>
</tbody>
</table>
Table 2.4 Assessed Indicators for Speaking on the KELPA

<table>
<thead>
<tr>
<th>Indicator #</th>
<th>Text of Indicator</th>
</tr>
</thead>
</table>
| **2.1.2**   | **Beginning Level**  \(▲\) orally communicates basic needs by asking questions appropriate to the situation. (Not assessed.)  
\(\text{Intermediate Level}\)  \(▲\) responds to needs by asking questions appropriate to the situation.  
\(\text{Advanced Level}\)  \(▲\) responds to needs by asking higher-level questions (inferential) appropriate to the situation. |
| **2.1.4**   | **Beginning Level**  \(▲\) uses basic grammatical forms. (Not assessed.)  
\(\text{Intermediate Level}\)  \(▲\) uses basic grammatical forms.  
\(\text{Advanced Level}\)  \(▲\) uses correct grammatical forms, approximating native speakers of the same age. |
| **2.1.5**   | **Beginning Level**  \(▲\) retells simple stories.  
\(\text{Intermediate Level}\)  \(▲\) retells stories with a beginning, middle, and end.  
\(\text{Advanced Level}\)  \(▲\) retells stories in greater detail including characters, setting, and plot. |
| **2.1.6**   | **Beginning Level**  \(▲\) responds to questions using appropriate simple words or phrases.  
\(\text{Intermediate Level}\)  \(▲\) responds to questions using appropriate complete sentences.  
\(\text{Advanced Level}\)  \(▲\) responds to questions using well-developed sentences or phrases. |
| **2.1.7**   | **Beginning Level**  \(▲\) identifies simple objects, actions, shapes and colors in a picture.  
\(\text{Intermediate Level}\)  \(▲\) tells what is happening in a picture using simple sentences.  
\(\text{Advanced Level}\)  \(▲\) tells a complete story about a picture or sequence of pictures. |
Test Specifications

Test specifications provide the blueprint to be followed in writing items and constructing test forms. Working with a committee of Kansas Educators, KSDE developed and provided the test specifications that guided all item and test development efforts. Test specifications were provided that identified targeted indicators (skill) to be assessed as well as the recommended number and distribution of items to be on each test form at each grade level band. These grade level and content area specifications guided the construction of operational forms development, but the order and manner in which items were placed throughout the forms was left to the collaborative efforts of CETE test development staff and consultants hired by KSDE deemed to be content specialists in the area of English as a Second Language.

Item Types and Directions

The item formats and the student response mode vary across the assessment domains. For kindergarten and first grade all parts of the KELPA are to be individually administered by adults who are themselves proficient speaker of English. Students are to respond either by writing or marking their answers in a student stimulus response booklet. As the test parts are individually administered to kindergarten and first grade students, scoring and/or recording of responses are completed directly onto a student’s individual answer sheet by the examiner as the test questions are being administered to the student.

In the Speaking domain assessment, the questions are individually administered to students regardless of grade level, students respond orally and the examiner scores the response to each question immediately after it is given, and then records the answer onto an answer sheet. The items sets in the Reading, Writing, and Listening domain assessments for students in the second grade and higher are intended to be group administered when appropriate. However, individual student circumstances (language, development, or disability limitations) may make it necessary that these test domains be individually administered.

In all four domains of the assessment and because the assessment is individually administered to younger students, multiple types of response formats are used. Kindergarten and first grade students are presented with items that are either multiple choice format, short constructed response (e.g., fill in the blank with letters to complete a word) or are asked to read words aloud to the examiner. For older students, the response format is not as varied. In the Reading domain assessment, for second grade and higher the items are of the multiple choice format and the questions and response choices are to be read by the student before responding. Oral presentation of the reading items by a teacher is not permitted. In the Writing domain assessment, students are to respond to two types of items: 1) open-ended constructed response items where students write to a choice of prompts and 2) multiple choice type items. In the Listening domain assessment, the items are in the multiple choice format, but reading is minimized as the questions and response choices are presented orally to the students.
presentation of the Listening questions and response choices for view by the student is not permitted. A CD recording is provided for use in administration of the Listening domain assessment in order to provide standardization.

For the Writing Performance section of the Writing domain students were given 20 minutes to write to a choice of one of two prompts. Students’ writing responses were scored locally by trained school or district teachers and staff using a 0 - 4 point scoring rubric based on five writing traits developed by the ELL advisory group, in conjunction with KSDE and CETE. The five traits for which ratings were to be systematically evaluated are the following:

   Trait 1: Vocabulary
   Trait 2: Sentence Fluency
   Trait 3: Grammar
   Trait 4: Mechanics
   Trait 5: Organization and Development

Anchors and descriptions for the 0 – 4 scoring rubric for each of the five traits are presented in Table 2.5.
### Table 2.5 Scoring Rubric for the Writing Performance Domain Component

<table>
<thead>
<tr>
<th>Rating</th>
<th>Vocabulary</th>
<th>Sentence Fluency</th>
<th>Grammar</th>
<th>Mechanics</th>
<th>Organization and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Descriptive and vivid vocabulary is specific and enhances meaning.</td>
<td>The writer uses a variety of sentence structures, including compound and/or complex sentences, correctly and effectively.</td>
<td>Verb tenses and subject/verb agreement are varied, appropriate, and correct. Any errors that are present do not impede meaning.</td>
<td>There are few or no errors in punctuation, capitalization, and spelling. The writer uses indentation and alignment for paragraph format.</td>
<td>There is a clear main idea with details that are relevant, specific, and appropriate to the prompt. Supporting ideas are well organized with a clear beginning, middle, and end. Transitions are used correctly.</td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary is adequate but not expressive; words are more general than specific. A few usage errors may be present but do not impede communication.</td>
<td>Sentences have some variety and may attempt compound structures. A few errors may be present, but do not impede communication.</td>
<td>Writing may contain verb tense and subject/verb agreement errors. Errors do not interfere with meaning.</td>
<td>Some errors in punctuation, capitalization, and spelling are present.</td>
<td>The paper is focused on a single idea or event related to the prompt, but may provide only simple supporting details as well as some extraneous details. Writing has a recognizable flow from start to finish, but there are few or repetitive transitional signals.</td>
</tr>
<tr>
<td>2</td>
<td>Vocabulary is limited with usage errors that may impede communication.</td>
<td>Sentences consist of basic structural patterns and may contain errors that may impede meaning. Sentence construction may be awkward.</td>
<td>Writing contains frequent errors in verb tenses and subject/verb agreement. Errors might interfere with meaning.</td>
<td>Frequent errors in punctuation, capitalization, and spelling.</td>
<td>There is a main idea or focus, but details are unrelated.</td>
</tr>
<tr>
<td>1</td>
<td>Vocabulary is limited to isolated words and/or phrases.</td>
<td>There are no complete sentences.</td>
<td>Writing contains consistent errors in verb tense that impede understanding.</td>
<td>Consistent errors in punctuation, capitalization, and spelling.</td>
<td>Writing only consists of repetitive simple sentences, fragments, or isolated words.</td>
</tr>
<tr>
<td>0</td>
<td>There is no response or the response is mostly in a language other than English.</td>
<td>There is no response or the response is mostly in a language other than English.</td>
<td>There is no response or the response is mostly in a language other than English.</td>
<td>There is no response or the response is mostly in a language other than English.</td>
<td>There is no response or the response is mostly in a language other than English.</td>
</tr>
</tbody>
</table>
For the Speaking assessment and for any individual administration of the other domain area assessments, the assessments are to be administered by adults who are themselves proficient speakers of English. It is acceptable for a person who is a speaker of the student’s native language to provide or explain the assessment directions, but the test questions must be administered in English and student responses must be in English. In the Speaking assessment, students are to respond orally to a series of questions or directions. The questions or directions are to be presented to the student both in written form in the student test booklet and verbally by the test examiner. Each student response is to be scored and recorded by the examiner immediately after being made by the student during testing. Six of the nine items comprising the Speaking domain are scored using a scoring rubric of 0 to 2 or 0 to 3. For this set of items, students are rated on the appropriateness of the response to the item in addition to the number of sentences used, the completeness and grammatical correctness of the sentences used. The additional sets of three items are scored on a scale of 0 to 5 and are based on the elaboration and detailed description of a response such as to storytelling or description of a prompt.

Item Development

Educators of English language learners and other content experts from the state of Kansas developed reading, writing, listening, and speaking items that were aligned with the Curricular Standards for English to Speakers of Other Languages. The actual items that made up the assessments at each grade level band came from these item pools after several rounds of reviews and empirical tryouts (pilot testing), the latter conducted by CETE.

The final rounds of item pool reviews involved content review and a fairness review committee comprised of Kansas educators. Along with KSDE, an ELL advisory group comprised of English as a Second Language (ESL) educators throughout the state of Kansas reviewed each item, focusing on its alignment to the table of specifications, the Kansas Curricular Standards for English to Speakers of Other Languages, and the appropriateness of item content, ensuring that each item accurately reflected what was intended to be taught in Kansas schools. The fairness review committees focused on language and content that might be inappropriate, offensive, or insensitive to students, parents, or communities, making sure that no individual or group would be unfairly favored or disadvantaged due to the content of the items. With both review committees, each item was accepted, edited, or rejected from its respective item pools.

In addition, a bias/sensitivity review committee comprised of twelve individuals from Kansas communities, graduate students at the University of Kansas, and professionals from universities in the state of Kansas served as participants. In all, eleven languages and twelve countries were represented. First languages included Arabic, Cantonese, Chinese, Danish, German, Italian, Korean, Spanish, Taiwanese, Thai, and Vietnamese. Table 2.5 presents the frequency of first languages of ELL students in the state of Kansas. Although a variety of languages are represented by this population of students, the majority (approximately 81%) speak Spanish as their primary first language.
Participants in the bias/sensitivity review were provided with items from each of the four domains separately. Packets were constructed so the participants would view each item as it would appear within a grade level form in the appropriate domain section of the assessment (e.g., view all 4-5 Listening items before moving on to the next grade level or domain). Participants were instructed to read and review each question and to form an opinion as to whether the question as written was linguistically biased or contained content that would be viewed as offensive or insensitive toward members of his or her cultural, ethnic, racial, or linguistic group. All items noted as being potentially biased or insensitive were reviewed and edited by an expert in the field of Teaching English as a Second Language (TESL) and by members of the CETE staff.

Table 2.6 First Languages of Kansas ELL Population

<table>
<thead>
<tr>
<th>First Language</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>581</td>
<td>1.76</td>
</tr>
<tr>
<td>Chinese</td>
<td>348</td>
<td>1.05</td>
</tr>
<tr>
<td>Chuukese (Marshall Island/Micronesian)</td>
<td>24</td>
<td>0.07</td>
</tr>
<tr>
<td>Dinka</td>
<td>27</td>
<td>0.08</td>
</tr>
<tr>
<td>Farsi (Iranian)</td>
<td>25</td>
<td>0.08</td>
</tr>
<tr>
<td>French</td>
<td>54</td>
<td>0.16</td>
</tr>
<tr>
<td>German</td>
<td>497</td>
<td>1.50</td>
</tr>
<tr>
<td>Hmong</td>
<td>254</td>
<td>0.77</td>
</tr>
<tr>
<td>Khmer (Cambodian)</td>
<td>107</td>
<td>0.32</td>
</tr>
<tr>
<td>Korean</td>
<td>249</td>
<td>0.75</td>
</tr>
<tr>
<td>Lao</td>
<td>401</td>
<td>1.21</td>
</tr>
<tr>
<td>Native American</td>
<td>63</td>
<td>0.19</td>
</tr>
<tr>
<td>Philippine or Tagalog</td>
<td>104</td>
<td>0.31</td>
</tr>
<tr>
<td>Portuguese</td>
<td>20</td>
<td>0.06</td>
</tr>
<tr>
<td>Russian</td>
<td>122</td>
<td>0.37</td>
</tr>
<tr>
<td>Sign Language</td>
<td>2</td>
<td>0.01</td>
</tr>
<tr>
<td>Somali</td>
<td>62</td>
<td>0.19</td>
</tr>
<tr>
<td>Spanish</td>
<td>26741</td>
<td>80.95</td>
</tr>
<tr>
<td>Thai</td>
<td>13</td>
<td>0.04</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>1060</td>
<td>3.21</td>
</tr>
<tr>
<td>Yugoslavian (Bosnian/Serb/Croatian)</td>
<td>6</td>
<td>0.02</td>
</tr>
<tr>
<td>Other</td>
<td>1668</td>
<td>5.05</td>
</tr>
<tr>
<td>Missing</td>
<td>607</td>
<td>1.84</td>
</tr>
<tr>
<td>Total</td>
<td>33035</td>
<td>100.00</td>
</tr>
</tbody>
</table>
**Item Delivery and Tryouts**

All Kansas schools were encouraged and invited to participate in the Kansas English Language Proficiency Assessment pilot testing. All items available at the time of field testing were piloted. Two forms per grade level band (i.e., K-1, 2-3, 4-5, 6-8, 9-12) were created and administered. Pilot forms were sent to participating districts or schools for the test coordinator or principal to distribute to teachers. Schools with a larger number of ELL students were given both forms of the assessment at a grade level, while smaller districts were sent just one of the pilot forms per grade band level. This process helped to ensure that each test item was administered to a random group of students representative of the ELL student population subgroups in Kansas. The number of students responding to an item ranged from a minimum of 822 students to a maximum of 1744 students.

