

AZELLA
Arizona English Language Learner Assessment

2015
Technical Report

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FOREWORD

The technical information herein 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 technical knowledge of test construction and measurement procedures, as stated in *Standards for Educational and Psychological Testing* (American Educational Research Association, American Psychological Association, National Council on Measurement in Education, 1999) and in the new edition, *Standards for Educational and Psychological Testing* (American Educational Research Association, American Psychological Association, National Council on Measurement in Education, 2014).

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Chapter 1. INTRODUCTION

1.1 Background

Title I and Title III of the federal *No Child Left Behind* (NCLB) reauthorization of the Elementary and Secondary Education Act in 2001 require annual assessment of the English proficiency of limited English proficient students. NCLB requires demonstrated annual improvement and adequate yearly progress for these students in order for them to develop English proficiency and meet challenging State academic content standards. Arizona state law (ARS 15-756) requires the identification of English language learner (ELL) students through the administration of English language proficiency assessments to students with a primary or home language other than English (PHLOTE). Additionally, state law (ARS-756.05) requires the annual reassessment of ELL students.

1.2 Purpose and Uses

The Arizona English Language Learner Assessment (AZELLA) is the Arizona English language proficiency test used to identify English Language Learner (ELL) students. The AZELLA is used to meet state and federal assessment requirements and tests the 2011 Arizona English Language Proficiency Standards (ELPS). The test provides information regarding the student's English language proficiency. Upon first enrollment in an Arizona school, if any of the three questions on the Primary Home Language Other than English (PHLOTE) Home Language Survey form or the school enrollment form are answered with any language other than English, the student is identified as a PHLOTE. The three questions are as follows:

1. What is the primary language used in the home regardless of the language spoken by the student?
2. What is the language most often spoken by the student?
3. What is the language that the student first acquired?

PHLOTE students are administered the AZELLA for initial identification and placement. If the students test proficient in English, they are classified as Initial Fluent English Proficient (IFEP) students. Otherwise, they are classified as eligible for ELL services. Teachers use the AZELLA student results and ongoing classroom assessments in order to make instructional decisions that differentiate instruction and develop student readiness for instruction in mainstream classrooms. The AZELLA is also used for annual reassessment of ELL students to measure progress and to exit them from ELL services once they score "Proficient." These students are then classified as Fluent English Proficient (FEP) students and placed into mainstream classes.

In order to comply with federal and state laws, the Arizona Department of Education (ADE) established statewide English language proficiency standards and developed a testing program around those standards. Following years of locally determined language proficiency testing, ADE adopted a single English language proficiency test, the *Stanford English Language Proficiency Test* (SELP), for statewide use in the 2004-2005 and 2005-2006 school years. SELP was modified to better align to the Arizona ELPS creating AZELLA Form AZ-1 and was used from the 2006-2007 school year through the 2008-2009 school year. AZELLA Form AZ-2 was equated to SELP and used in Arizona from the 2009-2010 school year through the 2011-2012 school year, and as a placement test for Stages II – V in the 2012-2013 school year. For the

AZELLA Form AZ-1 and Form AZ-2, a single test form per Stage was used both for placement testing and for annual reassessment for ELL students.

In 2011, Arizona revised the performance indicators of the ELPS, to ensure that English language learners would have the linguistic foundations for academic English that is needed to meet the language demands and complexity required in Arizona's College and Career Ready Standards – English Language Arts/Literacy (AZ CCRS-ELA). The modifications of the ELPS necessitated a parallel revision of the AZELLA. Consistent with the prior Standards and tests, both the revised ELPS and the revised AZELLA were developed to address five grade spans; Stage I for Kindergarten, Stage II for Grades 1 and 2, Stage III for Grades 3, 4, and 5, Stage IV for Grades 6, 7, and 8, and Stage V for high school. The revised AZELLA was designed to test the increased language demands created by the rigor of the ELPS and the AZ CCRS-ELA. The revised AZELLA was developed in accordance to the *Standards for Educational and Psychological Testing* (AERA, APA, NCME, 1999) and meets the requirements set forth in federal and state law.

Under the previous assessment system using AZELLA forms AZ-1 and AZ-2, the Stage I form was used for both Kindergarten placement and the spring reassessment. A new component of the revised AZELLA assessment system is a separate Kindergarten Placement Test (KPT). The new KPT is better aligned to the assessment needs of incoming Kindergarten students than the end of year Stage I test.

The current assessment system uses the Kindergarten Placement Test for the assessment of incoming Kindergarten students to determine ELL service need. A non-parallel Stage I test is then used to reassess Kindergarten ELL students during spring. For the other stages, two parallel and equated AZELLA forms per stage were created and operationalized during the 2012-2013 school year. One of these forms was chosen to be used as the placement assessment for new PHLOTE students throughout the year, and the other was refreshed annually for use as the spring reassessment.

AZELLA Stage tests are designed to assess students at all skill progression levels within the assigned grade span. This vertical development of the language assessed allows the test to discriminate relatively finely among students at different levels of language acquisition. AZELLA results provide students, teachers, and parents with an objective report of students' English language skills in listening, speaking, reading, and writing. AZELLA results determine whether schools are helping students to make adequate progress toward English language proficiency and the amount of year-to-year progress students make in language proficiency for federal and state accountability.

Chapter 2. INVOLVEMENT OF ARIZONA EDUCATORS AT ALL LEVELS

Chapter 2 of the technical report addresses the involvement of Arizona educators in test development. This part of the technical report addresses Standard 3.5 of the *Standards for Educational and Psychological Testing* (AERA, APA, NCME, 1999) and Standard 4.6 in the new edition of the *Standards for Educational and Psychological Testing* (AERA, APA, NCME, 2014).

Four Item Writing, one Content and Bias Review and two Rangefinding committees were held in preparation of the 2015 Spring AZELLA Reassessments. In addition, prior to fiscal year 2015 several committees were involved in the development of the new AZELLA. These committees included teachers, curriculum specialists, administrators, and policy makers from across the state.

The committee meetings included:

- ADE Staff facilitated a meeting of the ELP Advisory Committee on April 7 and 8, 2011 to review the English Language Proficiency Standards in order to determine which performance indicators would be assessable on the new AZELLA tests.
- A committee of ELL educators met from June 29 to July 1, 2011 to review item specifications. The final versions of these specifications are presented within the AZELLA Field Test Technical Report (Arizona Department of Education, 2013c) available at http://www.azed.gov/assessment/files/2014/05/azella_ft_tech_report_2013_final_0214.pdf.
- A committee of educators met on July 11 to 15, 2011 to review reading passages and write test items.
- Item content and bias review meetings were held on August 27, 2011 for Stages I through V, and on January 12, 2012 for the Kindergarten Placement Test.
- Data review meetings in which educators reviewed item field test statistics and identified item eligible for inclusion on the AZELLA tests were held on March 15 and 16, 2012 and on June 28, 2012.
- Standard setting meeting July 11 and 12, 2012 in which educators set performance standards on the Kindergarten Placement Test.
- Rangefinding committee meetings for open-ended Writing items were held from July 16 through 20, 2012. Speaking Rangefinding committee meetings were held from July 23 through July 27, 2012.
- May Standard Setting Meeting, conducted in May 2013, in which educators were gathered to set performance standards for the Stages I through V tests.
- June Standard Setting Meeting, conducted in June 2013, in which educators reviewed the performance standards for the Stages I through V tests set in the May standard setting meeting after impact data on Arizona's Instrument to Measure Standards (AIMS) was available.
- Rangefinding Meeting, conducted in January 2015, in which an educator along with ADE staff members and Pearson staff members discussed scoring of one operational Stage I

Writing item and one Stage V Writing operational item and selected training sets that conformed to existing anchor, practice, and training sets for other similar operational items .

- Rangefinding Meeting, conducted in April 2015, in which an educator along with ADE staff members and Pearson staff members discussed scoring of one field test Stage V Writing item and selected the training sets.

Chapter 3. TEST DESIGN

Chapter 3 of the technical report provides information regarding test design. The following 1999 AERA/APA/NCME standards (AERA, APA, NCME, 1999) are addressed: 1.2, 1.6, 3.1, 3.2, 3.3, 3.11, 6.4, 6.15, 13.3, and 13.5. The 2014 AERA/APA/NCME standards (AERA, APA, NCME, 2014) addressed by this part of the technical report are 1.1, 1.11, 4.0, 4.1, 4.2, 4.12, 7.0, 7.2, 12.4, and 12.8.

3.1 Content Standards

In 2011, the Arizona Department of Education (ADE) adopted a new version of the Arizona ELPS. These standards are designed to provide students with the prerequisite language skills necessary to access content and instruction in academic classrooms. The 2011 ELPS reflect a purposeful overlap with the language skills of the Arizona College and Career Ready Standards (ACCRS), and they also reflect an increase in rigor, consistent with the ACCRS, when compared to the previous version of the standards.

The ELPS are organized by strand, specifically Listening and Speaking, Reading, Writing, and Language, which includes English Conventions and Vocabulary. The standards are presented by stage and domain and performance indicators for each standard and each skill progression level. The Stages are as follows: Stage I (Kindergarten), Stage II (Grades 1 and 2), Stage III (Grades 3, 4, and 5), Stage IV (Grades 6, 7, and 8), and Stage V (High School). The skill progression levels are Pre-Emergent, Emergent, Basic, Low Intermediate, and High Intermediate. The complete set of standards can be accessed at <http://www.azed.gov/english-language-learners/elps/>.

With the revision of the ELPS, it was necessary to revise the Arizona English Language Learner Assessment (AZELLA) to reflect the content and expectations of the new standards. To support this effort, WestEd content and test development project management staff collaborated with ADE staff to develop item specifications and blueprints to guide the item and test development process for each of the stages.

3.2 Item Specifications

Beginning in May 2011, as the first step in the development of item specifications, WestEd undertook a comprehensive and systematic evaluation of the Arizona English Language Proficiency (ELP) Standards in order to determine which of those instructional standards were considered assessable for the new AZELLA. In particular, WestEd sought to identify ELPS that could be operationalized through item specifications to guide development of K-12 assessments to measure proficiency across the four primary domains of Listening, Speaking, Reading, and Writing. The determination of assessment content was based on an iterative judgment-based process involving ADE staff, the Arizona ELP Advisory Committee, and WestEd staff. The steps involved with the development of the item specifications as well as the final version of the item specifications for AZELLA are contained within the AZELLA Field Test Technical Report (Arizona Department of Education, 2013c). The item specifications were updated further following the results of the field test to reflect the subsequent decisions about assessable content and to ensure consistency with the format and content of the items as they appeared on the final forms.

3.3 Test Blueprint

The Test Blueprint, in concert with the Item Specifications, defines the content and structure of the test. The blueprint defines the standards to be assessed for each test form, the number of items per standard, the number of item types, the number of points per item type, and the total number of items and points per test form. Inherent in the number of points per test is the relative weighting associated with the standards and, in the case of AZELLA, the domains being assessed. For this test, it was particularly important to consider the relative weight of reading and writing versus speaking and listening across the stages. This point will be addressed more fully below.

The development of the test blueprint was done in parallel with the item specifications. Once WestEd content and assessment staff identified the assessable content, the initial test blueprints were drafted based on the number of PIs determined to be appropriate for a statewide assessment. These determinations were based on the 2011 ELP Standards and the continued use of a primarily paper-and-pencil assessment. In addition, the ADE identified by stage, the target percentages for the domains that were to be considered in determining the test blueprints. These targets were based on the increasing importance of reading and writing to student success in the regular classroom. As a consequence, the relative percentage of the composite of reading and writing increases from 43% at Stage 1 to 60% at Stage V. The specific targets by stage are summarized below.

- For Stage I, at least 43% of the composite score will be composed of the reading and writing subdomain scores, with at least 20% of the composite score composed of the reading score.
- For Stage II, at least 52% of the composite score shall be composed of the reading and writing subdomain scores, with at least 25% of the composite score composed of the reading score.
- For Stage III, at least 55% of the composite score shall be composed of the reading and writing subdomain scores, with at least 28% of the composite score composed of the reading score.
- For Stage IV, at least 60% of the composite score shall be composed of the reading and writing subdomain scores, with at least 30% of the composite score composed of the reading score.
- For Stage V, at least 60% of the composite score shall be composed of the reading and writing subdomain scores, with at least 29% of the composite score composed of the reading score.

An iterative process was enacted for both the development of the Item Specifications and the development and review of the Test Blueprint. WestEd's content and development staff drafted an initial blueprint for each stage based on the criteria outlined above. These draft blueprints were submitted to ADE for review. Adjustments were made as requested, and then the drafts were submitted to the ELP advisory committee for its consideration. Following the approval of the ELP Advisory Committee, the item development targets for the item writing workshops could be developed.

As with the Item Specifications, the Test Blueprint continued to be revised over time reflecting information gained from item performance and scoring of the pilot items. Table 3.1 below summarizes the percentages by stage and domain.

Table 3.1: AZELLA Blueprint

Domain/Standard	Kindergarten Placement	Stage I	Stage II	Stage III	Stage IV	Stage V
Reading	17%	28%	34%	32%	33%	33%
Print Concepts/Phonemic Awareness/Decoding	43%	50%	44%	35%	25%	21%
Comprehension	57%	50%	56%	65%	75%	79%
Writing	5%	28%	26%	32%	33%	33%
Applications	0%	33%	32%	39%	36%	36%
Conventions	0%	67%	68%	62%	50%	39%
Process/Elements/Research	100%	0%	0%	0%	14%	26%
Listening	31%	22%	19%	17%	16%	16%
Comprehension	100%	100%	100%	100%	100%	100%
Speaking	48%	22%	21%	19%	18%	18%
Delivery	50%	71%	88%	88%	88%	88%
Repeats	50%	29%	13%	13%	13%	13%

3.4 Description of AZELLA Tests

The test blueprints were used with the processes described in detail in Chapter 4 to develop the Kindergarten Placement Test and Stages I through V tests. The resulting test configurations are as follows.

3.4.1 Kindergarten Placement Test

The Kindergarten Placement Test consisted of 38 items that were locally scored by certified test administrators. The raw scores ranged from 0-42, and scale scores were designed to range from 100 to 300.

3.4.2 Stages I through V Assessments

Stages I through V tests consisted of 49 to 70 items from four domains (Listening, Speaking, Reading, and Writing), depending on the stage. The ranges of raw scores and scale scores for Total Combined are summarized by stage in Table 3.2. Note that scores for non-speaking items on Stages II through V were weighted twice as much as those for speaking items to meet the weight of each domain in the blueprints.

Table 3.2: AZELLA Assessment Total Combined Score Range by Stage

Stage	Raw Score Range	Scale Score Range
I	0-64	2000-3000
II	0-148	2000-3000
III	0-164	2000-3000
IV	0-172	2000-3000
V	0-172	2000-3000

Chapter 4. TEST CONSTRUCTION

This part of the technical report addresses Standards 1.6, 3.1, 3.5, 3.6, 3.7, 3.9, 3.11, 3.16, 6.4, 6.15, 7.3, 7.4, 7.7, 13.3, and 13.5 of the *Standards for Educational and Psychological Testing* (AERA, APA, NCME, 1999) and Standards 1.11, 3.2, 3.6, 4.0, 4.4, 4.6, 4.7, 4.8, 4.10, 4.12, 7.0, 7.2, 12.4, 12.8 in the new edition of the *Standards for Educational and Psychological Testing* (AERA, APA, NCME, 2014).

4.1 General Goals of Spring 2015 AZELLA Reassessment Test Construction

The Spring 2015 Reassessment test development and review process generally followed the same process as that used for the Spring 2014 Reassessment.

4.2 Speaking Test Books

At Stages I through V, it was determined that, for the Speaking Test Books, no changes would be made to the selection of items on the forms.

4.3 Item Selection Criteria

Approximately 20% of the operational test in Listening, Reading, and Writing for the Spring 2015 test was refreshed. The Spring 2014 items that were flagged by ADE based on item statistics were prioritized for replacement. These priorities took into consideration, the item statistics (Point-biserial correlation, IRT INFIT and OUTFIT statistics), both uniform and non-uniform DIF for or against any subgroup, as well as interrater reliability (Kappa statistic) and both Domain and Total reliability. New operational items were selected based on item performance from the prior administration.

In addition to replacement items, the Spring 2015 Reassessment included newly developed field test items. These items were developed for field testing based on an analysis of the existing item pool, which was performed by ADE. The analysis identified gaps that might be filled by newly field tested items.

4.4 Form Construction Process

ADE, Pearson, and WestEd worked collaboratively to construct the Spring 2015 AZELLA Reassessment test. The steps taken for the Spring 2015 Reassessment test construction are outlined below.

Step 1. Item Development

ADE provided field test items for inclusion on the Spring 2015 Reassessments. New items were developed and reviewed by educators under the supervision of ADE. Item writing committee meetings were held in February and March of 2014. In May, a different group of educators reviewed these newly developed items for fairness, sensitivity to cultural differences, and adherence to the ELPS.

Step 2. Field Test Selection Hand Off

ADE finalized the content of the field test items and then provided that content to WestEd and Pearson, along with the associated metadata, intended positions on the tests, Test Administration Directions (TAD) text, and script language specific to items when appropriate.

Step 3. Material Preparation for Item Selection

The following materials were compiled by WestEd and Pearson and made available to ADE staff:

- Stage-specific test blueprints.
- Item cards, which included the wording and metadata for each item as well as item statistics and staff notes.
- Spring 2014 item level and test level statistics.
- Preliminary production test maps.

WestEd provided preliminary Spring 2015 production test maps to ADE as a starting place for test construction. The test map included references to the Spring 2014 item positions, but ADE had discretion to reposition field test and operational items, based on similar content, as long as the position for any item identified as an anchor was not changed.

Step 4. Item Selection and Positioning

Data on 2014 Spring Reassessment item performance was available in May 2014. ADE used this information to inform preliminary item selections for the 2015 Reassessment. They then determined the specific locations where the operational and field-test items should appear, updated the test map based on their intent, and delivered the completed test map to WestEd.

WestEd and Pearson staff verified that the proposed operational positions followed the test construction guidelines. WestEd and Pearson convened a conference call to provide feedback and to discuss and resolve queries from ADE.

Step 5. Field Test Verification

WestEd reviewed the newly embedded field-test items against the operational items for cueing (one item giving the answer for another item) or clanging (verbiage that causes the reader to be jarred), and provided feedback to ADE for their consideration and determination. WestEd returned revised test maps to ADE and Pearson for review and approval.

ADE also identified which items would serve anchor items for the assessment. The rules for anchors selection were:

- Items must appear within two positions of the prior administration location.
- The anchor set must represent approximately 30% of total score points.
- The content for the anchor set must closely match the percentages within the full test blueprint.

Anchor selections were reviewed and approved by Pearson.

4.5 Production and Review of Print-Ready Spring 2015 AZELLA Reassessment Test Forms

The general instructions of the Test Administration Directions (primarily in Section 1) were revisited in advance of Student Test Book production. WestEd updated the general text to reflect the new administration and then uploaded the revised materials for ADE review. ADE provided markup based on the most recent administration experience; then WestEd revised accordingly. A second round of review was completed before item selection activities began.

After the updates to Section 1 of the TADs, the next step entailed updates to the Speaking Test Books for Stages I through V, since there were no changes to anything except the covers. ADE reviewed the forms, and the print-ready copies were handed off to Pearson.

Production then shifted to the Listening, Reading, and Writing portions of the Stage I, II, III, IV, and V Student Test Books, with simultaneous review of the Stage- and item-specific TADs.

The Student Test Book (Listening, Reading, and Writing), the Listening Scripts, and, at Stages III, IV, and V, the Answer Documents went through multiple rounds of ADE review. For the Round 1 review, WestEd provided the forms to ADE in PDF format, laid out as the student would see the items presented. ADE then reviewed the documents and returned marked-up pages to WestEd with a summary of changes. For the Round 2 review, WestEd implemented all Round 1 changes and repeated the process. The Listening Scripts for each stage were handed off to the audio vendor after Round 2. The Round 3 review finalized the Student Test Books.

Once ADE completed the three rounds of review of the Student Test Books, the Test Administration Directions for each stage received one additional round of review and change implementation.

Once each document received final approval from ADE, the print-ready files were produced by WestEd and reviewed by ADE prior to WestEd's submittal to Pearson for printing and distribution.

For the audio associated with the Listening domain, final scripts were handed off to the audio vendor, for recording. After recording, WestEd and ADE completed two rounds of review before signing off on creating the master files for the assessment.

4.6 Development and Review of Test Maps

Test maps for each stage were maintained throughout all steps of production. The test maps were updated when any replacements or changes to items or item metadata were made. Once ADE approved the print-ready files, the test maps for the approved tests were finalized and uploaded to ADE and Pearson.

Chapter 5. TEST ADMINISTRATION

This section describes how the AZELLA Kindergarten Placement Test and the AZELLA Placement Test for the 2014-2015 school year and the Spring 2015 AZELLA Reassessment were administered. It describes the administration procedures used to ensure that the test administrations were completed in a secure and standardized manner. It also describes how the test administration for Speaking was different from other domains. The following 1999 AERA/APA/NCME standards (AERA, APA, NCME, 1999) are addressed: 1.13, 3.3, 3.19, 3.20, 3.21, 3.24, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 6.11, 6.15, 9.1, 10.1, and 10.2. The 2014 AERA/APA/NCME standards (AERA, APA, NCME, 2014) addressed by this part of the technical report are 1.10, 3.1, 3.9, 3.10, 4.2, 4.5, 4.15, 4.16, 4.21, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 7.0, 7.8.

5.1 Accommodation

There were a number of test accommodations that were available for students who took the AZELLA Placement Test and the Spring 2015 AZELLA Reassessment. A list of accommodations that were available or unavailable for the administration is presented by domain (L: Listening; R: Reading; S: Speaking; W: Writing) in Table 5.1.

Table 5.1: Test Accommodations

Accommodation	Acceptable	Not Acceptable or Not Applicable
Allow frequent breaks	L, R, W	S
Allow the Test Administrator to read the prompts aloud, at student request	W	L, R, S
Allow a scribe to assist in bubbling answers for multiple choice items	L, R, W	S
Allow the use of assistive technology for the extended writing prompt response with spell check, grammar check, and word prediction functions turned off	W	L, R, S
Allow the enlargement of test material	L, R, W, S	
Allow the test to be administered over multiple days	L, R, W	S

The translation of the test by the test administrator into another language is not allowed. The use of dictionaries, word lists, or glossaries was not allowed in the administration of the AZELLA. Accommodations routinely provided to students during classroom instruction or for classroom assessments based on an IEP or 504 Plan not listed above must be approved by ADE prior to their use during AZELLA administration.

5.2 Test Security

It is the responsibility of the AZELLA District Test Coordinator to provide for the training of Test Administrators and Proctors in test security procedures and proper test administration. The AZELLA Test Coordinator must monitor testing activities and ensure that protocols are being

followed. Test materials should be secured prior to, and at the conclusion of, all testing sessions. It is unethical and shall be viewed as a violation of test security for any person to:

- Disclose or allow to be disclosed the content of any portion of the test before, during, or after test administration.
- Discuss any test item before, during, or after test administration.
- Allow students access to test questions or writing prompts prior to testing.
- Allow students to share information during the test administration.
- Read any parts of the test to students except as indicated in the test administration directions.
- Influence students' answers.
- Change students' answer choices.
- Read or review students' answers.
- Photocopy, transcribe, or in any way duplicate any part of the test books.
- Participate in, direct, aid, counsel, assist in, encourage, or fail to report any violations of these test administration security procedures.
- Test Administrators and Proctors may not assist students in their responses to test questions. Test Administrators and Proctors may not translate, reword, or explain any test questions or any answer choices. No test question/item may be discussed before, during, or after test administration. Refer to "Test Preparation and Administration Practices" on the Arizona Department of Education Web site at www.azed.gov.

To ensure the security of AZELLA, Test Administrators and Proctors must sign a copy of the AZELLA Test Security Agreement obtained from the Test Coordinator or found on the Arizona Department of Education Web site at www.azed.gov.

5.3 Test Administration

5.3.1 Kindergarten Placement Test Administration and Scorer Training

Test Administrators are required to complete the Kindergarten Placement Test Training on the Understand Scoring website before the district is allowed to order test materials. The Kindergarten Placement Test Training provides instruction on test administration and scoring. The scoring portion of the training is in three parts: Training Set, Practice Set, and Qualification Set. The Training Set offers sample student responses at each score point for each item of the Kindergarten Placement Test. The Practice Set allows the user to listen to and score responses for each item on the test. The Practice Set items are annotated to provide additional instruction on applying the scoring rubric. The Qualification Sets are the last step in the training. There are two Qualification Sets available to the users. To qualify for a KPT Test Administrator Qualification Number, the candidate must correctly score 5 one-point and 2 two-point items, plus have a matching or adjacent score for Item 38, a 3 point item, on one of the two Qualification Sets.

The AZELLA Kindergarten Placement Test requires a one-on-one test administration and can range from approximately 14 to 22 minutes per student. The following test materials are required to administer/score the test: Student and Test Administrator Test Book, Student Response Sheets,

Laminated Activity Card, Erasable Marker, and Stickers (two types-for beginning and end of test).

The Student and Test Administrator book is designed to stand up on a flat surface. One side should face the Test Administrator, and one side should face the student. Scoring for each item will be recorded as the Test Administrator reads an item and the student gives a response. The score point and rubric for each item are on the student response sheet. The Test Administrator records scores for student responses on the student response sheet. The District Test Coordinator, or their delegate, key enters student scores on the Placement Scoring application to obtain the student's Overall Proficiency Level.

5.3.2 AZELLA Placement Test Stages II through V Training and Administration

The AZELLA Placement Test Stages II-V Training provides instruction on scoring the Writing portion of the AZELLA Placement Test. The training is stage-specific and users only qualify on the applicable stage(s). The Writing scoring training is in three parts: Training Set, Practice Set, and Qualification Set. The Training Set offers sample student responses at each score point for each open-ended Writing item for each stage of the AZELLA Placement Test Stages II - V. The Practice Set allows the user to read and score Writing responses for each open-ended Writing item on the test. The Practice Set items are annotated to provide additional instruction on applying the scoring rubric. The Qualification Sets are the last step in the training. There are two Qualification Sets available to the users. To be considered qualified to score Writing responses, users must correctly score 20 papers. Although correctly matching the established scores for all 20 papers is preferable, the user is allowed up to 3 papers with scores that are adjacent to the established scores to receive qualification status.

In addition to the Writing Scorer Training, mandatory district test coordinator training was provided by the ADE and Pearson. After participating in the state mandated training, test coordinators provided training to all school test coordinators who then trained the test administrators. Training covered topics such as test security and test administration procedures.

To promote a standardized AZELLA test administration, the domains were administered in a prescribed order. The order of administration for AZELLA Placement Test Stages II-V was Listening, Reading, Writing, and Speaking.

Test administrators were instructed to administer the AZELLA Placement Test in one or two days. Each domain was considered a testing session. In a two-day administration, Sessions 1 (Listening), 2 (Reading), and 3 (Writing) were administered on the first day, and Session 4 (Speaking) was administered on the second day. Because the Speaking session was administered individually, students did not all complete the Speaking session on the same day.

The Listening domain required the use of an audio CD and CD player. The Speaking domain required the use of a computer or video player for the demonstration video and also required a land-line speaker-telephone.

The following test materials summarized in Table 5.3 were provided for the AZELLA Placement Test Stages II-V test administration:

Table 5.2: AZELLA Placement Test Stages II-V Test Materials

Stage	Combined Student and Speaking Test Book	Answer Document	Listening CD	Test Administrators Directions
Stage II	X	N/A	X	X
Stage III	X	X	X	X
Stage IV	X	X	X	X
Stage V	X	X	X	X

Student responses are captured in the Student Test Book for Stage II and on Answer Documents for Stages III-V. The District Test Coordinator, or their delegate, key enters student responses on the Placement Scoring application to obtain the student's Overall Proficiency Level.

5.3.3 Spring Test Administration

To promote a standardized AZELLA test administration, the domains were administered in a prescribed order. The order of administration for Stages I-V was Listening, Reading, Writing, and Speaking.

Test administrators were instructed to administer AZELLA in one or two days. Each domain was considered a testing session. In a two-day administration, Sessions 1 (Listening), 2 (Reading), and 3 (Writing) were administered on the first day and Session 4 (Speaking) was administered on the second day. Because the Speaking session was administered individually, students did not all complete the Speaking session on the same day.

The Listening domain required the use of an audio CD and CD player. The Speaking domain required the use of a computer or video player for the demonstration video and also required a land-line speaker-telephone.

Mandatory district test coordinator training was provided by the ADE and Pearson. After participating in the state mandated training, test coordinators provided training to all school test coordinators who then trained the test administrators. Training covered topics such as test security and test administration procedures.

The following test materials summarized in Table 5.3 were provided for AZELLA Spring 2015 AZELLA test administration:

Table 5.3: Test Materials

Stage	Test Book	Answer Document	Listening CD	Test Administrators Directions	Speaking Test Book
Stage I	X	N/A	X	X	X
Stage II	X	N/A	X	X	X
Stage III	X	X	X	X	X
Stage IV	X	X	X	X	X
Stage V	X	X	X	X	X

The AZELLA *Test Administration Directions* (TADs) were provided to all test administrators. The TAD included scripted directions to guide test administrators and students through the test administration in a secure and standardized manner.

The Listening domain required the use of an audio CD and CD player. The Listening CDs delivered directions, samples, and test items for the Listening domain. The students responded to multiple choice questions in their student test book (Stages I and II) or answer document (Stages III-V).

The Reading and Writing domains were delivered by the test administrator using scripted directions provided in the TAD. The Writing items included multiple choice and open-ended items and the Reading items were multiple choice only. Student responses were captured via the consumable student test book (Stages I-II) or the answer document (Stages III-V).

The Stages I-V AZELLA Speaking test was delivered via speaker telephone using Pearson Assessment Product Solutions' (Pearson APS) Versant platform. Test administrators entered a unique Speaking test lithocode using the telephone key pad to call up the assigned form for each student. Student responses were captured electronically via the speaker telephone and transmitted back to Pearson for scoring. Stimuli related to the item prompts were included in the Speaking Test Book.

Chapter 6. SCORING OF OPEN-ENDED ITEMS

The AZELLA assessments contain Writing items that prompt students to write a short answer or extended response (i.e., a paragraph) and Speaking items that prompt students to orally generate a short answer. Such items are called open-ended items. This chapter describes the procedures used by the Pearson Performance Scoring Center to score the Writing and Speaking items and the procedures used by Pearson APS for automated scoring of the Speaking items for the Stages I through V tests. All open-ended items in the Kindergarten Placement Test are scored by the test administrator during testing. This part of the technical report addresses Standards 2.10, 3.22, 3.23, and 5.9 of the *Standards for Educational and Psychological Testing* (AERA, APA, NCME, 1999) and Standards 2.7, 4.18, 4.19, 4.20, 6.8, and 6.9 in the new edition of the *Standards for Educational and Psychological Testing* (AERA, APA, NCME, 2014).

6.1 Human Scoring of Writing and Speaking Items

The open-ended writing items are scored by professionally trained scorers. The procedure for scoring these types of items used by the Pearson Performance Scoring Center (PSC) is described in this section. Speaking items are scored by machine with 10% human read-behind as a check for reliability.

6.1.1 Scoring Process

Outlined below is the scoring process that the AZELLA testing contractor follows. For the Spring 2015 AZELLA tests, AZELLA Stage I writing was scored at a regional site. Stage II through V writing items were scored by distributed scorers. This procedure was used to score all open-ended items for the Spring 2015 AZELLA assessments.

6.1.2 Rangefinding

Two Rangefinding meetings took place prior to scoring this year. Four ADE Assessment staff members, an Arizona ELL educator, and four PSC staff members participated in the meetings. The first meeting took place on January 12 and 13 with ADE working in their offices in Phoenix and the PSC staff members in San Antonio and Iowa City. Two items were discussed and scored at this meeting; a Stage I Writing item and a Stage V Writing item. The meeting began with an overview of the CloudScore application. The participants read the Stage I and Stage V Writing items and reviewed the appropriate rubrics before beginning the scoring and discussion of these responses. After the discussions and scoring were completed, the training sets were selected.

The second Rangefinding meeting took place on April 10 and 11 in San Antonio (PSC and two ADE staff members) and the ADE offices in Phoenix (the other ADE staff members and educator). The Comparative Judgement tool was used to compare responses from an approved anchor set for Stage V. Each educator compared the responses individually and the application gave their rankings of the responses. The information was then discussed. The committee then discussed the FT item and began scoring the responses individually in the CloudScore application. The responses and scores were then discussed and consensus was agreed to when possible. The training responses were then selected.

6.1.3 Recruiting and Training Scorers

Highly qualified scorers are essential to achieving and maintaining a high degree of reliability in scoring students' responses. Thus, the careful selection of professional scorers to evaluate student responses to the open-ended items is critical in scoring the AZELLA assessments. Scorers are recruited by the Pearson Human Resources department and scorers who have extensive experience scoring this type of writing and speaking on previous projects are given first priority. Scorers who performed well based on internal quality metrics of interrater reliability and validity to have achieved a high enough performance rating on previous writing and speaking type responses will be recruited for the AZELLA assessment. Included in the scorer pool is a core group of veteran scorers with experience in working on other ELL projects whose insight, flexibility, and dedication have been demonstrated while working on a range of performance assessments.

Scoring supervisors are chosen from the pool of scorers based on demonstrated expertise in all facets of the scoring process, including strong organizational abilities and training skills. Individuals chosen to perform these assignments possess practical skills, leadership abilities, and sensitivity to interpersonal communication requirements. Supervisors also possess the essential capability of assimilating and helping scorers understand the particular scoring requirements of the AZELLA.

Upon being hired, scorers sign a confidentiality agreement in which they pledge to keep all information and student responses confidential. Scorers and scoring supervisors are trained to thoroughly learn the rubric and score responses according to the scoring guidelines developed for the AZELLA assessment.

At the beginning of each scoring project, all scoring supervisors and scorers assigned to the project must complete project-specific training consisting of a review of the rubric and prompts for the items being scored and a review of the anchor responses selected and approved by ADE for each prompt.

