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CALIFORNIA ASSESSMENT PROGRAM

**PROFILES
OF
SCHOOL
DISTRICT
PERFORMANCE
1973-74**

Statewide Summary

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Statewide Summary

Prepared by the

OFFICE OF PROGRAM EVALUATION AND RESEARCH
California State Department of Education

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1974

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Summary of State Results

The statewide testing program was substantially revised by the California Legislature in 1972. Implementation of the new program will be completed during the 1974-75 school year. The first part of the program became operational in 1973-74 with the administration of the new Reading Test in grades two and three; 295,821 pupils in grade two and 308,901 in grade three took the test in May, 1974. The Comprehensive Tests of Basic Skills were administered to 336,054 students in grade six, and the Iowa Tests of Educational Development were administered to 252,326 students in grade twelve. Both of these tests, administered for the last time in October, 1973, will be replaced by new state-developed tests during the 1974-75 school year.

The 1973-74 results of the Reading Test for grades two and three showed little change in pupil performance from previous years. Second and third grade pupils in California's public schools continued to score above the national norms. Higher achieving students in 1973-74 had slightly higher scores than the 1972-73 high achieving students, while lower achieving students in 1973-74 had slightly lower scores than the low achieving pupils of 1972-73.

Under the revised testing program, a great deal more information will be available to the Department of Education to use in evaluating and improving instructional programs. A considerable amount of additional time and effort must be devoted to data analysis before any useful trends in pupil

performance and relationships among the data and other factors can be confirmed. However, a preliminary analysis has yielded the following tentative findings:

1. Pupils in small-to-medium sized schools scored higher than pupils in very small and large schools.
2. Pupils who attended suburban schools scored higher than pupils in both rural and urban schools.
3. Pupils whose parents were employed in professional fields scored higher than pupils whose parents were employed in skilled and semiskilled occupations.
4. By and large, pupils who had attended preschools scored higher than those who had not.
5. Pupils who have always attended the same school scored higher than pupils who were more mobile. However, these differences virtually disappeared when socioeconomic status and ethnic group membership were taken into account.

The 1973-74 results of achievement testing for students in grades six and twelve showed a slight decline in reading, language, and spelling scores at both grade levels when compared to the scores from 1972-73. Achievement test scores in mathematics remained at the same level as the 1972-73 results. In all areas California students in grades six and twelve continued to score below the publishers' national norms.

Introduction

The 1973-74 statewide testing program had its foundation in two legislative acts: (1) the California School Testing Act of 1969, a revision of a 1961 law which first required an intelligence and achievement testing program in the public schools; and (2) the Miller-Unruh Basic Reading Act, which originally required reading tests in grades one, two, and three. The testing program was revised by 1972 legislation, and as a result, the California statewide testing program has undergone major changes.

One of the fundamental changes provided by this legislation was the development of tests specifically designed for schools in California. There were several reasons why this change was desirable. The primary reason was that, since tests are based on certain objectives, the use of nationally published testing instruments gave California's citizens little control in determining the objectives to be assessed. The state-developed tests, on the other hand, have been designed to focus on objectives selected by a large number of California educators.

A second important reason for changing the test was that commercially available tests were intended for assessment of individual pupil achievement, not for statewide assessment. A test ideally suited for statewide assessment differs considerably from one used for individual pupil assessment; that is, a statewide test should cover a broader range of objectives and should, therefore, be much longer than a commercially available test designed

for pupil assessment. However, since accurate group assessments can be made with only a little information from each pupil, it should take less testing time per pupil.

These two seemingly antithetical requirements--that is, that the test be longer and yet take less testing time per examinee--are met simultaneously through the use of a testing scheme called multiple matrix sampling. Using multiple matrix sampling procedures, all pupils are tested but each pupil takes only a small part of the whole test. Thus, under this procedure it is possible to get much more information about program achievement at considerable savings in costs and testing time. For example, the Reading Test developed by the Department of Education for use in assessment of reading achievement in grades two and three during the school year 1973-74 contained over four times as many items as the Cooperative Primary Reading Test used during the 1972-73 school year and yet required less administration time per pupil.