**Pilot Item Analysis**

Following the administration of the pilot test item sets, statistical item analyses were conducted to determine the effectiveness and quality of the items. For items, the item means (p value) and item-test correlation coefficients (point biserial) were calculated. Further, statistics for each response alternative were also calculated and examined. The proportion of examinees responding to each response option was obtained, as well as the point-biserial for each response choice. In addition, the proportion of a low ability (lowest 27% based on total score) group and a high ability (upper 27%) group responding to each choice option was obtained. The difference in p-values for these two ability groups on the correct answer choice yielded another index of item discrimination (Kelly index) that provided information about the item’s ability to differentiate between high and low scoring examinees. Because of the differences in academic ability between students in a few of the grade band levels (i.e., kindergarten versus first grade; second versus third grade) item analyses were conducted separately for each grade within the grade band and then analyzed as a combined group for each grade band.

Across grade levels, hundreds of items were piloted and subsequently evaluated by CETE test development staff using classical item analysis procedures described above. To assist in the pilot item review process, a set of rules were adopted to assist in identifying poorly functioning (items that were too easy, too difficult, contained errors, or had low or negative discrimination information, for example). The rules or criteria for identifying poorly functioning items were the following:

Items were flagged for immediate review if:

- $r_{pb} < 0.30$ for the keyed (correct) response
- $p > 0.90$ or $p < .05$ for the keyed response
- $r_{pb} > 0$ for any distractor (incorrect answer choice)

In addition, items for which the high ability group endorsed any distractor at a higher proportion than did the low ability group were also flagged for review. For a given keyed
(correct) response, items were flagged if the low ability group’s proportion was higher than that of the high ability group.

Each item that was flagged based on the criteria listed above was individually reviewed by staff at CETE. During these reviews, items were accepted, revised or rejected for the final pool of items. For items aligning to an indicator that had sufficient coverage in order to construct multiple test forms, the decision to accept or reject was the only one made for the particular item. Flagged items that aligned to indicators where coverage was an issue for the creation of multiple forms were examined more closely. Items found to be easily correctable or judged to be conducive to a minor edit or modification with little or no effect on the original intent of the item (that is, no effect on indicator alignment or little effect on the item’s characteristics) were retained on a case by case basis. Any poorly functioning item retained was done so based on a judgment that the item was an appropriate (valid) measure of important grade level content, but that students were performing poorly on the item due to lack of instructional opportunity to learn the content.

Additional Item Piloting

Additionally, following the administration of the pilot forms, an ELL Advisory Group met with KSDE and CETE staff to review the forms of the KELPA and to recommend changes in the assessment in order to better serve the needs of the state and local school districts. One of the primary recommendations was to have more difficult items on the tests to help differentiate students at the upper and lower ends of the English language proficiency continuum. For this additional round of field testing pilot items, participating schools were distributed one or more of the item sets in any one domain but never all of the items sets from all domains. This process was done in order to keep the additional administration time to a minimum. For the domains of Reading, Writing, and Listening, between 25 and 60 new items were piloted for each domain across the five grade level bands. Between 59 and 148 students were administered the new item sets at any one grade level and for any one domain. Items were then reviewed for their effectiveness and quality using the same criteria as was used for previously existing items.

Test Form Development

Each of the four domains within a grade level band was constructed to be parallel and have the same number of items measuring an indicator. A sufficient number of items were available to build three operational forms at each of the five grade level bands.

For the forms, items still in existence after the review of all pilot data were compiled at each grade level band and grouped by measured student learning outcome classification (standard, benchmark, and indicator). Items were ordered by indicator on the basis of item difficulty from low to high (value), in conjunction with the point biserial estimate, and placed on one of three forms. In other words, all items being placed on test forms and measuring a given indicator were grouped together from easiest to most
difficult and when possible by item format. This was especially true for the K-1 forms as content experts from the field felt that students would likely be less confused when changes in item directions were kept to a minimum.

In some cases, more items existed in the pool for a given indicator than called for by the test specifications, so not all items were used during form construction. After all forms were initially constructed in this manner at a grade level band, content and statistical reviews of each form were conducted. All items corresponding to an indicator across forms at a grade level band were examined to ensure adequate content coverage. In places where there was overlap on a form or content gaps, items were deliberately moved across forms in an attempt to ensure content representation and reduce content overlap within a form. Statistical reviews were then executed, whereby average difficulty values were calculated at the test and benchmark level across forms. Items were moved across forms to ensure statistical similarity in terms of difficulty at the benchmark and overall form level with consideration given to content representation. During the Spring 2006 administration each of the three forms were longer in length than in subsequent administrations as these initial forms included a set of common anchor items within a grade level band for each of the four domains. These common sets of items were used for equating purposes.

For the Spring 2006 administration, all operational test forms were administered using a random assignment of test forms procedure for purposes of equating test scores across forms (detailed in Section 3 of this manual). Following the administration of the first operational forms of the Kansas English Language Proficiency Assessments in Spring 2006, analysis work commenced employing classical and IRT methods. Traditional item analysis studies were conducted on each test form to confirm with a larger sample the pilot test results that items selected for operational use were functioning adequately and as expected.

**Post First Administration Modifications**

As a result of the follow-up item analyses, modifications to each of the test forms were made. Based on requests from the field, for all grades level bands, one of the three forms was repurposed to be used as a brief identification or placement tool for English Language Learners new to the country or state of Kansas, labeled the Kansas English Language Proficiency Assessment – Placement (KELPA-P). The remaining two forms were once again examined for test quality and item characteristics using the same criteria as in the pilot data. Common anchor items and items not meeting the criteria set forth for quality purposes were removed from the remaining two forms, with the exception of the Listening domain in which the anchor items were left intact.

From the Spring 2006 administration, test form equating was performed using data from the three operational forms (one which was shortened to become the KELPA-P) in use at the time. In addition, before reporting could occur, standard setting activities needed to be implemented to establish score ranges on the tests that would define levels of test score performance needed for students to be classified into one of the four
performance level categories established by the state (Beginning, Intermediate, Advanced, and Fluent). Section 4 of this manual provides a description of the standard setting activities implemented. Based on the standards recommended by KSDE and approved by the Kansas State Board of Education, final results for the first year of the Kansas English Language Proficiency Assessments were reported in September 2006.

**Development of the KELPA-P**

The Kansas English Language Proficiency Assessment-Placement (KELPA-P) is a shortened and repurposed version of the KELPA assessment. Approximately half the length of the KELPA, the KELPA-P was designed to indicate whether a student is considered Fluent or Not Fluent in the domains of Reading, Writing, Listening, and Speaking as well as overall. The number of classifications differs from the KELPA assessment when four classification categories (Beginning, Intermediate, Advanced, and Fluent) are offered. The determination of whether a student is considered Fluent or Not Fluent in each of the four domains as well as overall is evaluated at the local level by a person or persons authorized by the school or district to conduct domain and composite level calculations and scoring. Manuals, student booklets, answer sheets, answer keys, and an audio CD for the listening domain are available for download from the CETE website to authorized individuals for each grade band separately.

The KELPA-P assessments are comprised of five grade band forms (K-1, 2-3, 4-5, 6-8, and 9-12). Unlike the KELPA, only one form is constructed for each grade band. In constructing the KELPA-P, sets of items from one of the operational forms for each grade band utilized during the Spring 2006 administration was reduced to structure the KELPA-P for each respective grade band. Within a standard items discriminating at the Advanced/Fluent cut score were targeted as potential candidates for inclusion in this instrument.

Table 2.7 details the cut-scores used to classify students into the Fluent/Not Fluent Performance Level categories for each of the four domains and total score for each grade level. Included in Table 2.7 is the number of points a student must obtain in order to be considered Fluent for each domain, the total number of points possible per domain, and the corresponding percent correct score to be classified as Fluent for each of the four domains. In addition, the last row of the table presents the percent correct score corresponding to the cut-score used to distinguish between the Fluent and Non Fluent category at the composite total score level.
### Table 2.7 KELPA-P Raw (# Correct) and Percent Correct Fluent Cut-scores

<table>
<thead>
<tr>
<th>Domain</th>
<th>Type of Score</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>KG</td>
</tr>
<tr>
<td>Listening</td>
<td># Correct</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td># Points</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>% Correct</td>
<td>77</td>
</tr>
<tr>
<td>Reading</td>
<td># Correct</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td># Points</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>% Correct</td>
<td>53</td>
</tr>
<tr>
<td>Writing</td>
<td># Correct</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>MC # Points</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>% Correct</td>
<td>47</td>
</tr>
<tr>
<td>Writing</td>
<td># Correct</td>
<td>NA</td>
</tr>
<tr>
<td>Constructed</td>
<td># Points</td>
<td>NA</td>
</tr>
<tr>
<td>Response</td>
<td>% Correct</td>
<td>NA</td>
</tr>
<tr>
<td>Speaking</td>
<td># Correct</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td># Points</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>% Correct</td>
<td>76</td>
</tr>
<tr>
<td>Total</td>
<td>% Correct</td>
<td>69</td>
</tr>
</tbody>
</table>

In calculating the total composite score for the KELPA-P, each of the four domains are allowed to provide differential weights and are identical to the weights assigned to the KELPA assessment. As noted in Table 2.7, the four domains are also weighted differentially by grade level. For example, a higher emphasis is placed on the domains of Speaking and Listening for Kindergarten and first grade students than is
placed for older students. On the other hand, the domains of Reading and Writing have a greater impact for students in the higher grade levels than does Speaking and Listening.

In addition, for students taking the 2, 3, 4-5, 6-8, and 9-12 grade level KELPA-P assessments, the Writing domain scores are assessed using two types of item formats. Students are asked to respond to 1) open-ended constructed response items to which they are asked to write to a choice of two prompts and 2) a set of multiple choice items. Each of the two types of item formats is assigned a weight that is then used to calculate an overall domain score for Writing. For ease when calculating the total composite score across all domains, the overall Writing domain score has been partitioned into the appropriate weights, by grade level, in Table 2.8. For example, for fourth and fifth grade students, the Writing domain will contribute 30% to the overall total composite score but is presented in Table 2.8 as the Writing multiple choice contributing 15% to the overall Writing score and the Writing Constructed Response section comprising the remaining 15%.

Table 2.8 Assigned Weights by Domain to be Used in Calculating Total KELPA-P Scores

<table>
<thead>
<tr>
<th>Domain</th>
<th>KG</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4-5</th>
<th>6-8</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>35%</td>
<td>30%</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>Reading</td>
<td>15%</td>
<td>20%</td>
<td>25%</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>Writing MC</td>
<td>15%</td>
<td>20%</td>
<td>12.5%</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>Writing Constructed Response</td>
<td>NA</td>
<td>NA</td>
<td>12.5%</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>Speaking</td>
<td>35%</td>
<td>30%</td>
<td>25%</td>
<td>15%</td>
<td>15%</td>
<td>10%</td>
<td>10%</td>
</tr>
</tbody>
</table>
Section 3

TEST EQUATING

Scaling and Test Score Equating for KELPA

Scaling and test score equating for the Kansas English Language Proficiency Assessment was accomplished through the use of item response theory (IRT) true-score equating (Kolen & Brennan, 2004). This process entailed four steps: (1) scaling the assessment by fitting item response data to an IRT model, (2) equating item parameters across forms within grade levels, (3) creating expected true score functions for each domain by converting person ability levels (θ) into expected true scores (on a percent-correct metric) by means of the test characteristic curve (TCC), and (4) calculating total composite scores as a weighted combination of domain scores. These steps are detailed in the following sections.

Scaling

Item response data for the KELPA were fit to the Generalized Partial Credit Model (GPCM; Muraki, 1992). The GPCM is an IRT model that relates examinee ability to the probability of getting a score of x rather than x−1, using a two-parameter logistic model, as follows:

\[
P_{jx}(\theta) = \frac{e^{D_{aj}(\theta-b_j-c_{jx})}}{1+e^{D_{aj}(\theta-b_j-c_{jx})}},
\]

where θ represents examinee ability, α_j is the discrimination parameter for item j, b_j is the overall difficulty parameter for item j, c_{jx} is the difficulty parameter for category x of item j (sometimes referred to as a “step” parameter), and D is a scaling constant equal to 1.7.

In this way, the GPCM creates dichotomies between adjacent score categories (e.g., 0 vs. 1, 1 vs. 2, 2, vs. 3, etc.), and may therefore be used for scaling tests with items that have been dichotomously and/or polytomously scored. Dichotomously scored item response data have two possible scores (i.e., incorrect = 0, correct = 1), while polytomously scored items allow examinees to earn partial credit for their responses, resulting in more than two possible scores (e.g., 0, 1, 2, 3 …).

For each grade level (K, 1, 2, 3, 4-5, 6-8, and 9-12) and form (three initial operational forms for each grade level) of the KELPA, a separate GPCM calibration was performed using PARSCALE (Muraki & Bock, 1997). Each form of the KELPA per grade level contained a common set of anchor items which allowed the forms to be statistically equated. It should be noted that even though students in grades K and 1 and students in grades 2 and 3 took the same test forms, respectively, these items and examinees were scaled completely independently, as differential domain weights were used for calculating the total composite score across these grade levels.
Equating item parameters across forms

Through the use of anchor items across test forms within each grade level, item parameters from separate GPCM calibrations were equated using a mean-and-sigma linear equating procedure (Kolen & Brennan, 2004). This method capitalizes on the unidimensionality and parameter invariance assumptions of IRT to equate results from separate calibrations. The mean-and-sigma method determines a linear transformation of item parameters from one calibration to place estimates from a separate calibration of the same items on the same scale. Because item parameters in IRT are invariant up to a linear transformation, this transformation will account for differences in examinee ability levels for different samples of examinees taking the same items.