6.1.4 Training

Thorough training is vital to the successful completion of any scoring. PSC content specialists and scoring directors follow a series of prescribed steps to ensure training is consistent and of the highest quality. The PSC staff develops its training materials to facilitate learning through visual, auditory and kinesthetic channels. The training for AZELLA is conducted using online modules designed to take scorers through the background of the assessment and through the rubric and anchor sets for each item. Scorers are then required to take two sets of practice papers and two sets of qualification papers once they complete the item specific modules. The scorer must then pass 1 of the 2 qualification sets for that module in order to score the item or items associated with that module. Once the scorer completes the item specific training and has qualified, the scorer is then allowed to score live responses for that item or set of items. There are different scoring rubrics for the different item types on the AZELLA.

Prior to scorer training, the PSC scoring directors designated for each subject and stage conduct supervisor training. A primary goal of this session is to ensure supervisors clearly understand the scoring rubrics and anchors for the stage they are assigned. This ensures all responses are scored in a manner consistent with the intentions of ADE. Scoring supervisors are then required to take

two sets of practice papers and two sets of qualification papers once they complete the item specific modules. Supervisors must pass 1 of the 2 qualification sets for the items they are assigned in order to score on the project. Supervisors perform a key role in that they are the ones which provide continuous feedback to the scorers through the validity and calibration process and by monitoring the quality of the scorers assigned to them.

6.1.5 Quality Control

A variety of reports are produced throughout the scoring process to allow scoring supervisory staff to monitor the progress of the project, the reliability of scores assigned, and individual scorers' work. Those reports include:

- **Daily and Cumulative Interrater Reliability Reports by Item and Scorer.** These reports provide information about how many times scorers were in exact agreement or assigned adjacent scores. The reliability is computed and is monitored daily and cumulatively for the project.
- **Daily and Cumulative Frequency Distributions.** These reports show how many times each score point has been assigned to the item being scored by readers. The frequency distributions are produced both on a daily basis and cumulatively for the entire scoring project. This report allows scoring supervisors and scoring directors to see whether scorers have a tendency to score consistently high or low.

The most immediate method of monitoring a scorer's performance is through backreading by scoring supervisors. If a scoring supervisor discovers that a scorer is consistently assigning scores other than those the scoring supervisor would assign, he or she can send a message to that scorer using the backreading function and through the instant messaging system in the ePEN scoring system.

With the help of the individual scorer reliability metrics and through backreading, the scoring staff can closely monitor each scorer's performance. Scorers are also monitored using the scorer exception process for validity and scoring rate. A scorer must meet and maintain the quality metrics established for AZELLA in the designated area in order to continue scoring the project. If a scorer fails to maintain the validity perfect agreement and perfect plus adjacent agreement percentage established in scorer exception, a scorer will receive a targeted calibration set. This set will consist of 10 anchor type responses and is similar to a qualification set. If the scorer fails to pass the calibration set, they will be locked out of scoring and dismissed from the project. In addition, scorer exception can also be set for scoring rate; they may receive up to three warnings before being locked out of the ePEN system. The scoring staff will then determine if the scorer will be unlocked and allowed to continue scoring based on how they are performing according to IRR and validity statistics.

Scorers who have low IRR or a lower or higher than desired scoring rate are closely monitored in backreading and through reports. If in the opinion of the Scoring Director and Content Specialist, these scorers are still performing below acceptable standards after receiving sufficient feedback and given every reasonable opportunity to improve; they will be manually locked out of the system and notified by email that they are dismissed from the project.

6.1.6 Security

To ensure that test security is never compromised, the following safeguards are employed:

- All scorers must reside outside of Arizona. Scorers and scoring staff personnel must sign a non-disclosure and confidentiality form in which they agree not to use or divulge any information concerning the tests.

Any contact with the press is handled through ADE.

6.2 Automated Scoring of Speaking Items

This section describes how speaking items were scored. It includes information about what type of items were scored and how the scoring rubrics were developed. It also describes how the scoring engine was trained. It provides information about the reliability and validity of machine scoring.

6.2.1 Overview

A machine algorithm scores both the content (what was said) and the manner of the students' responses (how it was said). The machine scoring methods are based on algorithms and procedures from automatic speech recognition, speech processing, statistical modeling, linguistics, Latent Semantic Analysis, and machine learning. Pearson's patented technology uses a speech processing method that is built to handle different rhythms and varied pronunciations used by native English speakers and English learners. In addition to recognizing the words that were uttered, the system also aligns the speech signal, i.e., it locates the part of the signal containing relevant segments, syllables, and words to the hypothesized response. This allows the system to assign independent scores based on the content of what is said and on the manner in which it is said. Thus, the system is able to generate scores based on the words used in the spoken responses (the "content"), as well as the pace, fluency, and pronunciation of those words in phrases and sentences (the "manner"). Base measures are then derived from the linguistic units (segments, syllables, words), as analyzed by statistical models built from native and learner speaker performances.

Each AZELLA speaking item has one holistic score. Different features derived from speech were used to predict the final human holistic score. Oral Reading items, such as syllabification and wordlist, are separated from the calculation of the speaking domain score. The analysis for these Oral Reading items was conducted separately.

6.2.2 Acoustic models

An acoustic model was tailored to the AZELLA's younger population of test-takers. The model used for speech recognition was trained. The training set was enlarged by adding transcriptions from other junior English projects Pearson had conducted internally. The goal was to build a robust speech recognition model for young children's oral responses. The final model used approximately 360 hours of data.

For machine scoring purposes, a native acoustic model was also needed. At the time of the acoustic model training, the demographic information for test-takers was not available. Pearson hired human raters to classify Stage II test-takers into native vs. non-native groups by listening to their speech. There were 287 test-takers in Stage II who were identified as putatively native.

Transcriptions from these 287 subjects plus the native transcriptions Pearson used for building Versant Junior English tests were used to build a native acoustic model for the grading. It is important to note that this categorization of native vs. non-native was rough, due to the lack of available demographic information at the time of initial training. The acoustic model was enhanced by using the real demographic information before the operational testing started.

6.2.3 Content modeling

Non-repeat items

The content score component indicates how well the test-taker understood the prompt and could respond with appropriate linguistic content. For non-repeat items, a holistic score for each response was produced by using an adapted form of Latent Semantic Analysis. These responses are scored by scaling the weighted sum of the occurrence of a large set of expected words and word sequences that may be recognized in the spoken response. Weights are assigned to the expected words and word sequences according to their semantic relation to the good responses using a method similar to Latent Semantic Analysis.

Repeat items

For sentence repetition items, the recognized string produced by the augmented speech recognizer was compared to the word string in the prompt. The number of word errors was calculated as the minimum number of substitutions, deletions, and/or insertions required to find a best string match in the response. This matching algorithm ignores hesitations and filled or unfilled pauses, as well as any leading or trailing material in the response. A verbatim repetition would have zero word errors. For every repeat response, the percentage of words read correctly (percent correct) from automated speech recognition was then calculated as the Repeat Accuracy score.

Oral reading items

For Oral Reading items such as syllabification and wordlist-reading in Stage III and IV, there was a binary score (0, 1) based on the occurrence of the correct sequence of syllables or words. Stage II wordlist-reading items were 3-point items, for which the number of words that were read correctly were counted.

6.2.4 Manner modeling

6.2.4.1 Fluency

Phoneme level duration statistics help to predict test-takers' performance in fluency. It measures if test-takers produce the correct duration for different phonemes.

Duration statistics from native speakers were used to compute the log likelihood for durations of phonemes produced by test-takers. If enough samples for a phoneme in a specific word existed, a unique duration model was built for this phoneme in a given context. Special attention was paid to the pauses produced by candidates and a separate predictor was computed based on them. The duration statistics models used for this report were built from native data from the Versant Junior English Test. The native responses were run through speech recognition and accumulated duration data for every phoneme. The statistics of the phoneme durations of native responses were stored as non-parametric cumulative density functions (CDFs).

In developing the CDFs, when the duration probability for a phoneme produced by a new native speaker was computed, a check was performed to see if there was the specific CDF model with the corresponding word first. If a model for the word in context could not be found, the phoneme duration without context was used. Given a sequence of phonemes in a recognized response p_i , $i = 1 \dots N$, and their corresponding durations D_i , the log likelihood segmental probability for phonemes (*log_seg_prob*) was computed as:

$$\log_seg_prob = \frac{1}{n-2} \sum_{i=2}^{n-1} \log(\Pr(D_i))$$

where $\Pr(D_i)$ was the probability that a native would produce phoneme p_i with the observed duration D_i in the context found. The first and last phonemes in the response were not used for the calculation of the *log_seg_prob* because durations of these phonemes were unstable as measured by speech recognition.

The log likelihood segmental probability for inter-word silence durations, *iw_log_seg_prob*, was calculated the same way, i.e., given a sequence of inter-word silences s_i , $i = 1 \dots M$, and their durations D_i :

$$iw_log_seq_prob = \frac{1}{M} \sum_{i=1}^M \log(\Pr(D_i))$$

where $\Pr(D_i)$ was the probability that a native would produce inter-word silence s_i with the observed duration D_i .

6.2.4.2 Pronunciation

Pronunciation was measured by computing spectral likelihood features. These features were based on native and non-native acoustic models built for segmental alignment. The utterance to the word string from the recognized sentence was force-aligned using the native acoustic model. Then the acoustic log likelihood, duration, and time boundaries for every phoneme was reviewed.

6.2.5 Final model for holistic scores

Features derived from content modeling can effectively define content scores based on what is spoken by test-takers. Features derived from manner modeling can effectively measure both the rhythmic and segmental aspects of the performance by comparing them to how likely it would be for the observed base physical measures to have been produced by native speakers. By combining these features together, a prediction with a relatively high level of accuracy was made concerning the human's holistic scores assigned by human raters. Then multiple linear regressions and other related models were used to obtain the results discussed in the following sections.

6.2.6 Validation Results

During the 2015 spring reassessment testing, Pearson delivered over 75,000 AZELLA speaking tests over telephones. Students' oral responses to the speaking section of AZELLA reassessment test were captured and scored by Pearson's automated scoring technology. The present validation

study was conducted to determine the comparability between machine scoring and human scoring. One hundred seventy tests were selected for each Stage and double-rated by professional human raters through Pearson Scoring Center (PSC). Pearson conducted an in-depth analysis on the performance of human raters and the machine-rating algorithm based on the candidate-level speaking scores. The goal of this summary is to present the results of these analyses.

6.2.6.1 Data Overview

A set of 170 calls were selected for each Stage and double-rated by human raters at PSC. In total, 850 students' tests were used for the validation analysis, as shown in Table 6.1. The number of speaking items included in the analysis for each Stage with available human and machine scores is shown in Table 6.2.

Table 6.1: Total number of speaking tests included in the validation study

Stage	Total Tests
I	170
II	170
III	170
IV	170
V	170

Table 6.2: Total number of speaking items included in the validation analysis

Stage	Items with Machine Score	Items with Human Scores
I	1190	1190
II	2040	2040
III	2040	2040
IV	1870	1870
V	1530	1530

6.2.6.2 Reliability

Before score analysis, a check was made on the internal consistency of the test by computing the Cronbach α (Cronbach, 1951) for both human scores and machine scores. Table 6.3 is a summary of results for each Stage. The results show that the consistency of machine scoring (average 0.88) is very comparable to human scoring (average 0.90). Both machine scoring and human scoring methods are highly reliable.

Table 6.3: Cronbach alpha across Stages

Stage	Human Cronbach Alpha	Machine Cronbach Alpha
I	0.79	0.78
II	0.92	0.92
III	0.94	0.91
IV	0.92	0.89
V	0.93	0.89
Average	0.90	0.88

6.2.6.3 Candidate-Level Correlation

We calculated a candidate-level speaking domain score by aggregating item scores of all speaking items for each test-taker in the dataset. Since each test was double-rated by human graders, for each item there were two human scores and one machine score. In order to evaluate the performance of the machine scoring method, we computed the Pearson product-moment correlation between the two human scores to establish a human baseline measure. We then computed the correlation between the machine score and the average human score, on the assumption that the average of the two human scores is a more accurate reflection of a test-taker's ability.

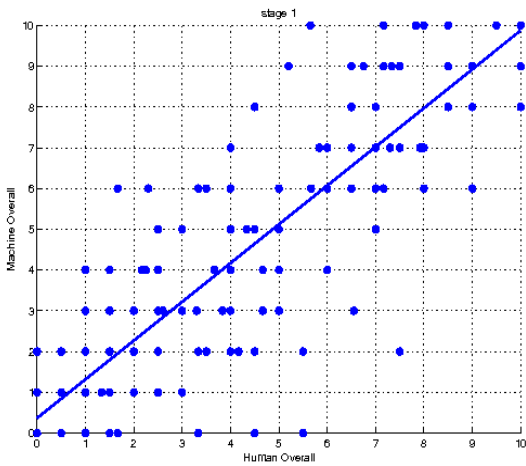
Table 6.4: Candidate-level human-human correlation and machine-human correlation

Stage	Human-Human Correlation	Machine-Human Correlation
I	0.95	0.88
II	0.96	0.90
III	0.97	0.93
IV	0.98	0.93
V	0.99	0.89
Average	0.97	0.90

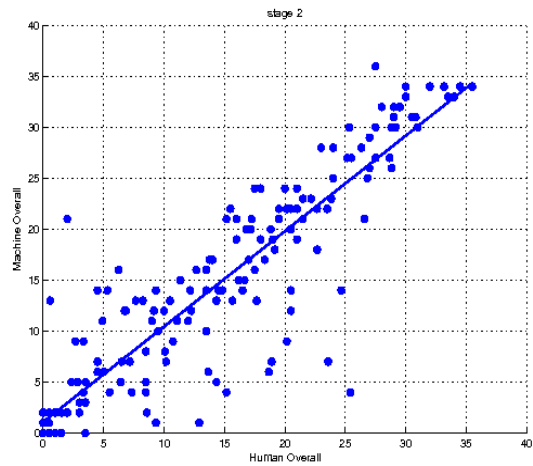
As shown in Table 6.4, on average, the machine-human correlation across Stages is 0.90, which is comparable to human performance (0.97). The result suggests that machine generated scores are strongly correlated with human ratings. To help visualize this correlation, scatterplots for human and machine scores for each Stage are shown in Figure 6.1.

Figure 6.1: Scatterplots for candidate-level human scores and machine scores for five Stages

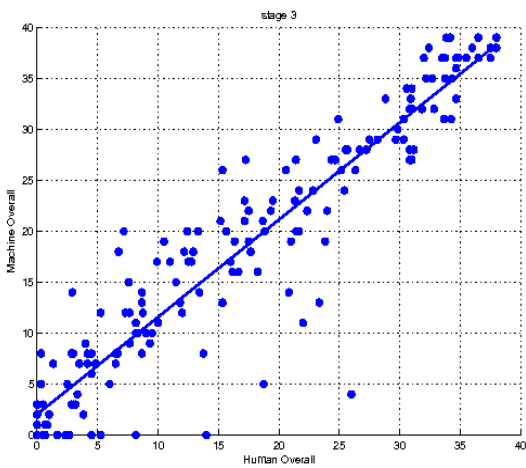
Stage I



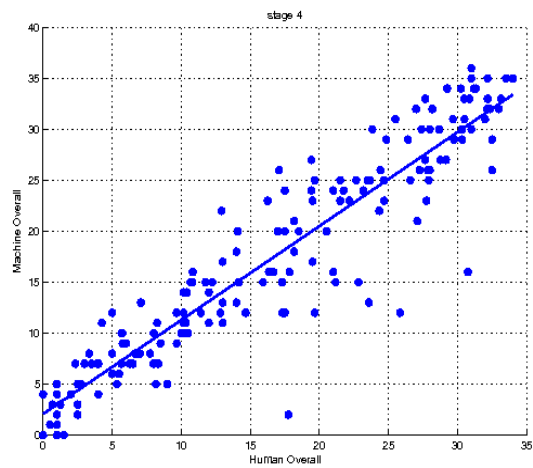
Stage II



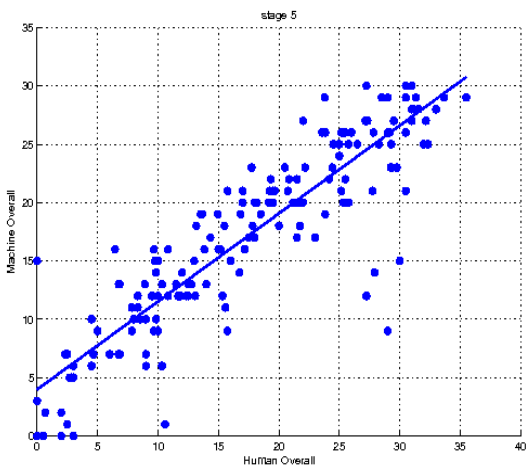
Stage III



Stage IV



Stage V



The scatterplots in general present a good fit between human scores and machine scores. They demonstrate that the automated scoring algorithm can score the AZELLA spoken responses with a similar degree of accuracy to human raters. Although there are still outliers, the data suggest that the performance of the machine scoring method is in general comparable to the human rating approach. An analysis of the outliers was conducted in order to understand the cause of the discrepancy between human scores and machine scores of those tests. The examination revealed that the score discrepancy was largely due to audio issues in students' spoken responses. These audio issues include background noise, line noise and the extremely soft voice of some students' responses. The presence of these audio issues posed a great challenge for the automated scoring engine to correctly identify the content of those responses, which led to the score discrepancy. However, it is important to note that the outliers are very rare cases and the majority of the tests have comparable machine and human scores.

6.2.6.4 Summary

The reported validation analyses indicate that Pearson's automated scoring corresponds closely to human ratings in the AZELLA 2015 reassessment speaking test. Machine scoring is as reliable (Cronbach $\alpha = 0.88$) as human rating (Cronbach $\alpha = 0.90$). The average candidate-level machine-to-human correlation across Stages is 0.90, which is comparable to human performance ($r = 0.97$). Machine scoring is consistently accurate across all Stages of AZELLA testing (all $r \geq 0.88$). This evidence supports the validity of machine-generated scores for the AZELLA spoken responses. In conjunction with the results of 10% human ratings conducted by Pearson Scoring Center, this validation study suggests that automated scoring of 2015 AZELLA reassessment speaking section is accurate, reliable, and comparable to professional human grading.

Chapter 7. CLASSICAL ITEM ANALYSIS

This chapter presents classical statistics for the data used for calibration, equating, and scaling for the Spring 2015 AZELLA Reassessment. Please refer to the 2014 Technical Report (Arizona Department of Education, 2014b) for the classical statistics for the AZELLA Placement tests. Addressed in this part of the technical report are the following 1999 AERA/APA/NCME standards (AERA, APA, NCME, 1999): 1.5, 1.13, 2.4, 2.8, 3.18, 6.5, and 7.1. The 2014 AERA/APA/NCME standards (AERA, APA, NCME, 2014) addressed by this chapter are: 1.8, 1.10, 2.5, 2.19, 3.6, 4.14, and 7.4.

7.1 Data

The test window for the Spring 2015 AZELLA Reassessment was open between February 9, 2015, and March 27, 2015. The classical item analysis for the Spring 2015 AZELLA Reassessment was conducted based on the calibration samples, which were ELL students as described in Chapter 8. Only ELL students participated in the Spring 2015 AZELLA Reassessment while IFEP students at Stage I participated in the the Spring 2014 AZELLA Reassessment. Their classical item statistics are also presented in Section 7.3. Note that non-ELL students participated in the field test administrations in fall 2011 for Stages II through V and in spring 2012 for Stage I. This was done to compare the non-ELL students performance on items to that of the ELL students. The non-ELL or IFEP students did not participate in the spring 2015 administration because they are not a part of the population of interest for the AZELLA, and testing them would place an undue burden on the schools. The demographic information concerning the students who were in the calibration sample for the Spring 2015 AZELLA Reassessment (e.g., ELL status, gender, Hispanic, and ethnicity)] is summarized in Table 7.1.

Table 7.1: Frequency of Students by Subgroups for the Spring Reassessments

		Stage I	Stage II	Stage III	Stage IV	Stage V
ALL		11488	23110	23067	10599	5538
ELL		11488	23110	23067	10599	5538
Gender	Male	6062	12330	12840	6251	3144
	Female	5418	10763	10215	4335	2392
Hispanic	Hispanic	10285	20378	20196	8970	3972
	Non-Hispanic	1203	2732	2871	1629	1566
Ethnicity	Asian	503	889	737	403	489
	American Indian or Alaskan Native	404	1215	1748	913	343
	Black or African American	216	472	532	367	409
	Native Hawaiian or Other Pacific Islander	36	71	70	41	25
	Multiple Indication	57	157	163	70	37
	White	10017	19572	19239	8447	4073
	Special Ed.	Special Ed.	806	1958	2815	1436
	Non-Special Ed.	10682	21152	20252	9163	5042
Home Language	American Indian	55	150	204	130	84
	English	945	2918	3836	1583	939
	Spanish	8584	15517	15097	6486	2745
F/R Lunch	FRL	9701	19626	19713	8652	4612
	Non-FRL	1722	3273	3174	1792	873

7.2 Descriptive Statistics by Test

Table 7.2 presents descriptive statistics on Total Combined raw scores for the Spring 2015 AZELLA Reassessments by stage and also by grade. The table shows the number of students included in the classical analysis (N), the maximum obtained raw score (Max RS), the mean raw score (Mean RS), the standard deviation of raw score (RS SD), the average *p*-value (P-value M), the average item-to-total correlation (Mean *rpb*). The item-to-total correlation is computed as a point biserial correlation for dichotomous items and as a Pearson product-moment correlation for polytomous items. The point biserial correlation reported is the correlation of the item and the Total Combined raw scores. The Pearson product-moment correlation reported is the correlation of the polytomous item and the Total Combined raw scores.

Table 7.2: Classical Test Analysis Statistics for the Spring AZELLA Reassessments

Stage	Grade	N	Max RS Obtained	Mean RS	SD RS	Mean P-value	Mean rpb
I	Kindergarten	11488	64	38.84	10.68	0.64	0.38
II		23110	147	89.05	24.10	0.60	0.38
	1	12818	146	80.21	21.34	0.54	0.33
	2	10292	147	100.07	22.75	0.67	0.38
III		23067	160	102.36	26.32	0.61	0.39
	3	8292	156	90.03	23.30	0.53	0.34
	4	8006	160	105.68	24.92	0.63	0.38
	5	6769	160	113.55	25.24	0.68	0.40
IV		10599	169	97.07	26.02	0.56	0.37
	6	4322	169	94.04	24.27	0.54	0.35
	7	3663	165	97.76	26.55	0.57	0.38
	8	2614	165	101.12	27.43	0.59	0.39
V		5538	163	94.42	25.11	0.55	0.36
	9	2014	155	87.83	25.31	0.51	0.36
	10	1592	163	96.77	25.11	0.57	0.37
	11	1026	157	98.81	24.20	0.58	0.36
	12	906	155	99.99	22.39	0.58	0.34

7.3 Classical Item Analysis

Classical item analysis was conducted for Stage I through V reassessments. Item statistics for the tests are presented in Table 7.3 through Table 7.22. Note that operational items on the Stage I through V reassessments are reported in a sequence. The number of students (N-Count), P-value, point-biserial correlation between an item and Total Combined raw score (Pbis Total), point-biserial correlation between an item and its respective domain (Pbis Domain) for ELL students are summarized by domain in the tables. For the Stage I assessment, N-count and P-value for IFEP students were reported as the FEP students participated in the spring 2014 administration. However, the IFEP students did not participate in the Spring 2015 administration.

Table 7.3: Item-Level Statistics for Items in Reading on Stage I

Item	Item Type	Max	N-Count	P-value	Pbis Total	Pbis Domain
15	MC	1	11488	0.810	0.333	0.370
16	MC	1	11488	0.684	0.378	0.442
17	MC	1	11488	0.856	0.396	0.435
18	MC	1	11488	0.760	0.518	0.502
19	MC	1	11488	0.835	0.421	0.408
20	MC	1	11488	0.640	0.228	0.350
21	MC	1	11488	0.685	0.318	0.387
22	MC	1	11488	0.657	0.422	0.494
23	MC	1	11488	0.627	0.389	0.474
24	MC	1	11488	0.482	0.312	0.407
25	MC	1	11488	0.583	0.403	0.486
26	MC	1	11488	0.595	0.244	0.345
27	MC	1	11488	0.632	0.265	0.347
28	MC	1	11488	0.843	0.321	0.383
29	MC	1	11488	0.584	0.276	0.383
30	MC	1	11488	0.750	0.347	0.412
31	MC	1	11488	0.632	0.395	0.470
32	MC	1	11488	0.565	0.291	0.377

Note: MC=Multiple-choice Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 7.4: Item-Level Statistics for Items in Writing on Stage I

Item	Item Type	Max	N-Count	P-value	Pbis Total	Pbis Domain
33	SA2	2	11488	0.637	0.485	0.577
34	SA2	2	11488	0.590	0.361	0.445
35	SA2	2	11488	0.400	0.627	0.757
36	SA2	2	11488	0.558	0.603	0.703
37	SA2	2	11488	0.397	0.654	0.775
38	SA1	1	11488	0.650	0.318	0.346
39	SA1	1	11488	0.479	0.362	0.392
40	SA3	3	11488	0.308	0.633	0.791
41	SA3	3	11488	0.344	0.674	0.827

Note: SA1=1 Point Short Answer Item, SA2=2 Point Short Answer Item, SA3=3 Point Short Answer Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 7.5: Item-Level Statistics for Items in Listening on Stage I

Item	Item Type	Max	N-Count	P-value	Pbis Total	Pbis Domain
1	MC	1	11488	0.783	0.311	0.352
2	MC	1	11488	0.769	0.343	0.407
3	MC	1	11488	0.679	0.311	0.382
4	MC	1	11488	0.796	0.305	0.415
5	MC	1	11488	0.623	0.353	0.491
6	MC	1	11488	0.618	0.433	0.549
7	MC	1	11488	0.734	0.295	0.398
8	MC	1	11488	0.699	0.489	0.581
9	MC	1	11488	0.759	0.454	0.558
10	MC	1	11488	0.756	0.373	0.462
11	MC	1	11488	0.772	0.399	0.499
12	MC	1	11488	0.614	0.418	0.494
13	MC	1	11488	0.460	0.175	0.317
14	MC	1	11488	0.560	0.323	0.422

Note: MC=Multiple-choice Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 7.6: Item-Level Statistics for Items in Speaking on Stage I

Item	Item Type	Max	N-Count	P-value	Pbis Total	Pbis Domain
42	SA1	1	11488	0.719	0.212	0.385
43	SA1	1	11488	0.918	0.191	0.343
44	SA1	1	11488	0.629	0.360	0.399
45	SA1	1	11488	0.200	0.308	0.344
46	SA2	2	11488	0.660	0.407	0.694
47	SA2	2	11488	0.707	0.408	0.680
48	SA2	2	11488	0.469	0.453	0.653
49	SA4	4	11488	0.652	0.549	0.745

Note: SA1=1 Point Short Answer Item, SA2=2 Point Short Answer Item, SA4=4 Point Short Answer Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 7.7: Item-Level Statistics for Items in Reading on Stage II

Item	Item Type	Max	N-Count	P-value	Pbis Total	Pbis Domain
15	MC	1	23110	0.723	0.312	0.327
16	MC	1	23110	0.758	0.345	0.355
17	MC	1	23110	0.724	0.463	0.479
18	MC	1	23110	0.537	0.395	0.407
19	MC	1	23110	0.786	0.341	0.360
20	MC	1	23110	0.715	0.490	0.504
21	MC	1	23110	0.621	0.388	0.428
22	MC	1	23110	0.435	0.361	0.395
23	MC	1	23110	0.637	0.300	0.336
24	MC	1	23110	0.549	0.449	0.480
25	MC	1	23110	0.529	0.465	0.511
26	MC	1	23110	0.595	0.367	0.417
27	MC	1	23110	0.507	0.426	0.474
28	MC	1	23110	0.542	0.298	0.356
29	MC	1	23110	0.327	0.192	0.250
30	MC	1	23110	0.508	0.327	0.387
31	MC	1	23110	0.501	0.466	0.513
32	MC	1	23110	0.450	0.332	0.393
33	MC	1	23110	0.477	0.222	0.280
34	MC	1	23110	0.584	0.402	0.454
50	SA1	1	23110	0.612	0.303	0.326
51	SA1	1	23110	0.509	0.323	0.344
52	SA3	3	23110	0.329	0.597	0.661

Note: MC=Multiple-choice Item, SA1=1 Point Short Answer Item, SA3=3 Point Short Answer Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 7.8: Item-Level Statistics for Items in Writing on Stage II

Item	Item Type	Max	N-Count	P-value	Pbis Total	Pbis Domain
35	MC	1	23110	0.771	0.502	0.555
36	MC	1	23110	0.569	0.361	0.410
37	MC	1	23110	0.408	0.284	0.343
38	MC	1	23110	0.535	0.317	0.382
39	MC	1	23110	0.663	0.321	0.389
40	MC	1	23110	0.785	0.477	0.527
41	MC	1	23110	0.522	0.400	0.465
42	MC	1	23110	0.520	0.350	0.426
43	MC	1	23110	0.595	0.432	0.492
44	MC	1	23110	0.506	0.441	0.488
45	MC	1	23110	0.407	0.247	0.327
46	MC	1	23110	0.463	0.312	0.379
47	MC	1	23110	0.580	0.421	0.492
48	ER	3	23110	0.652	0.706	0.766
49	ER	3	23110	0.642	0.688	0.750

Note: MC=Multiple-choice Item, ER=Extended Response Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 7.9: Item-Level Statistics for Items in Listening on Stage II

Item	Item Type	Max	N-Count	P-value	Pbis Total	Pbis Domain
1	MC	1	23110	0.727	0.321	0.439
2	MC	1	23110	0.615	0.344	0.501
3	MC	1	23110	0.626	0.309	0.476
4	MC	1	23110	0.484	0.417	0.555
5	MC	1	23110	0.456	0.323	0.485
6	MC	1	23110	0.425	0.330	0.485
7	MC	1	23110	0.384	0.291	0.450
8	MC	1	23110	0.802	0.261	0.364
9	MC	1	23110	0.848	0.159	0.242
10	MC	1	23110	0.825	0.283	0.363
11	MC	1	23110	0.747	0.391	0.455
12	MC	1	23110	0.696	0.246	0.334
13	MC	1	23110	0.889	0.349	0.376
14	MC	1	23110	0.451	0.410	0.451

Note: MC=Multiple-choice Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 7.10: Item-Level Statistics for Items in Speaking on Stage II

Item	Item Type	Max	N-Count	P-value	Pbis Total	Pbis Domain
53	SA4	4	23110	0.739	0.424	0.686
54	SA4	4	23110	0.849	0.426	0.684
55	SA4	4	23110	0.368	0.419	0.518
56	SA4	4	23110	0.613	0.425	0.717
57	SA4	4	23110	0.562	0.429	0.681
58	SA4	4	23110	0.699	0.400	0.676
59	SA4	4	23110	0.698	0.386	0.684
60	SA4	4	23110	0.838	0.534	0.641

Note: SA4=4 Point Short Answer Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 7.11: Item-Level Statistics for Items in Reading on Stage III

Item	Item Type	Max	N-Count	P-value	Pbis Total	Pbis Domain
15	MC	1	23067	0.840	0.296	0.298
16	MC	1	23067	0.320	0.262	0.288
17	MC	1	23067	0.652	0.308	0.343
18	MC	1	23067	0.539	0.425	0.448
19	MC	1	23067	0.772	0.498	0.497
20	MC	1	23067	0.516	0.371	0.416
21	MC	1	23067	0.818	0.517	0.534
22	MC	1	23067	0.873	0.427	0.440
23	MC	1	23067	0.600	0.318	0.361
24	MC	1	23067	0.468	0.435	0.481
25	MC	1	23067	0.723	0.468	0.503
26	MC	1	23067	0.630	0.513	0.550
27	MC	1	23067	0.508	0.303	0.362
28	MC	1	23067	0.632	0.448	0.495
29	MC	1	23067	0.598	0.451	0.509
30	MC	1	23067	0.424	0.365	0.435
31	MC	1	23067	0.395	0.320	0.383
32	MC	1	23067	0.347	0.337	0.381
33	MC	1	23067	0.562	0.430	0.491
34	MC	1	23067	0.428	0.383	0.445
35	MC	1	23067	0.476	0.357	0.426
36	MC	1	23067	0.523	0.359	0.423
37	MC	1	23067	0.444	0.387	0.455
56	SA1	1	23067	0.595	0.239	0.239
57	SA1	1	23067	0.370	0.368	0.398
58	SA1	1	23067	0.394	0.416	0.439

Note: MC=Multiple-choice Item, SA1=1 Point Short Answer Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 7.12: Item-Level Statistics for Items in Writing on Stage III

Item	Item Type	Max	N-Count	P-value	Pbis Total	Pbis Domain
38	MC	1	23067	0.376	0.337	0.403
39	MC	1	23067	0.476	0.268	0.338
40	MC	1	23067	0.494	0.381	0.451
41	MC	1	23067	0.467	0.325	0.406
42	MC	1	23067	0.505	0.341	0.414
43	MC	1	23067	0.508	0.386	0.465
44	MC	1	23067	0.633	0.496	0.553
45	MC	1	23067	0.775	0.403	0.447
46	MC	1	23067	0.800	0.509	0.552
47	MC	1	23067	0.594	0.494	0.542
48	MC	1	23067	0.542	0.288	0.356
49	MC	1	23067	0.806	0.410	0.463
50	MC	1	23067	0.600	0.402	0.480
51	MC	1	23067	0.682	0.492	0.556
52	MC	1	23067	0.597	0.475	0.522
53	MC	1	23067	0.619	0.446	0.498
54	ER	5	23067	0.564	0.701	0.727
55	ER	5	23067	0.541	0.671	0.713

Note: MC=Multiple-choice Item, ER=Extended Response Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 7.13: Item-Level Statistics for Items in Listening on Stage III

Item	Item Type	Max	N-Count	P-value	Pbis Total	Pbis Domain
1	MC	1	23067	0.752	0.257	0.342
2	MC	1	23067	0.723	0.298	0.389
3	MC	1	23067	0.620	0.348	0.418
4	MC	1	23067	0.671	0.303	0.429
5	MC	1	23067	0.831	0.361	0.441
6	MC	1	23067	0.293	0.215	0.330
7	MC	1	23067	0.661	0.345	0.459
8	MC	1	23067	0.542	0.314	0.437
9	MC	1	23067	0.672	0.237	0.375
10	MC	1	23067	0.571	0.430	0.500
11	MC	1	23067	0.599	0.339	0.436
12	MC	1	23067	0.713	0.324	0.428
13	MC	1	23067	0.584	0.418	0.503
14	MC	1	23067	0.532	0.283	0.410