Because it was considered desirable to compare the progress of California pupils in relation to national norms, the Reading Test was constructed from several widely used commercially available tests, including the Cooperative Primary Reading Test, the Comprehensive Tests of Basic Skills, and the Stanford Reading Test. Thus, it was possible to estimate what the performance of California's pupils would have been if they had taken any one of these tests.

Results of Reading Achievement Testing Grades Two and Three

Comparison of California Results to National Norms

Because the Reading Test is designed for use specifically in California and no pupil outside the state has taken the exam, a direct comparison of the progress of California pupils in relation to national norms is not possible. However, because the Reading Test is composed of items drawn from a variety of nationally normed tests, it is possible to estimate (1) how pupils in a national sampling would have done if they had taken the Reading Test; and (2) how California pupils would have done if they had taken one of the commercially available tests. The first type of estimate is done by a comparison of item difficulty values; the second is done by the use of a technique called equating.

Comparison to Estimated National Norms: Use of Item Difficulty Values

The proportion of examinees who answer a test item correctly is called the difficulty level, or p-value, of that item. The estimated mean score on a test is the sum of the p-values of the items which comprise the test. Because information is available from publishers concerning the national p-values on the items in the Reading Test, it was possible to estimate the percent of items that students nationwide would have been able to answer correctly. These results, together with their comparison to the actual scores obtained on the Reading Test by California pupils, are presented in Tables 1 and 2.

Tables 1 and 2 illustrate that, in general, pupils in California scored higher on the Reading Test than did the estimated national norms group. These results were true for the total test score and for three of the four major subtests at both grade levels. California pupils scored considerably higher than the estimated national group in the reading skill areas of phonetic analysis, relational vocabulary, and comprehension of literal details, and the California group scored lower in the areas of structural analysis, denotative vocabulary, and study locational skills.

Comparison to National Norms: Use of Results of Equating Study

In a study conducted by the California State Department of Education, the total score results of the Reading Test were equated to three nationally normed tests: the Cooperative Primary Reading Test, the reading subtest of the Comprehensive Tests of Basic Skills, and the Stanford Reading Test. The results of this study made it possible to estimate how California's pupils would have scored if they had taken any one of the three national tests.

Table 3 illustrates that the quartile scores achieved by California pupils surpassed the publishers' norms for all three commercially available tests with one exception--that of the 25th percentile in grade three on the Cooperative Primary Reading Test.

Comparison of 1973-74 California Results to Previous Years' Results

The 1973-74 Reading Test results, equated to the Cooperative Primary Reading Test, are displayed graphically in Tables 4 and 5, together with the results of previous years' reading test results. Although reading

achievement has improved each year for the past eight years, that trend appears to have leveled off; scores for 1973-74 were roughly equal to those achieved in 1972-73. In both grades the scores at the third quartile rose slightly, but a small decline occurred at both the first quartile and the median.

Table 1

Comparison of Performance of 295,821 California Public School Pupils on the
Reading Test to Estimated National Norms, 1973-74, Grade Two

Content area	Number of items	Mean percent of items answered correctly		
		California pupils	Estimated national norms*	Difference
<u>Word Identification</u>	52	77.82	77.25	.57
Sight words	18	87.19	86.33	.86
Phonetic analysis	17	82.80	77.47	5.33
Consonants		86.78	82.50	4.28
Vowels		72.63	61.25	11.38
Structural analysis	17	62.94	67.41	-4.47
<u>Vocabulary</u>	60	65.15	61.38	3.77
Denotation	21	67.21	73.24	-6.03
Relational	39	64.17	55.00	9.17
Synonyms		64.86	54.79	10.07
<u>Comprehension</u>	80	58.59	53.93	4.66
Literal	50	57.06	52.62	4.44
Details		60.27	53.75	6.52
Main idea		48.49	45.60	2.89
Interpretive	30	58.20	56.10	2.10
Details		58.77	57.92	.85
Main idea		54.57	53.11	1.46
Cause and effect		57.61	54.00	3.61
<u>Study Location</u>	20	73.59	76.10	-2.51
<u>Total</u>	212	66.58	63.85	2.73

* Estimated national norms were developed by averaging the item p-values for the items chosen from publishers' tests to construct the Reading Test.