The mean-and-sigma equating method determines a linear transformation of item parameters following separate calibrations of the same items. Using the parameters from the anchor items (common items that appeared on all test forms within a grade band level), the linear transformation necessary to place all of the items on a common scale is then determined (Kolen & Brennan, 2004). This procedure results in a slope, $A$, and intercept, $B$, that are determined by the means and standard deviations of the difficulty parameter estimates ($b$-values) for the anchor items of the base and other forms, such that:

$$A = \frac{\sigma_{b\text{-base}}}{\sigma_{b\text{-other}}} \quad \text{and} \quad B = \mu_{b\text{-base}} - A\mu_{b\text{-other}},$$

where $\mu_{b\text{-base}}$ and $\sigma_{b\text{-base}}$ are the respective mean and standard deviation of the anchor-item $b$-values for the base form and $\mu_{b\text{-other}}$ and $\sigma_{b\text{-other}}$ are the respective mean and standard deviation of the anchor-item $b$-values for one of the other two forms. Once the appropriate slope, $A$, and intercept, $B$, have been determined, all item parameter estimates (from the anchor and form-specific items) derived from other calibrations are transformed in the following manner:

$$b_i^* = Ab_i\text{-other} + B, \quad \text{and} \quad a_i^* = \frac{a_i\text{-other}}{A},$$

where $b_i\text{-other}$ and $b_i^*$ are the respective initial and rescaled difficulty parameters for item $i$, and $a_i\text{-other}$ and $a_i^*$ are the respective initial and rescaled discrimination parameters for item $i$. The end result of this equating is to make the means and standard deviations of anchor items match across forms. Form-specific item parameters are transformed in the same way to reflect the differences in the two calibration scales. Since this transformation accounts for the arbitrariness of the scale for each separate calibration, once it is accomplished, the entire set of item parameters will be on a common scale.
For each grade band level, one of the three operational test forms was arbitrarily chosen as the base form, and the other two forms were then equated to it. The mean-and-sigma equating method preserves the important property of symmetry, however, so it is unimportant which form is chosen as the base; no examinee is advantaged or disadvantaged by this decision, as consistent results would be obtained regardless of which form is chosen to serve as the base.

**Determining expected true scores**

The test characteristic curve (TCC) is an important concept in IRT that allows one to determine the relationship between ability level (θ) and an expected score on a test (i.e., a number-correct or percent-correct score) (Hambleton & Swaminathan, 1985). This conversion becomes the basis for equating expected true scores across forms. Once all item parameters within a grade level were placed onto a common scale, TCCs were created for each content domain to determine the transformation from ability level (θ) to expected true score (on the percent-correct metric).

Because two or more test forms may differ in overall difficulty, despite being built to the same content and statistical specifications, their TCCs show, for a given ability level, what expected true scores may be considered statistically equivalent. A graphic demonstration of this procedure follows. The following figure contains TCCs for the Speaking domain on the KELPA for grades 9-12. The horizontal axis represents an IRT-based ability level (θ), which may be interpreted as a z-score (i.e., the number of standard deviations above or below a mean of zero that an ability estimate lies). The vertical axis represents the expected percent correct for each test form. Inspection of the figure reveals that, even though they are generally similar, expected true scores are not identical across forms. This is because of the overall unequal difficulty of forms. In this example, it can be seen that Form 924 was generally the most difficult form, because expected true scores are consistently lower for each ability level. Forms 948 and 962 were more similar in difficulty, though expected true scores are higher for Form 962 in lower regions of ability and slightly lower in higher regions of ability, as compared to Form 948.
Figure 3.1 Test Characteristic Curves for the Speaking Domain on the Three KELPA Forms for the 9-12 Grade Assessment

For this grade band level, Form 924 was chosen as the base form, and therefore the other two forms were equated to it. Thus, an examinee with an ability level of -1 (demonstrated in Figure 3.1), would have an expected true score of 64% correct. Despite taking somewhat easier test forms, examinees at this ability level taking Forms 948 or 962 would also receive a score of 64% correct. Thus, all true scores are equated to the base form metric. On the basis of this conversion, upon subsequent administration of these forms, observed scores may similarly be equated to the expected true score metric. For example, a student who in the following year of test administration scores 72% correct on the Speaking domain for Form 962 would receive a score of 64% correct. Likewise, a student who in a subsequent administration scores 74% correct on the Speaking domain for Form 948 would also receive a score of 64% correct. In this way, the original score metric determined by calibrating Form 924 is maintained across forms and years of administration.

**Calculating total composite scores**

Once equated true scores were determined and converted, domain scores were combined into total scores. This was done separately for each grade level that had a unique weighting of domains. These domain weights are listed in Table 3.1. Weighting
and the value of the weights applied to each of the domains was based upon consideration from the ELL Advisory Board, KSDE, and CETE staff.

Table 3.1 Weights (%) by Domain and Grade Level Applied to Calculating Total Scores for KELPA

<table>
<thead>
<tr>
<th>Grade</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>35</td>
<td>15</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>1</td>
<td>30</td>
<td>20</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>30</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>4-5</td>
<td>15</td>
<td>30</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>6-8</td>
<td>10</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>9-12</td>
<td>10</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

Note. For grades K and 1, all writing items were multiple-choice and dichotomously scored. For grades 2 and higher, the writing section was split between a multiple-choice section (dichotomously scored) and a writing performance section (polytomously scored). These sections were equally weighted by splitting the overall Writing weight in half for each section.

Total scores (T) were calculated by applying the following formula:

$$T = \sum_{i=1}^{n} w_i D,$$

where $D$ is the domain score from the equating described in the previous paragraphs of this sections (i.e., the expected true score), $w_i$ is the weight for that domain by grade level, as provided in Table 3.1, and $n$ is the number of domains. As per the note in Table 3.1, for grades K and 1, $n = 4$, but for grades 2 and higher, $n = 5$, where the Writing domain is divided into two sections: Writing-Multiple Choice and Writing-Performance. For example, at grade 3 the Writing domain overall is worth 30% of the total score; the Writing-MC section is worth 15% and the Writing-Performance section is also worth 15%.
Section 4

STANDARD SETTING

Kansas English Language Proficiency Performance Standards

The State of Kansas Curricular Standards for English to Speakers of Other Languages is used to explain and guide what should be taught in the classroom and what should be tested, including the annual KELPA assessments. Performance standards define what test content, and how much of the test content, must be mastered or achieved for an ELL student to meet the state’s performance levels. In order for educators, administrators and stakeholders to better understand these levels of performance, cut scores are established. For the KELPA, cut scores were created for each of the four domains (Reading, Writing, Listening, and Speaking) as well as for the total composite score. This section will describe the performance level descriptors and the standard setting procedures used in the development of the KELPA assessment.

Performance Level Names and Descriptors

The Kansas State Board of Education adopted four performance level names to describe the quality of student achievement demonstrated on the KELPA. Those performance levels, from lowest to highest, were labeled:

1. Beginning
2. Intermediate
3. Advanced
4. Fluent

Table 4.1 illustrates the proficiency level descriptors - a verbal description of what it means to be in a particular performance level - for the Beginning, Intermediate and Advanced performance categories (KSDE, 2008) used to assist educators in understanding the meaning of cut scores on the Kansas English Language Proficiency Assessment.
<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Beginner</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non Proficient - Low</td>
<td><strong>High</strong></td>
<td><strong>Low</strong></td>
<td><strong>High</strong></td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>Zero to very limited ability in understanding spoken English.</td>
<td>Understands simple questions and statements on familiar topics. Often requires restatements in graphic terms or at a lower rate.</td>
<td>Understands most questions and conversations on familiar topics spoken at normal speed; requires occasional restatement or clarification.</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>Zero to very limited ability in speaking English.</td>
<td>Asks and answers questions to satisfy routine daily speaking needs on very familiar topics. Speaking vocabulary expresses the most elementary needs.</td>
<td>Handles with confidence but not facility most daily speaking tasks. Can handle limited academic language and will need help for most tasks. Vocabulary is limited.</td>
</tr>
<tr>
<td>Proficiency Level</td>
<td>Beginner</td>
<td>Intermediate</td>
<td>Advanced</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------</td>
<td>--------------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Instructional</td>
<td>Zero to</td>
<td>Understands</td>
<td>Reads</td>
</tr>
<tr>
<td>level may not be</td>
<td>very</td>
<td>simple</td>
<td>simple</td>
</tr>
<tr>
<td>grade level)</td>
<td>limited</td>
<td>material</td>
<td>printed</td>
</tr>
<tr>
<td></td>
<td>ability</td>
<td>(messages,</td>
<td>material</td>
</tr>
<tr>
<td></td>
<td>in</td>
<td>greetings,</td>
<td>within a</td>
</tr>
<tr>
<td></td>
<td>reading</td>
<td>popular</td>
<td>familiar</td>
</tr>
<tr>
<td></td>
<td>English.</td>
<td>advertising,</td>
<td>context.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>letters,</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>and</td>
<td></td>
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<td></td>
<td></td>
<td>invitations)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Can read</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>uncomplicated</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>prose on</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>familiar</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>subjects</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>in</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>frequently</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>used</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>sentence</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>patterns.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reads the</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>facts but</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>cannot draw</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>inferences.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Zero to</td>
<td>Composes</td>
<td>Uses</td>
</tr>
<tr>
<td></td>
<td>very</td>
<td>short</td>
<td>written</td>
</tr>
<tr>
<td></td>
<td>limited</td>
<td>paragraphs</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>ability</td>
<td>or short</td>
<td>in most</td>
</tr>
<tr>
<td></td>
<td>in</td>
<td>phrases.</td>
<td>exchanges.</td>
</tr>
<tr>
<td></td>
<td>writing</td>
<td>Writes simple</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English.</td>
<td>memorized</td>
<td>statements</td>
</tr>
</tbody>
</table>
|                   |          | materials.   | of position,
|                   |          | Frequently   | points of view,
|                   |          | misspells    | and arguments. Good
|                   |          | words.       | control of structure,
|                   |          |              | spelling and vocabulary is present. Uses complex
|                   |          |              | compound sentences and structures to express ideas clearly and coherently. Has some problems tailoring writing to a variety of audiences and styles.
In addition to the proficiency level descriptors for Beginning, Intermediate, and Advanced as documented in the Kansas Standards for English to Speakers of Other Languages (KSDE, 2008), participants in the standard setting procedure were provided with the descriptor for students who should be considered as Fluent in the English language. To be considered as Fluent English proficient a student is defined as able to use English in the academic classroom, approximating that of a native speaker, and to be successful in the school environment, without the need for language support services. A definition for each of the four domains was also provided:

1. Reading skills: the ability to comprehend and interpret text at the age- and grade-appropriate level;

2. Listening skills: the ability to understand the language of the teacher and instruction, comprehend and extract information, and follow the instructional discourse through which teachers provide information;

3. Writing skills: the ability to produce written text with content and format, fulfilling classroom assignments at the age- and grade-appropriate level; and

4. Speaking skills: the ability to use oral language appropriately and effectively in learning activities within the classroom and in social interactions within the school.

Standard Setting

An extended Modified Angoff procedure (Hambleton & Plake, 1995) was used as the method for the standard setting process. CETE staff conducted the KELPA Standard Setting at the University of Kansas on July 12, 2006. The extended Modified Angoff procedure was used to recommend cut scores for seven grade levels (K, 1, 2, 3, 4-5, 6-8, 9-12) in each of the four domains (Reading, Writing, Listening, and Speaking). Participants in each grade/domain area participated in three rounds of activities in which they recommended three cut score locations (Beginning/Intermediate, Intermediate/Advanced, and Advanced/Fluent).

In consultation with KSDE and because the ELL population is geographically diverse in Kansas, participants were recruited from school districts across the entire state to assist in establishing the cut scores. The standard setting participants were divided into five grade level groups: K-1, 2-3, 4-5, 6-8, and 9-12. Each group had 8 to 11 participants. Each grade level group was responsible for establishing recommended cut scores for the four domains. A table leader was assigned to each grade level group served to lead discussions, monitor the group discourse, facilitate discussion, collect materials, and maintain the schedule.

The KELPA Standard Setting process consisted of an orientation to standard setting in general followed by a specific orientation to the Extended Modified Angoff Method. Participants were directed and reminded throughout the process that they were
to make judgments about items representing tasks the students should be able to do or master at each performance level and not what is perceived that students can do or what the perception is about student mastery regarding the content material.

Once the participants were gathered in their respective groups, performance level descriptors were reviewed and discussed. Once the discussion ended, training of the standard setting method commenced, followed by three rounds of ratings. The two groups who had the task of setting cut scores for multiple grades (e.g., K and 1, 2 and 3) were directed to recommend the cut scores separately, and independently, of the other grade level they were responsible for. Within a round, each domain was individually rated, one domain at a time, prior to the next round beginning. An item booklet was prepared for each participant with each domain appearing in a separate section of the booklet.

In the first round participants were directed to examine each domain test item separately, and independently, and make a decision as to the number of items within the domain set a student in the target group would answer correctly. Then, they would place this number on their rating sheet. At the end of this round, the table leader would calculate an average number of items deemed to be correctly answered by the target student group. Participants were then provided with their group’s data, allowed to compare his or her individual ratings with the group average, and discuss the decision-making process with the rest of the group. At this point, no attempt was made to come to a group consensus, only to better understand others’ opinions and decisions, either at the item or average group level. During round two, participants were allowed to change their decision regarding any item based upon the previous group discussion or other influential issue. Results of the second round were provided to the group along with impact data, the estimated percent of students who would fall into each performance category if the average of the group’s judgment was applied. For the final round, participants were asked to make any final changes regarding their decisions. The average number of items perceived to be correctly answered for each target group in each domain was used to form the recommended cut scores.

After the third and final round of ratings, the average of the participant cut scores was determined and transformed to a 0 to 100 percent correct score scale metric. These values were rounded to the nearest integer.