Note: MC=Multiple-choice Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 7.14: Item-Level Statistics for Items in Speaking on Stage III

Item	Item Type	Max	N-Count	P-value	Pbis Total	Pbis Domain
59	SA4	4	23067	0.671	0.505	0.636
60	SA4	4	23067	0.956	0.351	0.590
61	SA4	4	23067	0.779	0.506	0.655
62	SA4	4	23067	0.878	0.495	0.733
63	SA4	4	23067	0.827	0.475	0.721
64	SA4	4	23067	0.758	0.395	0.653
65	SA4	4	23067	0.765	0.433	0.708
66	SA4	4	23067	0.852	0.553	0.710

Note: SA4=4 Point Short Answer Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 7.15: Item-Level Statistics for Items in Reading on Stage IV

Item	Item Type	Max	N-Count	P-value	Pbis Total	Pbis Domain
15	MC	1	10599	0.624	0.349	0.385
16	MC	1	10599	0.588	0.324	0.352
17	MC	1	10599	0.852	0.467	0.429
18	MC	1	10599	0.839	0.425	0.388
19	MC	1	10599	0.898	0.524	0.442
20	MC	1	10599	0.517	0.369	0.423
21	MC	1	10599	0.560	0.425	0.466
22	MC	1	10599	0.396	0.309	0.368
23	MC	1	10599	0.623	0.441	0.493
24	MC	1	10599	0.596	0.450	0.493
25	MC	1	10599	0.354	0.236	0.313
26	MC	1	10599	0.739	0.522	0.528
27	MC	1	10599	0.406	0.260	0.324
28	MC	1	10599	0.495	0.315	0.369
29	MC	1	10599	0.290	0.249	0.319
30	MC	1	10599	0.236	0.210	0.290
31	MC	1	10599	0.482	0.229	0.323
32	MC	1	10599	0.553	0.397	0.459
33	MC	1	10599	0.330	0.281	0.357
34	MC	1	10599	0.557	0.407	0.459
35	MC	1	10599	0.513	0.437	0.508
36	MC	1	10599	0.479	0.409	0.475
37	MC	1	10599	0.608	0.428	0.486
38	MC	1	10599	0.366	0.207	0.258
39	MC	1	10599	0.421	0.305	0.368
40	MC	1	10599	0.321	0.125	0.220
61	SA1	1	10599	0.326	0.314	0.328
62	SA1	1	10599	0.253	0.318	0.325

Note: MC=Multiple-choice Item, , SA1=1 Point Short Answer Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 7.16: Item-Level Statistics for Items in Writing on Stage IV

Item	Item Type	Max	N-Count	P-value	Pbis Total	Pbis Domain
41	MC	1	10599	0.655	0.303	0.365
42	MC	1	10599	0.482	0.368	0.440
43	MC	1	10599	0.538	0.375	0.434
44	MC	1	10599	0.619	0.298	0.368
45	MC	1	10599	0.475	0.375	0.437
46	MC	1	10599	0.374	0.217	0.282
47	MC	1	10599	0.648	0.380	0.450
48	MC	1	10599	0.469	0.324	0.360
49	MC	1	10599	0.384	0.240	0.291
50	MC	1	10599	0.395	0.331	0.403
51	MC	1	10599	0.419	0.259	0.326
52	MC	1	10599	0.754	0.436	0.492
53	MC	1	10599	0.679	0.462	0.519
54	MC	1	10599	0.634	0.425	0.480
55	MC	1	10599	0.709	0.445	0.491
56	MC	1	10599	0.549	0.309	0.367
57	MC	1	10599	0.394	0.234	0.288
58	MC	1	10599	0.364	0.273	0.317
59	ER	5	10599	0.482	0.649	0.682
60	ER	5	10599	0.421	0.665	0.703

Note: MC=Multiple-choice Item, ER=Extended Response Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 7.17: Item-Level Statistics for Items in Listening on Stage IV

Item	Item Type	Max	N-Count	P-value	Pbis Total	Pbis Domain
1	MC	1	10599	0.901	0.331	0.374
2	MC	1	10599	0.741	0.407	0.473
3	MC	1	10599	0.745	0.409	0.497
4	MC	1	10599	0.531	0.250	0.391
5	MC	1	10599	0.789	0.357	0.456
6	MC	1	10599	0.595	0.338	0.464
7	MC	1	10599	0.707	0.399	0.488
8	MC	1	10599	0.341	0.197	0.341
9	MC	1	10599	0.726	0.375	0.464
10	MC	1	10599	0.620	0.283	0.401
11	MC	1	10599	0.581	0.338	0.445
12	MC	1	10599	0.582	0.314	0.442
13	MC	1	10599	0.649	0.390	0.488
14	MC	1	10599	0.342	0.312	0.406

Note: MC=Multiple-choice Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 7.18: Item-Level Statistics for Items in Speaking on Stage IV

Item	Item Type	Max	N-Count	P-value	Pbis Total	Pbis Domain
63	SA4	4	10599	0.858	0.462	0.649
64	SA4	4	10599	0.637	0.484	0.710
65	SA4	4	10599	0.830	0.522	0.709
66	SA4	4	10599	0.625	0.533	0.743
67	SA4	4	10599	0.762	0.515	0.797
68	SA4	4	10599	0.576	0.407	0.648
69	SA4	4	10599	0.688	0.514	0.787
70	SA4	4	10599	0.727	0.583	0.708

Note: SA4=4 Point Short Answer Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 7.19: Item-Level Statistics for Items in Reading on Stage V

Item	Item Type	Max	N-Count	P-value	Pbis Total	Pbis Domain
15	MC	1	5538	0.783	0.364	0.390
16	MC	1	5538	0.785	0.361	0.368
17	MC	1	5538	0.729	0.461	0.444
18	MC	1	5538	0.442	0.216	0.241
19	MC	1	5538	0.900	0.399	0.364
20	MC	1	5538	0.907	0.375	0.344
21	MC	1	5538	0.440	0.264	0.333
22	MC	1	5538	0.419	0.368	0.441
23	MC	1	5538	0.522	0.304	0.379
24	MC	1	5538	0.681	0.415	0.474
25	MC	1	5538	0.553	0.368	0.433
26	MC	1	5538	0.534	0.318	0.403
27	MC	1	5538	0.473	0.320	0.405
28	MC	1	5538	0.722	0.512	0.548
29	MC	1	5538	0.397	0.313	0.397
30	MC	1	5538	0.521	0.314	0.401
31	MC	1	5538	0.402	0.293	0.342
32	MC	1	5538	0.705	0.424	0.488
33	MC	1	5538	0.551	0.470	0.530
34	MC	1	5538	0.769	0.394	0.451
35	MC	1	5538	0.410	0.272	0.348
36	MC	1	5538	0.588	0.471	0.495
37	MC	1	5538	0.382	0.304	0.362
38	MC	1	5538	0.366	0.293	0.362
39	MC	1	5538	0.549	0.398	0.463
40	MC	1	5538	0.353	0.235	0.310
41	MC	1	5538	0.353	0.261	0.310
42	MC	1	5538	0.426	0.316	0.361

Note: MC=Multiple-choice Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 7.20: Item-Level Statistics for Items in Writing on Stage V

Item	Item Type	Max	N-Count	P-value	Pbis Total	Pbis Domain
43	MC	1	5538	0.490	0.312	0.382
44	MC	1	5538	0.377	0.231	0.299
45	MC	1	5538	0.860	0.279	0.323
46	MC	1	5538	0.633	0.340	0.410
47	MC	1	5538	0.500	0.305	0.372
48	MC	1	5538	0.704	0.444	0.466
49	MC	1	5538	0.394	0.305	0.364
50	MC	1	5538	0.423	0.255	0.324
51	MC	1	5538	0.545	0.268	0.325
52	MC	1	5538	0.280	0.225	0.288
53	MC	1	5538	0.564	0.436	0.476
54	MC	1	5538	0.634	0.407	0.452
55	MC	1	5538	0.622	0.394	0.444
56	MC	1	5538	0.486	0.305	0.330
57	MC	1	5538	0.263	0.239	0.257
58	MC	1	5538	0.651	0.484	0.512
59	MC	1	5538	0.392	0.258	0.305
60	MC	1	5538	0.354	0.272	0.317
61	ER	5	5538	0.456	0.641	0.691
62	ER	5	5538	0.459	0.654	0.708

Note: MC=Multiple-choice Item, ER=Extended Response Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 7.21: Item-Level Statistics for Items in Listening on Stage V

Item	Item Type	Max	N-Count	P-value	Pbis Total	Pbis Domain
1	MC	1	5538	0.874	0.438	0.437
2	MC	1	5538	0.692	0.295	0.427
3	MC	1	5538	0.607	0.345	0.447
4	MC	1	5538	0.527	0.259	0.392
5	MC	1	5538	0.644	0.393	0.482
6	MC	1	5538	0.344	0.267	0.362
7	MC	1	5538	0.512	0.426	0.541
8	MC	1	5538	0.524	0.341	0.484
9	MC	1	5538	0.448	0.259	0.429
10	MC	1	5538	0.419	0.206	0.344
11	MC	1	5538	0.430	0.174	0.267
12	MC	1	5538	0.417	0.359	0.428
13	MC	1	5538	0.744	0.432	0.504
14	MC	1	5538	0.622	0.425	0.543

Note: MC=Multiple-choice Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 7.22: Item-Level Statistics for Items in Speaking on Stage V

Item	Item Type	Max	N-Count	P-value	Pbis Total	Pbis Domain
63	SA4	4	5538	0.713	0.487	0.691
64	SA4	4	5538	0.630	0.490	0.717
65	SA4	4	5538	0.624	0.510	0.753
66	SA4	4	5538	0.655	0.506	0.748
67	SA4	4	5538	0.678	0.498	0.764
68	SA4	4	5538	0.398	0.508	0.709
69	SA4	4	5538	0.670	0.441	0.696
70	SA4	4	5538	0.632	0.626	0.814

Note: SA4=4 Point Short Answer Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

In addition, a distractor analysis was conducted for multiple-choice items for the Stages I through V tests. The response distribution in percentage for an item across all possible choices (e.g., a correct option and distractors) as well as the percentage of students who omitted the items was calculated. Also, the point biserial correlation associated with each option was calculated. Typically, a negative point biserial correlation is sought for incorrect options (i.e., distractors) because less English proficient students should be more likely to choose an incorrect option. Note that there are three option items for Stages I and II, and four option items for Stages III, IV, and V. The statistics for the distractor analysis is summarized by stage and domain in Table 7.23 through Table 7.36.

Table 7.23: Distractor Analysis of Multiple Choice Items in Reading on Stage I

Item	Correct Option		Distractor 1		Distractor 2		% Omit
	%	PtBis	%	PtBis	%	PtBis	
15	81.00	0.37	9.31	-0.27	9.11	-0.20	0.59
16	68.38	0.44	17.07	-0.32	13.48	-0.21	1.07
17	85.57	0.44	9.99	-0.34	3.59	-0.21	0.85
18	76.00	0.50	6.13	-0.29	17.29	-0.35	0.58
19	83.46	0.41	9.65	-0.32	6.04	-0.19	0.84
20	63.96	0.35	9.76	-0.29	25.80	-0.17	0.48
21	68.47	0.39	13.24	-0.22	17.70	-0.25	0.59
22	65.70	0.49	13.28	-0.31	20.48	-0.30	0.53
23	62.71	0.47	16.65	-0.24	19.94	-0.32	0.70
24	48.16	0.41	26.71	-0.32	24.58	-0.13	0.55
25	58.35	0.49	24.97	-0.41	15.80	-0.14	0.88
26	59.55	0.34	28.59	-0.22	10.72	-0.18	1.15
27	63.18	0.35	9.60	-0.22	25.45	-0.19	1.77
28	84.31	0.38	9.70	-0.27	4.94	-0.22	1.05
29	58.38	0.38	8.29	-0.30	31.35	-0.19	1.98
30	74.99	0.41	18.59	-0.33	5.68	-0.17	0.74
31	63.21	0.47	15.56	-0.27	20.23	-0.28	0.99
32	56.45	0.38	30.58	-0.21	11.28	-0.22	1.69

Note: Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 7.24: Distractor Analysis of Multiple Choice Items in Listening on Stage I

Item	Correct Option		Distractor 1		Distractor 2		% Omit
	%	PtBis	%	PtBis	%	PtBis	
1	78.30	0.35	6.99	-0.27	13.59	-0.18	1.12
2	76.86	0.41	11.67	-0.28	10.34	-0.21	1.12
3	67.91	0.38	23.86	-0.25	7.12	-0.22	1.11
4	79.60	0.42	12.11	-0.28	7.51	-0.25	0.77
5	62.33	0.49	20.53	-0.36	16.02	-0.21	1.12
6	61.76	0.55	30.48	-0.44	7.01	-0.21	0.75
7	73.43	0.40	14.28	-0.30	11.21	-0.18	1.07
8	69.86	0.58	11.21	-0.39	18.20	-0.35	0.72
9	75.86	0.56	14.58	-0.39	8.74	-0.31	0.82
10	75.62	0.46	12.49	-0.40	11.27	-0.18	0.62
11	77.22	0.50	15.05	-0.33	6.92	-0.30	0.81
12	61.36	0.49	16.10	-0.30	21.91	-0.28	0.63
13	45.96	0.32	18.60	-0.11	34.72	-0.22	0.71
14	56.00	0.42	20.91	-0.25	22.03	-0.22	1.06

Note: Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 7.25: Distractor Analysis of Multiple Choice Items in Reading on Stage II

Item	Correct Option		Distractor 1		Distractor 2		% Omit
	%	PtBis	%	PtBis	%	PtBis	
15	72.25	0.33	14.07	-0.18	13.10	-0.24	0.58
16	75.78	0.36	20.95	-0.30	3.08	-0.16	0.19
17	72.35	0.48	15.81	-0.41	11.67	-0.19	0.16
18	53.70	0.41	19.39	-0.29	26.72	-0.20	0.19
19	78.60	0.36	14.64	-0.24	6.53	-0.24	0.23
20	71.53	0.50	15.01	-0.35	13.14	-0.29	0.32
21	62.12	0.43	17.70	-0.28	19.81	-0.25	0.37
22	43.52	0.40	28.60	-0.36	27.60	-0.07	0.28
23	63.71	0.34	24.30	-0.18	11.46	-0.25	0.53
24	54.88	0.48	20.37	-0.39	24.22	-0.18	0.53
25	52.93	0.51	24.95	-0.31	21.46	-0.28	0.65
26	59.51	0.42	19.22	-0.20	20.62	-0.29	0.65
27	50.74	0.47	22.43	-0.16	26.21	-0.38	0.62
28	54.22	0.36	14.10	-0.25	30.89	-0.18	0.79
29	32.72	0.25	39.13	-0.09	27.51	-0.15	0.63
30	50.79	0.39	26.66	-0.18	21.79	-0.26	0.76
31	50.13	0.51	21.80	-0.34	27.46	-0.25	0.61
32	45.02	0.39	21.96	-0.19	32.30	-0.24	0.72
33	47.73	0.28	26.86	-0.22	24.66	-0.08	0.75
34	58.35	0.45	17.69	-0.27	23.09	-0.27	0.86

Note: Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 7.26: Distractor Analysis of Multiple Choice Items in Writing on Stage II

Item	Correct Option		Distractor 1		Distractor 2		% Omit
	%	PtBis	%	PtBis	%	PtBis	
35	77.07	0.55	12.03	-0.36	10.67	-0.37	0.23
36	56.94	0.41	23.91	-0.30	18.93	-0.18	0.23
37	40.77	0.34	26.55	-0.25	32.33	-0.12	0.34
38	53.50	0.38	22.68	-0.28	23.56	-0.16	0.26
39	66.32	0.39	8.76	-0.34	24.63	-0.19	0.29
40	78.49	0.53	11.38	-0.36	9.72	-0.33	0.41
41	52.20	0.46	29.27	-0.28	18.33	-0.27	0.20
42	52.03	0.43	30.43	-0.19	17.24	-0.32	0.30
43	59.52	0.49	23.10	-0.31	16.78	-0.29	0.61
44	50.63	0.49	28.69	-0.29	20.34	-0.27	0.33
45	40.66	0.33	41.34	-0.17	17.68	-0.19	0.32
46	46.25	0.38	34.84	-0.21	18.47	-0.22	0.44
47	58.00	0.49	15.37	-0.32	26.00	-0.28	0.64

Note: Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 7.27: Distractor Analysis of Multiple Choice Items in Listening on Stage II

Item	Correct Option		Distractor 1		Distractor 2		% Omit
	%	PtBis	%	PtBis	%	PtBis	
1	72.72	0.44	18.28	-0.34	8.49	-0.21	0.51
2	61.49	0.50	22.05	-0.36	15.79	-0.24	0.67
3	62.57	0.48	26.42	-0.34	10.31	-0.24	0.71
4	48.37	0.55	18.49	-0.32	32.32	-0.32	0.82
5	45.59	0.48	13.38	-0.21	40.75	-0.34	0.28
6	42.55	0.49	39.50	-0.40	17.70	-0.11	0.26
7	38.44	0.45	6.70	-0.15	54.57	-0.36	0.29
8	80.19	0.36	15.29	-0.30	4.36	-0.17	0.16
9	84.83	0.24	9.42	-0.17	5.56	-0.16	0.19
10	82.46	0.36	9.77	-0.28	7.64	-0.20	0.13
11	74.69	0.46	15.67	-0.30	9.49	-0.30	0.15
12	69.61	0.33	20.03	-0.22	10.23	-0.21	0.14
13	88.90	0.38	6.40	-0.27	4.58	-0.24	0.12
14	45.11	0.45	13.79	-0.21	40.61	-0.30	0.48

Note: Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 7.28: Distractor Analysis of Multiple Choice Items in Reading on Stage III

Item	Correct Option		Distractor 1		Distractor 2		Distractor 3		% Omit
	%	PtBis	%	PtBis	%	PtBis	%	PtBis	
15	83.96	0.30	6.46	-0.17	5.08	-0.16	4.19	-0.15	0.31
16	32.04	0.29	58.03	-0.11	5.43	-0.19	4.43	-0.17	0.07
17	65.19	0.34	16.83	-0.07	8.62	-0.16	9.18	-0.31	0.17
18	53.91	0.45	10.01	-0.27	8.56	-0.18	27.18	-0.20	0.33
19	77.15	0.50	6.75	-0.26	7.40	-0.24	8.19	-0.27	0.50
20	51.58	0.42	16.18	-0.20	12.37	-0.15	19.71	-0.21	0.16
21	81.82	0.53	8.08	-0.34	5.92	-0.30	4.08	-0.21	0.10
22	87.34	0.44	6.57	-0.27	3.53	-0.24	2.39	-0.21	0.17
23	59.95	0.36	24.23	-0.12	5.58	-0.26	9.73	-0.21	0.50
24	46.84	0.48	22.23	-0.24	14.82	-0.33	15.96	-0.06	0.14
25	72.33	0.50	6.59	-0.27	7.45	-0.29	13.39	-0.23	0.24
26	63.00	0.55	7.17	-0.23	10.19	-0.30	19.04	-0.28	0.61
27	50.80	0.36	14.72	-0.17	9.26	-0.26	24.77	-0.09	0.46
28	63.24	0.50	15.33	-0.26	8.60	-0.22	12.59	-0.24	0.24
29	59.85	0.51	11.05	-0.24	17.76	-0.22	10.90	-0.28	0.45
30	42.37	0.44	26.66	-0.20	16.44	-0.18	14.25	-0.16	0.27
31	39.49	0.38	21.77	-0.14	17.33	-0.13	20.74	-0.19	0.66
32	34.75	0.38	29.92	-0.24	15.25	-0.16	19.83	-0.03	0.26
33	56.24	0.49	14.91	-0.23	14.39	-0.25	14.09	-0.20	0.37
34	42.82	0.44	18.98	-0.21	18.68	-0.18	18.72	-0.15	0.81
35	47.56	0.43	17.67	-0.22	15.14	-0.16	19.29	-0.17	0.34
36	52.33	0.42	13.54	-0.27	12.56	-0.25	21.16	-0.08	0.40
37	44.38	0.45	20.94	-0.17	17.89	-0.17	16.32	-0.24	0.47

Note: Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 7.29: Distractor Analysis of Multiple Choice Items in Writing on Stage III

Item	Correct Option		Distractor 1		Distractor 2		Distractor 3		% Omit
	%	PtBis	%	PtBis	%	PtBis	%	PtBis	
38	37.64	0.40	20.91	-0.09	37.77	-0.24	3.61	-0.22	0.07
39	47.64	0.34	12.02	-0.22	28.55	-0.09	11.36	-0.17	0.43
40	49.36	0.45	23.49	-0.14	12.98	-0.26	13.92	-0.21	0.25
41	46.73	0.41	11.48	-0.28	14.95	-0.21	26.16	-0.08	0.68
42	50.52	0.41	14.13	-0.30	25.23	-0.10	9.97	-0.19	0.15
43	50.84	0.47	15.32	-0.25	16.49	-0.24	17.02	-0.14	0.33
44	63.25	0.55	13.69	-0.24	12.24	-0.27	10.01	-0.30	0.82
45	77.48	0.45	8.77	-0.22	7.44	-0.23	6.17	-0.26	0.14
46	79.98	0.55	6.13	-0.26	10.24	-0.36	3.33	-0.25	0.33
47	59.43	0.54	5.54	-0.24	24.58	-0.33	9.95	-0.21	0.50
48	54.22	0.36	4.45	-0.24	11.71	-0.32	29.44	-0.05	0.18
49	80.60	0.46	4.46	-0.28	8.30	-0.22	6.36	-0.25	0.29
50	59.99	0.48	7.08	-0.31	9.60	-0.21	22.80	-0.21	0.52
51	68.21	0.56	12.43	-0.26	10.70	-0.30	8.27	-0.28	0.39
52	59.73	0.52	14.44	-0.24	14.96	-0.19	10.14	-0.32	0.74
53	61.95	0.50	17.24	-0.29	6.46	-0.27	14.02	-0.18	0.34

Note: Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 7.30: Distractor Analysis of Multiple Choice Items in Listening on Stage III

Item	Correct Option		Distractor 1		Distractor 2		Distractor 3		% Omit
	%	PtBis	%	PtBis	%	PtBis	%	PtBis	
1	75.24	0.34	5.66	-0.20	7.64	-0.22	11.27	-0.13	0.18
2	72.27	0.39	9.85	-0.22	2.36	-0.17	14.62	-0.21	0.91
3	62.00	0.42	15.52	-0.20	12.87	-0.25	9.42	-0.15	0.20
4	67.11	0.43	9.83	-0.21	4.54	-0.17	17.82	-0.25	0.71
5	83.13	0.44	3.32	-0.25	6.47	-0.24	6.99	-0.23	0.10
6	29.29	0.33	22.37	-0.03	40.48	-0.22	7.42	-0.11	0.44
7	66.08	0.46	7.37	-0.22	10.31	-0.25	15.84	-0.22	0.40
8	54.22	0.44	10.36	-0.26	10.48	-0.24	24.86	-0.14	0.09
9	67.17	0.38	8.37	-0.19	13.37	-0.19	10.64	-0.18	0.46
10	57.09	0.50	17.16	-0.21	12.71	-0.22	12.91	-0.28	0.13
11	59.88	0.44	12.16	-0.21	22.47	-0.23	5.35	-0.22	0.14
12	71.31	0.43	7.09	-0.27	8.27	-0.20	12.98	-0.20	0.35
13	58.40	0.50	8.67	-0.23	17.56	-0.19	15.21	-0.30	0.16
14	53.20	0.41	12.52	-0.24	20.49	-0.17	13.54	-0.17	0.25

Note: Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 7.31: Distractor Analysis of Multiple Choice Items in Reading on Stage IV

Item	Correct Option		Distractor 1		Distractor 2		Distractor 3		% Omit
	%	PtBis	%	PtBis	%	PtBis	%	PtBis	
15	62.45	0.39	17.63	-0.21	15.98	-0.22	3.76	-0.14	0.17
16	58.76	0.35	19.57	-0.19	9.27	-0.12	12.14	-0.20	0.26
17	85.20	0.43	6.29	-0.21	4.91	-0.25	3.46	-0.25	0.14
18	83.86	0.39	11.46	-0.26	2.56	-0.22	1.99	-0.17	0.13
19	89.83	0.44	4.57	-0.30	2.96	-0.23	2.39	-0.19	0.25
20	51.70	0.42	13.44	-0.22	7.60	-0.20	27.14	-0.18	0.12
21	55.97	0.47	13.21	-0.24	14.77	-0.17	15.76	-0.24	0.30
22	39.63	0.37	19.06	-0.18	33.87	-0.16	7.31	-0.12	0.13
23	62.32	0.49	12.50	-0.21	11.60	-0.25	13.35	-0.25	0.24
24	59.61	0.49	14.97	-0.22	9.93	-0.21	15.23	-0.27	0.25
25	35.41	0.31	29.44	-0.03	17.16	-0.19	17.54	-0.15	0.45
26	73.93	0.53	15.07	-0.37	6.23	-0.22	4.70	-0.22	0.08
27	40.57	0.32	22.62	-0.08	26.45	-0.17	10.14	-0.16	0.23
28	49.47	0.37	19.74	-0.15	18.61	-0.18	11.91	-0.15	0.27
29	28.97	0.32	18.16	-0.14	28.11	-0.07	24.18	-0.14	0.58
30	23.59	0.29	15.78	-0.22	37.68	0.02	22.84	-0.12	0.11
31	48.22	0.32	6.61	-0.23	6.70	-0.19	38.31	-0.12	0.16
32	55.26	0.46	14.36	-0.18	17.63	-0.29	12.35	-0.15	0.40
33	32.98	0.36	35.76	-0.11	11.52	-0.13	18.89	-0.18	0.85
34	55.68	0.46	21.52	-0.15	16.29	-0.29	6.35	-0.23	0.15
35	51.32	0.51	12.35	-0.25	23.72	-0.22	12.27	-0.22	0.34
36	47.87	0.47	26.44	-0.15	10.54	-0.25	14.63	-0.26	0.52
37	60.77	0.49	9.38	-0.28	9.66	-0.24	20.07	-0.21	0.12
38	36.63	0.26	35.21	-0.02	16.63	-0.14	11.34	-0.19	0.19
39	42.09	0.37	33.44	-0.09	9.83	-0.24	14.18	-0.19	0.46
40	32.07	0.22	19.99	-0.08	17.45	-0.18	29.82	0.00	0.67

Note: Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 7.32: Distractor Analysis of Multiple Choice Items in Writing on Stage IV

Item	Correct Option		Distractor 1		Distractor 2		Distractor 3		% Omit
	%	PtBis	%	PtBis	%	PtBis	%	PtBis	
41	65.49	0.36	8.09	-0.20	2.97	-0.22	23.38	-0.19	0.08
42	48.21	0.44	23.48	-0.17	21.55	-0.22	6.70	-0.22	0.06
43	53.79	0.43	15.96	-0.23	13.90	-0.30	16.07	-0.06	0.28
44	61.91	0.37	19.22	-0.16	11.77	-0.17	6.73	-0.23	0.38
45	47.49	0.44	11.02	-0.27	11.07	-0.10	30.30	-0.21	0.12
46	37.41	0.28	12.58	-0.22	16.97	-0.12	32.87	-0.03	0.17
47	64.85	0.45	16.05	-0.15	9.08	-0.31	9.63	-0.22	0.40
48	46.93	0.36	17.68	-0.17	18.98	-0.17	16.28	-0.12	0.12
49	38.42	0.29	19.37	-0.09	23.97	-0.10	18.09	-0.16	0.15
50	39.52	0.40	16.65	-0.13	14.97	-0.13	28.63	-0.22	0.22
51	41.87	0.33	16.27	-0.28	35.92	-0.01	5.73	-0.22	0.22
52	75.42	0.49	6.62	-0.30	8.90	-0.24	8.49	-0.23	0.57
53	67.89	0.52	6.62	-0.25	16.34	-0.28	9.02	-0.26	0.12
54	63.40	0.48	11.18	-0.27	12.26	-0.21	13.02	-0.23	0.14
55	70.88	0.49	12.91	-0.27	5.54	-0.22	10.16	-0.25	0.51
56	54.89	0.37	11.39	-0.15	12.81	-0.17	20.54	-0.17	0.37
57	39.43	0.29	20.95	-0.09	21.20	-0.19	18.19	-0.06	0.23
58	36.35	0.32	31.80	-0.10	16.56	-0.16	15.02	-0.12	0.27

Note: Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 7.33: Distractor Analysis of Multiple Choice Items in Listening on Stage IV

Item	Correct Option		Distractor 1		Distractor 2		Distractor 3		% Omit
	%	PtBis	%	PtBis	%	PtBis	%	PtBis	
1	90.07	0.37	1.54	-0.17	2.36	-0.20	6.02	-0.25	0.02
2	74.06	0.47	11.60	-0.33	6.25	-0.17	7.86	-0.22	0.24
3	74.45	0.50	5.60	-0.27	5.15	-0.18	14.65	-0.32	0.14
4	53.08	0.39	19.03	-0.22	18.70	-0.15	8.72	-0.16	0.47
5	78.94	0.46	6.74	-0.27	4.53	-0.20	9.67	-0.25	0.12
6	59.50	0.46	7.10	-0.22	13.89	-0.18	19.02	-0.27	0.50
7	70.70	0.49	12.85	-0.26	9.02	-0.27	7.34	-0.21	0.08
8	34.11	0.34	16.02	-0.17	27.47	-0.10	22.22	-0.13	0.18
9	72.65	0.46	14.56	-0.25	3.42	-0.17	9.03	-0.29	0.34
10	61.96	0.40	4.28	-0.19	18.60	-0.18	15.08	-0.23	0.08
11	58.13	0.44	26.17	-0.21	9.33	-0.24	6.22	-0.23	0.15
12	58.20	0.44	16.03	-0.24	17.67	-0.24	8.02	-0.13	0.08
13	64.94	0.49	17.67	-0.23	8.86	-0.28	8.44	-0.23	0.08
14	34.19	0.41	6.96	-0.20	10.71	-0.34	47.98	-0.07	0.16

Note: Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 7.34: Distractor Analysis of Multiple Choice Items in Reading on Stage V

Item	Correct Option		Distractor 1		Distractor 2		Distractor 3		% Omit
	%	PtBis	%	PtBis	%	PtBis	%	PtBis	
15	78.33	0.39	6.32	-0.22	9.68	-0.21	5.60	-0.19	0.07
16	78.48	0.37	6.46	-0.19	6.25	-0.21	8.16	-0.18	0.65
17	72.93	0.44	7.48	-0.25	12.44	-0.26	6.99	-0.18	0.16
18	44.22	0.24	15.62	-0.25	29.45	-0.01	10.17	-0.07	0.54
19	90.00	0.36	4.44	-0.24	2.64	-0.17	2.73	-0.18	0.20
20	90.66	0.34	2.96	-0.22	2.51	-0.18	3.72	-0.17	0.14
21	44.02	0.33	21.74	-0.11	18.29	-0.13	15.51	-0.19	0.43
22	41.86	0.44	23.67	-0.05	13.62	-0.26	20.73	-0.26	0.13
23	52.18	0.38	13.56	-0.18	24.81	-0.16	9.25	-0.19	0.20
24	68.09	0.47	18.44	-0.27	5.74	-0.24	7.42	-0.22	0.31
25	55.27	0.43	21.40	-0.15	9.37	-0.22	13.47	-0.25	0.49
26	53.45	0.40	12.75	-0.20	8.60	-0.24	25.14	-0.15	0.07
27	47.27	0.41	25.95	-0.23	18.15	-0.15	8.25	-0.15	0.38
28	72.19	0.55	6.64	-0.30	13.09	-0.30	7.76	-0.24	0.31
29	39.69	0.40	19.95	-0.05	29.58	-0.28	10.26	-0.15	0.52
30	52.11	0.40	17.10	-0.18	18.73	-0.20	11.88	-0.17	0.18
31	40.21	0.34	20.51	-0.12	20.42	-0.13	18.62	-0.17	0.23
32	70.51	0.49	11.50	-0.33	9.41	-0.21	8.22	-0.19	0.36
33	55.15	0.53	20.48	-0.30	11.30	-0.24	12.39	-0.19	0.69
34	76.85	0.45	4.84	-0.26	5.53	-0.27	12.68	-0.22	0.11
35	40.97	0.35	19.59	-0.08	18.73	-0.24	20.53	-0.11	0.18
36	58.83	0.49	13.34	-0.24	9.66	-0.22	17.86	-0.24	0.31
37	38.24	0.36	28.58	-0.16	22.59	-0.14	10.27	-0.14	0.31
38	36.64	0.36	26.31	-0.18	25.30	-0.16	11.48	-0.08	0.27
39	54.88	0.46	22.35	-0.19	8.92	-0.24	13.51	-0.22	0.34
40	35.32	0.31	11.20	-0.23	35.81	0.02	17.26	-0.22	0.42
41	35.30	0.31	12.66	-0.10	22.57	-0.12	28.96	-0.14	0.51
42	42.58	0.36	21.65	-0.11	11.57	-0.22	23.76	-0.14	0.43

Note: Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 7.35: Distractor Analysis of Multiple Choice Items in Writing on Stage V

Item	Correct Option		Distractor 1		Distractor 2		Distractor 3		% Omit
	%	PtBis	%	PtBis	%	PtBis	%	PtBis	
43	48.95	0.38	31.82	-0.24	11.97	-0.21	6.75	-0.04	0.51
44	37.67	0.30	37.94	-0.06	16.02	-0.20	8.11	-0.14	0.27
45	86.01	0.32	2.58	-0.16	2.67	-0.20	8.67	-0.19	0.07
46	63.29	0.41	11.86	-0.23	15.60	-0.22	9.06	-0.15	0.18
47	50.00	0.37	16.05	-0.24	13.85	-0.17	19.86	-0.10	0.23
48	70.42	0.47	17.71	-0.28	3.77	-0.21	7.89	-0.24	0.20
49	39.38	0.36	36.15	-0.18	12.95	-0.13	11.23	-0.14	0.29
50	42.29	0.32	10.40	-0.17	29.20	-0.12	17.61	-0.12	0.51
51	54.48	0.33	28.89	-0.06	11.79	-0.30	4.55	-0.18	0.29
52	28.02	0.29	19.84	-0.10	27.03	-0.15	24.94	-0.06	0.16
53	56.37	0.48	13.45	-0.30	21.27	-0.14	8.34	-0.26	0.56
54	63.36	0.45	18.29	-0.24	7.42	-0.30	10.82	-0.15	0.11
55	62.21	0.44	15.67	-0.17	7.04	-0.25	14.68	-0.24	0.40
56	48.56	0.33	8.83	-0.24	28.02	-0.09	14.36	-0.16	0.23
57	26.25	0.26	39.69	-0.05	16.68	-0.07	17.17	-0.15	0.20
58	65.15	0.51	9.30	-0.22	11.36	-0.31	13.58	-0.22	0.61
59	39.20	0.30	27.45	-0.09	16.61	-0.19	16.38	-0.09	0.36
60	35.41	0.32	17.30	-0.09	20.22	-0.10	26.71	-0.17	0.36

Note: Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 7.36: Distractor Analysis of Multiple Choice Items in Listening on Stage V

Item	Correct Option		Distractor 1		Distractor 2		Distractor 3		% Omit
	%	PtBis	%	PtBis	%	PtBis	%	PtBis	
1	87.36	0.44	2.82	-0.19	3.27	-0.23	6.48	-0.29	0.07
2	69.25	0.43	3.85	-0.26	5.04	-0.24	21.76	-0.23	0.11
3	60.73	0.45	9.48	-0.26	7.22	-0.24	22.14	-0.19	0.43
4	52.67	0.39	6.93	-0.15	32.86	-0.28	7.40	-0.10	0.13
5	64.39	0.48	4.84	-0.16	8.32	-0.18	22.35	-0.35	0.09
6	34.36	0.36	12.57	-0.10	24.25	-0.12	28.49	-0.19	0.33
7	51.17	0.54	16.23	-0.20	7.67	-0.17	24.74	-0.34	0.18
8	52.38	0.48	26.35	-0.25	6.52	-0.19	14.37	-0.23	0.38
9	44.78	0.43	22.82	-0.18	22.32	-0.21	9.15	-0.16	0.92
10	41.95	0.34	30.28	0.01	15.76	-0.26	11.76	-0.24	0.25
11	42.98	0.27	13.06	-0.19	25.84	-0.14	17.73	-0.01	0.40
12	41.71	0.43	11.83	-0.16	19.30	-0.26	26.63	-0.11	0.52
13	74.40	0.50	11.14	-0.28	7.64	-0.28	6.59	-0.23	0.23
14	62.15	0.54	15.57	-0.20	10.51	-0.26	11.50	-0.33	0.27

Note: Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Chapter 8. CALIBRATION, EQUATING, AND SCALING

This chapter of the technical report describes calibration, equating, and scaling procedures that took place for the Spring 2015 AZELLA Reassessment and summarizes the results. All stages were calibrated and scaled with calibration samples that typically consisted of the entire ELL population. Note that there was no calibration executed for the AZELLA Placement Tests as they are pre-equated tests. Please refer to the 2014 Technical Report (Arizona Department of Education, 2014b) for the calibration results for the AZELLA Placement Tests. This part of the technical report addresses the following 1999 AERA/APA/NCME standards (AERA, APA, NCME, 1999): 1.13, 4.1, 4.2, 4.3, 6.4, 6.5, and 13.6. The 2014 AERA/APA/NCME standards (AERA, APA, NCME, 2014) addressed by this chapter are: 1.10, 5.1, 5.2, 5.3, 7.2, 7.4, and 12.9.