Table 2

Comparison of Performance of 306,901 California Public School Pupils on the
Reading Test to Estimated National Norms, 1973-74, Grade Three

Content area	Number of items	Mean percent of items answered correctly		
		California pupils	Estimated national norms*	Difference
<u>Word Identification</u>	52	86.73	86.54	.19
Sight words	18	94.38	95.06	-.68
Phonetic analysis	17	88.28	84.59	3.69
Consonants		92.70	88.42	4.28
Vowels		80.85	71.50	9.35
Structural analysis	17	76.58	79.47	-2.89
<u>Vocabulary</u>	60	81.00	80.45	.55
Denotation	21	83.74	87.48	-3.74
Relational	39	79.45	76.67	2.78
Synonyms		80.49	77.06	3.43
<u>Comprehension</u>	80	73.93	72.04	1.89
Literal	50	71.89	71.36	.53
Details		75.51	72.25	3.26
Main idea		65.00	66.40	-1.40
Interpretive	30	73.56	73.17	.39
Details		74.53	75.33	-.80
Main idea		70.54	69.78	.76
Cause and effect		72.48	71.75	.73
<u>Study Location</u>	20	86.07	90.45	-4.38
<u>Total</u>	212	80.21	79.71	.50

* Estimated national norms were developed by averaging the item p-values for the items chosen from publishers' tests to construct the Reading Test.

Table 3

Percentile Ranks of Publishers' National Sample and Estimated California
Percentile Rank Based on Pupil Performance
on the Reading Test, 1973-74

Test to which <u>Reading Test</u> results were equated	Percentile rank, according to grade level					
	Grade two			Grade three		
	Q1	Q2	Q3	Q1	Q2	Q3
<u>Cooperative Primary Reading Test</u>						
Publisher's norms	25	50	75	25	50	75
California results	29*	53	86	24	52	75
<u>Comprehensive Tests of Basic Skills</u>						
Publisher's norms	25	50	75	25	50	75
California results	34	55	80	27	57	81
<u>Stanford Reading Test</u>						
Publisher's norms	25	50	75	---	---	---
California results	26	54	80	---	---	---

* This value should be interpreted as follows: A pupil who scored at the 25th percentile on the distribution of California results was estimated to be at the 29th percentile on the publisher's distribution of pupil scores.

** Results of the equating study for the Stanford Reading Test, grade three, are not available.

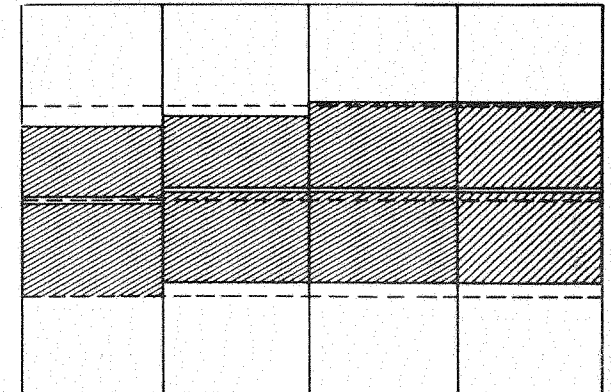
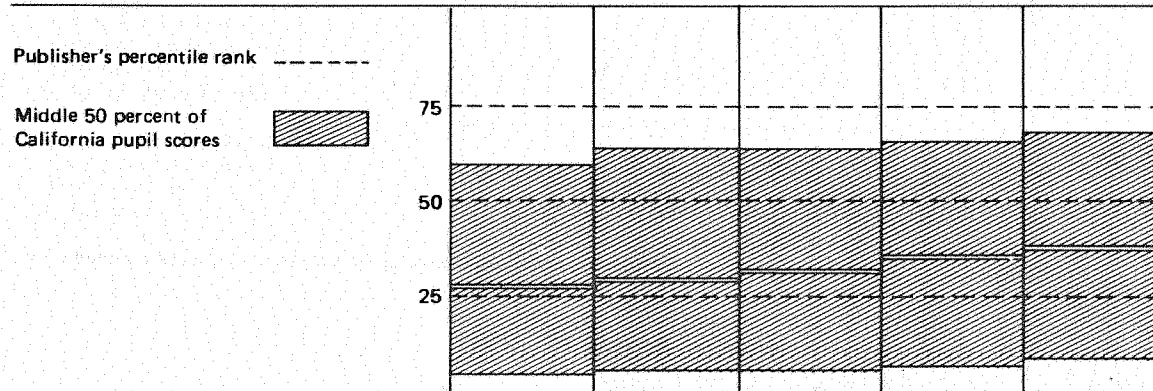
Table 4