Following the standard setting process, participants completed a demographic information sheet. The average number of years teaching in Kansas was 16.15 (SD = 9.49) with a range of teaching experience in Kansas from 1 to 35 years. Participants were asked to provide their native language as well as any other languages spoken. Forty-four (95.6%) of the participants reported their native language as English with two individuals reporting Spanish (2.2%) or Vietnamese (2.2%) as their native language. All participants reported speaking English (n = 46) while 4.3% (n = 2) also spoke Chinese, 4.3% (n = 2) French, 6.5% (n = 3) German, 2.2% (n = 1) Russian, 40.0% (n = 17) Spanish, and 2.2% (n = 1) Vietnamese. Table 4.2 provides the distribution of participants by grade level taught and professional experience during the 2005-2006 academic year.
Table 4.2  Grade Level Taught by Participants During 2005-2006 School Year

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Percent K-5</th>
<th>Percent 6-9</th>
<th>Percent 9-12</th>
<th>Percent Other/Administrator</th>
<th>Total*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>46</td>
<td>58.7</td>
<td>28.3</td>
<td>21.7</td>
<td>41.3</td>
<td>150.0</td>
</tr>
<tr>
<td>Grade Level Band</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-1</td>
<td>9</td>
<td>77.8</td>
<td>0.0</td>
<td>0.0</td>
<td>66.7</td>
<td>144.5</td>
</tr>
<tr>
<td>2-3</td>
<td>9</td>
<td>77.8</td>
<td>22.2</td>
<td>33.3</td>
<td>44.4</td>
<td>177.7</td>
</tr>
<tr>
<td>4-5</td>
<td>11</td>
<td>81.8</td>
<td>36.4</td>
<td>9.1</td>
<td>36.4</td>
<td>163.7</td>
</tr>
<tr>
<td>6-8</td>
<td>9</td>
<td>11.1</td>
<td>77.8</td>
<td>0.0</td>
<td>44.4</td>
<td>133.3</td>
</tr>
<tr>
<td>9-12</td>
<td>8</td>
<td>25.0</td>
<td>12.5</td>
<td>75.0</td>
<td>25.0</td>
<td>137.5</td>
</tr>
</tbody>
</table>

Note. Due to participants having multiple roles as teachers and administrators the total percent will be greater than 100.

On August 2, 2006 another panel, deemed the Super Committee, was convened to make final recommendations on cut scores to the State Department and State Board of Education. This panel of participants was convened for the purpose of examining all of the recommended cut scores for each domain and total composite score for each grade level band and to synthesize the information in an attempt to make a final recommendation to the Kansas State Department of Education (KSDE). The panel was presented with an explanation of the extended Modified Angoff method implemented, recommended cut scores for each domain at each of the grade band levels, and student performance or impact data, as well as the English Proficiency Level Descriptions (PLDs).

After an orientation, the super committee panelists reviewed the cut score recommendations from the standard setting method implemented previously, considered impact data, reviewed other assessment information provided relating to the general reading assessment, and engaged in a group discussion of the information provided. The panelists were asked to make individual cut score recommendations for the performance categories on a domain at each grade level band being considered. Each super committee member’s individual cut score recommendations were visually displayed to the panel. The range of the individual cut score recommendations served as the basis for a subsequent round of discussion where the goal was to determine a single cut score recommendation at each performance category, or at least to reduce the range at each performance level. In most cases, after group discussion, a single score point was recommended while in a few cases, a very small range of scores was selected. This was done for each of the performance categories within a grade level. The panel members then considered the next grade level and repeated the process of reviewing materials, making individual recommendations, engaging in group discussion, and then coming to group consensus. After reviewing each of their assigned assessments, the super committee panelists were presented each recommended cut score across all domains and grade level bands visually and were asked to consider and discuss further, if necessary, these scores and make any final adjustments. The final cut score recommendations from the super committee were given to KSDE along with impact data. KSDE made the
cutscore recommendations to the Kansas State Board of Education and were subsequently approved. The cut scores, as approved by KSBE, are provided in Tables 4.3 to 4.7.

Table 4.3 Kansas English Language Proficiency Assessment Cut Scores for Reading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Fluent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>0-21</td>
<td>22-45</td>
<td>46-64</td>
<td>65-100</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>0-64</td>
<td>65-84</td>
<td>85-94</td>
<td>95-100</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>0-29</td>
<td>30-54</td>
<td>55-74</td>
<td>75-100</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>0-35</td>
<td>36-62</td>
<td>63-83</td>
<td>84-100</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; - 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>0-44</td>
<td>45-71</td>
<td>72-86</td>
<td>87-100</td>
</tr>
<tr>
<td>6&lt;sup&gt;th&lt;/sup&gt; - 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>0-46</td>
<td>47-76</td>
<td>77-90</td>
<td>91-100</td>
</tr>
<tr>
<td>9&lt;sup&gt;th&lt;/sup&gt; - 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>0-48</td>
<td>49-75</td>
<td>76-89</td>
<td>90-100</td>
</tr>
</tbody>
</table>

Table 4.4 Kansas English Language Proficiency Assessment Cut Scores for Writing

<table>
<thead>
<tr>
<th>Grade</th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Fluent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>0-30</td>
<td>31-49</td>
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Table 4.5 Kansas English Language Proficiency Assessment Cut Scores for Listening

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<th>Advanced</th>
<th>Fluent</th>
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<td>78-100</td>
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<td>56-77</td>
<td>78-90</td>
<td>91-100</td>
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<td>0-53</td>
<td>54-81</td>
<td>82-90</td>
<td>91-100</td>
</tr>
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<td>0-60</td>
<td>61-83</td>
<td>84-93</td>
<td>94-100</td>
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<td>79-90</td>
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Table 4.6 Kansas English Language Proficiency Assessment Cut Scores for Speaking

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<th>Fluent</th>
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<td>83-95</td>
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<td>62-84</td>
<td>85-97</td>
<td>98-100</td>
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Table 4.7 Kansas English Language Proficiency Assessment Cut Scores for Reading

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Section 5

DESCRIPTIVE STATISTICS AND RELIABILITY

This section details information at the item, domain and total score levels for the 2007 and 2008 administrations of the Kansas English Language Proficiency Assessment. Information presented includes item difficulty and discrimination, distribution of scores, performance category summaries and reliability estimates for each operational form by grade level.

Item Difficulty and Discrimination

Item difficulty is presented as the estimated proportion correct (p-value) for all multiple choice items. To obtain the proportion correct values for the constructed response or polytomous items, an average score was computed for each item and then divided by the highest possible value. Discrimination values are presented as item to total correlations.
Table 5.1 Item Difficulty and Discrimination by Domain for Form 149 in Administration Year 2007

<table>
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<tr>
<th>Domain</th>
<th>Kindergarten Difficulty</th>
<th>Kindergarten Discrimination</th>
<th>First Grade Difficulty</th>
<th>First Grade Discrimination</th>
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<tr>
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<td>0.661</td>
</tr>
<tr>
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<td>0.674</td>
</tr>
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<td>0.739</td>
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| Writing 14 | 0.664 | 0.506 |
| Writing 15 | 0.572 | 0.355 |
| Writing 16 | 0.538 | 0.229 |
| Writing 17 | 0.414 | 0.223 |

| Writing Vocabulary | 0.727 | 0.778 |
| Writing Fluency    | 0.671 | 0.803 |
| Writing Grammar    | 0.708 | 0.773 |
| Writing Mechanics  | 0.637 | 0.729 |
| Writing Organization| 0.690 | 0.745 |
Table 5.5 Item Difficulty and Discrimination by Domain for Form 924 in Administration Year 2007

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| Writing Grammar    | 0.698   | 0.801   |
| Writing Mechanics  | 0.648   | 0.757   |
| Writing Organization| 0.690   | 0.771   |</p>
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Table 5.7 Item Difficulty and Discrimination by Domain for Form 358 in Administration Year 2008

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Score Distributions and Performance Category Summaries

Tables 5.11 to 5.24 presents the distribution of examinees by performance level for each test form and grade level for the Total composite score. Complete score and frequency distributions and associated performance level categories at the domain level are presented in Appendix C. As shown in the summary performance statistics in Tables 5.25 to 5.34, the highest proportions of students are classified in the Intermediate or Advanced Performance Levels regardless of domain of assessment or grade level of the students.
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Table 5.14 Percent Correct Frequency Distributions for Third Grade Students on the Total Score for Administration Year 2007

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| 60 | 60 | 1.13 | 14.51 |
| 61 | 69 | 1.30 | 15.81 |
| 62 | 70 | 1.32 | 17.14 |
| 63 | 78 | 1.47 | 18.61 |
| 64 | 84 | 1.59 | 20.19 |
| 65 | 84 | 1.59 | 21.78 |
| 66 | 84 | 1.59 | 23.36 |
| 67 | 99 | 1.87 | 25.23 |
| 68 | 99 | 1.87 | 27.10 |
| 69 | 105| 1.98 | 29.08 |
| 70 | 135| 2.55 | 31.63 |
| 71 | 120| 2.26 | 33.89 |
| 72 | 160| 3.02 | 36.91 |
| 73 | 168| 3.17 | 40.08 |
| 74 | 164| 3.09 | 43.18 | **Intermediate**
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| **54** | 34 | 0.57 | 7.76 | **Intermediate**
| 55 | 37 | 0.62 | 8.38 |
| 56 | 46 | 0.77 | 9.15 |
| 57 | 46 | 0.77 | 9.92 |
| 58 | 42 | 0.70 | 10.63 |
| 59 | 60 | 1.00 | 11.63 |
| 60 | 58 | 0.97 | 12.60 |
| 61 | 54 | 0.90 | 13.50 |
| 62 | 66 | 1.10 | 14.61 |
| 63 | 80 | 1.34 | 15.95 |
| 64 | 82 | 1.37 | 17.32 |
| 65 | 83 | 1.39 | 18.71 |
| 66 | 93 | 1.56 | 20.26 |
| 67 | 99 | 1.66 | 21.92 |
| 68 | 101 | 1.69 | 23.61 |
| 69 | 95 | 1.59 | 25.20 |
| 70 | 132 | 2.21 | 27.41 |
| 71 | 141 | 2.36 | 29.77 |
| 72 | 143 | 2.39 | 32.16 |
| 73 | 152 | 2.54 | 34.71 |
| 74 | 160 | 2.68 | 37.38 |
| 75 | 160 | 2.68 | 40.06 |
| **76** | 171 | 2.86 | 42.92 | **Intermediate**
| **77** | 190 | 3.18 | 46.10 | **Advanced**
| 78 | 172 | 2.88 | 48.98 |
| 79 | 179 | 3.00 | 51.97 |
| 80 | 225 | 3.77 | 55.74 |
| 81 | 215 | 3.60 | 59.34 |
| 82 | 217 | 3.63 | 62.97 |
| 83 | 234 | 3.92 | 66.88 |
| 84 | 204 | 3.41 | 70.30 |
| 85 | 234 | 3.92 | 74.21 |
| 86 | 225 | 3.77 | 77.98 |
| **87** | 190 | 3.18 | 81.16 | **Advanced**
| **88** | 166 | 2.78 | 83.94 | **Fluent**
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Fluent
Table 5.24 Percent Correct Frequency Distributions for Ninth thru Twelfth Grade Students on the Total Score for Administration Year 2008

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| 52 | 19 |  0.48 |  7.66 |
| 53 | 22 |  0.56 |  8.22 |
| 54 | 22 |  0.56 |  8.78 |
| 55 | 32 |  0.81 |  9.59 |
| 56 | 25 |  0.63 | 10.22 |
| 57 | 31 |  0.79 | 11.01 |
| 58 | 35 |  0.89 | 11.89 |
| 59 | 31 |  0.79 | 12.68 |
| 60 | 27 |  0.68 | 13.37 |
| 61 | 31 |  0.79 | 14.15 |
| 62 | 36 |  0.91 | 15.06 |
| 63 | 52 |  1.32 | 16.38 |
| 64 | 40 |  1.01 | 17.40 |
| 65 | 41 |  1.04 | 18.44 |
| 66 | 45 |  1.14 | 19.58 |
| 67 | 45 |  1.14 | 20.72 |
| 68 | 62 |  1.57 | 22.29 |
| 69 | 62 |  1.57 | 23.87 |
| 70 | 71 |  1.80 | 25.67 |
| 71 | 65 |  1.65 | 27.31 |
| 72 | 66 |  1.67 | 28.99 |
| 73 | 79 |  2.00 | 30.99 |
| 74 | 74 |  1.88 | 32.87 |
| **75** | 86 |  2.18 | 35.05 | **Intermediate**
| **76** | 103 |  2.61 | 37.66 | **Advanced**
<p>| 77 | 107 |  2.71 | 40.38 |
| 78 | 96  |  2.43 | 42.81 |
| 79 | 106 |  2.69 | 45.50 |
| 80 | 124 |  3.14 | 48.64 |
| 81 | 144 |  3.65 | 52.30 |
| 82 | 151 |  3.83 | 56.12 |
| 83 | 148 |  3.75 | 59.88 |</p>
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Table 5.25 Score Band and Percent of Students in each Performance Category by Grade and Form Number for Administration Year 2007 for Reading