8.1 Calibration Sample

In order to ensure valid calibration results, several data-cleaning steps occurred upon receipt of raw data from the scanning and scoring processes. These steps allowed for calibration to be conducted on valid student responses at the targeted stage level.

The cleaning process removed the following records from the calibration datasets for each stage level:

- records with invalid tests noted by a special invalidation code obtained from ADE and marked on the answer document
- records with non-valid attempts noted by less than one response in any of the test sessions
- records which indicated the student took a test other than their stage level
- duplicate records (score sheets were double scanned or students indicated as taking the test more than once)
- records which indicated the student was not classified as ELL

8.2 Calibration Methods

Item response theory (IRT) models were used in the item calibration for the AZELLA tests. All tests were calibrated separately by stage. All calibration activities were replicated with two Pearson psychometricians as a quality control measure.

8.2.1 Calibration Models and Form Equating

The AZELLA tests are composed of one-point and multiple-point items. Items on operational test forms were calibrated by stage. The Rasch model (Rasch, 1960) was used for one-point items. It estimates item difficulty and student ability on the same scale. Under the Rasch model, the probability that student j with ability θ answers item i with difficulty of b correctly is

$$P_i(\theta_j) = \frac{\exp(\theta_j - b_i)}{1 + \exp(\theta_j - b_i)}.$$

For multiple-point items, the partial credit model (Masters, 1982) was used to establish the scale. The partial credit model is an extension of the Rasch model; it is for items for which students

may get partial credit. Thus, the partial credit model reduces to the Rasch model when items have only two response categories (i.e., 0 or 1). According to the partial credit model, the probability that student j scores x on item i which has a maximum possible point of m ($k=m+1$ possible response categories) is expressed as

$$P_{ix}(\theta_j) = \frac{\exp \sum_{l=0}^x (\theta_j - D_{il})}{\sum_{k=0}^{m_i} [\exp \sum_{l=0}^k (\theta_j - D_{il})]}$$

where $x=0, 1, \dots, m_i$, D_{il} is a step difficulty for score l and by definition,

$$\sum_{l=0}^0 (\theta_j - D_{il}) = 0.$$

The step difficulty, D_{il} can be decomposed such that

$$D_{il} = b_i + h_{il},$$

where b_i is an overall difficulty for item i and h_{il} is a threshold for score l (Embretson & Reise, 2000; Linacre, 2011). This parameterization allows b_i in the partial credit model to be comparable to b_i in the Rasch model.

8.2.2 Calibration Software

Parameter estimation for items on the Stages I through V tests was implemented using Winsteps 3.73.0 (Linacre, 2011). Winsteps uses joint maximum likelihood estimation (JMLE) as described by Wright and Masters (1982).

8.3 Calibration Results

IRT statistics at item level resulting from calibration of the Spring 2015 AZELLA Reassessment are presented in Table 8.1 through Table 8.20. All items for all AZELLA tests converged during calibration using typical procedures for Winsteps software. Standard error of estimates for the Rasch difficulty measures indicated that the parameters were well estimated. Mode-to-item data fit was monitored using weighted mean-square (MNSQ) and unweighted MNSQ statistics, which indicate the degree of accuracy and predictability with which the data fits the model (Linacre, 2002). In Winsteps and Rasch literature, weighted mean-square is also referred to as infit MNSQ and unweighted mean square is referred to as outfit MNSQ. The infit MNSQ is sensitive to unexpected responses at or near the item's calibrated level; whereas, outfit MNSQ is sensitive to unexpected responses away from the item's calibrated level. AZELLA items were flagged for misfit using a set of conservative criteria. For infit MNSQ, these values were less than 0.6 or greater than 1.4, and for outfit MNSQ, items flagged had a value greater than 1.4 (Wright & Linacre, 1994). The use of these criteria allowed more items to be inspected for model misfit than with the criteria currently recommended (Linacre, 2014).

Table 8.1: IRT Statistics for Items in Reading on Stage I

Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit	Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit
15	MC	-3.42	0.03	0.99	0.95	24	MC	-1.67	0.02	1.05	1.08
16	MC	-2.65	0.02	0.98	0.97	25	MC	-2.07	0.02	0.97	0.95
17	MC	-3.78	0.03	0.91	0.79	26	MC	-2.45	0.02	1.17	1.24
18	MC	-3.04	0.02	0.83	0.72	27	MC	-2.39	0.02	1.09	1.09
19	MC	-3.60	0.03	0.91	0.76	28	MC	-3.67	0.03	0.98	0.92
20	MC	-2.42	0.02	1.11	1.19	29	MC	-2.15	0.02	1.08	1.11
21	MC	-2.68	0.02	1.04	1.04	30	MC	-2.85	0.02	0.93	0.90
22	MC	-2.51	0.02	0.95	0.90	31	MC	-2.39	0.02	0.97	0.96
23	MC	-2.36	0.02	0.98	0.95	32	MC	-2.16	0.02	1.08	1.09

Note: MC=Multiple-choice Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 8.2: IRT Statistics for Items in Writing on Stage I

Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit	Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit
33	SA2	-2.49	0.01	1.12	1.18	38	SA1	-2.48	0.02	1.04	1.07
34	SA2	-3.25	0.02	0.98	0.97	39	SA1	-1.58	0.02	1.01	1.02
35	SA2	-1.20	0.02	0.81	0.80	40	SA3	-0.84	0.01	0.81	0.80
36	SA2	-2.01	0.01	0.87	0.86	41	SA3	-1.21	0.01	0.84	0.81
37	SA2	-1.23	0.02	0.78	0.77						

Note: SA1=1 Point Short Answer Item, SA2=2 Point Short Answer Item, SA3=3 Point Short Answer Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 8.3: IRT Statistics for Items in Listening on Stage I

Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit	Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit
1	MC	-3.23	0.02	1.01	1.03	8	MC	-2.73	0.02	0.89	0.83
2	MC	-3.08	0.02	0.97	0.93	9	MC	-3.08	0.02	0.90	0.81
3	MC	-2.63	0.02	1.04	1.05	10	MC	-3.14	0.02	1.00	0.99
4	MC	-3.32	0.02	1.00	1.02	11	MC	-3.03	0.02	0.89	0.87
5	MC	-2.34	0.02	1.01	1.02	12	MC	-2.36	0.02	0.97	0.94
6	MC	-2.23	0.02	0.93	0.90	13	MC	-1.57	0.02	1.17	1.24
7	MC	-2.93	0.02	1.04	1.07	14	MC	-2.04	0.02	1.04	1.05

Note: MC=Multiple-choice Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 8.4: IRT Statistics for Items in Speaking on Stage I

Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit	Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit
42	SA1	-2.84	0.02	1.10	1.25	46	SA2	-2.29	0.01	1.26	1.57
43	SA1	-4.47	0.04	1.02	1.12	47	SA2	-2.50	0.01	1.18	1.44
44	SA1	-2.37	0.02	1.00	1.01	48	SA2	-1.67	0.01	1.23	1.43
45	SA1	-0.15	0.02	1.01	1.00	49	SA4	-2.07	0.01	0.95	0.99

Note: SA1=1 Point Short Answer Item, SA2=2 Point Short Answer Item, SA4=4 Point Short Answer, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 8.5: IRT Statistics for Items in Reading on Stage II

Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit	Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit
15	MC	-1.63	0.02	1.00	1.01	27	MC	-0.58	0.01	0.94	0.94
16	MC	-1.98	0.02	1.04	1.01	28	MC	-0.74	0.01	1.04	1.05
17	MC	-1.63	0.02	0.89	0.82	29	MC	0.44	0.02	1.16	1.27
18	MC	-0.71	0.01	0.97	0.95	30	MC	-0.58	0.01	1.02	1.02
19	MC	-2.01	0.02	0.96	0.94	31	MC	-0.55	0.01	0.91	0.89
20	MC	-1.53	0.02	0.85	0.77	32	MC	-0.31	0.01	1.01	1.03
21	MC	-1.14	0.01	0.97	0.95	33	MC	-0.44	0.01	1.10	1.13
22	MC	-0.25	0.01	0.99	1.00	34	MC	-0.85	0.01	0.95	0.93
23	MC	-1.18	0.01	1.03	1.04	50	SA1	-1.06	0.01	1.03	1.05
24	MC	-0.77	0.01	0.92	0.90	51	SA1	-0.59	0.01	1.03	1.03
25	MC	-0.68	0.01	0.91	0.89	52	SA3	0.06	0.01	1.05	1.05
26	MC	-0.97	0.01	0.98	0.97						

Note: MC=Multiple-choice Item, SA1=1 Point Short Answer Item, SA3=3 Point Short Answer Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 8.6: IRT Statistics for Items in Writing on Stage II

Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit	Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit
35	MC	-1.98	0.02	0.89	0.75	43	MC	-0.98	0.01	0.93	0.90
36	MC	-0.76	0.01	0.98	0.97	44	MC	-0.57	0.01	0.93	0.91
37	MC	-0.12	0.01	1.05	1.08	45	MC	-0.11	0.01	1.08	1.11
38	MC	-0.70	0.01	1.03	1.03	46	MC	-0.32	0.01	1.03	1.05
39	MC	-1.31	0.01	1.01	1.00	47	MC	-0.91	0.01	0.94	0.92
40	MC	-2.04	0.02	0.90	0.74	48	ER	-1.22	0.01	0.72	0.72
41	MC	-0.64	0.01	0.96	0.97	49	ER	-1.30	0.01	0.71	0.73
42	MC	-0.64	0.01	1.00	1.00						

Note: MC=Multiple-choice Item, ER=Extended Response Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 8.7: IRT Statistics for Items in Listening on Stage II

Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit	Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit
1	MC	-1.65	0.02	1.00	0.97	8	MC	-2.11	0.02	1.01	1.02
2	MC	-1.08	0.01	1.00	0.98	9	MC	-2.46	0.02	1.05	1.25
3	MC	-1.13	0.01	1.03	1.01	10	MC	-2.28	0.02	0.99	0.99
4	MC	-0.47	0.01	0.95	0.94	11	MC	-1.84	0.02	0.97	0.93
5	MC	-0.34	0.01	1.02	1.03	12	MC	-1.44	0.02	1.05	1.07
6	MC	-0.13	0.01	1.03	1.04	13	MC	-2.85	0.02	0.92	0.74
7	MC	0.00	0.01	1.04	1.07	14	MC	-0.32	0.01	0.95	0.95

Note: MC=Multiple-choice Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 8.8: IRT Statistics for Items in Speaking on Stage II

Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit	Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit
53	SA4	-1.30	0.01	1.10	1.20	57	SA4	-0.91	0.01	1.55	1.82
54	SA4	-1.77	0.01	1.05	1.26	58	SA4	-1.53	0.01	1.36	1.60
55	SA4	-0.47	0.01	1.50	2.02	59	SA4	-1.39	0.01	1.41	1.77
56	SA4	-1.01	0.01	1.54	1.87	60	SA4	-1.80	0.01	0.77	0.81

Note: SA4=4 Point Short Answer Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 8.9: IRT Statistics for Items in Reading on Stage III

Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit	Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit
15	MC	-1.54	0.02	1.00	1.01	28	MC	-0.36	0.01	0.95	0.92
16	MC	1.21	0.02	1.06	1.13	29	MC	-0.12	0.01	0.93	0.90
17	MC	-0.40	0.01	1.05	1.07	30	MC	0.70	0.01	0.98	1.01
18	MC	0.26	0.01	0.95	0.94	31	MC	0.84	0.01	1.02	1.06
19	MC	-1.06	0.02	0.87	0.76	32	MC	1.07	0.01	1.00	1.03
20	MC	0.28	0.01	0.99	0.99	33	MC	0.23	0.01	0.94	0.94
21	MC	-1.38	0.02	0.85	0.69	34	MC	0.68	0.01	0.96	0.99
22	MC	-1.93	0.02	0.95	0.75	35	MC	0.45	0.01	1.00	1.01
23	MC	0.10	0.01	1.03	1.05	36	MC	0.23	0.01	1.00	1.01
24	MC	0.49	0.01	0.93	0.94	37	MC	0.60	0.01	0.96	0.98
25	MC	-0.86	0.02	0.94	0.89	56	SA1	-0.11	0.01	1.11	1.17
26	MC	-0.28	0.01	0.87	0.83	57	SA1	0.96	0.01	1.00	0.98
27	MC	0.30	0.01	1.05	1.07	58	SA1	0.84	0.01	0.96	0.93

Note: MC=Multiple-choice Item, SA1=1 Point Short Answer Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 8.10: IRT Statistics for Items in Writing on Stage III

Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit	Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit
38	MC	0.93	0.01	1.00	1.04	47	MC	-0.10	0.01	0.89	0.86
39	MC	0.45	0.01	1.09	1.11	48	MC	0.10	0.01	1.07	1.10
40	MC	0.37	0.01	0.98	0.99	49	MC	-1.29	0.02	0.93	0.88
41	MC	0.31	0.01	1.04	1.05	50	MC	-0.13	0.01	0.97	0.97
42	MC	0.23	0.01	1.02	1.03	51	MC	-0.54	0.02	0.89	0.83
43	MC	0.30	0.01	0.98	0.98	52	MC	-0.12	0.01	0.91	0.89
44	MC	-0.29	0.01	0.89	0.85	53	MC	0.00	0.01	0.91	0.89
45	MC	-1.08	0.02	0.94	0.88	54	ER	0.21	0.01	0.67	0.64
46	MC	-1.18	0.02	0.83	0.70	55	ER	0.65	0.01	0.76	0.77

Note: MC=Multiple-choice Item, ER=Extended Response Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 8.11: IRT Statistics for Items in Listening on Stage III

Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit	Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit
1	MC	-0.94	0.02	1.06	1.12	8	MC	0.14	0.01	1.05	1.09
2	MC	-0.76	0.02	1.04	1.08	9	MC	-0.49	0.02	1.10	1.17
3	MC	-0.37	0.01	1.05	1.06	10	MC	0.01	0.01	0.95	0.94
4	MC	-0.49	0.02	1.05	1.06	11	MC	-0.14	0.01	1.03	1.05
5	MC	-1.48	0.02	0.95	0.94	12	MC	-0.62	0.02	0.99	1.00
6	MC	1.11	0.01	1.04	1.10	13	MC	-0.05	0.01	0.95	0.93
7	MC	-0.43	0.01	1.01	1.01	14	MC	0.19	0.01	1.07	1.09

Note: MC=Multiple-choice Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 8.12: IRT Statistics for Items in Speaking on Stage III

Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit	Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit
59	SA4	-0.59	0.01	1.49	2.03	63	SA4	-0.67	0.01	1.44	3.73
60	SA4	-1.49	0.01	1.08	2.87	64	SA4	-0.64	0.01	1.56	2.54
61	SA4	-0.93	0.01	1.43	2.97	65	SA4	-0.56	0.01	1.55	2.47
62	SA4	-1.16	0.01	1.08	1.71	66	SA4	-1.27	0.01	0.88	0.91

Note: SA4=4 Point Short Answer Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 8.13: IRT Statistics for Items in Reading on Stage IV

Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit	Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit
15	MC	0.06	0.02	1.00	1.00	29	MC	1.65	0.02	1.02	1.12
16	MC	0.14	0.02	1.04	1.05	30	MC	1.96	0.02	1.03	1.19
17	MC	-1.32	0.03	0.86	0.74	31	MC	0.72	0.02	1.08	1.12
18	MC	-1.21	0.03	0.90	0.80	32	MC	0.56	0.02	0.95	0.95
19	MC	-1.78	0.03	0.82	0.52	33	MC	1.44	0.02	1.00	1.09
20	MC	0.57	0.02	0.98	0.97	34	MC	0.41	0.02	0.95	0.94
21	MC	0.37	0.02	0.94	0.93	35	MC	0.58	0.02	0.92	0.91
22	MC	1.12	0.02	1.01	1.03	36	MC	0.74	0.02	0.94	0.94
23	MC	0.14	0.02	0.91	0.89	37	MC	0.15	0.02	0.93	0.91
24	MC	0.22	0.02	0.91	0.89	38	MC	1.26	0.02	1.09	1.15
25	MC	1.13	0.02	1.03	1.07	39	MC	1.01	0.02	1.02	1.04
26	MC	-0.54	0.02	0.85	0.78	40	MC	1.49	0.02	1.12	1.29
27	MC	1.12	0.02	1.06	1.10	61	SA1	1.46	0.02	1.01	0.99
28	MC	0.55	0.02	1.03	1.03	62	SA1	1.86	0.02	0.99	0.94

Note: MC=Multiple-choice Item, SA1=1 Point Short Answer Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 8.14: IRT Statistics for Items in Writing on Stage IV

Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit	Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit
41	MC	-0.09	0.02	1.03	1.06	51	MC	1.02	0.02	1.06	1.09
42	MC	0.72	0.02	0.98	1.00	52	MC	-0.63	0.02	0.91	0.86
43	MC	0.47	0.02	0.98	0.98	53	MC	-0.08	0.02	0.87	0.85
44	MC	0.09	0.02	1.04	1.05	54	MC	0.02	0.02	0.94	0.91
45	MC	0.80	0.02	0.98	0.98	55	MC	-0.37	0.02	0.91	0.88
46	MC	0.98	0.02	1.05	1.09	56	MC	0.46	0.02	1.03	1.04
47	MC	-0.05	0.02	0.97	0.96	57	MC	1.13	0.02	1.07	1.12
48	MC	0.71	0.02	1.01	1.02	58	MC	1.29	0.02	1.03	1.10
49	MC	1.07	0.02	1.05	1.08	59	ER	1.38	0.01	0.80	0.82
50	MC	1.24	0.02	1.02	1.04	60	ER	1.60	0.01	0.80	0.82

Note: MC=Multiple-choice Item, ER=Extended Response Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 8.15: IRT Statistics for Items in Listening on Stage IV

Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit	Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit
1	MC	-1.81	0.03	0.94	0.83	8	MC	1.39	0.02	1.09	1.17
2	MC	-0.55	0.02	0.94	0.92	9	MC	-0.38	0.02	0.93	0.91
3	MC	-0.57	0.02	0.93	0.91	10	MC	0.09	0.02	1.05	1.06
4	MC	0.45	0.02	1.08	1.09	11	MC	0.41	0.02	0.99	1.01
5	MC	-0.85	0.03	0.96	0.95	12	MC	0.16	0.02	1.05	1.05
6	MC	0.21	0.02	1.01	1.01	13	MC	-0.06	0.02	0.96	0.94
7	MC	-0.36	0.02	0.95	0.92	14	MC	1.56	0.02	1.06	1.09

Note: MC=Multiple-choice Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 8.16: IRT Statistics for Items in Speaking on Stage IV

Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit	Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit
63	SA4	-0.87	0.01	0.96	1.05	67	SA4	-0.11	0.01	1.44	2.33
64	SA4	0.16	0.01	1.31	1.40	68	SA4	0.20	0.01	1.23	1.31
65	SA4	-0.53	0.01	1.12	1.46	69	SA4	0.09	0.01	1.37	1.69
66	SA4	0.22	0.01	1.18	1.26	70	SA4	-0.12	0.02	0.81	0.86

Note: SA4=4 Point Short Answer Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 8.17: IRT Statistics for Items in Reading on Stage V

Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit	Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit
15	MC	-0.58	0.03	0.96	0.91	29	MC	1.35	0.03	1.01	1.04
16	MC	-0.57	0.03	0.95	0.91	30	MC	0.78	0.03	1.03	1.03
17	MC	-0.17	0.03	0.87	0.81	31	MC	1.33	0.03	1.03	1.06
18	MC	1.14	0.03	1.11	1.14	32	MC	-0.08	0.03	0.92	0.86
19	MC	-1.56	0.05	0.90	0.70	33	MC	0.64	0.03	0.90	0.88
20	MC	-1.69	0.05	0.94	0.73	34	MC	-0.48	0.03	0.94	0.87
21	MC	1.15	0.03	1.06	1.10	35	MC	1.03	0.03	1.04	1.06
22	MC	1.21	0.03	0.96	0.97	36	MC	0.47	0.03	0.90	0.87
23	MC	0.77	0.03	1.04	1.04	37	MC	1.47	0.03	1.02	1.07
24	MC	0.01	0.03	0.94	0.89	38	MC	1.50	0.03	1.02	1.06
25	MC	0.57	0.03	0.99	0.99	39	MC	0.65	0.03	0.96	0.94
26	MC	0.72	0.03	1.02	1.03	40	MC	1.57	0.03	1.08	1.13
27	MC	1.00	0.03	1.02	1.03	41	MC	1.57	0.03	1.04	1.11
28	MC	-0.21	0.03	0.86	0.78	42	MC	1.22	0.03	1.02	1.03

Note: MC=Multiple-choice Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 8.18: IRT Statistics for Items in Writing on Stage V

Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit	Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit
43	MC	0.92	0.03	1.03	1.04	53	MC	0.49	0.03	0.94	0.93
44	MC	1.45	0.03	1.09	1.12	54	MC	0.25	0.03	0.95	0.96
45	MC	-1.07	0.04	0.94	0.95	55	MC	0.47	0.03	0.94	0.93
46	MC	0.26	0.03	1.00	1.01	56	MC	0.97	0.03	1.03	1.04
47	MC	0.88	0.03	1.03	1.05	57	MC	2.05	0.03	1.03	1.16
48	MC	-0.11	0.03	0.91	0.87	58	MC	0.26	0.03	0.87	0.82
49	MC	1.42	0.03	1.04	1.05	59	MC	1.38	0.03	1.06	1.10
50	MC	1.23	0.03	1.08	1.10	60	MC	1.56	0.03	1.03	1.09
51	MC	0.66	0.03	1.07	1.10	61	ER	1.66	0.02	0.79	0.80
52	MC	2.11	0.03	1.13	1.25	62	ER	1.58	0.02	0.82	0.84

Note: MC=Multiple-choice Item, ER=Extended Response Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 8.19: IRT Statistics for Items in Listening on Stage V

Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit	Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit
1	MC	-1.28	0.04	0.88	0.69	8	MC	0.77	0.03	1.01	1.02
2	MC	0.00	0.03	1.02	1.02	9	MC	1.12	0.03	1.07	1.09
3	MC	0.38	0.03	1.00	1.02	10	MC	1.13	0.03	1.10	1.13
4	MC	0.75	0.03	1.07	1.10	11	MC	1.20	0.03	1.14	1.19
5	MC	0.01	0.03	1.02	1.01	12	MC	1.40	0.03	1.00	1.03
6	MC	1.61	0.03	1.04	1.09	13	MC	-0.33	0.03	0.92	0.85
7	MC	0.77	0.03	0.94	0.93	14	MC	0.31	0.03	0.94	0.92

Note: MC=Multiple-choice Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 8.20: IRT Statistics for Items in Speaking on Stage V

Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit	Item	Item Type	Rasch Difficulty	SE	MNSQ Infit	MNSQ Outfit
63	SA4	0.01	0.02	1.11	1.19	67	SA4	1.21	0.02	0.90	0.98
64	SA4	0.90	0.02	1.06	1.24	68	SA4	1.92	0.01	1.18	1.22
65	SA4	1.11	0.02	0.98	1.10	69	SA4	1.01	0.02	1.03	1.37
66	SA4	0.30	0.01	1.23	1.37	70	SA4	0.73	0.02	0.73	0.74

Note: SA4=4 Point Short Answer Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

8.4 Equating

The Spring 2015 AZELLA Reassessment Tests were equated and placed on the operational AZELLA scale using a non-equivalent groups anchor item (NEAT) design. A set of anchor items was selected from the Spring 2014 operational items. The anchor items were selected such that they contributed approximately 30% of the total score points and their content representation was as similar as possible to the blueprint, which is presented in Table 3.1. The position of any anchor items stayed within two positions from where it was in the previous year.

A fixed anchor parameter equating was implemented within WINSTEPS in order to link the Spring 2015 tests to the operational reporting scale. This was implemented by constraining the Spring 2014 parameter estimates for the anchor items to equal the final parameter estimates obtained in the original AZELLA calibration analyses. The displacement statistic, which estimates the difference between the fixed parameter and the estimate had the item parameter not been constrained, was evaluated for each anchor item. Items with a displacement statistic greater than 0.3 or less than -0.3 were reiteratively removed from the anchor set. Therefore, if more than one anchor items were flagged, the item with the largest magnitude of displacement value was dropped from the anchor set. The displacement values of the remaining anchor items were then re-estimated by implementing the fixed anchor parameter equating with the remaining anchor items. This process was repeated until all of the anchor items had displacement values of a magnitude smaller than 0.3.

8.5 Scaling Methods

In 2013, a scale of measurement was determined for the AZELLA Stage I through V tests. These tests were placed on a vertical scale for Total Combined score with the reporting scale ranging

from 2000 to 3000. For each of the domain and subdomain strands, a scale score system was created that is not vertically linked across stages. The reporting scale for each of the domains (Listening, Speaking, Reading, and Writing) and subdomains (Language, Oral, Comprehension, and Literacy) was established to range from 100 to 400, in which the scale scores for Basic/Intermediate and Proficient cuts were fixed at 230, and 250, respectively for each Stage.

In 2012, a scale of measurement was determined for the AZELLA Kindergarten Placement Test. The Kindergarten Placement Test scale, which ranges from 100 to 300, was placed on a separate scale from the AZELLA Stages I through V tests. Details about the creation of the scale scores can be found in the field test technical report (Arizona Department of Education, 2013c).

Chapter 9. TEST RESULTS

Chapter 9 of this technical report contains information about the results of the administration of Spring 2015 AZELLA Reassessment. The first section provides information on Total Combined score as well as the four domains (Listening, Speaking, Reading, and Writing) from the AZELLA Stages I through V assessments. The second section provides information on Overall and subdomains (Language, Oral, Comprehension, Literacy). Please refer to the 2014 Technical Report (Arizona Department of Education, 2014b) for the test results for the AZELLA Placement Tests when they were scaled. Test results for the AZELLA Placement Tests during the School Year of 2014-2015 are presented in Appendix A. The 1999 AERA/APA/NCME standards (AERA, APA, NCME, 1999) addressed in this part of the technical report include: 1.5, 4.3, 6.5, 7.1, 7.10, 13.15, and 13.19. The 2014 AERA/APA/NCME standards (AERA, APA, NCME, 2014) addressed by this chapter are: 1.8, 2.11, 2.15, 3.1, 3.3, 3.6, 3.15, 5.3, 7.4, 12.17, and 12.18.

Results presented below are based on population data contained within the final electronic data files. The results presented in this part of the technical report may differ slightly from final testing results presented on the Arizona Department of Education website due to slight differences in the application of exclusion rules. Official final results typically use more detailed school-level information than is used to conduct research analyses. The results in the following tables are presented as evidence of reliability and validity of the AZELLA assessments and should not be used for state accountability purposes.

Test results for the total group by grade for the Spring 2015 AZELLA Reassessments are shown in Table 9.1 through Table 9.13.. For each grade, the mean and standard deviation of the scale scores on Total Combined score as well as the percentages of students in Overall proficiency levels are presented for the state as a whole. Note that unlike the Kindergarten Placement Test where proficiency is based solely on Total Scale Score, the Overall proficiency levels for the Stages I through V assessments are determined based on the proficiency levels on Total Combined, Reading, and Writing scores. Students will be Overall Proficient only if they are Proficient on the Total Combined score plus both the Reading and Writing domains.