Statewide Standardized Test Results, California Public Schools, 1965-66 Through 1973-74
Reading Achievement Tests, Grade Two

	STANFORD READING TEST				
Year administered	1965-66	1966-67	1967-68	1968-69	1969-70
Number of pupils tested	314,646	318,529	329,021	337,151	345,586

COOPERATIVE PRIMARY READING TEST			
Actual			Estimated
1970-71	1971-72	1972-73	1973-74 ^b
332,517	332,019	312,754	33,007

A. Interquartile range (25th, 50th, and 75th percentile scores) compared to publishers' norms^a



B. Publisher's percentile ranks and grade equivalents of state quartile scores (25th, 50th, and 75th percentile)

75th Percentile (State Q3)					
State Raw Score	55.3	56.6	57.1	58.3	59.3
Publisher's Percentile Rank	60	64	64	66	68
Publisher's Grade Equivalent	3.0	3.1	3.1	3.2	3.2
50th Percentile (State Q2)					
State Raw Score	37.6	39.3	39.7	41.7	42.6
Publisher's Percentile Rank	28	30	32	36	38
Publisher's Grade Equivalent	2.5	2.5	2.5	2.6	2.6
25th Percentile (State Q1)					
State Raw Score	23.7	24.8	25.1	26.4	26.5
Publisher's Percentile Rank	6	7	7	8	10
Publisher's Grade Equivalent	1.9	1.9	1.9	1.9	2.0

34.4	35.4	35.7	36.2
70	73	76	76
3.5	3.6	3.7	3.7
26.6	27.8	28.2	27.9
50	53	53	53
2.8	2.9	2.9	2.9
20.3	21.1	21.3	21.2
25	29	29	29
2.1	2.2	2.2	2.2

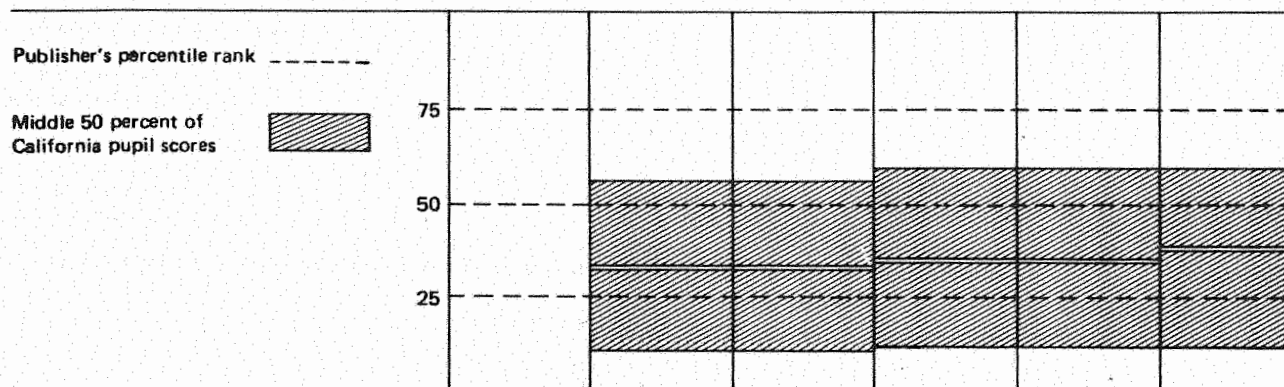
^aThe three broken horizontal lines indicate the publisher's 75th, 50th, and 25th percentiles. The shaded columns represent the middle 50 percent of the test scores of California pupils in grade two. The top of each column represents the 75th percentile for the California pupils, the bottom represents the 25th percentile score, and the break in the middle of the column represents the 50th percentile score. These data are presented in numerical form in Part B of this exhibit.