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<th>Cumulative %</th>
<th>Performance Level</th>
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| 1st          | 0-64   | 709       | 18.1 | 18.1 | Beginning       |
| Form 149     | 65-84  | 965       | 24.6 | 42.8 | Intermediate   |
|              | 85-94  | 1127      | 28.8 | 71.5 | Advanced       |
|              | 95-100 | 1114      | 28.5 | 100.0 | Fluent         |
| Total        |        | 3915      | 100.0 | 100.0 |                |

| 2nd          | 0-29   | 614       | 17.9 | 17.9 | Beginning       |
| Form 307     | 30-54  | 1250      | 36.4 | 54.2 | Intermediate   |
|              | 55-74  | 1040      | 30.3 | 84.5 | Advanced       |
|              | 75-100 | 534       | 15.5 | 100.0 | Fluent         |
| Total        |        | 3438      | 100.0 | 100.0 |                |

| 3rd          | 0-35   | 299       | 9.3  | 9.3  | Beginning       |
| Form 307     | 36-62  | 852       | 26.4 | 35.6 | Intermediate   |
|              | 63-83  | 1472      | 45.6 | 81.2 | Advanced       |
|              | 84-100 | 606       | 18.8 | 100.0 | Fluent         |
| Total        |        | 3229      | 100.0 | 100.0 |                |

| 4-5          | 0-44   | 690       | 13.0 | 13.0 | Beginning       |
| Form 514     | 45-71  | 1875      | 35.2 | 48.2 | Intermediate   |
|              | 72-86  | 1846      | 34.7 | 82.8 | Advanced       |
|              | 87-100 | 915       | 17.2 | 100.0 | Fluent         |
| Total        |        | 5326      | 100.0 | 100.0 |                |

| 6-8          | 0-46   | 646       | 12.4 | 12.4 | Beginning       |
| Form 736     | 47-76  | 1624      | 31.3 | 43.7 | Intermediate   |
|              | 77-90  | 1666      | 32.1 | 75.8 | Advanced       |
|              | 91-100 | 1260      | 24.2 | 100.0 | Fluent         |
| Total        |        | 5196      | 100.0 | 100.0 |                |

| 9-12         | 0-48   | 561       | 15.3 | 15.3 | Beginning       |
| Form 924     | 49-75  | 1096      | 29.9 | 45.1 | Intermediate   |
|              | 76-89  | 1200      | 32.7 | 77.8 | Advanced       |
|              | 90-100 | 813       | 22.2 | 100.0 | Fluent         |
| Total        |        | 3670      | 100.0 | 100.0 |                |
Table 5.26 Score Band and Percent of Students in each Performance Category by Grade and Form Number for Administration Year 2007 for Writing

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<th>Frequency</th>
<th>%</th>
<th>Cumulative %</th>
<th>Performance Level</th>
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Descriptive Characteristics

Measures of central tendency and dispersion for the domain and total equated percent correct scores are provided in Tables 5.35 and 5.36 for each operational form by year of first administration. Total composite score percent correct range from a low of approximately .50 to a high of .77. When applicable and estimated, standard error of measurement on the percent correct score scale range from 0.00 to .19 across the domains and .04 to .05 on the total scale scores. Inter-rater reliability data is not available on the Writing Performance domain and therefore standard errors of measurement are not calculated for the Writing or Total score for grades two through twelve.

Reliability Estimates

Score reliability estimates reported in Tables 5.35 and 5.36 are calculated as Cronbach alpha coefficients. Coefficient values range from a low of 0.61 for the Listening domain to a high of 0.92 for the Speaking domain across all operational forms.
Table 5.35 Descriptive Statistics and Reliability Estimates by Grade Level and Domain for Administration Year 2007

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Note. SEM = Standard Error of Measurement; NA = not available
Section 6

VALIDITY

Validity is one of the most important attributes of assessment quality and “refers to the degree to which evidence and theory support the interpretations of test scores entailed by proposed uses of tests. Validity is, therefore, the most fundamental consideration in developing and evaluating tests. The process of validation involves accumulating evidence to provide a sound scientific basis for the proposed score interpretations.” (AERA/APA/NCME, 1999). It is a complex construct that resides, not in tests, but in the relationships between any test score and its context (including the instructional practices and the examinee), the knowledge and skills it is to represent, the intended interpretations and uses, and the consequences of its interpretation and use. Therefore, validity is not based on a single study or type of study but instead should be considered an ongoing process of gathering evidence supporting every intended interpretation and use of the scores resulting from a measurement instrument. As validity is not a property of a test, a test score, or even of an interpretation, inference, or use of a test score, it cannot be captured conclusively. Rather, a judgment must be made regarding whether a body of evidence supports specific test claims and uses. This process begins with the test design and continues throughout the entire assessment process, including design, content specifications, item development, psychometric quality, and inferences made from the results.

While the primary evidence for the validity of the Kansas English Language Proficiency Assessments lies in the processes used to develop and design the assessments, it is also informative to collect evidence related to the degree to which a test correlates with one or more outcome criteria, or what is called criterion-related validity evidence, as well as examining the underlying factor structure of the theoretical constructs. The former type of validity evidence is needed to support inferences about an individual’s current or future performance by demonstrating that test scores are systematically related to other indicators or criteria. The key is the degree of relationship between the assessment items or tasks and the outcome criteria. To help ensure a good relationship between the assessment and the criterion, the criterion should be relevant to the assessment and should also be reliable. Three methods documenting the criterion-related validity evidence of the Kansas English Language Proficiency Assessment scores are provided. An additional method for establishing criterion-related validity evidence, the correlation between the KELPA and other commercially available instruments such as the LAS and IPT, will be included in future versions of this technical manual. Descriptive and correlational analyses are currently underway to explore other commercially available language proficiency assessments being used by districts and schools in the state of Kansas to assess English language learners. Examination of the relationship that the KELPA has with these other commercially available instruments will be investigated.
Correlations Among KELPA Domain Scores and Total Composite Scores

Disattenuated and attenuated Pearson product-moment correlations are provided in Tables 6.1 to 6.14 and illustrate the relationship that each KELPA domain score has with the remaining three content domain scores as well as with the total composite score by grade level and year of administration. For all grade levels, the pattern and magnitude of the relationship among domains is consistent: the Reading and Writing domain scores are strongly correlated (attenuated range .62 to .79), the Reading and Writing domain scores are moderately related to the Listening domain scores (attenuated range .45 to .69, .47 to .68, respectively), and, although still moderate in strength and consistent, the Reading, Writing and Listening domain scores are the least associated with the scores on the Speaking domain (attenuated range .34 to .58, .37 to .67, .44 to .58, respectively). This illustrates that the domain scores do share common variability but also uniquely measure the construct in which they were designed to measure. In addition, as expected, each of the four domain scores is strongly related to the total composite scores (attenuated range .58 to .92).

In order to estimate the strength of relationship of the underlying construct, correlations were corrected for attenuation using the following formula:

\[ r_{x'y'} = \frac{r_{xy}}{\sqrt{r_{xx}r_{yy}}} \]

where \( r_{x'y'} \) is the estimated correlation between the true scores of the measures \( x \) and \( y \), \( r_{xy} \) is the observed correlation, and \( r_{xx} \) and \( r_{yy} \) are the reliabilities of \( x \) and \( y \), respectively.

Results illustrating one aspect of the criterion related validity for the KELPA scores are displayed in the following tables including the observed correlations and the correlations corrected for attenuation. Disattenuated correlations for the Writing and Total composite for grades two to twelve are not available due to the inter-rater reliability of the writing performance component not calculated.
Table 6.1  Intercorrelations among the KELPA Domains and Total Composite scores for Kindergarten in Administration Year 2007

<table>
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<tr>
<th>Kindergarten Form 149 (N = 4116)</th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
<th>Total</th>
</tr>
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<tr>
<td>Reading</td>
<td>0.863</td>
<td>0.619</td>
<td>0.447</td>
<td>0.388</td>
<td>0.684</td>
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<td>Writing</td>
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<td>0.658</td>
<td>0.465</td>
<td>0.370</td>
<td>0.661</td>
</tr>
<tr>
<td>Listening</td>
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<td>0.734</td>
<td>0.611</td>
<td>0.491</td>
<td>0.799</td>
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<td>0.440</td>
<td>0.481</td>
<td>0.662</td>
<td>0.900</td>
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<td>0.858</td>
<td>1.000</td>
<td>0.946</td>
<td>0.901</td>
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</table>

Note. Attenuated correlations are presented above the diagonal; disattenuated correlations are presented below the diagonal; values along the diagonal are reliability estimates. Attenuated correlations greater than 1.00 have been set to a value of 1.00.

Table 6.2  Intercorrelations among the KELPA Domains and Total Composite scores for First Grade in Administration Year 2007

<table>
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<th>First Grade Form 149 (N = 3914)</th>
<th>Reading</th>
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<th>Listening</th>
<th>Speaking</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
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<td>0.721</td>
<td>0.535</td>
<td>0.435</td>
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<td>0.722</td>
<td>0.554</td>
<td>0.443</td>
<td>0.808</td>
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<tr>
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<td>0.677</td>
<td>0.482</td>
<td>0.794</td>
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<td>Speaking</td>
<td>0.487</td>
<td>0.553</td>
<td>0.621</td>
<td>0.890</td>
<td>0.792</td>
</tr>
<tr>
<td>Total</td>
<td>0.891</td>
<td>0.993</td>
<td>1.000</td>
<td>0.877</td>
<td>0.916</td>
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Note. Attenuated correlations are presented above the diagonal; disattenuated correlations are presented below the diagonal; values along the diagonal are reliability estimates. Attenuated correlations greater than 1.00 have been set to a value of 1.00.

Table 6.3  Intercorrelations among the KELPA Domains and Total Composite scores for Second Grade in Administration Year 2007

<table>
<thead>
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<th>Second Grade Form 307 (N = 3413)</th>
<th>Reading</th>
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<th>Speaking</th>
<th>Total</th>
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<tr>
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<td>0.726</td>
<td>0.522</td>
<td>0.353</td>
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<td>0.449</td>
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<td>0.756</td>
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Note. Attenuated correlations are presented above the diagonal; disattenuated correlations are presented below the diagonal; values along the diagonal are reliability estimates. Attenuated correlations greater than 1.00 have been set to a value of 1.00. NA = Not Available.
Table 6.4  Intercorrelations among the KELPA Domains and Total Composite scores for Third Grade in Administration Year 2007

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<th>Speaking</th>
<th>Total</th>
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<tr>
<td>Speaking</td>
<td>0.420</td>
<td>NA</td>
<td>0.559</td>
<td>0.881</td>
<td>0.593</td>
</tr>
<tr>
<td>Total</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

Note. Attenuated correlations are presented above the diagonal; disattenuated correlations are presented below the diagonal; values along the diagonal are reliability estimates. Attenuated correlations greater than 1.00 have been set to a value of 1.00. NA = Not Available.

Table 6.5  Intercorrelations among the KELPA Domains and Total Composite scores for Grades Four and Five in Administration Year 2007

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>0.826</td>
<td>0.716</td>
<td>0.588</td>
<td>0.408</td>
<td>0.895</td>
</tr>
<tr>
<td>Writing</td>
<td>NA</td>
<td>NA</td>
<td>0.566</td>
<td>0.505</td>
<td>0.878</td>
</tr>
<tr>
<td>Listening</td>
<td>0.760</td>
<td>NA</td>
<td>0.725</td>
<td>0.487</td>
<td>0.790</td>
</tr>
<tr>
<td>Speaking</td>
<td>0.475</td>
<td>NA</td>
<td>0.605</td>
<td>0.894</td>
<td>0.644</td>
</tr>
<tr>
<td>Total</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

Note. Attenuated correlations are presented above the diagonal; disattenuated correlations are presented below the diagonal; values along the diagonal are reliability estimates. Attenuated correlations greater than 1.00 have been set to a value of 1.00. NA = Not Available.

Table 6.6  Intercorrelations among the KELPA Domains and Total Composite scores for Grades Six thru Eight in Administration Year 2007

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>0.872</td>
<td>0.765</td>
<td>0.693</td>
<td>0.525</td>
<td>0.924</td>
</tr>
<tr>
<td>Writing</td>
<td>NA</td>
<td>NA</td>
<td>0.623</td>
<td>0.577</td>
<td>0.891</td>
</tr>
<tr>
<td>Listening</td>
<td>0.849</td>
<td>NA</td>
<td>0.765</td>
<td>0.516</td>
<td>0.849</td>
</tr>
<tr>
<td>Speaking</td>
<td>0.593</td>
<td>NA</td>
<td>0.622</td>
<td>0.899</td>
<td>0.669</td>
</tr>
<tr>
<td>Total</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

Note. Attenuated correlations are presented above the diagonal; disattenuated correlations are presented below the diagonal; values along the diagonal are reliability estimates. Attenuated correlations greater than 1.00 have been set to a value of 1.00. NA = Not Available.
Table 6.7  Intercorrelations among the KELPA Domains and Total Composite scores for Grades Nine thru Twelve in Administration Year 2007

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>0.878</td>
<td>0.793</td>
<td>0.686</td>
<td>0.582</td>
<td>0.918</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>NA</td>
<td>NA</td>
<td>0.680</td>
<td>0.668</td>
<td>0.918</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>0.829</td>
<td>NA</td>
<td>0.780</td>
<td>0.568</td>
<td>0.862</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>0.646</td>
<td>NA</td>
<td>0.670</td>
<td>0.922</td>
<td>0.734</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

Note. Attenuated correlations are presented above the diagonal; disattenuated correlations are presented below the diagonal; values along the diagonal are reliability estimates. Attenuated correlations greater than 1.00 have been set to a value of 1.00. NA = Not Available.

Table 6.8  Intercorrelations among the KELPA Domains and Total Composite scores for Kindergarten in Administration Year 2008

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>0.863</td>
<td>0.714</td>
<td>0.469</td>
<td>0.448</td>
<td>0.738</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>0.899</td>
<td>0.731</td>
<td>0.469</td>
<td>0.454</td>
<td>0.738</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>0.640</td>
<td>0.696</td>
<td>0.622</td>
<td>0.487</td>
<td>0.762</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>0.505</td>
<td>0.556</td>
<td>0.646</td>
<td>0.912</td>
<td>0.867</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>0.832</td>
<td>0.905</td>
<td>1.000</td>
<td>0.951</td>
<td>0.911</td>
</tr>
</tbody>
</table>

Note. Attenuated correlations are presented above the diagonal; disattenuated correlations are presented below the diagonal; values along the diagonal are reliability estimates. Attenuated correlations greater than 1.00 have been set to a value of 1.00.