Table 9.1: AZELLA Stage I Reassessment Test Results at Kindergarten

Group	ELL Status	N	Total Combined Scale Score		% at Overall Proficiency Levels			
			Mean	SD	PE/E	B	I	P
Total	ELL	11489	2315.25	57.44	9	19	45	26
Hispanic	ELL	10286	2315.39	56.52	9	19	46	26
Non-Hispanic	ELL	1203	2314.03	64.78	12	19	42	28
White	ELL	10018	2316.08	56.95	8	19	46	27
Black or African American	ELL	216	2298.69	63.98	19	21	39	21
Asian	ELL	503	2324.02	61.99	8	17	44	32
American Indian or Alaskan Native	ELL	404	2306.72	56.21	12	25	38	25
Native Hawaiian or Other Pacific Islander	ELL	36	2314.33	54.14	11	17	44	28
Multiple Indication	ELL	57	2299.26	61.98	12	28	42	18
Special Education	ELL	806	2288.23	52.68	17	32	38	14
Low SES	ELL	9701	2315.72	56.59	9	19	46	26
Migrant	ELL	235	2302.14	60.05	16	23	37	25

*PE/E = Pre-Emergent/Emergent, B = Basic, I = Intermediate, P = Proficient

Table 9.2: AZELLA Stage II Reassessment Test Results at Grade 1

Group	ELL Status	N	Total Combined Scale Score		% at Overall Proficiency Levels			
			Mean	SD	PE/E	B	I	P
Total	ELL	12822	2373.86	43.63	2	19	51	27
Hispanic	ELL	11304	2372.67	42.65	2	20	52	26
Non-Hispanic	ELL	1518	2382.77	49.46	3	16	45	36
White	ELL	10866	2373.10	42.95	2	19	52	27
Black or African American	ELL	245	2376.58	45.31	4	16	50	31
Asian	ELL	542	2393.27	50.45	1	13	40	45
American Indian or Alaskan Native	ELL	577	2370.56	42.98	2	20	54	24
Native Hawaiian or Other Pacific Islander	ELL	38	2364.39	50.28	5	24	50	21
Multiple Indication	ELL	85	2378.61	43.72	0	15	56	28
Special Education	ELL	997	2352.71	39.44	6	33	50	12
Low SES	ELL	10821	2372.66	42.79	2	20	52	27
Migrant	ELL	282	2363.93	44.80	5	27	44	25

*PE/E = Pre-Emergent/Emergent, B = Basic, I = Intermediate, P = Proficient

Table 9.3: AZELLA Stage II Reassessment Test Results at Grade 2

Group	ELL Status	N	Total Combined Scale Score		% at Overall Proficiency Levels			
			Mean	SD	PE/E	B	I	P
Total	ELL	10298	2416.13	50.94	6	19	39	35
Hispanic	ELL	9083	2415.64	50.29	6	20	40	34
Non-Hispanic	ELL	1215	2419.81	55.45	7	19	35	40
White	ELL	8713	2416.04	50.41	6	19	40	35
Black or African American	ELL	227	2402.92	58.36	13	23	33	31
Asian	ELL	347	2432.68	52.20	4	15	31	51
American Indian or Alaskan Native	ELL	638	2415.06	49.50	5	21	41	34
Native Hawaiian or Other Pacific Islander	ELL	33	2414.64	50.72	6	12	55	27
Multiple Indication	ELL	72	2418.99	57.37	8	15	40	36
Special Education	ELL	962	2387.39	47.84	15	33	36	16
Low SES	ELL	8810	2415.94	50.07	6	20	40	35
Migrant	ELL	233	2400.70	52.86	15	23	39	23

*PE/E = Pre-Emergent/Emergent, B = Basic, I = Intermediate, P = Proficient

Table 9.4: AZELLA Stage III Reassessment Test Results at Grade 3

Group	ELL Status	N	Total Combined Scale Score		% at Overall Proficiency Levels			
			Mean	SD	PE/E	B	I	P
Total	ELL	8294	2422.50	44.56	11	32	43	15
Hispanic	ELL	7280	2422.15	43.71	10	32	44	14
Non-Hispanic	ELL	1014	2424.99	50.23	13	29	38	20
White	ELL	7033	2422.55	44.30	10	32	43	14
Black or African American	ELL	204	2418.22	52.54	18	26	39	17
Asian	ELL	250	2432.15	50.44	10	24	39	26
American Indian or Alaskan Native	ELL	559	2419.85	38.89	9	35	45	11
Native Hawaiian or Other Pacific Islander	ELL	24	2418.83	32.55	8	42	42	8
Multiple Indication	ELL	43	2427.98	48.20	7	33	40	21
Special Education	ELL	933	2400.69	39.32	21	44	28	6
Low SES	ELL	7130	2422.32	43.55	10	32	44	14
Migrant	ELL	200	2406.94	48.55	18	40	36	7

*PE/E = Pre-Emergent/Emergent, B = Basic, I = Intermediate, P = Proficient

Table 9.5: AZELLA Stage III Reassessment Test Results at Grade 4

Group	ELL Status	N	Total Combined Scale Score		% at Overall Proficiency Levels			
			Mean	SD	PE/E	B	I	P
Total	ELL	8006	2455.01	52.47	11	21	38	30
Hispanic	ELL	7021	2454.41	51.78	11	21	39	29
Non-Hispanic	ELL	985	2459.30	56.93	11	18	37	34
White	ELL	6718	2454.96	51.43	11	21	39	30
Black or African American	ELL	161	2446.25	69.01	20	16	37	27
Asian	ELL	251	2470.30	56.17	7	18	31	44
American Indian or Alaskan Native	ELL	590	2456.16	53.98	9	24	38	28
Native Hawaiian or Other Pacific Islander	ELL	18	2443.00	63.00	17	22	33	28
Multiple Indication	ELL	68	2455.26	58.66	16	12	44	28
Special Education	ELL	1051	2427.22	44.33	22	36	31	12
Low SES	ELL	6829	2455.60	51.78	11	21	39	30
Migrant	ELL	217	2444.21	52.25	14	29	33	24

*PE/E = Pre-Emergent/Emergent, B = Basic, I = Intermediate, P = Proficient

Table 9.6: AZELLA Stage III Reassessment Test Results at Grade 5

Group	ELL Status	N	Total Combined Scale Score		% at Overall Proficiency Levels			
			Mean	SD	PE/E	B	I	P
Total	ELL	6769	2473.88	56.63	11	16	28	45
Hispanic	ELL	5897	2474.68	55.72	10	16	28	45
Non-Hispanic	ELL	872	2468.43	62.19	14	16	25	45
White	ELL	5490	2473.98	55.57	10	16	28	45
Black or African American	ELL	167	2444.57	75.69	29	15	23	33
Asian	ELL	236	2474.13	61.26	13	14	25	49
American Indian or Alaskan Native	ELL	599	2481.87	53.95	6	17	30	48
Native Hawaiian or Other Pacific Islander	ELL	28	2453.29	54.62	18	21	25	36
Multiple Indication	ELL	52	2492.38	56.01	8	10	29	54
Special Education	ELL	831	2442.13	49.00	21	31	29	20
Low SES	ELL	5757	2473.83	56.16	10	16	28	45
Migrant	ELL	184	2456.85	58.78	17	20	30	33

*PE/E = Pre-Emergent/Emergent, B = Basic, I = Intermediate, P = Proficient

Table 9.7: AZELLA Stage IV Reassessment Test Results at Grade 6

Group	ELL Status	N	Total Combined Scale Score		% at Overall Proficiency Levels			
			Mean	SD	PE/E	B	I	P
Total	ELL	4324	2461.78	46.75	11	22	40	28
Hispanic	ELL	3702	2462.46	46.03	10	22	40	28
Non-Hispanic	ELL	622	2457.76	50.71	15	22	37	26
White	ELL	3434	2461.66	46.28	10	22	40	28
Black or African American	ELL	134	2453.20	56.06	21	18	34	28
Asian	ELL	147	2461.55	54.78	15	20	35	30
American Indian or Alaskan Native	ELL	383	2466.08	40.83	6	21	47	26
Native Hawaiian or Other Pacific Islander	ELL	18	2443.28	47.34	22	33	33	11
Multiple Indication	ELL	36	2462.44	47.69	8	17	50	25
Special Education	ELL	602	2444.87	37.72	12	36	39	13
Low SES	ELL	3606	2461.20	45.45	10	22	40	27
Migrant	ELL	146	2453.09	48.50	16	27	33	25

*PE/E = Pre-Emergent/Emergent, B = Basic, I = Intermediate, P = Proficient

Table 9.8: AZELLA Stage IV Reassessment Test Results at Grade 7

Group	ELL Status	N	Total Combined Scale Score		% at Overall Proficiency Levels			
			Mean	SD	PE/E	B	I	P
Total	ELL	3663	2469.53	51.76	12	15	37	36
Hispanic	ELL	3116	2470.40	50.85	11	15	37	36
Non-Hispanic	ELL	547	2464.55	56.45	15	17	32	36
White	ELL	2937	2470.29	51.09	11	15	37	37
Black or African American	ELL	125	2449.13	63.56	27	14	29	30
Asian	ELL	126	2464.90	59.33	15	21	28	37
American Indian or Alaskan Native	ELL	317	2472.35	44.17	6	17	42	35
Native Hawaiian or Other Pacific Islander	ELL	16	2490.50	50.36	0	19	38	44
Multiple Indication	ELL	21	2462.86	44.11	5	19	38	38
Special Education	ELL	494	2456.47	42.51	11	27	41	20
Low SES	ELL	2974	2469.59	50.86	11	15	37	36
Migrant	ELL	139	2461.35	53.79	16	17	33	34

*PE/E = Pre-Emergent/Emergent, B = Basic, I = Intermediate, P = Proficient

Table 9.9: AZELLA Stage IV Reassessment Test Results at Grade 8

Group	ELL Status	N	Total Combined Scale Score		**% at Overall Proficiency Levels			
			Mean	SD	PE/E	B	I	P
Total	ELL	2614	2476.61	54.90	11	14	32	43
Hispanic	ELL	2154	2478.47	53.69	10	13	33	44
Non-Hispanic	ELL	460	2467.90	59.51	15	17	30	38
White	ELL	2077	2477.35	54.36	10	13	33	43
Black or African American	ELL	108	2448.56	66.46	31	14	24	31
Asian	ELL	130	2470.95	61.55	13	18	32	36
American Indian or Alaskan Native	ELL	213	2483.56	44.76	4	14	33	49
Native Hawaiian or Other Pacific Islander	ELL	7	*	*	*	*	*	*
Multiple Indication	ELL	13	2468.62	60.95	15	15	23	46
Special Education	ELL	341	2467.51	40.48	5	24	38	32
Low SES	ELL	2075	2476.10	53.44	11	13	32	44
Migrant	ELL	92	2466.40	51.49	14	12	37	37

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.

**PE/E = Pre-Emergent/Emergent, B = Basic, I = Intermediate, P = Proficient

Table 9.10: AZELLA Stage V Reassessment Test Results at Grade 9

Group	ELL Status	N	Total Combined Scale Score		**% at Overall Proficiency Levels			
			Mean	SD	PE/E	B	I	P
Total	ELL	2014	2469.84	50.43	18	29	37	15
Hispanic	ELL	1478	2470.91	49.62	18	29	37	16
Non-Hispanic	ELL	536	2466.89	52.51	19	31	36	14
White	ELL	1529	2470.94	50.07	18	29	37	16
Black or African American	ELL	150	2440.85	51.46	41	28	26	5
Asian	ELL	136	2469.45	48.13	13	38	35	15
American Indian or Alaskan Native	ELL	120	2487.88	37.23	2	27	56	16
Native Hawaiian or Other Pacific Islander	ELL	9	*	*	*	*	*	*
Multiple Indication	ELL	10	*	*	*	*	*	*
Special Education	ELL	197	2467.45	33.38	10	41	44	6
Low SES	ELL	1718	2469.70	49.83	18	30	36	16
Migrant	ELL	86	2464.40	48.33	20	28	41	12

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.

**PE/E = Pre-Emergent/Emergent, B = Basic, I = Intermediate, P = Proficient

Table 9.11: AZELLA Stage V Reassessment Test Results at Grade 10

Group	ELL Status	N	Total Combined Scale Score		**% at Overall Proficiency Levels			
			Mean	SD	PE/E	B	I	P
Total	ELL	1593	2488.26	52.20	12	22	40	26
Hispanic	ELL	1160	2487.67	51.18	12	22	41	25
Non-Hispanic	ELL	433	2489.84	54.87	11	22	38	28
White	ELL	1187	2488.91	51.57	12	21	41	26
Black or African American	ELL	111	2480.38	52.52	17	23	37	23
Asian	ELL	126	2489.10	64.70	13	23	33	31
American Indian or Alaskan Native	ELL	106	2491.01	39.50	6	24	44	26
Native Hawaiian or Other Pacific Islander	ELL	6	*	*	*	*	*	*
Multiple Indication	ELL	8	*	*	*	*	*	*
Special Education	ELL	133	2470.81	41.19	12	38	40	11
Low SES	ELL	1348	2486.59	51.39	13	22	39	26
Migrant	ELL	80	2471.55	40.64	13	34	44	10

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.

**PE/E = Pre-Emergent/Emergent, B = Basic, I = Intermediate, P = Proficient

Table 9.12: AZELLA Stage V Reassessment Test Results at Grade 11

Group	ELL Status	N	Total Combined Scale Score		**% at Overall Proficiency Levels			
			Mean	SD	PE/E	B	I	P
Total	ELL	1027	2492.21	50.63	10	18	44	28
Hispanic	ELL	700	2490.47	52.26	12	18	43	27
Non-Hispanic	ELL	327	2495.95	46.82	6	19	44	31
White	ELL	729	2490.43	51.64	11	19	43	27
Black or African American	ELL	80	2487.28	48.06	13	16	44	28
Asian	ELL	121	2509.37	43.36	1	17	39	43
American Indian or Alaskan Native	ELL	59	2486.68	44.48	8	19	54	19
Native Hawaiian or Other Pacific Islander	ELL	9	*	*	*	*	*	*
Multiple Indication	ELL	7	*	*	*	*	*	*
Special Education	ELL	86	2473.08	45.80	12	24	55	9
Low SES	ELL	832	2492.45	49.88	9	18	44	28
Migrant	ELL	54	2478.06	44.58	13	26	43	19

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.

**PE/E = Pre-Emergent/Emergent, B = Basic, I = Intermediate, P = Proficient

Table 9.13: AZELLA Stage V Reassessment Test Results at Grade 12

Group	ELL Status	N	Total Combined Scale Score		**% at Overall Proficiency Levels			
			Mean	SD	PE/E	B	I	P
Total	ELL	906	2494.42	47.38	8	19	47	27
Hispanic	ELL	636	2494.36	47.91	7	19	47	26
Non-Hispanic	ELL	270	2494.57	46.18	9	17	46	28
White	ELL	628	2494.44	48.48	7	19	47	26
Black or African American	ELL	68	2494.84	39.75	6	16	50	28
Asian	ELL	106	2493.44	51.19	11	16	43	29
American Indian or Alaskan Native	ELL	60	2495.83	39.30	5	22	43	30
Native Hawaiian or Other Pacific Islander	ELL	1	*	*	*	*	*	*
Multiple Indication	ELL	12	2509.00	40.78	8	0	42	50
Special Education	ELL	81	2475.89	39.49	12	23	54	10
Low SES	ELL	715	2494.46	47.12	7	18	47	27
Migrant	ELL	46	2488.91	40.85	7	17	54	22

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.

**PE/E = Pre-Emergent/Emergent, B = Basic, I = Intermediate, P = Proficient

In addition to the overall test results presented above, the percentages of students in each proficiency level for domains and subdomains are also presented in Table 9.14 through Table 9.130. Each grade and domain/subdomain is presented in a separate table.

Table 9.14: AZELLA Stage I Reassessment Test Results on Listening at Kindergarten

Group	ELL Status	N	PE/E/B	% at Proficiency Levels		
				I	P	
Total	ELL	11489	33	23	44	
Hispanic	ELL	10286	33	23	44	
Non-Hispanic	ELL	1203	37	23	40	
White	ELL	10018	33	23	45	
Black or African American	ELL	216	44	26	29	
Asian	ELL	503	32	23	45	
American Indian or Alaskan Native	ELL	404	40	23	37	
Native Hawaiian or Other Pacific Islander	ELL	36	36	22	42	
Multiple Indication	ELL	57	30	26	44	
Special Education	ELL	806	49	22	29	
Low SES	ELL	9701	32	23	45	
Migrant	ELL	235	41	18	41	

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.15: AZELLA Stage I Reassessment Test Results on Speaking at Kindergarten

Group	ELL Status	N	PE/E/B	% at Proficiency Levels		
				I	P	
Total	ELL	11489	31	22	48	
Hispanic	ELL	10286	30	22	48	
Non-Hispanic	ELL	1203	33	21	46	
White	ELL	10018	30	22	48	
Black or African American	ELL	216	35	18	47	
Asian	ELL	503	36	19	45	
American Indian or Alaskan Native	ELL	404	30	22	48	
Native Hawaiian or Other Pacific Islander	ELL	36	36	22	42	
Multiple Indication	ELL	57	40	21	39	
Special Education	ELL	806	42	25	33	
Low SES	ELL	9701	30	22	47	
Migrant	ELL	235	44	20	36	

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.16: AZELLA Stage I Reassessment Test Results on Reading at Kindergarten

Group	ELL Status	N	*% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	11489	30	31	39
Hispanic	ELL	10286	30	31	39
Non-Hispanic	ELL	1203	32	29	39
White	ELL	10018	30	31	39
Black or African American	ELL	216	44	25	32
Asian	ELL	503	25	31	45
American Indian or Alaskan Native	ELL	404	36	31	33
Native Hawaiian or Other Pacific Islander	ELL	36	25	42	33
Multiple Indication	ELL	57	42	25	33
Special Education	ELL	806	45	31	24
Low SES	ELL	9701	30	31	39
Migrant	ELL	235	41	26	34

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.17: AZELLA Stage I Reassessment Test Results on Writing at Kindergarten

Group	ELL Status	N	*% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	11489	37	15	48
Hispanic	ELL	10286	37	15	48
Non-Hispanic	ELL	1203	36	14	50
White	ELL	10018	37	15	49
Black or African American	ELL	216	46	17	38
Asian	ELL	503	27	15	58
American Indian or Alaskan Native	ELL	404	43	13	44
Native Hawaiian or Other Pacific Islander	ELL	36	33	8	58
Multiple Indication	ELL	57	47	19	33
Special Education	ELL	806	58	13	29
Low SES	ELL	9701	37	15	49
Migrant	ELL	235	38	15	46

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.18: AZELLA Stage I Reassessment Test Results on Language at Kindergarten

Group	ELL Status	N	PE/E/B	% at Proficiency Levels	
				I	P
Total	ELL	11489	29	30	41
Hispanic	ELL	10286	28	30	41
Non-Hispanic	ELL	1203	32	28	41
White	ELL	10018	28	31	42
Black or African American	ELL	216	39	28	33
Asian	ELL	503	26	29	45
American Indian or Alaskan Native	ELL	404	36	24	41
Native Hawaiian or Other Pacific Islander	ELL	36	28	31	42
Multiple Indication	ELL	57	42	25	33
Special Education	ELL	806	47	30	23
Low SES	ELL	9701	28	30	41
Migrant	ELL	235	40	22	38

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.19: AZELLA Stage I Reassessment Test Results on Oral at Kindergarten

Group	ELL Status	N	PE/E/B	% at Proficiency Levels	
				I	P
Total	ELL	11489	28	34	38
Hispanic	ELL	10286	27	34	39
Non-Hispanic	ELL	1203	32	32	37
White	ELL	10018	27	34	39
Black or African American	ELL	216	36	30	34
Asian	ELL	503	28	32	40
American Indian or Alaskan Native	ELL	404	32	33	35
Native Hawaiian or Other Pacific Islander	ELL	36	28	39	33
Multiple Indication	ELL	57	33	32	35
Special Education	ELL	806	44	33	23
Low SES	ELL	9701	27	34	39
Migrant	ELL	235	39	29	32

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.20: AZELLA Stage I Reassessment Test Results on Comprehension at Kindergarten

Group	ELL Status	N	PE/E/B	% at Proficiency Levels	
				I	P
Total	ELL	11489	33	24	43
Hispanic	ELL	10286	33	24	43
Non-Hispanic	ELL	1203	36	22	41
White	ELL	10018	33	24	43
Black or African American	ELL	216	46	24	31
Asian	ELL	503	30	22	48
American Indian or Alaskan Native	ELL	404	40	23	37
Native Hawaiian or Other Pacific Islander	ELL	36	36	28	36
Multiple Indication	ELL	57	42	23	35
Special Education	ELL	806	51	23	26
Low SES	ELL	9701	33	24	43
Migrant	ELL	235	41	20	39

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.21: AZELLA Stage I Reassessment Test Results on Literacy at Kindergarten

Group	ELL Status	N	PE/E/B	% at Proficiency Levels	
				I	P
Total	ELL	11489	29	30	41
Hispanic	ELL	10286	29	30	41
Non-Hispanic	ELL	1203	31	26	43
White	ELL	10018	29	30	41
Black or African American	ELL	216	42	28	30
Asian	ELL	503	22	28	50
American Indian or Alaskan Native	ELL	404	39	24	38
Native Hawaiian or Other Pacific Islander	ELL	36	28	19	53
Multiple Indication	ELL	57	44	25	32
Special Education	ELL	806	48	30	22
Low SES	ELL	9701	29	30	41
Migrant	ELL	235	35	27	38

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.22: AZELLA Stage I Reassessment Test Results on Total Combined at Kindergarten

Group	ELL Status	N	PE/E	**% at Proficiency Level		
				B	I	P
Total	ELL	11489	9	19	32	40
Hispanic	ELL	10286	9	19	32	40
Non-Hispanic	ELL	1203	12	19	28	41
White	ELL	10018	8	19	33	40
Black or African American	ELL	216	19	21	29	31
Asian	ELL	503	8	17	27	48
American Indian or Alaskan Native	ELL	404	12	25	25	38
Native Hawaiian or Other Pacific Islander	ELL	36	11	17	28	44
Multiple Indication	ELL	57	12	28	25	35
Special Education	ELL	806	17	32	31	21
Low SES	ELL	9701	9	19	32	40
Migrant	ELL	235	16	23	26	35

*PE/E = Pre-Emergent/Emergent, B = Basic, I = Intermediate, P = Proficient

Table 9.23: AZELLA Stage II Reassessment Test Results on Listening at Grade 1

Group	ELL Status	N	*% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	12822	25	28	47
Hispanic	ELL	11304	26	28	46
Non-Hispanic	ELL	1518	24	25	51
White	ELL	10866	25	28	46
Black or African American	ELL	245	23	32	45
Asian	ELL	542	20	19	61
American Indian or Alaskan Native	ELL	577	30	31	40
Native Hawaiian or Other Pacific Islander	ELL	38	29	32	39
Multiple Indication	ELL	85	20	32	48
Special Education	ELL	997	36	32	32
Low SES	ELL	10821	26	28	46
Migrant	ELL	282	30	32	38

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.24: AZELLA Stage II Reassessment Test Results on Speaking at Grade 1

Group	ELL Status	N	*% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	12822	17	29	54
Hispanic	ELL	11304	17	29	53
Non-Hispanic	ELL	1518	18	26	56
White	ELL	10866	17	29	54
Black or African American	ELL	245	14	29	57
Asian	ELL	542	19	25	56
American Indian or Alaskan Native	ELL	577	17	27	56
Native Hawaiian or Other Pacific Islander	ELL	38	21	37	42
Multiple Indication	ELL	85	14	38	48
Special Education	ELL	997	23	35	42
Low SES	ELL	10821	17	29	53
Migrant	ELL	282	28	28	43

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.25: AZELLA Stage II Reassessment Test Results on Reading at Grade 1

Group	ELL Status	N	*% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	12822	26	35	39
Hispanic	ELL	11304	26	35	38
Non-Hispanic	ELL	1518	21	31	48
White	ELL	10866	26	36	39
Black or African American	ELL	245	24	33	42
Asian	ELL	542	15	30	55
American Indian or Alaskan Native	ELL	577	27	36	38
Native Hawaiian or Other Pacific Islander	ELL	38	42	18	39
Multiple Indication	ELL	85	25	36	39
Special Education	ELL	997	40	36	24
Low SES	ELL	10821	26	35	39
Migrant	ELL	282	34	34	32

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.26: AZELLA Stage II Reassessment Test Results on Writing at Grade 1

Group	ELL Status	N	*% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	12822	29	29	42
Hispanic	ELL	11304	29	29	41
Non-Hispanic	ELL	1518	23	26	50
White	ELL	10866	29	29	42
Black or African American	ELL	245	30	26	44
Asian	ELL	542	15	25	60
American Indian or Alaskan Native	ELL	577	31	32	37
Native Hawaiian or Other Pacific Islander	ELL	38	37	37	26
Multiple Indication	ELL	85	27	31	42
Special Education	ELL	997	46	30	23
Low SES	ELL	10821	29	30	41
Migrant	ELL	282	32	27	41

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.27: AZELLA Stage II Reassessment Test Results on Language at Grade 1

Group	ELL Status	N	*% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	12822	22	38	40
Hispanic	ELL	11304	22	39	39
Non-Hispanic	ELL	1518	20	33	48
White	ELL	10866	22	39	40
Black or African American	ELL	245	17	38	45
Asian	ELL	542	18	27	54
American Indian or Alaskan Native	ELL	577	22	40	38
Native Hawaiian or Other Pacific Islander	ELL	38	32	45	24
Multiple Indication	ELL	85	21	39	40
Special Education	ELL	997	39	39	22
Low SES	ELL	10821	22	38	40
Migrant	ELL	282	31	34	35

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.28: AZELLA Stage II Reassessment Test Results on Oral at Grade 1

Group	ELL Status	N	*% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	12822	19	36	45
Hispanic	ELL	11304	19	36	45
Non-Hispanic	ELL	1518	19	32	49
White	ELL	10866	19	36	45
Black or African American	ELL	245	16	35	49
Asian	ELL	542	17	29	55
American Indian or Alaskan Native	ELL	577	20	37	42
Native Hawaiian or Other Pacific Islander	ELL	38	32	34	34
Multiple Indication	ELL	85	19	32	49
Special Education	ELL	997	30	41	29
Low SES	ELL	10821	19	36	45
Migrant	ELL	282	32	30	38

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.29: AZELLA Stage II Reassessment Test Results on Comprehension at Grade 1

Group	ELL Status	N	PE/E/B	% at Proficiency Levels		
				I	P	
Total	ELL	12822	25	37	38	
Hispanic	ELL	11304	26	37	37	
Non-Hispanic	ELL	1518	21	32	47	
White	ELL	10866	25	37	38	
Black or African American	ELL	245	20	39	40	
Asian	ELL	542	15	28	56	
American Indian or Alaskan Native	ELL	577	28	38	34	
Native Hawaiian or Other Pacific Islander	ELL	38	39	32	29	
Multiple Indication	ELL	85	25	35	40	
Special Education	ELL	997	41	38	21	
Low SES	ELL	10821	26	37	37	
Migrant	ELL	282	34	35	32	

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.30: AZELLA Stage II Reassessment Test Results on Literacy at Grade 1

Group	ELL Status	N	PE/E/B	% at Proficiency Levels		
				I	P	
Total	ELL	12822	28	34	38	
Hispanic	ELL	11304	29	34	37	
Non-Hispanic	ELL	1518	23	31	46	
White	ELL	10866	28	34	37	
Black or African American	ELL	245	27	32	40	
Asian	ELL	542	16	28	55	
American Indian or Alaskan Native	ELL	577	30	36	34	
Native Hawaiian or Other Pacific Islander	ELL	38	45	24	32	
Multiple Indication	ELL	85	24	40	36	
Special Education	ELL	997	47	33	20	
Low SES	ELL	10821	29	34	37	
Migrant	ELL	282	34	35	32	

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.31: AZELLA Stage II Reassessment Test Results on Total Combined at Grade 1

Group	ELL Status	N	PE/E	**% at Proficiency Level		
				B	I	P
Total	ELL	12822	2	19	41	37
Hispanic	ELL	11304	2	20	42	36
Non-Hispanic	ELL	1518	3	16	36	45
White	ELL	10866	2	19	42	36
Black or African American	ELL	245	4	16	38	42
Asian	ELL	542	1	13	31	55
American Indian or Alaskan Native	ELL	577	2	20	45	33
Native Hawaiian or Other Pacific Islander	ELL	38	5	24	42	29
Multiple Indication	ELL	85	0	15	47	38
Special Education	ELL	997	6	33	43	19
Low SES	ELL	10821	2	20	42	36
Migrant	ELL	282	5	27	37	32

*PE/E = Pre-Emergent/Emergent, B = Basic, I = Intermediate, P = Proficient

Table 9.32: AZELLA Stage II Reassessment Test Results on Listening at Grade 2

Group	ELL Status	N	PE/E/B	*% at Proficiency Levels		
				I	P	
Total	ELL	10298	32	26	42	
Hispanic	ELL	9083	32	26	42	
Non-Hispanic	ELL	1215	32	25	43	
White	ELL	8713	32	26	42	
Black or African American	ELL	227	41	27	32	
Asian	ELL	347	24	23	53	
American Indian or Alaskan Native	ELL	638	34	25	41	
Native Hawaiian or Other Pacific Islander	ELL	33	42	33	24	
Multiple Indication	ELL	72	32	25	43	
Special Education	ELL	962	51	24	25	
Low SES	ELL	8810	32	26	42	
Migrant	ELL	233	34	28	37	

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.33: AZELLA Stage II Reassessment Test Results on Speaking at Grade 2

Group	ELL Status	N	PE/E/B	*% at Proficiency Levels		
				I	P	
Total	ELL	10298	25	37	37	
Hispanic	ELL	9083	25	37	38	
Non-Hispanic	ELL	1215	28	37	36	
White	ELL	8713	25	37	38	
Black or African American	ELL	227	26	39	35	
Asian	ELL	347	26	36	38	
American Indian or Alaskan Native	ELL	638	26	40	34	
Native Hawaiian or Other Pacific Islander	ELL	33	42	21	36	
Multiple Indication	ELL	72	29	42	29	
Special Education	ELL	962	36	40	24	
Low SES	ELL	8810	25	38	37	
Migrant	ELL	233	37	33	30	

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.34: AZELLA Stage II Reassessment Test Results on Reading at Grade 2

Group	ELL Status	N	*% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	10298	26	25	50
Hispanic	ELL	9083	26	25	49
Non-Hispanic	ELL	1215	24	21	55
White	ELL	8713	26	25	49
Black or African American	ELL	227	34	19	47
Asian	ELL	347	16	19	65
American Indian or Alaskan Native	ELL	638	25	27	49
Native Hawaiian or Other Pacific Islander	ELL	33	18	27	55
Multiple Indication	ELL	72	25	17	58
Special Education	ELL	962	46	26	29
Low SES	ELL	8810	25	25	50
Migrant	ELL	233	36	25	39

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.35: AZELLA Stage II Reassessment Test Results on Writing at Grade 2

Group	ELL Status	N	*% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	10298	27	24	49
Hispanic	ELL	9083	27	24	49
Non-Hispanic	ELL	1215	25	22	53
White	ELL	8713	27	24	49
Black or African American	ELL	227	39	22	39
Asian	ELL	347	16	18	65
American Indian or Alaskan Native	ELL	638	26	26	48
Native Hawaiian or Other Pacific Islander	ELL	33	15	33	52
Multiple Indication	ELL	72	29	17	54
Special Education	ELL	962	49	24	27
Low SES	ELL	8810	27	24	49
Migrant	ELL	233	35	26	39

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.36: AZELLA Stage II Reassessment Test Results on Language at Grade 2

Group	ELL Status	N	*% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	10298	23	35	42
Hispanic	ELL	9083	23	35	42
Non-Hispanic	ELL	1215	25	32	43
White	ELL	8713	23	35	42
Black or African American	ELL	227	31	30	38
Asian	ELL	347	21	26	54
American Indian or Alaskan Native	ELL	638	23	39	38
Native Hawaiian or Other Pacific Islander	ELL	33	30	33	36
Multiple Indication	ELL	72	25	40	35
Special Education	ELL	962	43	35	21
Low SES	ELL	8810	23	35	42
Migrant	ELL	233	35	32	33

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.37: AZELLA Stage II Reassessment Test Results on Oral at Grade 2

Group	ELL Status	N	*% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	10298	26	38	37
Hispanic	ELL	9083	26	38	37
Non-Hispanic	ELL	1215	27	36	37
White	ELL	8713	26	38	37
Black or African American	ELL	227	31	36	33
Asian	ELL	347	20	36	44
American Indian or Alaskan Native	ELL	638	27	39	35
Native Hawaiian or Other Pacific Islander	ELL	33	39	36	24
Multiple Indication	ELL	72	26	43	31
Special Education	ELL	962	43	38	19
Low SES	ELL	8810	25	38	37
Migrant	ELL	233	36	33	30

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.38: AZELLA Stage II Reassessment Test Results on Comprehension at Grade 2

Group	ELL Status	N	PE/E/B	% at Proficiency Levels	
				I	P
Total	ELL	10298	27	29	44
Hispanic	ELL	9083	28	29	43
Non-Hispanic	ELL	1215	26	26	48
White	ELL	8713	28	29	43
Black or African American	ELL	227	37	23	40
Asian	ELL	347	17	24	59
American Indian or Alaskan Native	ELL	638	27	31	42
Native Hawaiian or Other Pacific Islander	ELL	33	21	42	36
Multiple Indication	ELL	72	25	22	53
Special Education	ELL	962	50	28	23
Low SES	ELL	8810	27	30	43
Migrant	ELL	233	39	25	35

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.39: AZELLA Stage II Reassessment Test Results on Literacy at Grade 2

Group	ELL Status	N	PE/E/B	% at Proficiency Levels	
				I	P
Total	ELL	10298	27	25	48
Hispanic	ELL	9083	27	26	47
Non-Hispanic	ELL	1215	25	23	52
White	ELL	8713	27	26	47
Black or African American	ELL	227	37	21	42
Asian	ELL	347	16	19	64
American Indian or Alaskan Native	ELL	638	26	28	45
Native Hawaiian or Other Pacific Islander	ELL	33	15	33	52
Multiple Indication	ELL	72	26	22	51
Special Education	ELL	962	50	26	24
Low SES	ELL	8810	27	25	48
Migrant	ELL	233	38	25	37

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.40: AZELLA Stage II Reassessment Test Results on Total Combined at Grade 2

Group	ELL Status	N	PE/E	**% at Proficiency Level		
				B	I	P
Total	ELL	10298	6	19	31	43
Hispanic	ELL	9083	6	20	32	42
Non-Hispanic	ELL	1215	7	19	28	47
White	ELL	8713	6	19	32	43
Black or African American	ELL	227	13	23	26	38
Asian	ELL	347	4	15	23	59
American Indian or Alaskan Native	ELL	638	5	21	34	41
Native Hawaiian or Other Pacific Islander	ELL	33	6	12	52	30
Multiple Indication	ELL	72	8	15	33	43
Special Education	ELL	962	15	33	33	20
Low SES	ELL	8810	6	20	32	43
Migrant	ELL	233	15	23	28	34

*PE/E = Pre-Emergent/Emergent, B = Basic, I = Intermediate, P = Proficient

Table 9.41: AZELLA Stage III Reassessment Test Results on Listening at Grade 3

Group	ELL Status	N	PE/E/B	*% at Proficiency Levels	
				I	P
Total	ELL	8294	45	28	27
Hispanic	ELL	7280	45	28	27
Non-Hispanic	ELL	1014	42	27	31
White	ELL	7033	45	28	27
Black or African American	ELL	204	47	28	25
Asian	ELL	250	37	26	37
American Indian or Alaskan Native	ELL	559	43	31	26
Native Hawaiian or Other Pacific Islander	ELL	24	58	17	25
Multiple Indication	ELL	43	42	28	30
Special Education	ELL	933	60	23	17
Low SES	ELL	7130	45	28	27
Migrant	ELL	200	54	24	23

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.42: AZELLA Stage III Reassessment Test Results on Speaking at Grade 3

Group	ELL Status	N	PE/E/B	*% at Proficiency Levels	
				I	P
Total	ELL	8294	34	38	28
Hispanic	ELL	7280	33	38	29
Non-Hispanic	ELL	1014	39	36	24
White	ELL	7033	33	38	29
Black or African American	ELL	204	33	36	30
Asian	ELL	250	41	39	20
American Indian or Alaskan Native	ELL	559	40	40	19
Native Hawaiian or Other Pacific Islander	ELL	24	50	42	8
Multiple Indication	ELL	43	28	53	19
Special Education	ELL	933	48	35	17
Low SES	ELL	7130	34	38	28
Migrant	ELL	200	44	36	21

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.43: AZELLA Stage III Reassessment Test Results on Reading at Grade 3

Group	ELL Status	N	PE/E/B	*% at Proficiency Levels	
				I	P
Total	ELL	8294	48	29	23
Hispanic	ELL	7280	49	29	22
Non-Hispanic	ELL	1014	45	25	30
White	ELL	7033	49	29	22
Black or African American	ELL	204	49	24	27
Asian	ELL	250	36	23	41
American Indian or Alaskan Native	ELL	559	50	32	18
Native Hawaiian or Other Pacific Islander	ELL	24	50	38	13
Multiple Indication	ELL	43	44	26	30
Special Education	ELL	933	68	20	11
Low SES	ELL	7130	49	29	23
Migrant	ELL	200	65	23	13

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.44: AZELLA Stage III Reassessment Test Results on Writing at Grade 3

Group	ELL Status	N	PE/E/B	*% at Proficiency Levels	
				I	P
Total	ELL	8294	45	23	32
Hispanic	ELL	7280	45	24	31
Non-Hispanic	ELL	1014	43	21	37
White	ELL	7033	45	23	31
Black or African American	ELL	204	48	18	34
Asian	ELL	250	40	20	41
American Indian or Alaskan Native	ELL	559	44	27	29
Native Hawaiian or Other Pacific Islander	ELL	24	25	33	42
Multiple Indication	ELL	43	42	28	30
Special Education	ELL	933	66	18	15
Low SES	ELL	7130	45	24	32
Migrant	ELL	200	56	24	21

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.45: AZELLA Stage III Reassessment Test Results on Language at Grade 3

Group	ELL Status	N	*% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	8294	40	38	23
Hispanic	ELL	7280	40	38	22
Non-Hispanic	ELL	1014	41	34	26
White	ELL	7033	39	38	23
Black or African American	ELL	204	39	36	25
Asian	ELL	250	40	34	26
American Indian or Alaskan Native	ELL	559	42	40	18
Native Hawaiian or Other Pacific Islander	ELL	24	46	42	13
Multiple Indication	ELL	43	42	35	23
Special Education	ELL	933	62	29	9
Low SES	ELL	7130	39	39	22
Migrant	ELL	200	57	28	16