^bThe 1973-74 results are estimated from a one-ninth systematic sample of *Reading Test* scores. An equating study performed by the Department of Education allows scores on the *Cooperative Primary Reading Test* to be estimated from results obtained on the *Reading Test*.

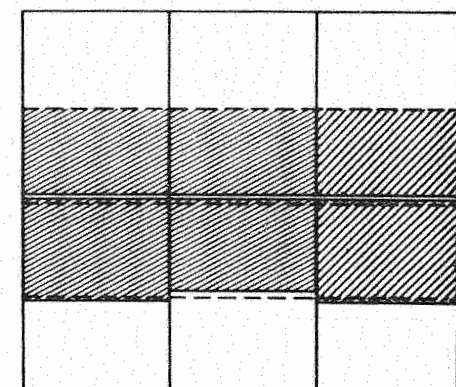
Table 5
Statewide Standardized Test Results, California Public Schools, 1965-66 Through 1973-74
Reading Achievement Tests, Grade Three

	STANFORD READING TEST					
Year administered	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71
Number of pupils tested		313,380	319,903	329,447	347,410	336,845

A. Interquartile range (25th, 50th, and 75th percentile scores) compared to publishers' norms^a



COOPERATIVE PRIMARY READING TEST		
Actual		Estimated
1971-72	1972-73	1973-74 ^b
334,644	329,187	34,501



B. Publisher's percentile ranks and grade equivalents of state quartile scores (25th, 50th, and 75th percentile)

75th Percentile (State Q3)						
State raw score	75.1	75.3	75.7	75.8	75.6	
Publisher's percentile rank	56	56	60	60	60	
Publisher's grade equivalent	4.1	5.1	4.2	4.2	4.2	
50th Percentile (State Q2)						
State raw score	61.9	62.2	63.1	63.4	63.6	
Publisher's percentile rank	34	34	36	36	38	
Publisher's grade equivalent	3.4	3.4	3.4	3.4	3.5	
25th Percentile (State Q1)						
State raw score	44.4	44.9	46.2	46.6	47.1	
Publisher's percentile rank	12	12	13	13	13	
Publisher's grade equivalent	2.7	2.7	2.7	2.8	2.8	

42.6	42.7	42.9
75	75	75
4.3	4.3	4.3
37.5	37.6	37.5
52	52	52
3.8	3.8	3.8
30.4	30.7	30.1
24	27	24
2.9	3.0	2.9

^aThe three broken horizontal lines indicate the publisher's 75th, 50th, and 25th percentiles. The shaded columns represent the middle 50 percent of the test scores of California pupils in grade three. The top of each column represents the 75th percentile for the California pupils, the bottom represents the 25th percentile score, and the break in the middle of the column represents the 50th percentile score. These data are presented in numerical form in Part B of this exhibit.

^bThe 1973-74 results are estimated from a one-ninth systematic sample of *Reading Test* scores. An equating study performed by the Department of Education allows scores on the *Cooperative Primary Reading Test* to be estimated from results obtained on the *Reading Test*.

Results of Achievement Testing

Grades Six and Twelve

Pupils in grades six and twelve were tested in the fall of 1973, as required by the California School Testing Act of 1969. Pupils were administered achievement tests in the basic skills. Aptitude testing is no longer a requirement of the state testing program because of amendments to the state testing law passed at the 1972 session of the Legislature.

Grade six achievement test scores in 1973-74 were, in general, lower at all three quartile points than they were in 1972-73. Only in arithmetic did the average (median) score remain the same. Most of the decreases, however, were not large enough to affect the percentile rank or the grade equivalent. The one exception was in language.

Grade twelve achievement test scores exhibited the same pattern as sixth grade scores, with lower scores in all areas except arithmetic. The largest decrease was in the area of language (expression). The lower scores were reflected in percentile rank decreases in language (expression).