Table 6.9  Intercorrelations among the KELPA Domains and Total Composite scores for First Grade in Administration Year 2008

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>0.888</td>
<td>0.756</td>
<td>0.532</td>
<td>0.473</td>
<td>0.835</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>0.920</td>
<td>0.760</td>
<td>0.538</td>
<td>0.480</td>
<td>0.838</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>0.717</td>
<td>0.783</td>
<td>0.621</td>
<td>0.499</td>
<td>0.773</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>0.533</td>
<td>0.585</td>
<td>0.672</td>
<td>0.888</td>
<td>0.794</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>0.927</td>
<td>1.000</td>
<td>1.000</td>
<td>0.881</td>
<td>0.914</td>
</tr>
</tbody>
</table>

Note. Attenuated correlations are presented above the diagonal; disattenuated correlations are presented below the diagonal; values along the diagonal are reliability estimates. Attenuated correlations greater than 1.00 have been set to a value of 1.00.
### Table 6.10 Intercorrelations among the KELPA Domains and Total Composite scores for Second Grade in Administration Year 2008

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>0.788</td>
<td>0.696</td>
<td>0.530</td>
<td>0.344</td>
<td>0.847</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>NA</td>
<td>NA</td>
<td>0.532</td>
<td>0.450</td>
<td>0.857</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>0.697</td>
<td>NA</td>
<td>0.735</td>
<td>0.439</td>
<td>0.768</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>0.414</td>
<td>NA</td>
<td>0.547</td>
<td>0.876</td>
<td>0.677</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

Note. Attenuated correlations are presented above the diagonal; disattenuated correlations are presented below the diagonal; values along the diagonal are reliability estimates. Attenuated correlations greater than 1.00 have been set to a value of 1.00. NA = Not Available.

### Table 6.11 Intercorrelations among the KELPA Domains and Total Composite scores for Second Grade in Administration Year 2008

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>0.834</td>
<td>0.732</td>
<td>0.572</td>
<td>0.366</td>
<td>0.910</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>NA</td>
<td>NA</td>
<td>0.581</td>
<td>0.467</td>
<td>0.897</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>0.721</td>
<td>NA</td>
<td>0.754</td>
<td>0.461</td>
<td>0.756</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>0.428</td>
<td>NA</td>
<td>0.568</td>
<td>0.876</td>
<td>0.581</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

Note. Attenuated correlations are presented above the diagonal; disattenuated correlations are presented below the diagonal; values along the diagonal are reliability estimates. Attenuated correlations greater than 1.00 have been set to a value of 1.00. NA = Not Available.

### Table 6.12 Intercorrelations among the KELPA Domains and Total Composite scores for Grades Four and Five in Administration Year 2008

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>0.826</td>
<td>0.716</td>
<td>0.588</td>
<td>0.408</td>
<td>0.895</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>NA</td>
<td>NA</td>
<td>0.566</td>
<td>0.505</td>
<td>0.878</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>0.760</td>
<td>NA</td>
<td>0.725</td>
<td>0.487</td>
<td>0.790</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>0.475</td>
<td>NA</td>
<td>0.605</td>
<td>0.894</td>
<td>0.644</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

Note. Attenuated correlations are presented above the diagonal; disattenuated correlations are presented below the diagonal; values along the diagonal are reliability estimates. Attenuated correlations greater than 1.00 have been set to a value of 1.00. NA = Not Available.
Table 6.13 Intercorrelations among the KELPA Domains and Total Composite scores for Grades Six thru Eight in Administration Year 2008

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sixth, Seventh and Eighth Grades Form 795 (N = 5976)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>0.871</td>
<td>0.735</td>
<td>0.682</td>
<td>0.481</td>
<td>0.915</td>
</tr>
<tr>
<td>Writing</td>
<td>NA</td>
<td>NA</td>
<td>0.602</td>
<td>0.554</td>
<td>0.881</td>
</tr>
<tr>
<td>Listening</td>
<td>0.834</td>
<td>NA</td>
<td>0.769</td>
<td>0.459</td>
<td>0.847</td>
</tr>
<tr>
<td>Speaking</td>
<td>0.547</td>
<td>NA</td>
<td>0.556</td>
<td>0.889</td>
<td>0.623</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

Note. Attenuated correlations are presented above the diagonal; disattenuated correlations are presented below the diagonal; values along the diagonal are reliability estimates. Attenuated correlations greater than 1.00 have been set to a value of 1.00. NA = Not Available.

Table 6.14 Intercorrelations among the KELPA Domains and Total Composite scores for Grades Nine thru Twelve in Administration Year 2008

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ninth, Tenth, Eleventh and Twelfth Grades Form 948 (N = 3943)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>0.875</td>
<td>0.766</td>
<td>0.674</td>
<td>0.538</td>
<td>0.908</td>
</tr>
<tr>
<td>Writing</td>
<td>NA</td>
<td>NA</td>
<td>0.665</td>
<td>0.629</td>
<td>0.908</td>
</tr>
<tr>
<td>Listening</td>
<td>0.786</td>
<td>NA</td>
<td>0.842</td>
<td>0.579</td>
<td>0.855</td>
</tr>
<tr>
<td>Speaking</td>
<td>0.601</td>
<td>NA</td>
<td>0.659</td>
<td>0.917</td>
<td>0.705</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

Note. Attenuated correlations are presented above the diagonal; disattenuated correlations are presented below the diagonal; values along the diagonal are reliability estimates. Attenuated correlations greater than 1.00 have been set to a value of 1.00. NA = Not Available.

Relationship with Teacher Rating and KELPA Student Performance

Another piece of criterion-related evidence documented to support the validity of the Kansas English Language Proficiency Assessments involved an analysis of teacher ratings of student performance, specifically the relationship between teacher ratings of students in terms of the Kansas English Language Proficiency Assessment performance categories and actual performance on the assessments. The data used for this study were obtained to assist in the standard setting procedure that was implemented in the Summer of 2006 for the purpose of identifying cut scores for the KELPA.

During the Spring 2006 testing window, teachers were asked to participate in an activity whereby, calling on their knowledge of their students and relying on their professional judgments, they were asked to place their students into the appropriate category [called Beginning, Intermediate, Advanced, Proficient (now called Fluent)] for each of the four domains as well as an overall rating based on the Kansas English to Speakers of Other Languages Performance Level Definitions. Ratings were solicited from teachers who were told to make their judgment based on his/her professional judgment of the student’s skill in each domain and not make the rating based upon the concurrent test results. Teachers were asked to complete their ratings prior to administration of the KELPA for the student being rated.
Appendix D presents the proportion of students classified in each KELPA performance category within rating category as provided by teachers. The results of the relationship between teacher ratings and actual student performance, provided as Spearman rank order correlations, are shown in Tables 6.15 to 6.21.

Table 6.15 Relationship between Teacher Ratings and Student Performance for Kindergarten Students (N=3828)

<table>
<thead>
<tr>
<th>KELPA</th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>0.36</td>
<td>0.39</td>
<td>0.28</td>
<td>0.30</td>
<td>0.41</td>
</tr>
<tr>
<td>Writing</td>
<td>0.33</td>
<td>0.37</td>
<td>0.27</td>
<td>0.28</td>
<td>0.39</td>
</tr>
<tr>
<td>Teacher Rating</td>
<td>Listening</td>
<td>0.33</td>
<td>0.35</td>
<td>0.30</td>
<td>0.34</td>
</tr>
<tr>
<td>Speaking</td>
<td>0.31</td>
<td>0.35</td>
<td>0.32</td>
<td>0.39</td>
<td>0.45</td>
</tr>
<tr>
<td>Overall</td>
<td>0.35</td>
<td>0.39</td>
<td>0.31</td>
<td>0.35</td>
<td>0.44</td>
</tr>
</tbody>
</table>

Table 6.16 Relationship between Teacher Ratings and Student Performance for First Grade Students (N=3566)

<table>
<thead>
<tr>
<th>KELPA</th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>0.56</td>
<td>0.51</td>
<td>0.33</td>
<td>0.40</td>
<td>0.57</td>
</tr>
<tr>
<td>Writing</td>
<td>0.52</td>
<td>0.49</td>
<td>0.34</td>
<td>0.40</td>
<td>0.55</td>
</tr>
<tr>
<td>Teacher Rating</td>
<td>Listening</td>
<td>0.45</td>
<td>0.44</td>
<td>0.32</td>
<td>0.43</td>
</tr>
<tr>
<td>Speaking</td>
<td>0.44</td>
<td>0.42</td>
<td>0.33</td>
<td>0.44</td>
<td>0.52</td>
</tr>
<tr>
<td>Overall</td>
<td>0.52</td>
<td>0.49</td>
<td>0.34</td>
<td>0.43</td>
<td>0.56</td>
</tr>
</tbody>
</table>

Table 6.17 Relationship between Teacher Ratings and Student Performance for Second Grade Students (N=3086)

<table>
<thead>
<tr>
<th>KELPA</th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>0.51</td>
<td>0.57</td>
<td>0.34</td>
<td>0.34</td>
<td>0.58</td>
</tr>
<tr>
<td>Writing</td>
<td>0.48</td>
<td>0.55</td>
<td>0.33</td>
<td>0.35</td>
<td>0.56</td>
</tr>
<tr>
<td>Teacher Rating</td>
<td>Listening</td>
<td>0.38</td>
<td>0.45</td>
<td>0.31</td>
<td>0.36</td>
</tr>
<tr>
<td>Speaking</td>
<td>0.36</td>
<td>0.43</td>
<td>0.30</td>
<td>0.40</td>
<td>0.47</td>
</tr>
<tr>
<td>Overall</td>
<td>0.45</td>
<td>0.53</td>
<td>0.32</td>
<td>0.37</td>
<td>0.54</td>
</tr>
</tbody>
</table>

Table 6.18 Relationship between Teacher Ratings and Student Performance for Third Grade Students (N=2618)

<table>
<thead>
<tr>
<th>KELPA</th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>0.52</td>
<td>0.55</td>
<td>0.36</td>
<td>0.33</td>
<td>0.61</td>
</tr>
<tr>
<td>Writing</td>
<td>0.46</td>
<td>0.53</td>
<td>0.34</td>
<td>0.32</td>
<td>0.57</td>
</tr>
<tr>
<td>Teacher Rating</td>
<td>Listening</td>
<td>0.37</td>
<td>0.42</td>
<td>0.29</td>
<td>0.33</td>
</tr>
<tr>
<td>Speaking</td>
<td>0.36</td>
<td>0.41</td>
<td>0.29</td>
<td>0.37</td>
<td>0.46</td>
</tr>
<tr>
<td>Overall</td>
<td>0.44</td>
<td>0.51</td>
<td>0.33</td>
<td>0.35</td>
<td>0.54</td>
</tr>
</tbody>
</table>
Table 6.19 Relationship between Teacher Ratings and Student Performance for Grades Four and Five (N=4770)

<table>
<thead>
<tr>
<th>Teacher Rating</th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>0.54</td>
<td>0.52</td>
<td>0.36</td>
<td>0.32</td>
<td>0.57</td>
</tr>
<tr>
<td>Writing</td>
<td>0.50</td>
<td>0.52</td>
<td>0.34</td>
<td>0.31</td>
<td>0.55</td>
</tr>
<tr>
<td>Teacher Rating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>0.41</td>
<td>0.42</td>
<td>0.30</td>
<td>0.34</td>
<td>0.46</td>
</tr>
<tr>
<td>Speaking</td>
<td>0.41</td>
<td>0.42</td>
<td>0.31</td>
<td>0.38</td>
<td>0.46</td>
</tr>
<tr>
<td>Overall</td>
<td>0.50</td>
<td>0.50</td>
<td>0.34</td>
<td>0.34</td>
<td>0.54</td>
</tr>
</tbody>
</table>

Table 6.20 Relationship between Teacher Ratings and Student Performance for Grades Six thru Eight (N=4262)

<table>
<thead>
<tr>
<th>Teacher Rating</th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>0.55</td>
<td>0.55</td>
<td>0.42</td>
<td>0.42</td>
<td>0.57</td>
</tr>
<tr>
<td>Writing</td>
<td>0.53</td>
<td>0.57</td>
<td>0.41</td>
<td>0.39</td>
<td>0.55</td>
</tr>
<tr>
<td>Teacher Rating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>0.43</td>
<td>0.48</td>
<td>0.35</td>
<td>0.40</td>
<td>0.48</td>
</tr>
<tr>
<td>Speaking</td>
<td>0.43</td>
<td>0.48</td>
<td>0.36</td>
<td>0.44</td>
<td>0.48</td>
</tr>
<tr>
<td>Overall</td>
<td>0.52</td>
<td>0.55</td>
<td>0.42</td>
<td>0.43</td>
<td>0.56</td>
</tr>
</tbody>
</table>

Table 6.21 Relationship between Teacher Ratings and Student Performance for Kindergarten Students (N=2912)

<table>
<thead>
<tr>
<th>Teacher Rating</th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>0.51</td>
<td>0.56</td>
<td>0.45</td>
<td>0.47</td>
<td>0.59</td>
</tr>
<tr>
<td>Writing</td>
<td>0.49</td>
<td>0.58</td>
<td>0.43</td>
<td>0.49</td>
<td>0.58</td>
</tr>
<tr>
<td>Teacher Rating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>0.48</td>
<td>0.54</td>
<td>0.43</td>
<td>0.52</td>
<td>0.57</td>
</tr>
<tr>
<td>Speaking</td>
<td>0.48</td>
<td>0.55</td>
<td>0.44</td>
<td>0.57</td>
<td>0.59</td>
</tr>
<tr>
<td>Overall</td>
<td>0.50</td>
<td>0.58</td>
<td>0.46</td>
<td>0.52</td>
<td>0.60</td>
</tr>
</tbody>
</table>

Correlations with General Reading Assessment Scores

The third method of evaluating the criterion validity of the KELPA scores was to correlate the KELPA domain and total composite scores with Reading scores from the Kansas General Assessments. In Kansas, students in grades three through eight are tested annually, during the Spring, using the state designed general assessment. Once students enter high school an “opportunity to test” model is used and therefore students have the option of when they choose to take the general assessments. Tables 6.22 to 6.23 provide the Pearson product moment correlations between student scores on the KELPA and scores on the general Reading assessment. As shown, all correlations are moderate to strong in strength and magnitude and are stable across years of administration.
To assess the construct validity of the KELPA, the statistical modeling program MPLUS 5.21 (Muthén & Muthén, 2008) was used to examine the underlying factor structure of the KELPA. A series of confirmatory factor analyses using a robust weighted least squares estimator was conducted to investigate the underlying factor structure for each of the five grade band test forms. A higher-order factor model was hypothesized to best explain the covariation in the items and domains. Specifically, a higher-order general factor (representing the total composite score) and four first-order factors for reading, writing, listening, and speaking were examined and tested. Figure 6.1 represents an example of this hypothetical a priori higher-order model.
The fit indices of the hypothesized model for each grade band test form are provided in Table 6.24 and indicate that according to the CFI, TLI, and RMSEA that the higher-order model fits the data for each grade band well (Brown, 2006). As expected, and due to the large sample size, the fit of the chi-square index was statistically significant at the .001 alpha level. The WRMSR indicates that the fit of the model could be improved (Yu, 2002).