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.46: AZELLA Stage III Reassessment Test Results on Oral at Grade 3

Group	ELL Status	N	*% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	8294	38	39	23
Hispanic	ELL	7280	38	39	23
Non-Hispanic	ELL	1014	41	36	23
White	ELL	7033	38	39	23
Black or African American	ELL	204	40	36	24
Asian	ELL	250	37	40	23
American Indian or Alaskan Native	ELL	559	42	39	19
Native Hawaiian or Other Pacific Islander	ELL	24	54	38	8
Multiple Indication	ELL	43	40	37	23
Special Education	ELL	933	55	32	13
Low SES	ELL	7130	38	39	23
Migrant	ELL	200	48	35	18

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.47: AZELLA Stage III Reassessment Test Results on Comprehension at Grade 3

Group	ELL Status	N	PE/E/B	% at Proficiency Levels	
				I	P
Total	ELL	8294	44	32	24
Hispanic	ELL	7280	45	33	23
Non-Hispanic	ELL	1014	41	28	30
White	ELL	7033	45	32	23
Black or African American	ELL	204	44	30	26
Asian	ELL	250	32	28	40
American Indian or Alaskan Native	ELL	559	42	37	21
Native Hawaiian or Other Pacific Islander	ELL	24	54	29	17
Multiple Indication	ELL	43	42	33	26
Special Education	ELL	933	65	24	11
Low SES	ELL	7130	44	33	23
Migrant	ELL	200	57	29	15

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.48: AZELLA Stage III Reassessment Test Results on Literacy at Grade 3

Group	ELL Status	N	PE/E/B	% at Proficiency Levels	
				I	P
Total	ELL	8294	48	29	23
Hispanic	ELL	7280	48	30	22
Non-Hispanic	ELL	1014	45	24	31
White	ELL	7033	48	29	23
Black or African American	ELL	204	50	21	28
Asian	ELL	250	36	23	40
American Indian or Alaskan Native	ELL	559	49	31	20
Native Hawaiian or Other Pacific Islander	ELL	24	29	54	17
Multiple Indication	ELL	43	51	26	23
Special Education	ELL	933	71	20	9
Low SES	ELL	7130	48	30	23
Migrant	ELL	200	60	24	16

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.49: AZELLA Stage III Reassessment Test Results on Total Combined at Grade 3

Group	ELL Status	N	PE/E	**% at Proficiency Level		
				B	I	P
Total	ELL	8294	11	32	36	21
Hispanic	ELL	7280	10	32	37	20
Non-Hispanic	ELL	1014	13	29	31	27
White	ELL	7033	10	32	37	21
Black or African American	ELL	204	18	26	28	27
Asian	ELL	250	10	24	32	33
American Indian or Alaskan Native	ELL	559	9	35	41	16
Native Hawaiian or Other Pacific Islander	ELL	24	8	42	33	17
Multiple Indication	ELL	43	7	33	40	21
Special Education	ELL	933	21	44	26	9
Low SES	ELL	7130	10	32	37	21
Migrant	ELL	200	18	40	30	13

*PE/E = Pre-Emergent/Emergent, B = Basic, I = Intermediate, P = Proficient

Table 9.50: AZELLA Stage III Reassessment Test Results on Listening at Grade 4

Group	ELL Status	N	*% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	8006	39	28	33
Hispanic	ELL	7021	40	28	32
Non-Hispanic	ELL	985	35	25	40
White	ELL	6718	39	29	32
Black or African American	ELL	161	45	20	35
Asian	ELL	251	28	24	49
American Indian or Alaskan Native	ELL	590	40	26	35
Native Hawaiian or Other Pacific Islander	ELL	18	39	22	39
Multiple Indication	ELL	68	35	34	31
Special Education	ELL	1051	55	25	20
Low SES	ELL	6829	39	28	33
Migrant	ELL	217	42	29	29

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.51: AZELLA Stage III Reassessment Test Results on Speaking at Grade 4

Group	ELL Status	N	*% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	8006	36	28	36
Hispanic	ELL	7021	36	28	36
Non-Hispanic	ELL	985	40	26	34
White	ELL	6718	36	29	36
Black or African American	ELL	161	39	23	38
Asian	ELL	251	43	30	27
American Indian or Alaskan Native	ELL	590	39	24	37
Native Hawaiian or Other Pacific Islander	ELL	18	56	0	44
Multiple Indication	ELL	68	37	24	40
Special Education	ELL	1051	52	27	20
Low SES	ELL	6829	36	28	36
Migrant	ELL	217	50	26	24

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.52: AZELLA Stage III Reassessment Test Results on Reading at Grade 4

Group	ELL Status	N	*% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	8006	36	21	43
Hispanic	ELL	7021	37	21	43
Non-Hispanic	ELL	985	32	19	48
White	ELL	6718	36	21	43
Black or African American	ELL	161	42	16	42
Asian	ELL	251	26	18	56
American Indian or Alaskan Native	ELL	590	37	21	42
Native Hawaiian or Other Pacific Islander	ELL	18	50	6	44
Multiple Indication	ELL	68	28	24	49
Special Education	ELL	1051	60	17	23
Low SES	ELL	6829	36	21	43
Migrant	ELL	217	44	19	37

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.53: AZELLA Stage III Reassessment Test Results on Writing at Grade 4

Group	ELL Status	N	*% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	8006	37	16	48
Hispanic	ELL	7021	37	16	47
Non-Hispanic	ELL	985	35	14	51
White	ELL	6718	36	16	47
Black or African American	ELL	161	42	15	43
Asian	ELL	251	27	16	58
American Indian or Alaskan Native	ELL	590	37	14	49
Native Hawaiian or Other Pacific Islander	ELL	18	44	17	39
Multiple Indication	ELL	68	38	18	44
Special Education	ELL	1051	62	13	25
Low SES	ELL	6829	36	16	48
Migrant	ELL	217	43	18	40

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.54: AZELLA Stage III Reassessment Test Results on Language at Grade 4

Group	ELL Status	N	PE/E/B	*% at Proficiency Levels		
				I	P	
Total	ELL	8006	34	29	37	
Hispanic	ELL	7021	34	29	37	
Non-Hispanic	ELL	985	34	29	37	
White	ELL	6718	33	29	37	
Black or African American	ELL	161	39	24	37	
Asian	ELL	251	32	30	38	
American Indian or Alaskan Native	ELL	590	37	27	36	
Native Hawaiian or Other Pacific Islander	ELL	18	50	17	33	
Multiple Indication	ELL	68	34	34	32	
Special Education	ELL	1051	60	24	15	
Low SES	ELL	6829	33	29	37	
Migrant	ELL	217	42	25	32	

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.55: AZELLA Stage III Reassessment Test Results on Oral at Grade 4

Group	ELL Status	N	PE/E/B	*% at Proficiency Levels		
				I	P	
Total	ELL	8006	33	32	35	
Hispanic	ELL	7021	33	33	34	
Non-Hispanic	ELL	985	36	27	37	
White	ELL	6718	32	33	35	
Black or African American	ELL	161	40	24	35	
Asian	ELL	251	32	27	40	
American Indian or Alaskan Native	ELL	590	37	27	36	
Native Hawaiian or Other Pacific Islander	ELL	18	44	22	33	
Multiple Indication	ELL	68	41	22	37	
Special Education	ELL	1051	51	30	19	
Low SES	ELL	6829	32	33	35	
Migrant	ELL	217	43	30	27	

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.56: AZELLA Stage III Reassessment Test Results on Comprehension at Grade 4

Group	ELL Status	N	PE/E/B	% at Proficiency Levels	
				I	P
Total	ELL	8006	33	26	41
Hispanic	ELL	7021	34	27	40
Non-Hispanic	ELL	985	29	25	46
White	ELL	6718	33	27	40
Black or African American	ELL	161	38	24	39
Asian	ELL	251	23	21	56
American Indian or Alaskan Native	ELL	590	35	26	38
Native Hawaiian or Other Pacific Islander	ELL	18	33	22	44
Multiple Indication	ELL	68	32	21	47
Special Education	ELL	1051	57	22	20
Low SES	ELL	6829	33	27	40
Migrant	ELL	217	42	25	32

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.57: AZELLA Stage III Reassessment Test Results on Literacy at Grade 4

Group	ELL Status	N	PE/E/B	% at Proficiency Levels	
				I	P
Total	ELL	8006	33	24	43
Hispanic	ELL	7021	33	24	42
Non-Hispanic	ELL	985	29	22	48
White	ELL	6718	33	24	43
Black or African American	ELL	161	38	17	45
Asian	ELL	251	24	22	54
American Indian or Alaskan Native	ELL	590	35	23	42
Native Hawaiian or Other Pacific Islander	ELL	18	44	11	44
Multiple Indication	ELL	68	31	19	50
Special Education	ELL	1051	58	22	20
Low SES	ELL	6829	33	24	43
Migrant	ELL	217	38	28	34

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.58: AZELLA Stage III Reassessment Test Results on Total Combined at Grade 4

Group	ELL Status	N	PE/E	*% at Proficiency Level		
				B	I	P
Total	ELL	8006	11	21	29	39
Hispanic	ELL	7021	11	21	30	38
Non-Hispanic	ELL	985	11	18	29	42
White	ELL	6718	11	21	30	39
Black or African American	ELL	161	20	16	27	37
Asian	ELL	251	7	18	25	50
American Indian or Alaskan Native	ELL	590	9	24	31	36
Native Hawaiian or Other Pacific Islander	ELL	18	17	22	28	33
Multiple Indication	ELL	68	16	12	29	43
Special Education	ELL	1051	22	36	27	16
Low SES	ELL	6829	11	21	30	39
Migrant	ELL	217	14	29	26	30

*PE/E = Pre-Emergent/Emergent, B = Basic, I = Intermediate, P = Proficient

Table 9.59: AZELLA Stage III Reassessment Test Results on Listening at Grade 5

Group	ELL Status	N	*% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	6769	29	28	43
Hispanic	ELL	5897	29	28	43
Non-Hispanic	ELL	872	31	27	42
White	ELL	5490	29	28	43
Black or African American	ELL	167	39	26	35
Asian	ELL	236	28	24	48
American Indian or Alaskan Native	ELL	599	27	29	45
Native Hawaiian or Other Pacific Islander	ELL	28	39	29	32
Multiple Indication	ELL	52	15	23	62
Special Education	ELL	831	44	26	30
Low SES	ELL	5757	29	28	43
Migrant	ELL	184	45	23	32

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.60: AZELLA Stage III Reassessment Test Results on Speaking at Grade 5

Group	ELL Status	N	*% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	6769	36	19	45
Hispanic	ELL	5897	35	19	46
Non-Hispanic	ELL	872	47	17	36
White	ELL	5490	35	19	46
Black or African American	ELL	167	48	16	37
Asian	ELL	236	49	18	33
American Indian or Alaskan Native	ELL	599	35	20	45
Native Hawaiian or Other Pacific Islander	ELL	28	57	7	36
Multiple Indication	ELL	52	25	13	62
Special Education	ELL	831	53	18	30
Low SES	ELL	5757	36	19	46
Migrant	ELL	184	48	20	32

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.61: AZELLA Stage III Reassessment Test Results on Reading at Grade 5

Group	ELL Status	N	PE/E/B	*% at Proficiency Levels		
				I	P	
Total	ELL	6769	25	18	57	
Hispanic	ELL	5897	25	19	57	
Non-Hispanic	ELL	872	28	15	57	
White	ELL	5490	25	18	57	
Black or African American	ELL	167	46	15	40	
Asian	ELL	236	24	13	63	
American Indian or Alaskan Native	ELL	599	20	19	61	
Native Hawaiian or Other Pacific Islander	ELL	28	25	21	54	
Multiple Indication	ELL	52	15	19	65	
Special Education	ELL	831	47	21	32	
Low SES	ELL	5757	25	18	57	
Migrant	ELL	184	30	24	45	

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.62: AZELLA Stage III Reassessment Test Results on Writing at Grade 5

Group	ELL Status	N	PE/E/B	*% at Proficiency Levels		
				I	P	
Total	ELL	6769	26	12	62	
Hispanic	ELL	5897	26	12	62	
Non-Hispanic	ELL	872	27	13	60	
White	ELL	5490	26	12	62	
Black or African American	ELL	167	38	16	46	
Asian	ELL	236	25	14	61	
American Indian or Alaskan Native	ELL	599	22	13	64	
Native Hawaiian or Other Pacific Islander	ELL	28	36	11	54	
Multiple Indication	ELL	52	19	15	65	
Special Education	ELL	831	49	14	37	
Low SES	ELL	5757	26	13	62	
Migrant	ELL	184	35	10	54	

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.63: AZELLA Stage III Reassessment Test Results on Language at Grade 5

Group	ELL Status	N	PE/E/B	*% at Proficiency Levels		
				I	P	
Total	ELL	6769	29	20	51	
Hispanic	ELL	5897	28	20	52	
Non-Hispanic	ELL	872	35	19	46	
White	ELL	5490	28	20	52	
Black or African American	ELL	167	44	16	40	
Asian	ELL	236	35	18	47	
American Indian or Alaskan Native	ELL	599	27	21	52	
Native Hawaiian or Other Pacific Islander	ELL	28	50	18	32	
Multiple Indication	ELL	52	17	19	63	
Special Education	ELL	831	54	20	26	
Low SES	ELL	5757	28	20	51	
Migrant	ELL	184	43	18	38	

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.64: AZELLA Stage III Reassessment Test Results on Oral at Grade 5

Group	ELL Status	N	PE/E/B	*% at Proficiency Levels		
				I	P	
Total	ELL	6769	30	22	47	
Hispanic	ELL	5897	30	22	48	
Non-Hispanic	ELL	872	36	21	43	
White	ELL	5490	30	22	47	
Black or African American	ELL	167	43	19	38	
Asian	ELL	236	34	19	47	
American Indian or Alaskan Native	ELL	599	29	23	48	
Native Hawaiian or Other Pacific Islander	ELL	28	50	7	43	
Multiple Indication	ELL	52	10	25	65	
Special Education	ELL	831	50	22	28	
Low SES	ELL	5757	30	22	47	
Migrant	ELL	184	48	21	32	

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.65: AZELLA Stage III Reassessment Test Results on Comprehension at Grade 5

Group	ELL Status	N	PE/E/B	% at Proficiency Levels	
				I	P
Total	ELL	6769	26	18	56
Hispanic	ELL	5897	26	18	56
Non-Hispanic	ELL	872	29	16	55
White	ELL	5490	26	18	56
Black or African American	ELL	167	46	13	41
Asian	ELL	236	25	14	61
American Indian or Alaskan Native	ELL	599	22	20	58
Native Hawaiian or Other Pacific Islander	ELL	28	29	25	46
Multiple Indication	ELL	52	13	17	69
Special Education	ELL	831	50	19	31
Low SES	ELL	5757	26	18	55
Migrant	ELL	184	35	25	40

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.66: AZELLA Stage III Reassessment Test Results on Literacy at Grade 5

Group	ELL Status	N	PE/E/B	% at Proficiency Levels	
				I	P
Total	ELL	6769	25	16	58
Hispanic	ELL	5897	25	17	58
Non-Hispanic	ELL	872	27	15	58
White	ELL	5490	26	16	58
Black or African American	ELL	167	41	16	43
Asian	ELL	236	24	14	62
American Indian or Alaskan Native	ELL	599	20	19	61
Native Hawaiian or Other Pacific Islander	ELL	28	29	18	54
Multiple Indication	ELL	52	19	12	69
Special Education	ELL	831	51	17	32
Low SES	ELL	5757	25	17	58
Migrant	ELL	184	32	21	47

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.67: AZELLA Stage III Reassessment Test Results on Total Combined at Grade 5

Group	ELL Status	N	PE/E	**% at Proficiency Level		
				B	I	P
Total	ELL	6769	11	16	19	55
Hispanic	ELL	5897	10	16	19	55
Non-Hispanic	ELL	872	14	16	18	51
White	ELL	5490	10	16	18	55
Black or African American	ELL	167	29	15	16	40
Asian	ELL	236	13	14	16	57
American Indian or Alaskan Native	ELL	599	6	17	22	56
Native Hawaiian or Other Pacific Islander	ELL	28	18	21	18	43
Multiple Indication	ELL	52	8	10	10	73
Special Education	ELL	831	21	31	22	27
Low SES	ELL	5757	10	16	19	54
Migrant	ELL	184	17	20	25	38

*PE/E = Pre-Emergent/Emergent, B = Basic, I = Intermediate, P = Proficient

Table 9.68: AZELLA Stage IV Reassessment Test Results on Listening at Grade 6

Group	ELL Status	N	*% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	4324	34	26	40
Hispanic	ELL	3702	33	26	40
Non-Hispanic	ELL	622	39	23	39
White	ELL	3434	34	26	40
Black or African American	ELL	134	36	23	41
Asian	ELL	147	33	19	48
American Indian or Alaskan Native	ELL	383	34	26	39
Native Hawaiian or Other Pacific Islander	ELL	18	67	6	28
Multiple Indication	ELL	36	33	28	39
Special Education	ELL	602	43	26	30
Low SES	ELL	3606	35	26	40
Migrant	ELL	146	35	27	38

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.69: AZELLA Stage IV Reassessment Test Results on Speaking at Grade 6

Group	ELL Status	N	*% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	4324	27	20	53
Hispanic	ELL	3702	26	20	54
Non-Hispanic	ELL	622	33	20	47
White	ELL	3434	27	20	53
Black or African American	ELL	134	30	15	55
Asian	ELL	147	41	13	46
American Indian or Alaskan Native	ELL	383	21	21	58
Native Hawaiian or Other Pacific Islander	ELL	18	56	22	22
Multiple Indication	ELL	36	31	25	44
Special Education	ELL	602	30	25	46
Low SES	ELL	3606	27	21	53
Migrant	ELL	146	40	21	39

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.70: AZELLA Stage IV Reassessment Test Results on Reading at Grade 6

Group	ELL Status	N	PE/E/B	*% at Proficiency Levels	
				I	P
Total	ELL	4324	37	22	41
Hispanic	ELL	3702	36	22	41
Non-Hispanic	ELL	622	38	23	38
White	ELL	3434	37	23	41
Black or African American	ELL	134	44	19	37
Asian	ELL	147	34	21	45
American Indian or Alaskan Native	ELL	383	32	25	42
Native Hawaiian or Other Pacific Islander	ELL	18	56	11	33
Multiple Indication	ELL	36	31	31	39
Special Education	ELL	602	53	23	24
Low SES	ELL	3606	37	23	40
Migrant	ELL	146	42	16	41

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.71: AZELLA Stage IV Reassessment Test Results on Writing at Grade 6

Group	ELL Status	N	PE/E/B	*% at Proficiency Levels	
				I	P
Total	ELL	4324	40	16	44
Hispanic	ELL	3702	39	16	44
Non-Hispanic	ELL	622	43	15	42
White	ELL	3434	40	16	44
Black or African American	ELL	134	46	8	46
Asian	ELL	147	44	14	42
American Indian or Alaskan Native	ELL	383	36	20	45
Native Hawaiian or Other Pacific Islander	ELL	18	39	33	28
Multiple Indication	ELL	36	42	17	42
Special Education	ELL	602	59	14	27
Low SES	ELL	3606	40	16	44
Migrant	ELL	146	50	16	34

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.72: AZELLA Stage IV Reassessment Test Results on Language at Grade 6

Group	ELL Status	N	PE/E/B	*% at Proficiency Levels	
				I	P
Total	ELL	4324	28	27	45
Hispanic	ELL	3702	27	27	45
Non-Hispanic	ELL	622	35	23	42
White	ELL	3434	28	27	45
Black or African American	ELL	134	39	13	48
Asian	ELL	147	39	22	39
American Indian or Alaskan Native	ELL	383	20	33	46
Native Hawaiian or Other Pacific Islander	ELL	18	50	28	22
Multiple Indication	ELL	36	31	31	39
Special Education	ELL	602	43	32	26
Low SES	ELL	3606	28	27	45
Migrant	ELL	146	42	23	35

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.73: AZELLA Stage IV Reassessment Test Results on Oral at Grade 6

Group	ELL Status	N	PE/E/B	*% at Proficiency Levels	
				I	P
Total	ELL	4324	29	29	42
Hispanic	ELL	3702	27	30	43
Non-Hispanic	ELL	622	36	24	40
White	ELL	3434	28	30	42
Black or African American	ELL	134	32	24	44
Asian	ELL	147	35	21	44
American Indian or Alaskan Native	ELL	383	25	29	46
Native Hawaiian or Other Pacific Islander	ELL	18	67	6	28
Multiple Indication	ELL	36	33	22	44
Special Education	ELL	602	36	34	31
Low SES	ELL	3606	29	29	42
Migrant	ELL	146	37	29	34

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.74: AZELLA Stage IV Reassessment Test Results on Comprehension at Grade 6

Group	ELL Status	N	PE/E/B	**% at Proficiency Levels	
				I	P
Total	ELL	4324	36	27	37
Hispanic	ELL	3702	36	27	37
Non-Hispanic	ELL	622	40	25	35
White	ELL	3434	36	27	36
Black or African American	ELL	134	44	21	35
Asian	ELL	147	33	24	43
American Indian or Alaskan Native	ELL	383	33	28	39
Native Hawaiian or Other Pacific Islander	ELL	18	56	22	22
Multiple Indication	ELL	36	33	36	31
Special Education	ELL	602	51	28	20
Low SES	ELL	3606	37	27	36
Migrant	ELL	146	41	23	36

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.75: AZELLA Stage IV Reassessment Test Results on Literacy at Grade 6

Group	ELL Status	N	PE/E/B	**% at Proficiency Levels	
				I	P
Total	ELL	4324	35	25	40
Hispanic	ELL	3702	34	26	40
Non-Hispanic	ELL	622	39	22	39
White	ELL	3434	35	26	39
Black or African American	ELL	134	41	18	41
Asian	ELL	147	39	18	43
American Indian or Alaskan Native	ELL	383	30	28	43
Native Hawaiian or Other Pacific Islander	ELL	18	56	11	33
Multiple Indication	ELL	36	31	33	36
Special Education	ELL	602	54	24	22
Low SES	ELL	3606	35	26	39
Migrant	ELL	146	42	23	35

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.76: AZELLA Stage IV Reassessment Test Results on Total Combined at Grade 6

Group	ELL Status	N	PE/E	**% at Proficiency Level		
				B	I	P
Total	ELL	4324	11	22	29	38
Hispanic	ELL	3702	10	22	30	38
Non-Hispanic	ELL	622	15	22	27	36
White	ELL	3434	10	22	30	38
Black or African American	ELL	134	21	18	22	39
Asian	ELL	147	15	20	26	39
American Indian or Alaskan Native	ELL	383	6	21	34	39
Native Hawaiian or Other Pacific Islander	ELL	18	22	33	28	17
Multiple Indication	ELL	36	8	17	44	31
Special Education	ELL	602	12	36	32	19
Low SES	ELL	3606	10	22	30	38
Migrant	ELL	146	16	27	27	31

*PE/E = Pre-Emergent/Emergent, B = Basic, I = Intermediate, P = Proficient

Table 9.77: AZELLA Stage IV Reassessment Test Results on Listening at Grade 7

Group	ELL Status	N	*% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	3663	29	23	48
Hispanic	ELL	3116	28	23	49
Non-Hispanic	ELL	547	34	22	44
White	ELL	2937	28	23	49
Black or African American	ELL	125	43	15	42
Asian	ELL	126	34	23	43
American Indian or Alaskan Native	ELL	317	32	25	44
Native Hawaiian or Other Pacific Islander	ELL	16	6	19	75
Multiple Indication	ELL	21	29	33	38
Special Education	ELL	494	35	24	40
Low SES	ELL	2974	29	23	48
Migrant	ELL	139	35	19	46

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.78: AZELLA Stage IV Reassessment Test Results on Speaking at Grade 7

Group	ELL Status	N	*% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	3663	30	18	52
Hispanic	ELL	3116	30	17	53
Non-Hispanic	ELL	547	33	21	46
White	ELL	2937	30	17	53
Black or African American	ELL	125	40	22	38
Asian	ELL	126	39	17	44
American Indian or Alaskan Native	ELL	317	21	21	58
Native Hawaiian or Other Pacific Islander	ELL	16	44	6	50
Multiple Indication	ELL	21	33	29	38
Special Education	ELL	494	26	21	53
Low SES	ELL	2974	30	18	53
Migrant	ELL	139	42	18	40

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.79: AZELLA Stage IV Reassessment Test Results on Reading at Grade 7

Group	ELL Status	N	*% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	3663	31	20	49
Hispanic	ELL	3116	30	20	50
Non-Hispanic	ELL	547	35	16	48
White	ELL	2937	30	20	50
Black or African American	ELL	125	47	10	43
Asian	ELL	126	33	21	46
American Indian or Alaskan Native	ELL	317	29	23	48
Native Hawaiian or Other Pacific Islander	ELL	16	25	13	63
Multiple Indication	ELL	21	38	19	43
Special Education	ELL	494	44	21	34
Low SES	ELL	2974	31	20	49
Migrant	ELL	139	35	20	45

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.80: AZELLA Stage IV Reassessment Test Results on Writing at Grade 7

Group	ELL Status	N	*% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	3663	34	13	53
Hispanic	ELL	3116	34	13	53
Non-Hispanic	ELL	547	35	15	50
White	ELL	2937	34	13	53
Black or African American	ELL	125	44	13	43
Asian	ELL	126	43	9	48
American Indian or Alaskan Native	ELL	317	28	17	55
Native Hawaiian or Other Pacific Islander	ELL	16	19	25	56
Multiple Indication	ELL	21	24	19	57
Special Education	ELL	494	48	15	37
Low SES	ELL	2974	33	13	53
Migrant	ELL	139	41	14	45

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.81: AZELLA Stage IV Reassessment Test Results on Language at Grade 7

Group	ELL Status	N	*% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	3663	27	22	51
Hispanic	ELL	3116	26	22	52
Non-Hispanic	ELL	547	33	21	46
White	ELL	2937	27	22	52
Black or African American	ELL	125	42	17	42
Asian	ELL	126	41	19	40
American Indian or Alaskan Native	ELL	317	19	29	52
Native Hawaiian or Other Pacific Islander	ELL	16	19	31	50
Multiple Indication	ELL	21	33	19	48
Special Education	ELL	494	36	26	38
Low SES	ELL	2974	27	22	51
Migrant	ELL	139	33	23	44

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.82: AZELLA Stage IV Reassessment Test Results on Oral at Grade 7

Group	ELL Status	N	*% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	3663	28	24	48
Hispanic	ELL	3116	27	24	49
Non-Hispanic	ELL	547	33	25	42
White	ELL	2937	27	24	49
Black or African American	ELL	125	42	22	37
Asian	ELL	126	40	20	40
American Indian or Alaskan Native	ELL	317	22	29	48
Native Hawaiian or Other Pacific Islander	ELL	16	19	25	56
Multiple Indication	ELL	21	29	38	33
Special Education	ELL	494	29	30	41
Low SES	ELL	2974	27	25	48
Migrant	ELL	139	33	27	40

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.83: AZELLA Stage IV Reassessment Test Results on Comprehension at Grade 7

Group	ELL Status	N	PE/E/B	% at Proficiency Levels	
				I	P
Total	ELL	3663	30	24	46
Hispanic	ELL	3116	29	25	47
Non-Hispanic	ELL	547	35	21	44
White	ELL	2937	29	25	47
Black or African American	ELL	125	46	15	39
Asian	ELL	126	34	21	44
American Indian or Alaskan Native	ELL	317	30	26	44
Native Hawaiian or Other Pacific Islander	ELL	16	19	13	69
Multiple Indication	ELL	21	29	33	38
Special Education	ELL	494	40	29	31
Low SES	ELL	2974	29	25	46
Migrant	ELL	139	33	23	44

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.84: AZELLA Stage IV Reassessment Test Results on Literacy at Grade 7

Group	ELL Status	N	PE/E/B	% at Proficiency Levels	
				I	P
Total	ELL	3663	29	22	49
Hispanic	ELL	3116	28	22	50
Non-Hispanic	ELL	547	33	20	47
White	ELL	2937	28	22	50
Black or African American	ELL	125	43	18	38
Asian	ELL	126	35	21	44
American Indian or Alaskan Native	ELL	317	26	24	51
Native Hawaiian or Other Pacific Islander	ELL	16	19	25	56
Multiple Indication	ELL	21	29	33	38
Special Education	ELL	494	43	25	33
Low SES	ELL	2974	28	22	50
Migrant	ELL	139	38	16	46

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.85: AZELLA Stage IV Reassessment Test Results on Total Combined at Grade 7

Group	ELL Status	N	PE/E	**% at Proficiency Level		
				B	I	P
Total	ELL	3663	12	15	25	48
Hispanic	ELL	3116	11	15	25	48
Non-Hispanic	ELL	547	15	17	24	44
White	ELL	2937	11	15	25	49
Black or African American	ELL	125	27	14	20	39
Asian	ELL	126	15	21	25	39
American Indian or Alaskan Native	ELL	317	6	17	30	47
Native Hawaiian or Other Pacific Islander	ELL	16	0	19	25	56
Multiple Indication	ELL	21	5	19	38	38
Special Education	ELL	494	11	27	31	31
Low SES	ELL	2974	11	15	26	48
Migrant	ELL	139	16	17	22	45

*PE/E = Pre-Emergent/Emergent, B = Basic, I = Intermediate, P = Proficient

Table 9.86: AZELLA Stage IV Reassessment Test Results on Listening at Grade 8

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	2614	26	21	53
Hispanic	ELL	2154	24	21	54
Non-Hispanic	ELL	460	34	21	45
White	ELL	2077	25	21	53
Black or African American	ELL	108	44	17	39
Asian	ELL	130	28	22	49
American Indian or Alaskan Native	ELL	213	24	23	52
Native Hawaiian or Other Pacific Islander	ELL	7	*	*	*
Multiple Indication	ELL	13	15	15	69
Special Education	ELL	341	31	25	44
Low SES	ELL	2075	26	22	52
Migrant	ELL	92	27	29	43

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.

**PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.87: AZELLA Stage IV Reassessment Test Results on Speaking at Grade 8

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	2614	32	18	50
Hispanic	ELL	2154	32	18	51
Non-Hispanic	ELL	460	35	20	45
White	ELL	2077	32	18	50
Black or African American	ELL	108	44	19	38
Asian	ELL	130	40	21	39
American Indian or Alaskan Native	ELL	213	23	19	58
Native Hawaiian or Other Pacific Islander	ELL	7	*	*	*
Multiple Indication	ELL	13	54	15	31
Special Education	ELL	341	32	22	46
Low SES	ELL	2075	32	18	50
Migrant	ELL	92	37	21	42

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.

**PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.88: AZELLA Stage IV Reassessment Test Results on Reading at Grade 8

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	2614	25	17	58
Hispanic	ELL	2154	24	17	59
Non-Hispanic	ELL	460	30	18	52
White	ELL	2077	25	17	58
Black or African American	ELL	108	44	15	42
Asian	ELL	130	25	22	52
American Indian or Alaskan Native	ELL	213	20	17	63
Native Hawaiian or Other Pacific Islander	ELL	7	*	*	*
Multiple Indication	ELL	13	31	23	46
Special Education	ELL	341	29	24	48
Low SES	ELL	2075	25	17	58
Migrant	ELL	92	28	18	53

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.
 **PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.89: AZELLA Stage IV Reassessment Test Results on Writing at Grade 8

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	2614	29	14	57
Hispanic	ELL	2154	28	14	59
Non-Hispanic	ELL	460	37	14	49
White	ELL	2077	28	14	58
Black or African American	ELL	108	52	13	35
Asian	ELL	130	35	15	50
American Indian or Alaskan Native	ELL	213	26	10	64
Native Hawaiian or Other Pacific Islander	ELL	7	*	*	*
Multiple Indication	ELL	13	23	15	62
Special Education	ELL	341	33	13	54
Low SES	ELL	2075	29	14	57
Migrant	ELL	92	39	15	46

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.
 **PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.90: AZELLA Stage IV Reassessment Test Results on Language at Grade 8

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	2614	25	21	54
Hispanic	ELL	2154	23	21	56
Non-Hispanic	ELL	460	32	23	45
White	ELL	2077	24	22	54
Black or African American	ELL	108	48	16	36
Asian	ELL	130	35	22	43
American Indian or Alaskan Native	ELL	213	20	21	59
Native Hawaiian or Other Pacific Islander	ELL	7	*	*	*
Multiple Indication	ELL	13	31	15	54
Special Education	ELL	341	24	29	47
Low SES	ELL	2075	24	22	54
Migrant	ELL	92	28	32	40

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.

**PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.91: AZELLA Stage IV Reassessment Test Results on Oral at Grade 8

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	2614	27	23	50
Hispanic	ELL	2154	26	22	51
Non-Hispanic	ELL	460	32	26	42
White	ELL	2077	27	22	50
Black or African American	ELL	108	40	22	38
Asian	ELL	130	32	22	46
American Indian or Alaskan Native	ELL	213	21	29	50
Native Hawaiian or Other Pacific Islander	ELL	7	*	*	*
Multiple Indication	ELL	13	31	23	46
Special Education	ELL	341	28	32	40
Low SES	ELL	2075	27	23	49
Migrant	ELL	92	32	22	47

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.

**PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.92: AZELLA Stage IV Reassessment Test Results on Comprehension at Grade 8

Group	ELL Status	N	PE/E/B	**% at Proficiency Levels		
				I	P	
Total	ELL	2614	25	21	54	
Hispanic	ELL	2154	23	21	55	
Non-Hispanic	ELL	460	32	21	47	
White	ELL	2077	24	21	55	
Black or African American	ELL	108	46	15	39	
Asian	ELL	130	28	23	49	
American Indian or Alaskan Native	ELL	213	23	18	59	
Native Hawaiian or Other Pacific Islander	ELL	7	*	*	*	
Multiple Indication	ELL	13	15	38	46	
Special Education	ELL	341	30	30	40	
Low SES	ELL	2075	25	21	54	
Migrant	ELL	92	26	25	49	

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.
 **PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.93: AZELLA Stage IV Reassessment Test Results on Literacy at Grade 8

Group	ELL Status	N	PE/E/B	**% at Proficiency Levels		
				I	P	
Total	ELL	2614	24	19	57	
Hispanic	ELL	2154	23	19	59	
Non-Hispanic	ELL	460	31	20	49	
White	ELL	2077	24	19	58	
Black or African American	ELL	108	46	15	39	
Asian	ELL	130	28	23	48	
American Indian or Alaskan Native	ELL	213	19	17	64	
Native Hawaiian or Other Pacific Islander	ELL	7	*	*	*	
Multiple Indication	ELL	13	15	38	46	
Special Education	ELL	341	27	25	48	
Low SES	ELL	2075	24	19	57	
Migrant	ELL	92	32	20	49	

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.
 **PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.94: AZELLA Stage IV Reassessment Test Results on Total Combined at Grade 8

Group	ELL Status	N	PE/E	**% at Proficiency Level		
				B	I	P
Total	ELL	2614	11	14	22	54
Hispanic	ELL	2154	10	13	22	55
Non-Hispanic	ELL	460	15	17	22	47
White	ELL	2077	10	13	22	54
Black or African American	ELL	108	31	14	16	39
Asian	ELL	130	13	18	23	45
American Indian or Alaskan Native	ELL	213	4	14	22	60
Native Hawaiian or Other Pacific Islander	ELL	7	*	*	*	*
Multiple Indication	ELL	13	15	15	15	54
Special Education	ELL	341	5	24	27	43
Low SES	ELL	2075	11	13	22	54
Migrant	ELL	92	14	12	32	42

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.
 **PE/E = Pre-Emergent/Emergent, B = Basic, I = Intermediate, P = Proficient

Table 9.95: AZELLA Stage V Reassessment Test Results on Listening at Grade 9

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	2014	53	21	25
Hispanic	ELL	1478	53	21	26
Non-Hispanic	ELL	536	54	21	24
White	ELL	1529	53	22	25
Black or African American	ELL	150	75	13	12
Asian	ELL	136	57	20	23
American Indian or Alaskan Native	ELL	120	36	27	38
Native Hawaiian or Other Pacific Islander	ELL	9	*	*	*
Multiple Indication	ELL	10	*	*	*
Special Education	ELL	197	44	22	34
Low SES	ELL	1718	53	22	25
Migrant	ELL	86	63	19	19

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.

**PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.96: AZELLA Stage V Reassessment Test Results on Speaking at Grade 9

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	2014	38	25	37
Hispanic	ELL	1478	37	25	38
Non-Hispanic	ELL	536	41	25	34
White	ELL	1529	37	25	38
Black or African American	ELL	150	56	24	20
Asian	ELL	136	49	22	29
American Indian or Alaskan Native	ELL	120	18	33	50
Native Hawaiian or Other Pacific Islander	ELL	9	*	*	*
Multiple Indication	ELL	10	*	*	*
Special Education	ELL	197	19	28	53
Low SES	ELL	1718	37	26	37
Migrant	ELL	86	38	33	29

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.

**PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.97: AZELLA Stage V Reassessment Test Results on Reading at Grade 9

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	2014	52	20	28
Hispanic	ELL	1478	52	19	30
Non-Hispanic	ELL	536	54	23	23
White	ELL	1529	51	19	30
Black or African American	ELL	150	69	18	13
Asian	ELL	136	50	26	24
American Indian or Alaskan Native	ELL	120	47	26	28
Native Hawaiian or Other Pacific Islander	ELL	9	*	*	*
Multiple Indication	ELL	10	*	*	*
Special Education	ELL	197	71	16	13
Low SES	ELL	1718	53	19	28
Migrant	ELL	86	52	15	33

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.

**PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.98: AZELLA Stage V Reassessment Test Results on Writing at Grade 9

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	2014	46	26	28
Hispanic	ELL	1478	45	27	28
Non-Hispanic	ELL	536	48	24	28
White	ELL	1529	45	27	28
Black or African American	ELL	150	67	20	13
Asian	ELL	136	49	21	31
American Indian or Alaskan Native	ELL	120	28	34	38
Native Hawaiian or Other Pacific Islander	ELL	9	*	*	*
Multiple Indication	ELL	10	*	*	*
Special Education	ELL	197	51	27	22
Low SES	ELL	1718	46	26	28
Migrant	ELL	86	44	33	23

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.

**PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.99: AZELLA Stage V Reassessment Test Results on Language at Grade 9

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	2014	43	29	28
Hispanic	ELL	1478	41	30	28
Non-Hispanic	ELL	536	46	25	29
White	ELL	1529	42	29	29
Black or African American	ELL	150	63	22	15
Asian	ELL	136	52	22	26
American Indian or Alaskan Native	ELL	120	22	40	38
Native Hawaiian or Other Pacific Islander	ELL	9	*	*	*
Multiple Indication	ELL	10	*	*	*
Special Education	ELL	197	36	38	26
Low SES	ELL	1718	42	30	28
Migrant	ELL	86	43	37	20

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.
 **PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.100: AZELLA Stage V Reassessment Test Results on Oral at Grade 9

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	2014	44	26	30
Hispanic	ELL	1478	43	26	31
Non-Hispanic	ELL	536	46	28	26
White	ELL	1529	44	26	31
Black or African American	ELL	150	64	23	13
Asian	ELL	136	49	30	21
American Indian or Alaskan Native	ELL	120	22	40	38
Native Hawaiian or Other Pacific Islander	ELL	9	*	*	*
Multiple Indication	ELL	10	*	*	*
Special Education	ELL	197	27	30	42
Low SES	ELL	1718	44	27	30
Migrant	ELL	86	50	28	22

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.
 **PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.101: AZELLA Stage V Reassessment Test Results on Comprehension at Grade 9

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	2014	50	29	21
Hispanic	ELL	1478	50	28	23
Non-Hispanic	ELL	536	51	31	18
White	ELL	1529	50	28	23
Black or African American	ELL	150	67	25	8
Asian	ELL	136	53	31	16
American Indian or Alaskan Native	ELL	120	35	39	26
Native Hawaiian or Other Pacific Islander	ELL	9	*	*	*
Multiple Indication	ELL	10	*	*	*
Special Education	ELL	197	57	31	11
Low SES	ELL	1718	50	29	21
Migrant	ELL	86	53	30	16

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.
 **PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.102: AZELLA Stage V Reassessment Test Results on Literacy at Grade 9

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	2014	49	27	25
Hispanic	ELL	1478	48	26	26
Non-Hispanic	ELL	536	50	28	22
White	ELL	1529	48	26	26
Black or African American	ELL	150	66	23	11
Asian	ELL	136	48	28	24
American Indian or Alaskan Native	ELL	120	36	40	24
Native Hawaiian or Other Pacific Islander	ELL	9	*	*	*
Multiple Indication	ELL	10	*	*	*
Special Education	ELL	197	60	28	12
Low SES	ELL	1718	49	26	25
Migrant	ELL	86	48	31	21

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.
 **PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.103: AZELLA Stage V Reassessment Test Results on Total Combined at Grade 9

Group	ELL Status	N	PE/E	**% at Proficiency Level		
				B	I	P
Total	ELL	2014	18	29	30	22
Hispanic	ELL	1478	18	29	30	23
Non-Hispanic	ELL	536	19	31	30	20
White	ELL	1529	18	29	30	23
Black or African American	ELL	150	41	28	24	7
Asian	ELL	136	13	38	31	18
American Indian or Alaskan Native	ELL	120	2	27	46	26
Native Hawaiian or Other Pacific Islander	ELL	9	*	*	*	*
Multiple Indication	ELL	10	*	*	*	*
Special Education	ELL	197	10	41	37	13
Low SES	ELL	1718	18	30	30	22
Migrant	ELL	86	20	28	37	15

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.
 **PE/E = Pre-Emergent/Emergent, B = Basic, I = Intermediate, P = Proficient

Table 9.104: AZELLA Stage V Reassessment Test Results on Listening at Grade 10

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	1593	43	23	34
Hispanic	ELL	1160	43	23	33
Non-Hispanic	ELL	433	42	24	34
White	ELL	1187	42	23	35
Black or African American	ELL	111	50	23	27
Asian	ELL	126	48	25	27
American Indian or Alaskan Native	ELL	106	38	28	34
Native Hawaiian or Other Pacific Islander	ELL	6	*	*	*
Multiple Indication	ELL	8	*	*	*
Special Education	ELL	133	50	24	26
Low SES	ELL	1348	44	24	32
Migrant	ELL	80	59	28	14

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.
 **PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.105: AZELLA Stage V Reassessment Test Results on Speaking at Grade 10

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	1593	31	23	46
Hispanic	ELL	1160	32	22	46
Non-Hispanic	ELL	433	29	25	46
White	ELL	1187	31	22	46
Black or African American	ELL	111	28	32	41
Asian	ELL	126	40	24	37
American Indian or Alaskan Native	ELL	106	19	23	58
Native Hawaiian or Other Pacific Islander	ELL	6	*	*	*
Multiple Indication	ELL	8	*	*	*
Special Education	ELL	133	23	30	47
Low SES	ELL	1348	31	24	45
Migrant	ELL	80	43	33	25

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.
 **PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.106: AZELLA Stage V Reassessment Test Results on Reading at Grade 10

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	1593	37	21	41
Hispanic	ELL	1160	37	21	43
Non-Hispanic	ELL	433	39	23	38
White	ELL	1187	36	22	42
Black or African American	ELL	111	49	17	34
Asian	ELL	126	34	26	40
American Indian or Alaskan Native	ELL	106	43	17	40
Native Hawaiian or Other Pacific Islander	ELL	6	*	*	*
Multiple Indication	ELL	8	*	*	*
Special Education	ELL	133	62	17	21
Low SES	ELL	1348	38	20	41
Migrant	ELL	80	39	30	31

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.

**PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.107: AZELLA Stage V Reassessment Test Results on Writing at Grade 10

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	1593	34	26	39
Hispanic	ELL	1160	35	28	37
Non-Hispanic	ELL	433	32	22	45
White	ELL	1187	35	27	38
Black or African American	ELL	111	38	21	41
Asian	ELL	126	32	23	45
American Indian or Alaskan Native	ELL	106	28	27	44
Native Hawaiian or Other Pacific Islander	ELL	6	*	*	*
Multiple Indication	ELL	8	*	*	*
Special Education	ELL	133	48	28	24
Low SES	ELL	1348	35	27	38
Migrant	ELL	80	43	34	24

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.

**PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.108: AZELLA Stage V Reassessment Test Results on Language at Grade 10

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	1593	32	28	40
Hispanic	ELL	1160	33	29	39
Non-Hispanic	ELL	433	31	24	44
White	ELL	1187	32	28	40
Black or African American	ELL	111	33	20	47
Asian	ELL	126	37	26	37
American Indian or Alaskan Native	ELL	106	24	31	45
Native Hawaiian or Other Pacific Islander	ELL	6	*	*	*
Multiple Indication	ELL	8	*	*	*
Special Education	ELL	133	34	40	26
Low SES	ELL	1348	33	28	39
Migrant	ELL	80	45	34	21

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.

**PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.109: AZELLA Stage V Reassessment Test Results on Oral at Grade 10

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	1593	34	28	38
Hispanic	ELL	1160	33	29	38
Non-Hispanic	ELL	433	34	27	39
White	ELL	1187	33	28	39
Black or African American	ELL	111	36	33	31
Asian	ELL	126	45	22	33
American Indian or Alaskan Native	ELL	106	22	40	39
Native Hawaiian or Other Pacific Islander	ELL	6	*	*	*
Multiple Indication	ELL	8	*	*	*
Special Education	ELL	133	30	39	31
Low SES	ELL	1348	34	29	37
Migrant	ELL	80	54	29	18

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.

**PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.110: AZELLA Stage V Reassessment Test Results on Comprehension at Grade 10

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	1593	37	29	34
Hispanic	ELL	1160	36	29	35
Non-Hispanic	ELL	433	39	29	33
White	ELL	1187	35	29	35
Black or African American	ELL	111	45	29	26
Asian	ELL	126	40	29	32
American Indian or Alaskan Native	ELL	106	39	32	29
Native Hawaiian or Other Pacific Islander	ELL	6	*	*	*
Multiple Indication	ELL	8	*	*	*
Special Education	ELL	133	56	23	20
Low SES	ELL	1348	38	28	34
Migrant	ELL	80	44	43	14

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.
 **PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.111: AZELLA Stage V Reassessment Test Results on Literacy at Grade 10

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	1593	34	28	39
Hispanic	ELL	1160	34	27	39
Non-Hispanic	ELL	433	34	28	38
White	ELL	1187	33	28	39
Black or African American	ELL	111	40	29	32
Asian	ELL	126	32	29	39
American Indian or Alaskan Native	ELL	106	34	26	40
Native Hawaiian or Other Pacific Islander	ELL	6	*	*	*
Multiple Indication	ELL	8	*	*	*
Special Education	ELL	133	53	26	20
Low SES	ELL	1348	35	27	38
Migrant	ELL	80	41	31	28

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.
 **PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.112: AZELLA Stage V Reassessment Test Results on Total Combined at Grade 10

Group	ELL Status	N	PE/E	**% at Proficiency Level		
				B	I	P
Total	ELL	1593	12	22	30	36
Hispanic	ELL	1160	12	22	30	36
Non-Hispanic	ELL	433	11	22	31	36
White	ELL	1187	12	21	30	37
Black or African American	ELL	111	17	23	31	30
Asian	ELL	126	13	23	29	36
American Indian or Alaskan Native	ELL	106	6	24	34	37
Native Hawaiian or Other Pacific Islander	ELL	6	*	*	*	*
Multiple Indication	ELL	8	*	*	*	*
Special Education	ELL	133	12	38	33	17
Low SES	ELL	1348	13	22	30	35
Migrant	ELL	80	13	34	38	16

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.
 **PE/E = Pre-Emergent/Emergent, B = Basic, I = Intermediate, P = Proficient

Table 9.113: AZELLA Stage V Reassessment Test Results on Listening at Grade 11

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	1027	39	23	38
Hispanic	ELL	700	40	23	37
Non-Hispanic	ELL	327	38	23	39
White	ELL	729	40	23	37
Black or African American	ELL	80	44	24	33
Asian	ELL	121	33	21	45
American Indian or Alaskan Native	ELL	59	39	31	31
Native Hawaiian or Other Pacific Islander	ELL	9	*	*	*
Multiple Indication	ELL	7	*	*	*
Special Education	ELL	86	40	26	35
Low SES	ELL	832	40	24	37
Migrant	ELL	54	57	22	20

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.
 **PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.114: AZELLA Stage V Reassessment Test Results on Speaking at Grade 11

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	1027	30	26	44
Hispanic	ELL	700	31	26	43
Non-Hispanic	ELL	327	28	25	47
White	ELL	729	31	25	44
Black or African American	ELL	80	25	29	46
Asian	ELL	121	31	26	44
American Indian or Alaskan Native	ELL	59	19	32	49
Native Hawaiian or Other Pacific Islander	ELL	9	*	*	*
Multiple Indication	ELL	7	*	*	*
Special Education	ELL	86	21	30	49
Low SES	ELL	832	29	27	44
Migrant	ELL	54	37	30	33

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.
 **PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.115: AZELLA Stage V Reassessment Test Results on Reading at Grade 11

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	1027	34	21	45
Hispanic	ELL	700	35	20	45
Non-Hispanic	ELL	327	32	24	44
White	ELL	729	36	21	43
Black or African American	ELL	80	39	16	45
Asian	ELL	121	21	20	60
American Indian or Alaskan Native	ELL	59	36	36	29
Native Hawaiian or Other Pacific Islander	ELL	9	*	*	*
Multiple Indication	ELL	7	*	*	*
Special Education	ELL	86	57	24	19
Low SES	ELL	832	34	22	44
Migrant	ELL	54	43	19	39

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.
 **PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.116: AZELLA Stage V Reassessment Test Results on Writing at Grade 11

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	1027	31	26	43
Hispanic	ELL	700	34	27	40
Non-Hispanic	ELL	327	24	26	50
White	ELL	729	33	26	40
Black or African American	ELL	80	33	26	41
Asian	ELL	121	17	23	60
American Indian or Alaskan Native	ELL	59	24	34	42
Native Hawaiian or Other Pacific Islander	ELL	9	*	*	*
Multiple Indication	ELL	7	*	*	*
Special Education	ELL	86	33	41	27
Low SES	ELL	832	30	26	43
Migrant	ELL	54	33	35	31

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.
 **PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.117: AZELLA Stage V Reassessment Test Results on Language at Grade 11

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	1027	28	30	42
Hispanic	ELL	700	31	30	38
Non-Hispanic	ELL	327	22	28	50
White	ELL	729	31	30	40
Black or African American	ELL	80	24	23	54
Asian	ELL	121	21	26	52
American Indian or Alaskan Native	ELL	59	19	44	37
Native Hawaiian or Other Pacific Islander	ELL	9	*	*	*
Multiple Indication	ELL	7	*	*	*
Special Education	ELL	86	30	34	36
Low SES	ELL	832	28	30	43
Migrant	ELL	54	35	37	28

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.
 **PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.118: AZELLA Stage V Reassessment Test Results on Oral at Grade 11

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	1027	32	26	41
Hispanic	ELL	700	34	26	41
Non-Hispanic	ELL	327	30	28	43
White	ELL	729	33	26	41
Black or African American	ELL	80	34	30	36
Asian	ELL	121	26	30	45
American Indian or Alaskan Native	ELL	59	29	29	42
Native Hawaiian or Other Pacific Islander	ELL	9	*	*	*
Multiple Indication	ELL	7	*	*	*
Special Education	ELL	86	24	34	42
Low SES	ELL	832	32	27	41
Migrant	ELL	54	56	17	28

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.
 **PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.119: AZELLA Stage V Reassessment Test Results on Comprehension at Grade 11

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	1027	32	32	36
Hispanic	ELL	700	33	31	36
Non-Hispanic	ELL	327	30	34	36
White	ELL	729	33	31	35
Black or African American	ELL	80	38	29	34
Asian	ELL	121	20	32	48
American Indian or Alaskan Native	ELL	59	32	42	25
Native Hawaiian or Other Pacific Islander	ELL	9	*	*	*
Multiple Indication	ELL	7	*	*	*
Special Education	ELL	86	48	38	14
Low SES	ELL	832	31	33	36
Migrant	ELL	54	39	37	24

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.
 **PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.120: AZELLA Stage V Reassessment Test Results on Literacy at Grade 11

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	1027	30	29	41
Hispanic	ELL	700	31	29	39
Non-Hispanic	ELL	327	27	28	45
White	ELL	729	32	30	38
Black or African American	ELL	80	33	25	43
Asian	ELL	121	16	28	56
American Indian or Alaskan Native	ELL	59	31	34	36
Native Hawaiian or Other Pacific Islander	ELL	9	*	*	*
Multiple Indication	ELL	7	*	*	*
Special Education	ELL	86	48	35	17
Low SES	ELL	832	29	29	41
Migrant	ELL	54	37	30	33

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.
 **PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.121: AZELLA Stage V Reassessment Test Results on Total Combined at Grade 11

Group	ELL Status	N	PE/E	***% at Proficiency Level		
				B	I	P
Total	ELL	1027	10	18	34	38
Hispanic	ELL	700	12	18	33	37
Non-Hispanic	ELL	327	6	19	35	40
White	ELL	729	11	19	33	37
Black or African American	ELL	80	13	16	35	36
Asian	ELL	121	1	17	31	50
American Indian or Alaskan Native	ELL	59	8	19	44	29
Native Hawaiian or Other Pacific Islander	ELL	9	*	*	*	*
Multiple Indication	ELL	7	*	*	*	*
Special Education	ELL	86	12	24	45	19
Low SES	ELL	832	9	18	34	38
Migrant	ELL	54	13	26	33	28

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.

**PE/E = Pre-Emergent/Emergent, B = Basic, I = Intermediate, P = Proficient

Table 9.122: AZELLA Stage V Reassessment Test Results on Listening at Grade 12

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	906	39	25	36
Hispanic	ELL	636	40	24	36
Non-Hispanic	ELL	270	35	29	37
White	ELL	628	40	25	35
Black or African American	ELL	68	38	26	35
Asian	ELL	106	38	25	38
American Indian or Alaskan Native	ELL	60	22	30	48
Native Hawaiian or Other Pacific Islander	ELL	1	*	*	*
Multiple Indication	ELL	12	33	50	17
Special Education	ELL	81	40	26	35
Low SES	ELL	715	38	27	35
Migrant	ELL	46	46	33	22

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.
 **PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.123: AZELLA Stage V Reassessment Test Results on Speaking at Grade 12

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	906	28	25	47
Hispanic	ELL	636	29	24	47
Non-Hispanic	ELL	270	26	27	47
White	ELL	628	29	24	47
Black or African American	ELL	68	18	34	49
Asian	ELL	106	39	25	37
American Indian or Alaskan Native	ELL	60	18	23	58
Native Hawaiian or Other Pacific Islander	ELL	1	*	*	*
Multiple Indication	ELL	12	0	33	67
Special Education	ELL	81	28	17	54
Low SES	ELL	715	28	27	45
Migrant	ELL	46	33	28	39

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.
 **PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.124: AZELLA Stage V Reassessment Test Results on Reading at Grade 12

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	906	33	22	45
Hispanic	ELL	636	33	20	47
Non-Hispanic	ELL	270	33	26	41
White	ELL	628	33	20	47
Black or African American	ELL	68	34	25	41
Asian	ELL	106	30	25	45
American Indian or Alaskan Native	ELL	60	35	27	38
Native Hawaiian or Other Pacific Islander	ELL	1	*	*	*
Multiple Indication	ELL	12	33	8	58
Special Education	ELL	81	57	20	23
Low SES	ELL	715	32	22	46
Migrant	ELL	46	41	13	46

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.
 **PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.125: AZELLA Stage V Reassessment Test Results on Writing at Grade 12

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	906	28	28	44
Hispanic	ELL	636	29	29	42
Non-Hispanic	ELL	270	25	27	48
White	ELL	628	30	29	42
Black or African American	ELL	68	19	37	44
Asian	ELL	106	29	21	50
American Indian or Alaskan Native	ELL	60	23	28	48
Native Hawaiian or Other Pacific Islander	ELL	1	*	*	*
Multiple Indication	ELL	12	8	25	67
Special Education	ELL	81	38	36	26
Low SES	ELL	715	27	30	43
Migrant	ELL	46	22	28	50

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.
 **PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.126: AZELLA Stage V Reassessment Test Results on Language at Grade 12

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	906	29	29	42
Hispanic	ELL	636	30	31	39
Non-Hispanic	ELL	270	26	26	49
White	ELL	628	30	31	39
Black or African American	ELL	68	22	22	56
Asian	ELL	106	32	27	41
American Indian or Alaskan Native	ELL	60	22	28	50
Native Hawaiian or Other Pacific Islander	ELL	1	*	*	*
Multiple Indication	ELL	12	8	25	67
Special Education	ELL	81	33	31	36
Low SES	ELL	715	29	30	41
Migrant	ELL	46	22	48	30

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.
 **PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.127: AZELLA Stage V Reassessment Test Results on Oral at Grade 12

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	906	31	28	41
Hispanic	ELL	636	32	27	41
Non-Hispanic	ELL	270	28	30	42
White	ELL	628	32	28	40
Black or African American	ELL	68	25	28	47
Asian	ELL	106	36	29	35
American Indian or Alaskan Native	ELL	60	20	23	57
Native Hawaiian or Other Pacific Islander	ELL	1	*	*	*
Multiple Indication	ELL	12	17	42	42
Special Education	ELL	81	28	30	42
Low SES	ELL	715	31	28	41
Migrant	ELL	46	35	33	33

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.
 **PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.128: AZELLA Stage V Reassessment Test Results on Comprehension at Grade 12

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	906	31	31	38
Hispanic	ELL	636	31	32	38
Non-Hispanic	ELL	270	31	31	38
White	ELL	628	31	31	38
Black or African American	ELL	68	32	29	38
Asian	ELL	106	28	37	35
American Indian or Alaskan Native	ELL	60	33	25	42
Native Hawaiian or Other Pacific Islander	ELL	1	*	*	*
Multiple Indication	ELL	12	25	42	33
Special Education	ELL	81	47	32	21
Low SES	ELL	715	30	32	38
Migrant	ELL	46	37	35	28

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.
 **PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.129: AZELLA Stage V Reassessment Test Results on Literacy at Grade 12

Group	ELL Status	N	**% at Proficiency Levels		
			PE/E/B	I	P
Total	ELL	906	28	30	42
Hispanic	ELL	636	28	30	42
Non-Hispanic	ELL	270	26	32	42
White	ELL	628	28	30	42
Black or African American	ELL	68	28	29	43
Asian	ELL	106	24	35	42
American Indian or Alaskan Native	ELL	60	32	27	42
Native Hawaiian or Other Pacific Islander	ELL	1	*	*	*
Multiple Indication	ELL	12	8	33	58
Special Education	ELL	81	48	31	21
Low SES	ELL	715	28	30	42
Migrant	ELL	46	24	37	39

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.
 **PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table 9.130: AZELLA Stage V Reassessment Test Results on Total Combined at Grade 12

Group	ELL Status	N	PE/E	**% at Proficiency Level		
				B	I	P
Total	ELL	906	8	19	36	37
Hispanic	ELL	636	7	19	37	36
Non-Hispanic	ELL	270	9	17	35	40
White	ELL	628	7	19	37	36
Black or African American	ELL	68	6	16	40	38
Asian	ELL	106	11	16	35	38
American Indian or Alaskan Native	ELL	60	5	22	32	42
Native Hawaiian or Other Pacific Islander	ELL	1	0	0	0	100
Multiple Indication	ELL	12	8	0	42	50
Special Education	ELL	81	12	23	46	19
Low SES	ELL	715	7	18	37	37
Migrant	ELL	46	7	17	48	28

* Statistics for subgroups with less than 11 students are omitted in compliance with FERPA regulations and replaced with an '*'.
 **PE/E = Pre-Emergent/Emergent, B = Basic, I = Intermediate, P = Proficient

In addition to the proficiency level distributions for Total Combined scores, domain, and subdomain scores presented above, raw score and scale score distributions for Total Combined score are presented the Stages I through V assessments by grade in Table 9.131 through Table 9.143. In the score distribution tables, raw score, scale score, frequency of students who obtained the scale score (Freq.), percent of student who obtained the scale score (%), cumulative frequency (Cum. Freq.), and cumulative percent (Cum. %) are presented for the total group of students. For the Stages I through V assessments, the lowest scale scores for the Basic, Intermediate, and Proficient level are in bold. Note that the scale scores in bold may not be exact proficiency level cuts. For the exact proficiency level cuts for the Stages I through V assessments, please refer to Table 11.1 and Table 11.2, respectively.

Table 9.131: AZELLA Stage I Reassessment Form Frequency Distribution at Kindergarten

Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %	Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %
0	2000	0	0.00	0	0.00	50	2370	297	2.59	9796	85.26
1	2000	1	0.01	1	0.01	51	2377	278	2.42	10074	87.68
2	2029	1	0.01	2	0.02	52	2384	262	2.28	10336	89.96
3	2061	2	0.02	4	0.03	53	2392	234	2.04	10570	92.00
4	2085	0	0.00	4	0.03	54	2400	208	1.81	10778	93.81
5	2103	0	0.00	4	0.03	55	2409	181	1.58	10959	95.39
6	2118	1	0.01	5	0.04	56	2419	159	1.38	11118	96.77
7	2131	3	0.03	8	0.07	57	2429	128	1.11	11246	97.88
8	2142	5	0.04	13	0.11	58	2442	84	0.73	11330	98.62
9	2152	5	0.04	18	0.16	59	2456	72	0.63	11402	99.24
10	2161	19	0.17	37	0.32	60	2473	37	0.32	11439	99.56
11	2169	23	0.20	60	0.52	61	2494	28	0.24	11467	99.81
12	2177	13	0.11	73	0.64	62	2523	15	0.13	11482	99.94
13	2184	23	0.20	96	0.84	63	2571	5	0.04	11487	99.98
14	2191	31	0.27	127	1.11	64	3000	2	0.02	11489	100.00
15	2197	50	0.44	177	1.54						
16	2203	59	0.51	236	2.05						
17	2209	66	0.57	302	2.63						
18	2214	86	0.75	388	3.38						
19	2220	98	0.85	486	4.23						
20	2225	105	0.91	591	5.14						
21	2230	122	1.06	713	6.21						
22	2235	146	1.27	859	7.48						
23	2239	169	1.47	1028	8.95						
24	2244	190	1.65	1218	10.60						
25	2249	202	1.76	1420	12.36						
26	2253	223	1.94	1643	14.30						
27	2258	239	2.08	1882	16.38						
28	2262	239	2.08	2121	18.46						
29	2266	260	2.26	2381	20.72						
30	2271	282	2.45	2663	23.18						
31	2275	257	2.24	2920	25.42						
32	2280	314	2.73	3234	28.15						
33	2284	355	3.09	3589	31.24						
34	2288	323	2.81	3912	34.05						
35	2293	341	2.97	4253	37.02						
36	2297	339	2.95	4592	39.97						
37	2302	368	3.20	4960	43.17						
38	2306	395	3.44	5355	46.61						
39	2311	358	3.12	5713	49.73						
40	2316	391	3.40	6104	53.13						
41	2320	379	3.30	6483	56.43						
42	2325	411	3.58	6894	60.01						
43	2330	386	3.36	7280	63.36						
44	2335	424	3.69	7704	67.06						
45	2341	387	3.37	8091	70.42						
46	2346	373	3.25	8464	73.67						
47	2352	353	3.07	8817	76.74						
48	2358	350	3.05	9167	79.79						
49	2364	332	2.89	9499	82.68						

Table 9.132: AZELLA Stage II Reassessment Form Frequency Distribution at Grade 1

Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %	Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %
0	2000	0	0.00	0	0.00	50	2314	106	0.83	937	7.31
1	2040	0	0.00	0	0.00	51	2316	107	0.83	1044	8.14
2	2085	0	0.00	0	0.00	52	2318	101	0.79	1145	8.93
3	2111	0	0.00	0	0.00	53	2320	114	0.89	1259	9.82
4	2130	0	0.00	0	0.00	54	2322	154	1.20	1413	11.02
5	2145	0	0.00	0	0.00	55	2324	151	1.18	1564	12.20
6	2157	0	0.00	0	0.00	56	2326	121	0.94	1685	13.14
7	2168	0	0.00	0	0.00	57	2328	163	1.27	1848	14.41
8	2177	0	0.00	0	0.00	58	2330	143	1.12	1991	15.53
9	2185	0	0.00	0	0.00	59	2332	173	1.35	2164	16.88
10	2192	0	0.00	0	0.00	60	2334	219	1.71	2383	18.59
11	2198	0	0.00	0	0.00	61	2336	187	1.46	2570	20.04
12	2204	0	0.00	0	0.00	62	2338	187	1.46	2757	21.50
13	2210	0	0.00	0	0.00	63	2340	198	1.54	2955	23.05
14	2215	1	0.01	1	0.01	64	2342	217	1.69	3172	24.74
15	2220	0	0.00	1	0.01	65	2344	222	1.73	3394	26.47
16	2224	1	0.01	2	0.02	66	2346	189	1.47	3583	27.94
17	2229	0	0.00	2	0.02	67	2348	223	1.74	3806	29.68
18	2233	0	0.00	2	0.02	68	2349	223	1.74	4029	31.42
19	2237	0	0.00	2	0.02	69	2351	232	1.81	4261	33.23
20	2240	1	0.01	3	0.02	70	2353	240	1.87	4501	35.10
21	2244	0	0.00	3	0.02	71	2355	236	1.84	4737	36.94
22	2247	1	0.01	4	0.03	72	2357	227	1.77	4964	38.71
23	2250	2	0.02	6	0.05	73	2359	222	1.73	5186	40.45
24	2253	3	0.02	9	0.07	74	2361	228	1.78	5414	42.22
25	2256	3	0.02	12	0.09	75	2363	201	1.57	5615	43.79
26	2259	0	0.00	12	0.09	76	2365	242	1.89	5857	45.68
27	2262	7	0.05	19	0.15	77	2367	256	2.00	6113	47.68
28	2265	13	0.10	32	0.25	78	2369	246	1.92	6359	49.59
29	2268	8	0.06	40	0.31	79	2371	216	1.68	6575	51.28
30	2270	16	0.12	56	0.44	80	2373	250	1.95	6825	53.23
31	2273	7	0.05	63	0.49	81	2375	232	1.81	7057	55.04
32	2275	18	0.14	81	0.63	82	2377	183	1.43	7240	56.47
33	2278	13	0.10	94	0.73	83	2379	205	1.60	7445	58.06
34	2280	23	0.18	117	0.91	84	2380	210	1.64	7655	59.70
35	2282	25	0.19	142	1.11	85	2382	217	1.69	7872	61.39
36	2285	17	0.13	159	1.24	86	2384	187	1.46	8059	62.85
37	2287	20	0.16	179	1.40	87	2386	180	1.40	8239	64.26
38	2289	36	0.28	215	1.68	88	2388	201	1.57	8440	65.82
39	2291	23	0.18	238	1.86	89	2390	163	1.27	8603	67.10
40	2293	54	0.42	292	2.28	90	2392	203	1.58	8806	68.68
41	2295	43	0.34	335	2.61	91	2394	179	1.40	8985	70.07
42	2298	40	0.31	375	2.92	92	2396	183	1.43	9168	71.50
43	2300	38	0.30	413	3.22	93	2398	160	1.25	9328	72.75
44	2302	46	0.36	459	3.58	94	2400	181	1.41	9509	74.16
45	2304	61	0.48	520	4.06	95	2402	155	1.21	9664	75.37
46	2306	70	0.55	590	4.60	96	2404	189	1.47	9853	76.84
47	2308	69	0.54	659	5.14	97	2406	148	1.15	10001	78.00
48	2310	84	0.66	743	5.79	98	2408	146	1.14	10147	79.14
49	2312	88	0.69	831	6.48	99	2410	157	1.22	10304	80.36