Background of the Testing Program

In accordance with the requirements of the California School Testing Act of 1969, the State Board of Education has established a statewide testing program involving pupils in grades six and twelve. This testing is designed to provide annual measures of achievement in the basic skills. Since the 1969-70 school year, the achievement tests designated by the State Board

of Education to be administered in the fall in these grades are as follows:

Grade Six: Comprehensive Tests of Basic Skills (CTBS)

Grade Twelve: Iowa Tests of Educational Development (ITED)

Both of these batteries of tests provide measurements of pupil achievement in reading, language, spelling, and arithmetic. However, these tests will not be administered again for the state testing program, because new tests are being developed to assess basic skills, as required by 1972 amendments to the Education Code. The new tests will be administered in the 1974-75 school year.

Results of Testing

The results of the achievement testing in 1973-74 are presented in summary form in Table 6 for grade six and in Table 7 for grade twelve. Corresponding data for the four previous years are also included. In the last three years, the tests have been administered in October. In the first two years, they were administered in November.

In the tables raw scores for the 25th, 50th, and 75th percentiles are given, and these scores are compared with the publishers' percentile rank and grade equivalent norms. A raw score is the number of test questions answered correctly. The percentile rank indicates the percent of pupils in the publisher's norm group that scored below a given raw score point. A grade equivalent score indicates the grade placement of the average pupil in the publisher's norm group who achieved a given raw score value.

Grade Six Results

Test scores for pupils in grade six in 1973-74 remained the same as those in 1972-73 or, in some cases, were lower; the scores are below the

publishers' norms for both years. The slight decreases in raw score points were not reflected in changes in percentile rank and grade-equivalent scores except in the area of language. Findings in each of the test areas are as follows:

Reading - At the median a .1 raw score decrease did not change the percentile rank or the grade equivalent, nor did the .1 decrease at the first quartile.

Language - A .5 decline at the median was reflected in a decrease in percentile rank from 39 to 37 and the grade equivalent from 5.4 to 5.3. The .8 raw score decrease at the first quartile was reflected in a one point decrease in percentile rank and one month in grade equivalent, while the .3 decrease at the third quartile resulted in a three point decrease in percentile rank and a one month loss in grade equivalent.

Spelling - The .2 decrease in raw score at the median, the .2 decrease at the third quartile, and the .4 decrease at the first quartile did not result in any changes in percentile rank or grade equivalent.

Arithmetic - There was no change in test score at the median, and the .1 decrease at the first quartile did not affect the percentile rank or the grade equivalent.

Grade Twelve Results

Because the publisher of the Iowa Tests of Educational Development does not provide grade-equivalent scores, the discussion of grade twelve results will be limited to raw scores and percentile ranks. The scores of California pupils were lower than the scores of the publisher's norm group. As with the grade six scores, the greatest change between 1972-73 and 1973-74

scores occurred in the language (expression) subtest where the .9 raw score drop at the median moved the percentile rank from 36 to 34, the .6 decline at the first quartile was reflected in a one point decrease in percentile rank, and the .9 decline at the third quartile caused a three point decline in percentile ranks. Findings in each of the score areas are given below:

Reading - The slight declines at all three quartile points did not change the percentile rank. At the median the raw score changed from 20.2 to a score of 20.1 and was not reflected in a change in the percentile rank.

Expression - The changes of greatest magnitude occurred in expression (language). There was a decrease of .9 raw score points at the median and a decrease in percentile rank from 36 to 34 at the first quartile, the .6 drop moved the percentile rank down by one point, and the .9 drop at the median changed the percentile rank from 57 to 54.

Spelling - Although there was a .2 decrease at the median and a .1 decrease at the third quartile, there was no change in the percentile rank. The .1 decline at the third quartile dropped the percentile rank. It should be noted that large changes occur in percentile rank in spelling because of the limited number of items on the test.