Figure 6.1. Higher-order Factor Model of the KELPA
The standardized parameter estimates for the higher-order factor model for each domain across forms are presented in Table 6.25. Appendix F provides the individual item parameter estimates for each first order factor by form number. Tables 6.26 thru 6.30 provide the estimated intercorrelations among the latent factors in the hypothesized higher order model. Correlations among the domains range from .50 to .92 with the domain of Speaking having the smallest relationship with the other domains and total composite score.

<table>
<thead>
<tr>
<th>Test Form</th>
<th>N</th>
<th>χ²(df)</th>
<th>CFI</th>
<th>TLI</th>
<th>RMSEA</th>
<th>WRMSR</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1 Form 149</td>
<td>8075</td>
<td>33591.15(2012)</td>
<td>.985</td>
<td>.985</td>
<td>.044</td>
<td>3.216</td>
</tr>
<tr>
<td>2-3 Form 307</td>
<td>6708</td>
<td>44787.63(2623)</td>
<td>.958</td>
<td>.956</td>
<td>.049</td>
<td>3.409</td>
</tr>
<tr>
<td>4-5 Form 514</td>
<td>5355</td>
<td>26914.48(2696)</td>
<td>.967</td>
<td>.966</td>
<td>.041</td>
<td>2.583</td>
</tr>
<tr>
<td>6-8 Form 736</td>
<td>5222</td>
<td>32335.19(3235)</td>
<td>.968</td>
<td>.967</td>
<td>.042</td>
<td>2.565</td>
</tr>
<tr>
<td>9-12 Form 924</td>
<td>3710</td>
<td>27664.54(3235)</td>
<td>.981</td>
<td>.981</td>
<td>.045</td>
<td>2.280</td>
</tr>
</tbody>
</table>

Note. χ² = Weighted least squares estimator with means adjusted chi-square; Comparative Fit Index; TLI = Tucker Lewis Index; RMSEA = Root Mean Square Error of Approximation; WRMSR = Weighted Root Mean Squared Residual.

Table 6.24. Summary of fit indices for higher-order factor model.

<table>
<thead>
<tr>
<th>Test Form</th>
<th>Parameter Estimate</th>
<th>Standard Error Parameter Estimate</th>
<th>R-square</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1 Form 149</td>
<td>Reading .908</td>
<td>.004</td>
<td>.824</td>
</tr>
<tr>
<td></td>
<td>Writing 1.017</td>
<td>.004</td>
<td>1.00</td>
</tr>
<tr>
<td></td>
<td>Listening .868</td>
<td>.006</td>
<td>.753</td>
</tr>
<tr>
<td></td>
<td>Speaking .647</td>
<td>.008</td>
<td>.418</td>
</tr>
<tr>
<td>2-3 Form 307</td>
<td>Reading .901</td>
<td>.006</td>
<td>.812</td>
</tr>
<tr>
<td></td>
<td>Writing .864</td>
<td>.006</td>
<td>.747</td>
</tr>
<tr>
<td></td>
<td>Listening .843</td>
<td>.008</td>
<td>.711</td>
</tr>
<tr>
<td></td>
<td>Speaking .590</td>
<td>.009</td>
<td>.349</td>
</tr>
<tr>
<td>4-5 Form 514</td>
<td>Reading .908</td>
<td>.006</td>
<td>.825</td>
</tr>
<tr>
<td></td>
<td>Writing .866</td>
<td>.006</td>
<td>.750</td>
</tr>
<tr>
<td></td>
<td>Listening .888</td>
<td>.009</td>
<td>.788</td>
</tr>
<tr>
<td></td>
<td>Speaking .619</td>
<td>.011</td>
<td>.383</td>
</tr>
<tr>
<td>6-8 Form 736</td>
<td>Reading .951</td>
<td>.006</td>
<td>.905</td>
</tr>
<tr>
<td></td>
<td>Writing .871</td>
<td>.005</td>
<td>.758</td>
</tr>
<tr>
<td></td>
<td>Listening .874</td>
<td>.010</td>
<td>.763</td>
</tr>
<tr>
<td></td>
<td>Speaking .648</td>
<td>.009</td>
<td>.420</td>
</tr>
<tr>
<td>9-12 Form 924</td>
<td>Reading .939</td>
<td>.006</td>
<td>.882</td>
</tr>
<tr>
<td></td>
<td>Writing .915</td>
<td>.005</td>
<td>.837</td>
</tr>
<tr>
<td></td>
<td>Listening .905</td>
<td>.008</td>
<td>.819</td>
</tr>
<tr>
<td></td>
<td>Speaking .748</td>
<td>.010</td>
<td>.560</td>
</tr>
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</table>

Table 6.25. Standardized loadings of first-order factors on higher-order factors.
Table 6.26. Intercorrelations among first and higher order factors for Kindergarten and First Grade Data

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>.651</td>
<td>.407</td>
<td>.412</td>
<td>.369</td>
<td>.537</td>
</tr>
<tr>
<td>Writing</td>
<td>.923</td>
<td>.298</td>
<td>.312</td>
<td>.280</td>
<td>.407</td>
</tr>
<tr>
<td>Listening</td>
<td>.788</td>
<td>.883</td>
<td>.419</td>
<td>.283</td>
<td>.412</td>
</tr>
<tr>
<td>Speaking</td>
<td>.587</td>
<td>.658</td>
<td>.562</td>
<td>.607</td>
<td>.369</td>
</tr>
<tr>
<td>Total</td>
<td>.908</td>
<td>1.017</td>
<td>.868</td>
<td>.647</td>
<td>.537</td>
</tr>
</tbody>
</table>

Note. Estimated covariances are above the diagonal; estimated variances on the diagonal; and estimated correlations below the diagonal.

Table 6.27. Intercorrelations among first and higher order factors for Second and Third Grade Data

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>.365</td>
<td>.270</td>
<td>.326</td>
<td>.238</td>
<td>.296</td>
</tr>
<tr>
<td>Writing</td>
<td>.779</td>
<td>.330</td>
<td>.297</td>
<td>.218</td>
<td>.270</td>
</tr>
<tr>
<td>Listening</td>
<td>.760</td>
<td>.729</td>
<td>.503</td>
<td>.262</td>
<td>.326</td>
</tr>
<tr>
<td>Speaking</td>
<td>.532</td>
<td>.510</td>
<td>.498</td>
<td>.550</td>
<td>.238</td>
</tr>
<tr>
<td>Total</td>
<td>.901</td>
<td>.864</td>
<td>.843</td>
<td>.590</td>
<td>.296</td>
</tr>
</tbody>
</table>

Note. Estimated covariances are above the diagonal; estimated variances on the diagonal; and estimated correlations below the diagonal.

Table 6.28. Intercorrelations among first and higher order factors for Fourth and Fifth Grade Data

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>.276</td>
<td>.214</td>
<td>.292</td>
<td>.232</td>
<td>.227</td>
</tr>
<tr>
<td>Writing</td>
<td>.786</td>
<td>.269</td>
<td>.275</td>
<td>.219</td>
<td>.214</td>
</tr>
<tr>
<td>Listening</td>
<td>.806</td>
<td>.769</td>
<td>.475</td>
<td>.298</td>
<td>.292</td>
</tr>
<tr>
<td>Speaking</td>
<td>.562</td>
<td>.536</td>
<td>.550</td>
<td>.619</td>
<td>.232</td>
</tr>
<tr>
<td>Total</td>
<td>.908</td>
<td>.866</td>
<td>.888</td>
<td>.619</td>
<td>.227</td>
</tr>
</tbody>
</table>

Note. Estimated covariances are above the diagonal; estimated variances on the diagonal; and estimated correlations below the diagonal.
Table 6.29. Intercorrelations among first and higher order factors for Sixth thru Eighth Grade Data

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>.267</td>
<td>.279</td>
<td>.320</td>
<td>.260</td>
<td>.242</td>
</tr>
<tr>
<td>Writing</td>
<td>.828</td>
<td>.424</td>
<td>.369</td>
<td>.300</td>
<td>.279</td>
</tr>
<tr>
<td>Listening</td>
<td>.831</td>
<td>.761</td>
<td>.555</td>
<td>.344</td>
<td>.320</td>
</tr>
<tr>
<td>Speaking</td>
<td>.617</td>
<td>.564</td>
<td>.566</td>
<td>.665</td>
<td>.260</td>
</tr>
<tr>
<td>Total</td>
<td>.951</td>
<td>.871</td>
<td>.874</td>
<td>.648</td>
<td>.225</td>
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</table>

*Note. Estimated covariances are above the diagonal; estimated variances on the diagonal; and estimated correlations below the diagonal.

Table 6.30. Intercorrelations among first and higher order factors for Ninth thru Twelfth Grade Data

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>.606</td>
<td>.468</td>
<td>.433</td>
<td>.498</td>
<td>.535</td>
</tr>
<tr>
<td>Writing</td>
<td>.859</td>
<td>.489</td>
<td>.379</td>
<td>.436</td>
<td>.468</td>
</tr>
<tr>
<td>Listening</td>
<td>.850</td>
<td>.828</td>
<td>.427</td>
<td>.403</td>
<td>.433</td>
</tr>
<tr>
<td>Speaking</td>
<td>.703</td>
<td>.684</td>
<td>.677</td>
<td>.828</td>
<td>.498</td>
</tr>
<tr>
<td>Total</td>
<td>.939</td>
<td>.915</td>
<td>.905</td>
<td>.748</td>
<td>.535</td>
</tr>
</tbody>
</table>

*Note. Estimated covariances are above the diagonal; estimated variances on the diagonal; and estimated correlations below the diagonal.*
REFERENCES


Appendix A
Equated Item Parameters for All Grades and Forms
Appendix A
Equate Item Parameters for All Grades and Forms

Form 149 (base form), Grade K

<table>
<thead>
<tr>
<th>Item</th>
<th>Anchor</th>
<th>Domain</th>
<th>a</th>
<th>b</th>
<th>c(1)</th>
<th>c(2)</th>
<th>c(3)</th>
<th>c(4)</th>
<th>c(5)</th>
<th>c(6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPK1</td>
<td>No</td>
<td>Speaking</td>
<td>0.561</td>
<td>0.301</td>
<td>0.000</td>
<td>0.887</td>
<td>-0.887</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPK2</td>
<td>No</td>
<td>Speaking</td>
<td>0.487</td>
<td>0.372</td>
<td>0.000</td>
<td>0.647</td>
<td>-0.647</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPK3</td>
<td>No</td>
<td>Speaking</td>
<td>0.476</td>
<td>0.360</td>
<td>0.000</td>
<td>1.735</td>
<td>-0.279</td>
<td>-1.455</td>
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</tr>
<tr>
<td>SPK4</td>
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<td>Speaking</td>
<td>0.546</td>
<td>-0.197</td>
<td>0.000</td>
<td>1.831</td>
<td>-0.163</td>
<td>-1.668</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPK5</td>
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<td>Speaking</td>
<td>0.459</td>
<td>-0.130</td>
<td>0.000</td>
<td>2.102</td>
<td>-0.409</td>
<td>-1.693</td>
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<td></td>
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<tr>
<td>SPK6</td>
<td>Yes</td>
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<td>0.491</td>
<td>0.696</td>
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<td>0.371</td>
<td>0.000</td>
<td>1.697</td>
<td>-0.307</td>
<td>-1.391</td>
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<td></td>
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<td>SPK8</td>
<td>Yes</td>
<td>Speaking</td>
<td>0.403</td>
<td>0.785</td>
<td>0.000</td>
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<td>1.489</td>
<td>0.573</td>
<td>-1.734</td>
<td>-2.242</td>
</tr>
<tr>
<td>SPK9</td>
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<td>Speaking</td>
<td>0.433</td>
<td>0.744</td>
<td>0.000</td>
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<td>1.511</td>
<td>0.310</td>
<td>-1.223</td>
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<td>Speaking</td>
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<td>0.374</td>
<td>0.000</td>
<td>1.964</td>
<td>1.279</td>
<td>0.853</td>
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<td>-2.530</td>
</tr>
<tr>
<td>SPK11</td>
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<td>Speaking</td>
<td>0.441</td>
<td>0.441</td>
<td>0.000</td>
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<td>1.252</td>
<td>0.154</td>
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<td>-1.859</td>
</tr>
<tr>
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<td>Speaking</td>
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<tr>
<td>SRDG2</td>
<td>Yes</td>
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## Kansas English Language Proficiency Assessment Technical Manual -144