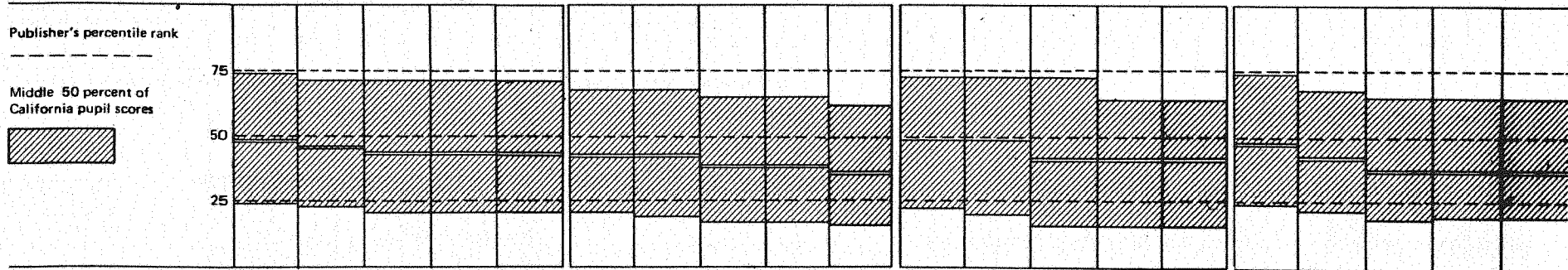
Mathematics - Mathematics (quantitative) scores did not change at the median. The .1 increase at the first quartile moved the percentile rank up from 20 to 25. The .1 decrease at the third quartile was not reflected in a change of percentile rank.

Table 6

**Statewide Standardized Test Results, California Public Schools, 1969-70 Through 1973-74
Achievement Tests, Grade Six**

	COMPREHENSIVE TESTS OF BASIC SKILLS, Form Q, Level 2																			
	Reading					Language					Spelling					Arithmetic				
Year administered	1969-70	1970-71	1971-72	1972-73	1973-74	1969-70	1970-71	1971-72	1972-73	1973-74	1969-70	1970-71	1971-72	1972-73	1973-74	1969-70	1970-71	1971-72	1972-73	1973-74
Number of pupils tested	328,754	333,734	341,035	342,946	336,054	327,059	331,766	338,749	340,320	332,568	327,273	332,601	339,432	341,228	333,001	326,901	331,609	339,244	340,778	333,972

A. Interquartile Ranges (25th, 50th, and 75th Percentile Scores) Compared to Publishers' Norms^a



B. Publishers' Percentile Ranks and Grade Equivalent Scores of the State Quartile Scores (25th, 50th, and 75th Percentiles)

75th Percentile (State Q3)																				
State raw score	71.8	71.4	70.5	70.6	70.6	68.4	67.9	66.5	66.7	66.4	25.7	25.7	25.5	25.4	25.2	84.8	83.2	81.5	81.6	81.6
Publisher's percentile rank . .	74	72	72	72	72	68	68	65	65	62	73	73	73	64	64	74	68	65	65	65
Publisher's grade equivalent . .	7.6	7.4	7.4	7.4	7.4	7.2	7.2	7.0	7.0	6.9	7.5	7.5	7.5	7.0	7.0	7.3	6.9	6.8	6.8	6.8
50th Percentile (State Q2)																				
State raw score	61.7	61.2	59.8	60.0	59.9	58.3	57.5	55.5	55.6	55.1	22.6	22.5	21.9	21.8	21.5	74.9	72.6	69.8	70.2	70.2
Publisher's percentile rank . .	48	46	44	44	44	43	43	39	39	37	49	49	42	42	42	47	43	38	38	38
Publisher's grade equivalent . .	6.0	5.8	5.7	5.7	5.7	5.7	5.7	5.4	5.4	5.3	6.0	6.0	5.6	5.6	5.6	5.9	5.8	5.5	5.5	5.5
25th Percentile (State Q1)																				
State raw score	45.7	45.3	43.7	44.3	44.2	44.3	43.2	41.0	41.2	40.4	17.6	17.3	16.4	16.3	15.9	58.9	56.1	52.9	53.6	53.5
Publisher's percentile rank . .	24	23	21	21	21	21	19	17	17	16	22	19	16	16	16	24	21	18	19	19
Publisher's grade equivalent . .	4.5	4.4	4.3	4.3	4.3	4.3	4.2	4.1	4.1	4.0	4.6	4.3	4.1	4.1	4.1	4.8	4.7	4.5	4.6	4.6

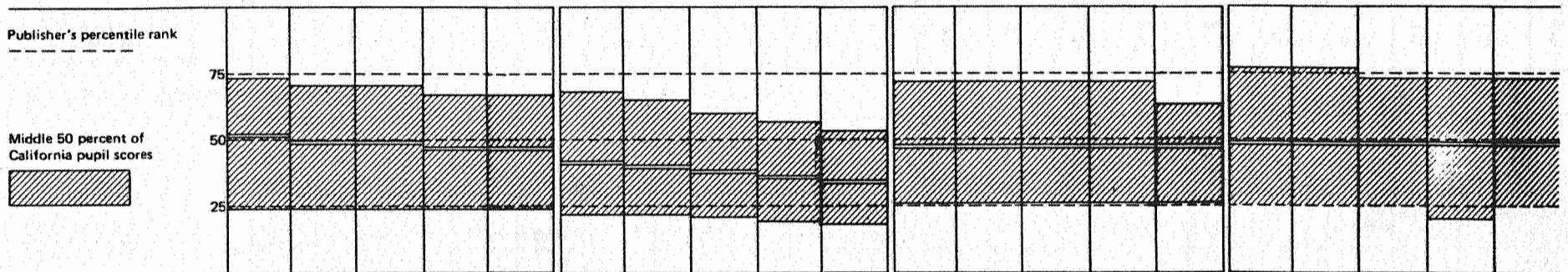
^aThe three broken horizontal lines indicate the publishers' 75th, 50th, and 25th percentiles. The shaded columns represent the middle 50 percent of the test scores of California grade six pupils. The top of each column represents

the 75th percentile score for the California pupils, the bottom represents the 25th percentile score, and the break in the middle of the column represents the 50th percentile score.

Table 7
Statewide Standardized Test Results, California Public Schools, 1969-70 Through 1973-74
Achievement Tests, Grade Twelve

	IOWA TESTS OF EDUCATIONAL DEVELOPMENT, Form X-4																			
	Reading					Expression					Spelling					Quantitative				
Year administered	1969-70	1970-71	1971-72	1972-73	1973-74	1969-70	1970-71	1971-72	1972-73	1973-74	1969-70	1970-71	1971-72	1972-73	1973-74	1969-70	1970-71	1971-72	1972-73	1973-74
Number of pupils tested	234,478	247,311	261,510	251,063	251,355	230,820	246,781	260,812	249,847	249,602	228,140	241,363	252,654	243,873	242,310	234,706	248,853	262,400	252,778	252,326

A. Interquartile Ranges (25th, 50th, and 75th Percentile Scores) Compared to Publishers' Norms^a



B. Publishers' Percentile Ranks and Grade Equivalent Scores of the State Quartile Scores (25th, 50th, and 75th Percentiles)

75th Percentile (State Q3)																				
State raw score	29.8	29.4	28.8	28.1	27.9	50.8	49.8	48.4	47.3	46.4	11.1	11.0	10.7	10.5	10.4	19.0	18.7	18.4	18.3	18.2
Publisher's percentile rank . .	74	71	71	67	67	68	65	60	57	54	72	72	72	72	63	77	77	74	74	74
50th Percentile (State Q2)																				
State raw score	21.5	21.2	20.8	20.2	20.1	40.8	39.9	38.6	37.5	36.6	8.2	8.1	7.8	7.7	7.5	13.2	12.9	12.8	12.6	12.6
Publisher's percentile rank . .	52	49	49	47	47	42	40	38	36	34	47	47	47	47	47	48	48	48	48	48
25th Percentile (State Q1)																				
State raw score	15.4	15.1	14.9	14.6	14.5	30.3	29.6	28.6	27.7	27.1	5.4	5.3	5.2	5.0	4.9	8.8	8.6	8.5	8.4	8.5
Publisher's percentile rank . .	24	24	24	24	24	22	22	21	19	18	26	26	26	26	26	25	25	25	20	25

^aThe three broken horizontal lines indicate the publishers' 75th, 50th, and 25th percentiles. The shaded columns represent the middle 50 percent of the test scores of California grade twelve pupils. The top of each column

represents the 75th percentile score for the California pupils, the bottom represents the 25th percentile score, and the break in the middle of the column represents the 50th percentile score.