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## Kansas English Language Proficiency Assessment Technical Manual

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## Kansas English Language Proficiency Assessment Technical Manual -154

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Conversion Tables for Observed Scores into Equated True Scores
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Note: * Kindergarten students do not complete the writing performance component of the KELPA.
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Note. * Kindergarten students do not complete the writing performance component of the KELPA.
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Note: * Kindergarten students do not complete the writing performance component of the KELPA.
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Note. * Kindergarten students do not complete the writing performance component of the KELPA.
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| 49 | 0  | 0.00| 19.55|
| 50 | 155| 3.96| 23.51|
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| 52 | 0  | 0.00| 23.51|
| 53 | 0  | 0.00| 23.51|
| 54 | 182| 4.65| 28.15|
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| 56 | 0  | 0.00| 28.15|
| 57 | 186| 4.75| 32.90|
| 58 | 0  | 0.00| 32.90|
| 59 | 0  | 0.00| 32.90|
| 60 | 0  | 0.00| 32.90|
| 61 | 205| 5.23| 38.13|
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| 64 | 252| 6.43| 44.56|
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| 67 | 0  | 0.00| 44.56|
| 68 | 258| 6.58| 51.15|
| 69 | 0  | 0.00| 51.15| Intermediate
| 70 | 0  | 0.00| 51.15|
| 71 | 302| 7.71| 58.86| Advanced
| 72 | 0  | 0.00| 58.86|
| 73 | 297| 7.58| 66.44|
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| 86  | 0   | 0.00| 0.00|
| 87  | 457 | 8.82| 51.41|
| 88  | 0   | 0.00| 0.00|
| 89  | 0   | 0.00| 0.00|
| 90  | 502 | 9.69| 61.10|
| 91  | 0   | 0.00| 0.00|
| 92  | 517 | 9.98| 71.08|
| 93  | 0   | 0.00| 0.00|
| 94  | 0   | 0.00| 0.00|
| 95  | 485 | 9.36| 80.44|
| 96  | 0   | 0.00| 80.44|
| **97** | **0** | **0.00** | **80.44** | Advanced
| 98  | 415 | 8.01| 88.46|
| 99  | 598 | 11.54| 100.00|
| **100** | **0** | **0.00** | **100.00** | Fluent
| Total | 5180 | 100 | 100.00 |
Table C.31 Percent Correct Frequency Distributions for Ninth thru Twelfth Grade Students in Reading for Administration Year 2007

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Kansas English Language Proficiency Assessment Technical Manual -296
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Table C.42 Percent Correct Frequency Distributions for First Grade Students in Writing for Administration Year 2008

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55 rows in total.
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Table C.51 Percent Correct Frequency Distributions for Third Grade Students in Reading for Administration Year 2008

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| 58 | 31 | 0.51 | 15.73|
| 59 | 103| 1.71 | 17.44|
| 60 | 49 | 0.81 | 18.25|
| 61 | 99 | 1.64 | 19.89|
| 62 | 43 | 0.71 | 20.60|
| 63 | 102| 1.69 | 22.30|
| 64 | 111| 1.84 | 24.14|
| 65 | 57 | 0.95 | 25.08|
| 66 | 165| 2.74 | 27.82|
| 67 | 91 | 1.51 | 29.33|
| 68 | 58 | 0.96 | 30.29|
| 69 | 219| 3.63 | 33.93|
| 70 | 157| 2.60 | 36.53|
| 71 | 71 | 1.18 | 37.71|
| 72 | 184| 3.05 | 40.76|
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| 74 | 5  | 0.08 | 44.23| Intermediate

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| 77 | 20 | 0.33 | 53.25|
| 78 | 285| 4.73 | 57.98|
| 79 | 301| 4.99 | 62.97|
| 80 | 25 | 0.41 | 63.39|
| 81 | 285| 4.73 | 68.12|
| 82 | 304| 5.04 | 73.16|
| 83 | 49 | 0.81 | 73.97|
| 84 | 215| 3.57 | 77.54|
| 85 | 331| 5.49 | 83.03| Advanced

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Table C.61 Percent Correct Frequency Distributions for Sixth, Seventh and Eighth Grade Students in Reading for Administration Year 2008

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Note. Beg = Beginning, Int = Intermediate, Adv = Advanced
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Note. Beg = Beginning, Int = Intermediate, Adv = Advanced
Table D.4 Crosstabulation of student performance on the KELPA within Teacher Rating Category for Third Grade

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<th>Fluent</th>
</tr>
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<tbody>
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<td>2.8%</td>
<td>1.6%</td>
</tr>
<tr>
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<td>42.4%</td>
<td>54.1%</td>
<td>32.2%</td>
<td>15.4%</td>
</tr>
<tr>
<td>Adv</td>
<td>8.4%</td>
<td>29.0%</td>
<td>48.9%</td>
<td>49.0%</td>
</tr>
<tr>
<td>Fluent</td>
<td>0.8%</td>
<td>4.5%</td>
<td>16.1%</td>
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Note. Beg = Beginning, Int = Intermediate, Adv = Advanced
Table D.5 Crosstabulation of student performance on the KELPA within Teacher Rating Category for Grades Four and Five
Fourth and Fifth Grades

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<tr>
<td>Int</td>
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<td>29.6%</td>
<td>16.6%</td>
<td></td>
</tr>
<tr>
<td>Adv</td>
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<td>29.4%</td>
<td>42.6%</td>
<td>39.3%</td>
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<tr>
<td>Fluent</td>
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<th>Adv</th>
<th>Fluent</th>
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<tr>
<td>Adv</td>
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<tr>
<td>Fluent</td>
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<th>Fluent</th>
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### Speaking

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</tr>
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<td>40.4%</td>
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### Overall

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<th>Fluent</th>
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Note. Beg = Beginning, Int = Intermediate, Adv = Advanced
Table D.6 Crosstabulation of student performance on the KELPA within Teacher Rating Category for Grades Six thru Eight
Sixth thru Eighth Grades

<table>
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<td>25.1%</td>
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<table>
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<td>Adv</td>
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Note. Beg = Beginning, Int = Intermediate, Adv = Advanced
Table D.7  Crosstabloation of student performance on the KELPA within Teacher Rating Category for Grades Nine thru Twelve
Ninth thru Twelfth Grades

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<td>Adv</td>
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<td>3.7%</td>
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</tr>
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<td>31.8%</td>
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<td>45.2%</td>
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<th>Fluent</th>
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<td>Adv</td>
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<td>Adv</td>
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<td>43.1%</td>
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<td>53.4%</td>
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Note. Beg = Beginning, Int = Intermediate, Adv = Advanced
Appendix E
Parameter Estimates for First Order Factors
### Table E.1. Standardized Factor Loadings for Grades K-1 Form 149

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**LISTENING**

| Listening1 | 0.648 | 0.016 | 0.419 | 0.581 |
| Listening2 | 0.622 | 0.013 | 0.387 | 0.613 |
| Listening3 | 0.288 | 0.019 | 0.083 | 0.917 |
| Listening4 | 0.484 | 0.015 | 0.234 | 0.766 |
| Listening5 | 0.493 | 0.013 | 0.243 | 0.757 |
| Listening6 | 0.462 | 0.014 | 0.213 | 0.787 |
| Listening7 | 0.538 | 0.019 | 0.289 | 0.711 |
| Listening8 | 0.423 | 0.014 | 0.179 | 0.821 |
| Listening9 | 0.393 | 0.014 | 0.155 | 0.845 |
| Listening10 | 0.577 | 0.013 | 0.333 | 0.667 |
| Listening11 | 0.442 | 0.014 | 0.196 | 0.804 |
| Listening12 | 0.239 | 0.016 | 0.057 | 0.943 |
| Listening13 | 0.398 | 0.015 | 0.158 | 0.842 |
| Listening14 | 0.500 | 0.014 | 0.250 | 0.750 |
| Listening15 | 0.313 | 0.015 | 0.098 | 0.902 |
| Listening16 | 0.397 | 0.014 | 0.158 | 0.842 |
| Listening17 | 0.543 | 0.012 | 0.295 | 0.705 |
| Listening18 | 0.713 | 0.009 | 0.508 | 0.492 |

**SPEAKING**

<p>| Speaking1 | 0.779 | 0.007 | 0.607 | 0.393 |
| Speaking2 | 0.713 | 0.009 | 0.509 | 0.491 |
| Speaking3 | 0.773 | 0.006 | 0.597 | 0.403 |
| Speaking4 | 0.791 | 0.006 | 0.626 | 0.374 |
| Speaking5 | 0.782 | 0.006 | 0.612 | 0.388 |
| Speaking6 | 0.772 | 0.006 | 0.596 | 0.404 |
| Speaking7 | 0.857 | 0.004 | 0.735 | 0.265 |
| Speaking8 | 0.883 | 0.003 | 0.780 | 0.220 |
| Speaking9 | 0.858 | 0.004 | 0.736 | 0.264 |</p>
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| Listening3 | 0.672 | 0.027 | 0.451 | 0.549 |
| Listening4 | 0.468 | 0.019 | 0.219 | 0.781 |
| Listening5 | 0.592 | 0.019 | 0.350 | 0.650 |
| Listening6 | 0.619 | 0.021 | 0.383 | 0.617 |
| Listening7 | 0.511 | 0.020 | 0.261 | 0.739 |
| Listening8 | 0.321 | 0.018 | 0.103 | 0.897 |
| Listening9 | 0.896 | 0.030 | 0.803 | 0.197 |
| Listening10 | 0.405 | 0.017 | 0.164 | 0.836 |
| Listening11 | 0.341 | 0.019 | 0.116 | 0.884 |
| Listening12 | 0.420 | 0.019 | 0.176 | 0.824 |
| Listening13 | 0.556 | 0.018 | 0.309 | 0.691 |
| Listening14 | 0.376 | 0.018 | 0.141 | 0.859 |
| Listening15 | 0.467 | 0.021 | 0.218 | 0.782 |
| Listening16 | 0.457 | 0.018 | 0.209 | 0.791 |
| Listening17 | 0.430 | 0.017 | 0.185 | 0.815 |
| Listening18 | 0.340 | 0.018 | 0.115 | 0.885 |
| Listening19 | 0.337 | 0.018 | 0.113 | 0.887 |
| Listening20 | 0.469 | 0.020 | 0.220 | 0.780 |
| Listening21 | 0.310 | 0.021 | 0.096 | 0.904 |
| Listening22 | 0.548 | 0.018 | 0.301 | 0.699 |

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| Speaking2 | 0.740 | 0.015 | 0.547 | 0.453 |
| Speaking3 | 0.780 | 0.008 | 0.608 | 0.392 |
| Speaking4 | 0.780 | 0.009 | 0.608 | 0.392 |
| Speaking5 | 0.776 | 0.007 | 0.602 | 0.398 |
| Speaking6 | 0.788 | 0.008 | 0.621 | 0.379 |
| Speaking7 | 0.873 | 0.005 | 0.762 | 0.238 |
| Speaking8 | 0.893 | 0.004 | 0.797 | 0.203 |
| Speaking9 | 0.849 | 0.005 | 0.722 | 0.278 |</p>
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**SPEAKING**

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### Table E.5. Standardized Factor Loadings for Grades 9-12 Form 924

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| Listening3 | 0.397 | 0.026 | 0.158 | 0.842 |
| Listening4 | 0.625 | 0.019 | 0.391 | 0.609 |
| Listening5 | 0.511 | 0.018 | 0.261 | 0.739 |
| Listening6 | 0.421 | 0.021 | 0.177 | 0.823 |
| Listening7 | 0.728 | 0.016 | 0.529 | 0.471 |
| Listening8 | 0.408 | 0.025 | 0.166 | 0.834 |
| Listening9 | 0.497 | 0.021 | 0.247 | 0.753 |
| Listening10 | 0.346 | 0.021 | 0.119 | 0.881 |
| Listening11 | 0.333 | 0.022 | 0.111 | 0.889 |
| Listening12 | 0.499 | 0.020 | 0.249 | 0.751 |
| Listening13 | 0.793 | 0.022 | 0.629 | 0.371 |
| Listening14 | 0.504 | 0.021 | 0.254 | 0.746 |
| Listening15 | 0.039 | 0.023 | 0.002 | 0.998 |
| Listening16 | 0.572 | 0.021 | 0.327 | 0.673 |
| Listening17 | 0.269 | 0.022 | 0.073 | 0.927 |
| Listening18 | 0.704 | 0.022 | 0.495 | 0.505 |
| Listening19 | 0.611 | 0.019 | 0.374 | 0.626 |
| Listening20 | 0.591 | 0.021 | 0.349 | 0.651 |
| Listening21 | 0.678 | 0.016 | 0.460 | 0.540 |
| Listening22 | 0.460 | 0.020 | 0.211 | 0.789 |
| Listening23 | 0.329 | 0.021 | 0.108 | 0.892 |

| SPEAKING    |
| Speaking1  | 0.910 | 0.010 | 0.828 | 0.172 |
| Speaking2  | 0.914 | 0.010 | 0.835 | 0.165 |
| Speaking3 | 0.846 | 0.007 | 0.715 | 0.285 |
| Speaking4 | 0.854 | 0.009 | 0.730 | 0.270 |
| Speaking5 | 0.882 | 0.006 | 0.777 | 0.223 |
| Speaking6 | 0.899 | 0.006 | 0.808 | 0.192 |
| Speaking7 | 0.932 | 0.003 | 0.869 | 0.131 |
| Speaking8 | 0.932 | 0.003 | 0.868 | 0.132 |
| Speaking9 | 0.912 | 0.004 | 0.831 | 0.169 |