Table 9.132: AZELLA Stage II Reassessment Form Frequency Distribution at Grade 1

Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %	Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %
100	2412	140	1.09	10444	81.45						
101	2414	141	1.10	10585	82.55						
102	2416	127	0.99	10712	83.54						
103	2418	144	1.12	10856	84.67						
104	2420	124	0.97	10980	85.63						
105	2422	117	0.91	11097	86.55						
106	2424	119	0.93	11216	87.47						
107	2426	104	0.81	11320	88.29						
108	2428	107	0.83	11427	89.12						
109	2430	99	0.77	11526	89.89						
110	2432	113	0.88	11639	90.77						
111	2435	100	0.78	11739	91.55						
112	2437	74	0.58	11813	92.13						
113	2439	75	0.58	11888	92.72						
114	2442	93	0.73	11981	93.44						
115	2444	79	0.62	12060	94.06						
116	2446	72	0.56	12132	94.62						
117	2449	58	0.45	12190	95.07						
118	2451	76	0.59	12266	95.66						
119	2454	47	0.37	12313	96.03						
120	2457	55	0.43	12368	96.46						
121	2459	48	0.37	12416	96.83						
122	2462	50	0.39	12466	97.22						
123	2465	46	0.36	12512	97.58						
124	2468	38	0.30	12550	97.88						
125	2471	43	0.34	12593	98.21						
126	2474	29	0.23	12622	98.44						
127	2477	24	0.19	12646	98.63						
128	2481	31	0.24	12677	98.87						
129	2485	20	0.16	12697	99.03						
130	2488	23	0.18	12720	99.20						
131	2492	20	0.16	12740	99.36						
132	2497	15	0.12	12755	99.48						
133	2501	11	0.09	12766	99.56						
134	2506	9	0.07	12775	99.63						
135	2511	10	0.08	12785	99.71						
136	2517	6	0.05	12791	99.76						
137	2523	5	0.04	12796	99.80						
138	2529	8	0.06	12804	99.86						
139	2537	7	0.05	12811	99.91						
140	2545	7	0.05	12818	99.97						
141	2554	0	0.00	12818	99.97						
142	2564	1	0.01	12819	99.98						
143	2576	0	0.00	12819	99.98						
144	2591	1	0.01	12820	99.98						
145	2610	1	0.01	12821	99.99						
146	2637	1	0.01	12822	100.00						
147	2682	0	0.00	12822	100.00						
148	3000	0	0.00	12822	100.00						

Table 9.133: AZELLA Stage II Reassessment Form Frequency Distribution at Grade 2

Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %	Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %
0	2000	1	0.01	1	0.01	50	2314	29	0.28	251	2.44
1	2040	0	0.00	1	0.01	51	2316	21	0.20	272	2.64
2	2085	0	0.00	1	0.01	52	2318	27	0.26	299	2.90
3	2111	0	0.00	1	0.01	53	2320	25	0.24	324	3.15
4	2130	0	0.00	1	0.01	54	2322	28	0.27	352	3.42
5	2145	0	0.00	1	0.01	55	2324	39	0.38	391	3.80
6	2157	0	0.00	1	0.01	56	2326	37	0.36	428	4.16
7	2168	0	0.00	1	0.01	57	2328	46	0.45	474	4.60
8	2177	1	0.01	2	0.02	58	2330	36	0.35	510	4.95
9	2185	0	0.00	2	0.02	59	2332	51	0.50	561	5.45
10	2192	0	0.00	2	0.02	60	2334	41	0.40	602	5.85
11	2198	0	0.00	2	0.02	61	2336	47	0.46	649	6.30
12	2204	0	0.00	2	0.02	62	2338	57	0.55	706	6.86
13	2210	0	0.00	2	0.02	63	2340	60	0.58	766	7.44
14	2215	1	0.01	3	0.03	64	2342	60	0.58	826	8.02
15	2220	1	0.01	4	0.04	65	2344	68	0.66	894	8.68
16	2224	0	0.00	4	0.04	66	2346	56	0.54	950	9.23
17	2229	0	0.00	4	0.04	67	2348	66	0.64	1016	9.87
18	2233	1	0.01	5	0.05	68	2349	64	0.62	1080	10.49
19	2237	0	0.00	5	0.05	69	2351	69	0.67	1149	11.16
20	2240	0	0.00	5	0.05	70	2353	71	0.69	1220	11.85
21	2244	1	0.01	6	0.06	71	2355	76	0.74	1296	12.58
22	2247	1	0.01	7	0.07	72	2357	83	0.81	1379	13.39
23	2250	1	0.01	8	0.08	73	2359	84	0.82	1463	14.21
24	2253	0	0.00	8	0.08	74	2361	91	0.88	1554	15.09
25	2256	2	0.02	10	0.10	75	2363	90	0.87	1644	15.96
26	2259	5	0.05	15	0.15	76	2365	99	0.96	1743	16.93
27	2262	1	0.01	16	0.16	77	2367	83	0.81	1826	17.73
28	2265	1	0.01	17	0.17	78	2369	96	0.93	1922	18.66
29	2268	1	0.01	18	0.17	79	2371	91	0.88	2013	19.55
30	2270	12	0.12	30	0.29	80	2373	99	0.96	2112	20.51
31	2273	4	0.04	34	0.33	81	2375	93	0.90	2205	21.41
32	2275	2	0.02	36	0.35	82	2377	118	1.15	2323	22.56
33	2278	6	0.06	42	0.41	83	2379	100	0.97	2423	23.53
34	2280	8	0.08	50	0.49	84	2380	118	1.15	2541	24.67
35	2282	5	0.05	55	0.53	85	2382	113	1.10	2654	25.77
36	2285	13	0.13	68	0.66	86	2384	108	1.05	2762	26.82
37	2287	4	0.04	72	0.70	87	2386	133	1.29	2895	28.11
38	2289	8	0.08	80	0.78	88	2388	133	1.29	3028	29.40
39	2291	7	0.07	87	0.84	89	2390	133	1.29	3161	30.70
40	2293	7	0.07	94	0.91	90	2392	108	1.05	3269	31.74
41	2295	12	0.12	106	1.03	91	2394	132	1.28	3401	33.03
42	2298	13	0.13	119	1.16	92	2396	126	1.22	3527	34.25
43	2300	8	0.08	127	1.23	93	2398	142	1.38	3669	35.63
44	2302	13	0.13	140	1.36	94	2400	130	1.26	3799	36.89
45	2304	17	0.17	157	1.52	95	2402	136	1.32	3935	38.21
46	2306	12	0.12	169	1.64	96	2404	137	1.33	4072	39.54
47	2308	18	0.17	187	1.82	97	2406	172	1.67	4244	41.21
48	2310	17	0.17	204	1.98	98	2408	141	1.37	4385	42.58
49	2312	18	0.17	222	2.16	99	2410	135	1.31	4520	43.89

Table 9.133: AZELLA Stage II Reassessment Form Frequency Distribution at Grade 2

Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %	Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %
100	2412	156	1.51	4676	45.41						
101	2414	161	1.56	4837	46.97						
102	2416	164	1.59	5001	48.56						
103	2418	177	1.72	5178	50.28						
104	2420	183	1.78	5361	52.06						
105	2422	171	1.66	5532	53.72						
106	2424	161	1.56	5693	55.28						
107	2426	189	1.84	5882	57.12						
108	2428	194	1.88	6076	59.00						
109	2430	169	1.64	6245	60.64						
110	2432	189	1.84	6434	62.48						
111	2435	170	1.65	6604	64.13						
112	2437	176	1.71	6780	65.84						
113	2439	181	1.76	6961	67.60						
114	2442	155	1.51	7116	69.10						
115	2444	196	1.90	7312	71.00						
116	2446	176	1.71	7488	72.71						
117	2449	185	1.80	7673	74.51						
118	2451	175	1.70	7848	76.21						
119	2454	201	1.95	8049	78.16						
120	2457	157	1.52	8206	79.69						
121	2459	164	1.59	8370	81.28						
122	2462	157	1.52	8527	82.80						
123	2465	166	1.61	8693	84.41						
124	2468	152	1.48	8845	85.89						
125	2471	162	1.57	9007	87.46						
126	2474	160	1.55	9167	89.02						
127	2477	153	1.49	9320	90.50						
128	2481	115	1.12	9435	91.62						
129	2485	111	1.08	9546	92.70						
130	2488	90	0.87	9636	93.57						
131	2492	116	1.13	9752	94.70						
132	2497	99	0.96	9851	95.66						
133	2501	79	0.77	9930	96.43						
134	2506	78	0.76	10008	97.18						
135	2511	69	0.67	10077	97.85						
136	2517	52	0.50	10129	98.36						
137	2523	35	0.34	10164	98.70						
138	2529	32	0.31	10196	99.01						
139	2537	24	0.23	10220	99.24						
140	2545	20	0.19	10240	99.44						
141	2554	21	0.20	10261	99.64						
142	2564	18	0.17	10279	99.82						
143	2576	6	0.06	10285	99.87						
144	2591	5	0.05	10290	99.92						
145	2610	5	0.05	10295	99.97						
146	2637	2	0.02	10297	99.99						
147	2682	1	0.01	10298	100.00						
148	3000	0	0.00	10298	100.00						

Table 9.134: AZELLA Stage III Reassessment Form Frequency Distribution at Grade 3

Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %	Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %
0	2000	0	0.00	0	0.00	50	2352	20	0.24	410	4.94
1	2086	0	0.00	0	0.00	51	2354	33	0.40	443	5.34
2	2132	0	0.00	0	0.00	52	2355	31	0.37	474	5.71
3	2158	0	0.00	0	0.00	53	2357	40	0.48	514	6.20
4	2177	0	0.00	0	0.00	54	2359	36	0.43	550	6.63
5	2192	0	0.00	0	0.00	55	2361	45	0.54	595	7.17
6	2204	0	0.00	0	0.00	56	2362	37	0.45	632	7.62
7	2215	1	0.01	1	0.01	57	2364	51	0.61	683	8.23
8	2223	1	0.01	2	0.02	58	2366	70	0.84	753	9.08
9	2231	0	0.00	2	0.02	59	2368	72	0.87	825	9.95
10	2238	0	0.00	2	0.02	60	2369	56	0.68	881	10.62
11	2245	0	0.00	2	0.02	61	2371	78	0.94	959	11.56
12	2251	1	0.01	3	0.04	62	2373	73	0.88	1032	12.44
13	2256	0	0.00	3	0.04	63	2374	71	0.86	1103	13.30
14	2261	0	0.00	3	0.04	64	2376	61	0.74	1164	14.03
15	2265	0	0.00	3	0.04	65	2378	60	0.72	1224	14.76
16	2270	0	0.00	3	0.04	66	2379	78	0.94	1302	15.70
17	2274	1	0.01	4	0.05	67	2381	93	1.12	1395	16.82
18	2278	1	0.01	5	0.06	68	2383	105	1.27	1500	18.09
19	2281	1	0.01	6	0.07	69	2384	98	1.18	1598	19.27
20	2285	0	0.00	6	0.07	70	2386	85	1.02	1683	20.29
21	2288	3	0.04	9	0.11	71	2388	95	1.15	1778	21.44
22	2291	1	0.01	10	0.12	72	2389	102	1.23	1880	22.67
23	2294	2	0.02	12	0.14	73	2391	113	1.36	1993	24.03
24	2297	12	0.14	24	0.29	74	2393	100	1.21	2093	25.24
25	2300	5	0.06	29	0.35	75	2394	98	1.18	2191	26.42
26	2302	11	0.13	40	0.48	76	2396	118	1.42	2309	27.84
27	2305	7	0.08	47	0.57	77	2398	109	1.31	2418	29.15
28	2307	11	0.13	58	0.70	78	2399	146	1.76	2564	30.91
29	2310	10	0.12	68	0.82	79	2401	98	1.18	2662	32.10
30	2312	9	0.11	77	0.93	80	2403	120	1.45	2782	33.54
31	2314	8	0.10	85	1.02	81	2404	107	1.29	2889	34.83
32	2317	14	0.17	99	1.19	82	2406	137	1.65	3026	36.48
33	2319	5	0.06	104	1.25	83	2408	124	1.50	3150	37.98
34	2321	9	0.11	113	1.36	84	2409	127	1.53	3277	39.51
35	2323	13	0.16	126	1.52	85	2411	125	1.51	3402	41.02
36	2325	16	0.19	142	1.71	86	2413	119	1.43	3521	42.45
37	2327	17	0.20	159	1.92	87	2414	141	1.70	3662	44.15
38	2329	13	0.16	172	2.07	88	2416	146	1.76	3808	45.91
39	2331	15	0.18	187	2.25	89	2418	150	1.81	3958	47.72
40	2333	15	0.18	202	2.44	90	2420	135	1.63	4093	49.35
41	2335	13	0.16	215	2.59	91	2421	144	1.74	4237	51.09
42	2337	16	0.19	231	2.79	92	2423	147	1.77	4384	52.86
43	2339	19	0.23	250	3.01	93	2425	141	1.70	4525	54.56
44	2341	22	0.27	272	3.28	94	2427	128	1.54	4653	56.10
45	2343	25	0.30	297	3.58	95	2428	153	1.84	4806	57.95
46	2345	22	0.27	319	3.85	96	2430	145	1.75	4951	59.69
47	2346	20	0.24	339	4.09	97	2432	117	1.41	5068	61.10
48	2348	29	0.35	368	4.44	98	2434	131	1.58	5199	62.68
49	2350	22	0.27	390	4.70	99	2436	119	1.43	5318	64.12

Table 9.134: AZELLA Stage III Reassessment Form Frequency Distribution at Grade 3

Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %	Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %
100	2438	155	1.87	5473	65.99	150	2590	4	0.05	8290	99.95
101	2439	114	1.37	5587	67.36	151	2596	0	0.00	8290	99.95
102	2441	139	1.68	5726	69.04	152	2603	2	0.02	8292	99.98
103	2443	108	1.30	5834	70.34	153	2611	0	0.00	8292	99.98
104	2445	133	1.60	5967	71.94	154	2619	1	0.01	8293	99.99
105	2447	127	1.53	6094	73.47	155	2628	0	0.00	8293	99.99
106	2449	112	1.35	6206	74.83	156	2637	1	0.01	8294	100.00
107	2451	111	1.34	6317	76.16	157	2648	0	0.00	8294	100.00
108	2453	111	1.34	6428	77.50	158	2661	0	0.00	8294	100.00
109	2455	105	1.27	6533	78.77	159	2675	0	0.00	8294	100.00
110	2457	129	1.56	6662	80.32	160	2692	0	0.00	8294	100.00
111	2459	93	1.12	6755	81.44	161	2714	0	0.00	8294	100.00
112	2462	87	1.05	6842	82.49	162	2743	0	0.00	8294	100.00
113	2464	94	1.13	6936	83.63	163	2791	0	0.00	8294	100.00
114	2466	101	1.22	7037	84.84	164	3000	0	0.00	8294	100.00
115	2468	95	1.15	7132	85.99						
116	2470	84	1.01	7216	87.00						
117	2473	70	0.84	7286	87.85						
118	2475	91	1.10	7377	88.94						
119	2477	61	0.74	7438	89.68						
120	2480	75	0.90	7513	90.58						
121	2482	52	0.63	7565	91.21						
122	2485	76	0.92	7641	92.13						
123	2487	54	0.65	7695	92.78						
124	2490	60	0.72	7755	93.50						
125	2493	49	0.59	7804	94.09						
126	2495	48	0.58	7852	94.67						
127	2498	47	0.57	7899	95.24						
128	2501	47	0.57	7946	95.80						
129	2504	32	0.39	7978	96.19						
130	2507	41	0.49	8019	96.68						
131	2510	28	0.34	8047	97.02						
132	2513	38	0.46	8085	97.48						
133	2516	21	0.25	8106	97.73						
134	2519	26	0.31	8132	98.05						
135	2523	19	0.23	8151	98.28						
136	2526	36	0.43	8187	98.71						
137	2529	12	0.14	8199	98.85						
138	2533	18	0.22	8217	99.07						
139	2537	12	0.14	8229	99.22						
140	2541	11	0.13	8240	99.35						
141	2545	11	0.13	8251	99.48						
142	2549	12	0.14	8263	99.63						
143	2553	1	0.01	8264	99.64						
144	2558	6	0.07	8270	99.71						
145	2562	7	0.08	8277	99.80						
146	2567	2	0.02	8279	99.82						
147	2573	1	0.01	8280	99.83						
148	2578	5	0.06	8285	99.89						
149	2584	1	0.01	8286	99.90						

Table 9.135: AZELLA Stage III Reassessment Form Frequency Distribution at Grade 4

Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %	Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %
0	2000	0	0.00	0	0.00	50	2352	17	0.21	272	3.40
1	2086	0	0.00	0	0.00	51	2354	14	0.17	286	3.57
2	2132	0	0.00	0	0.00	52	2355	21	0.26	307	3.83
3	2158	0	0.00	0	0.00	53	2357	16	0.20	323	4.03
4	2177	0	0.00	0	0.00	54	2359	16	0.20	339	4.23
5	2192	0	0.00	0	0.00	55	2361	28	0.35	367	4.58
6	2204	0	0.00	0	0.00	56	2362	24	0.30	391	4.88
7	2215	0	0.00	0	0.00	57	2364	28	0.35	419	5.23
8	2223	0	0.00	0	0.00	58	2366	23	0.29	442	5.52
9	2231	0	0.00	0	0.00	59	2368	26	0.32	468	5.85
10	2238	0	0.00	0	0.00	60	2369	21	0.26	489	6.11
11	2245	0	0.00	0	0.00	61	2371	29	0.36	518	6.47
12	2251	1	0.01	1	0.01	62	2373	20	0.25	538	6.72
13	2256	0	0.00	1	0.01	63	2374	32	0.40	570	7.12
14	2261	0	0.00	1	0.01	64	2376	21	0.26	591	7.38
15	2265	0	0.00	1	0.01	65	2378	35	0.44	626	7.82
16	2270	2	0.02	3	0.04	66	2379	37	0.46	663	8.28
17	2274	0	0.00	3	0.04	67	2381	38	0.47	701	8.76
18	2278	1	0.01	4	0.05	68	2383	39	0.49	740	9.24
19	2281	0	0.00	4	0.05	69	2384	33	0.41	773	9.66
20	2285	1	0.01	5	0.06	70	2386	36	0.45	809	10.10
21	2288	0	0.00	5	0.06	71	2388	36	0.45	845	10.55
22	2291	4	0.05	9	0.11	72	2389	44	0.55	889	11.10
23	2294	4	0.05	13	0.16	73	2391	38	0.47	927	11.58
24	2297	5	0.06	18	0.22	74	2393	48	0.60	975	12.18
25	2300	2	0.02	20	0.25	75	2394	34	0.42	1009	12.60
26	2302	3	0.04	23	0.29	76	2396	57	0.71	1066	13.32
27	2305	6	0.07	29	0.36	77	2398	51	0.64	1117	13.95
28	2307	5	0.06	34	0.42	78	2399	56	0.70	1173	14.65
29	2310	2	0.02	36	0.45	79	2401	54	0.67	1227	15.33
30	2312	6	0.07	42	0.52	80	2403	58	0.72	1285	16.05
31	2314	1	0.01	43	0.54	81	2404	59	0.74	1344	16.79
32	2317	7	0.09	50	0.62	82	2406	66	0.82	1410	17.61
33	2319	8	0.10	58	0.72	83	2408	73	0.91	1483	18.52
34	2321	8	0.10	66	0.82	84	2409	61	0.76	1544	19.29
35	2323	11	0.14	77	0.96	85	2411	76	0.95	1620	20.23
36	2325	9	0.11	86	1.07	86	2413	53	0.66	1673	20.90
37	2327	6	0.07	92	1.15	87	2414	75	0.94	1748	21.83
38	2329	9	0.11	101	1.26	88	2416	72	0.90	1820	22.73
39	2331	8	0.10	109	1.36	89	2418	60	0.75	1880	23.48
40	2333	16	0.20	125	1.56	90	2420	81	1.01	1961	24.49
41	2335	7	0.09	132	1.65	91	2421	61	0.76	2022	25.26
42	2337	13	0.16	145	1.81	92	2423	85	1.06	2107	26.32
43	2339	13	0.16	158	1.97	93	2425	94	1.17	2201	27.49
44	2341	16	0.20	174	2.17	94	2427	90	1.12	2291	28.62
45	2343	16	0.20	190	2.37	95	2428	85	1.06	2376	29.68
46	2345	13	0.16	203	2.54	96	2430	86	1.07	2462	30.75
47	2346	19	0.24	222	2.77	97	2432	87	1.09	2549	31.84
48	2348	17	0.21	239	2.99	98	2434	118	1.47	2667	33.31
49	2350	16	0.20	255	3.19	99	2436	86	1.07	2753	34.39

Table 9.135: AZELLA Stage III Reassessment Form Frequency Distribution at Grade 4

Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %	Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %
100	2438	122	1.52	2875	35.91	150	2590	7	0.09	7968	99.53
101	2439	115	1.44	2990	37.35	151	2596	6	0.07	7974	99.60
102	2441	117	1.46	3107	38.81	152	2603	12	0.15	7986	99.75
103	2443	94	1.17	3201	39.98	153	2611	2	0.02	7988	99.78
104	2445	111	1.39	3312	41.37	154	2619	6	0.07	7994	99.85
105	2447	112	1.40	3424	42.77	155	2628	3	0.04	7997	99.89
106	2449	121	1.51	3545	44.28	156	2637	3	0.04	8000	99.93
107	2451	116	1.45	3661	45.73	157	2648	3	0.04	8003	99.96
108	2453	152	1.90	3813	47.63	158	2661	2	0.02	8005	99.99
109	2455	114	1.42	3927	49.05	159	2675	0	0.00	8005	99.99
110	2457	136	1.70	4063	50.75	160	2692	1	0.01	8006	100.00
111	2459	111	1.39	4174	52.14	161	2714	0	0.00	8006	100.00
112	2462	130	1.62	4304	53.76	162	2743	0	0.00	8006	100.00
113	2464	141	1.76	4445	55.52	163	2791	0	0.00	8006	100.00
114	2466	154	1.92	4599	57.44	164	3000	0	0.00	8006	100.00
115	2468	151	1.89	4750	59.33						
116	2470	157	1.96	4907	61.29						
117	2473	106	1.32	5013	62.62						
118	2475	177	2.21	5190	64.83						
119	2477	143	1.79	5333	66.61						
120	2480	180	2.25	5513	68.86						
121	2482	122	1.52	5635	70.38						
122	2485	157	1.96	5792	72.35						
123	2487	106	1.32	5898	73.67						
124	2490	153	1.91	6051	75.58						
125	2493	119	1.49	6170	77.07						
126	2495	148	1.85	6318	78.92						
127	2498	114	1.42	6432	80.34						
128	2501	186	2.32	6618	82.66						
129	2504	109	1.36	6727	84.02						
130	2507	126	1.57	6853	85.60						
131	2510	93	1.16	6946	86.76						
132	2513	130	1.62	7076	88.38						
133	2516	83	1.04	7159	89.42						
134	2519	112	1.40	7271	90.82						
135	2523	58	0.72	7329	91.54						
136	2526	104	1.30	7433	92.84						
137	2529	52	0.65	7485	93.49						
138	2533	103	1.29	7588	94.78						
139	2537	45	0.56	7633	95.34						
140	2541	72	0.90	7705	96.24						
141	2545	39	0.49	7744	96.73						
142	2549	60	0.75	7804	97.48						
143	2553	23	0.29	7827	97.76						
144	2558	44	0.55	7871	98.31						
145	2562	16	0.20	7887	98.51						
146	2567	29	0.36	7916	98.88						
147	2573	16	0.20	7932	99.08						
148	2578	22	0.27	7954	99.35						
149	2584	7	0.09	7961	99.44						

Table 9.136: AZELLA Stage III Reassessment Form Frequency Distribution at Grade 5

Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %	Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %
0	2000	0	0.00	0	0.00	50	2352	12	0.18	182	2.69
1	2086	0	0.00	0	0.00	51	2354	13	0.19	195	2.88
2	2132	0	0.00	0	0.00	52	2355	13	0.19	208	3.07
3	2158	0	0.00	0	0.00	53	2357	17	0.25	225	3.32
4	2177	0	0.00	0	0.00	54	2359	15	0.22	240	3.55
5	2192	0	0.00	0	0.00	55	2361	12	0.18	252	3.72
6	2204	0	0.00	0	0.00	56	2362	17	0.25	269	3.97
7	2215	0	0.00	0	0.00	57	2364	16	0.24	285	4.21
8	2223	0	0.00	0	0.00	58	2366	13	0.19	298	4.40
9	2231	0	0.00	0	0.00	59	2368	16	0.24	314	4.64
10	2238	0	0.00	0	0.00	60	2369	15	0.22	329	4.86
11	2245	0	0.00	0	0.00	61	2371	12	0.18	341	5.04
12	2251	1	0.01	1	0.01	62	2373	13	0.19	354	5.23
13	2256	0	0.00	1	0.01	63	2374	13	0.19	367	5.42
14	2261	0	0.00	1	0.01	64	2376	16	0.24	383	5.66
15	2265	0	0.00	1	0.01	65	2378	23	0.34	406	6.00
16	2270	0	0.00	1	0.01	66	2379	23	0.34	429	6.34
17	2274	0	0.00	1	0.01	67	2381	19	0.28	448	6.62
18	2278	0	0.00	1	0.01	68	2383	24	0.35	472	6.97
19	2281	1	0.01	2	0.03	69	2384	25	0.37	497	7.34
20	2285	2	0.03	4	0.06	70	2386	19	0.28	516	7.62
21	2288	0	0.00	4	0.06	71	2388	22	0.33	538	7.95
22	2291	2	0.03	6	0.09	72	2389	26	0.38	564	8.33
23	2294	2	0.03	8	0.12	73	2391	25	0.37	589	8.70
24	2297	4	0.06	12	0.18	74	2393	27	0.40	616	9.10
25	2300	3	0.04	15	0.22	75	2394	19	0.28	635	9.38
26	2302	2	0.03	17	0.25	76	2396	30	0.44	665	9.82
27	2305	4	0.06	21	0.31	77	2398	28	0.41	693	10.24
28	2307	2	0.03	23	0.34	78	2399	28	0.41	721	10.65
29	2310	2	0.03	25	0.37	79	2401	26	0.38	747	11.04
30	2312	3	0.04	28	0.41	80	2403	29	0.43	776	11.46
31	2314	3	0.04	31	0.46	81	2404	28	0.41	804	11.88
32	2317	8	0.12	39	0.58	82	2406	30	0.44	834	12.32
33	2319	9	0.13	48	0.71	83	2408	40	0.59	874	12.91
34	2321	3	0.04	51	0.75	84	2409	35	0.52	909	13.43
35	2323	4	0.06	55	0.81	85	2411	28	0.41	937	13.84
36	2325	9	0.13	64	0.95	86	2413	36	0.53	973	14.37
37	2327	8	0.12	72	1.06	87	2414	35	0.52	1008	14.89
38	2329	11	0.16	83	1.23	88	2416	43	0.64	1051	15.53
39	2331	3	0.04	86	1.27	89	2418	44	0.65	1095	16.18
40	2333	5	0.07	91	1.34	90	2420	55	0.81	1150	16.99
41	2335	9	0.13	100	1.48	91	2421	45	0.66	1195	17.65
42	2337	7	0.10	107	1.58	92	2423	53	0.78	1248	18.44
43	2339	6	0.09	113	1.67	93	2425	39	0.58	1287	19.01
44	2341	7	0.10	120	1.77	94	2427	52	0.77	1339	19.78
45	2343	13	0.19	133	1.96	95	2428	50	0.74	1389	20.52
46	2345	7	0.10	140	2.07	96	2430	53	0.78	1442	21.30
47	2346	7	0.10	147	2.17	97	2432	41	0.61	1483	21.91
48	2348	15	0.22	162	2.39	98	2434	66	0.98	1549	22.88
49	2350	8	0.12	170	2.51	99	2436	53	0.78	1602	23.67

Table 9.136: AZELLA Stage III Reassessment Form Frequency Distribution at Grade 5

Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %	Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %
100	2438	82	1.21	1684	24.88	150	2590	37	0.55	6697	98.94
101	2439	51	0.75	1735	25.63	151	2596	10	0.15	6707	99.08
102	2441	82	1.21	1817	26.84	152	2603	29	0.43	6736	99.51
103	2443	69	1.02	1886	27.86	153	2611	2	0.03	6738	99.54
104	2445	78	1.15	1964	29.01	154	2619	17	0.25	6755	99.79
105	2447	61	0.90	2025	29.92	155	2628	2	0.03	6757	99.82
106	2449	88	1.30	2113	31.22	156	2637	10	0.15	6767	99.97
107	2451	78	1.15	2191	32.37	157	2648	0	0.00	6767	99.97
108	2453	82	1.21	2273	33.58	158	2661	1	0.01	6768	99.99
109	2455	83	1.23	2356	34.81	159	2675	0	0.00	6768	99.99
110	2457	92	1.36	2448	36.16	160	2692	1	0.01	6769	100.00
111	2459	74	1.09	2522	37.26	161	2714	0	0.00	6769	100.00
112	2462	124	1.83	2646	39.09	162	2743	0	0.00	6769	100.00
113	2464	86	1.27	2732	40.36	163	2791	0	0.00	6769	100.00
114	2466	117	1.73	2849	42.09	164	3000	0	0.00	6769	100.00
115	2468	97	1.43	2946	43.52						
116	2470	130	1.92	3076	45.44						
117	2473	86	1.27	3162	46.71						
118	2475	132	1.95	3294	48.66						
119	2477	82	1.21	3376	49.87						
120	2480	131	1.94	3507	51.81						
121	2482	114	1.68	3621	53.49						
122	2485	162	2.39	3783	55.89						
123	2487	109	1.61	3892	57.50						
124	2490	157	2.32	4049	59.82						
125	2493	104	1.54	4153	61.35						
126	2495	156	2.30	4309	63.66						
127	2498	118	1.74	4427	65.40						
128	2501	185	2.73	4612	68.13						
129	2504	107	1.58	4719	69.71						
130	2507	136	2.01	4855	71.72						
131	2510	115	1.70	4970	73.42						
132	2513	198	2.93	5168	76.35						
133	2516	101	1.49	5269	77.84						
134	2519	178	2.63	5447	80.47						
135	2523	92	1.36	5539	81.83						
136	2526	175	2.59	5714	84.41						
137	2529	77	1.14	5791	85.55						
138	2533	143	2.11	5934	87.66						
139	2537	70	1.03	6004	88.70						
140	2541	123	1.82	6127	90.52						
141	2545	67	0.99	6194	91.51						
142	2549	120	1.77	6314	93.28						
143	2553	44	0.65	6358	93.93						
144	2558	87	1.29	6445	95.21						
145	2562	40	0.59	6485	95.80						
146	2567	88	1.30	6573	97.10						
147	2573	25	0.37	6598	97.47						
148	2578	46	0.68	6644	98.15						
149	2584	16	0.24	6660	98.39						

Table 9.137: AZELLA Stage IV Reassessment Form Frequency Distribution at Grade 6

Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %	Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %
0	2000	0	0.00	0	0.00	50	2383	21	0.49	243	5.62
1	2116	0	0.00	0	0.00	51	2385	15	0.35	258	5.97
2	2161	0	0.00	0	0.00	52	2387	13	0.30	271	6.27
3	2187	1	0.02	1	0.02	53	2388	17	0.39	288	6.66
4	2206	0	0.00	1	0.02	54	2390	20	0.46	308	7.12
5	2221	0	0.00	1	0.02	55	2392	19	0.44	327	7.56
6	2233	0	0.00	1	0.02	56	2394	14	0.32	341	7.89
7	2243	0	0.00	1	0.02	57	2395	26	0.60	367	8.49
8	2252	0	0.00	1	0.02	58	2397	24	0.56	391	9.04
9	2260	0	0.00	1	0.02	59	2399	20	0.46	411	9.51
10	2267	0	0.00	1	0.02	60	2401	18	0.42	429	9.92
11	2274	0	0.00	1	0.02	61	2402	31	0.72	460	10.64
12	2280	1	0.02	2	0.05	62	2404	35	0.81	495	11.45
13	2285	0	0.00	2	0.05	63	2406	32	0.74	527	12.19
14	2290	0	0.00	2	0.05	64	2407	46	1.06	573	13.25
15	2295	0	0.00	2	0.05	65	2409	28	0.65	601	13.90
16	2299	1	0.02	3	0.07	66	2411	32	0.74	633	14.64
17	2303	0	0.00	3	0.07	67	2412	31	0.72	664	15.36
18	2307	0	0.00	3	0.07	68	2414	28	0.65	692	16.00
19	2310	1	0.02	4	0.09	69	2416	26	0.60	718	16.60
20	2314	0	0.00	4	0.09	70	2417	32	0.74	750	17.35
21	2317	2	0.05	6	0.14	71	2419	34	0.79	784	18.13
22	2320	1	0.02	7	0.16	72	2421	35	0.81	819	18.94
23	2324	1	0.02	8	0.19	73	2422	44	1.02	863	19.96
24	2326	1	0.02	9	0.21	74	2424	48	1.11	911	21.07
25	2329	2	0.05	11	0.25	75	2426	50	1.16	961	22.22
26	2332	4	0.09	15	0.35	76	2427	32	0.74	993	22.96
27	2335	0	0.00	15	0.35	77	2429	50	1.16	1043	24.12
28	2337	3	0.07	18	0.42	78	2431	48	1.11	1091	25.23
29	2340	0	0.00	18	0.42	79	2433	51	1.18	1142	26.41
30	2342	5	0.12	23	0.53	80	2434	53	1.23	1195	27.64
31	2345	4	0.09	27	0.62	81	2436	46	1.06	1241	28.70
32	2347	7	0.16	34	0.79	82	2438	53	1.23	1294	29.93
33	2349	5	0.12	39	0.90	83	2439	46	1.06	1340	30.99
34	2351	6	0.14	45	1.04	84	2441	64	1.48	1404	32.47
35	2354	7	0.16	52	1.20	85	2443	56	1.30	1460	33.77
36	2356	8	0.19	60	1.39	86	2445	46	1.06	1506	34.83
37	2358	10	0.23	70	1.62	87	2446	49	1.13	1555	35.96
38	2360	7	0.16	77	1.78	88	2448	49	1.13	1604	37.10
39	2362	8	0.19	85	1.97	89	2450	60	1.39	1664	38.48
40	2364	6	0.14	91	2.10	90	2452	65	1.50	1729	39.99
41	2366	11	0.25	102	2.36	91	2453	82	1.90	1811	41.88
42	2368	7	0.16	109	2.52	92	2455	68	1.57	1879	43.46
43	2370	10	0.23	119	2.75	93	2457	70	1.62	1949	45.07
44	2372	13	0.30	132	3.05	94	2459	60	1.39	2009	46.46
45	2374	17	0.39	149	3.45	95	2461	72	1.67	2081	48.13
46	2376	20	0.46	169	3.91	96	2463	73	1.69	2154	49.81
47	2378	16	0.37	185	4.28	97	2464	65	1.50	2219	51.32
48	2379	19	0.44	204	4.72	98	2466	74	1.71	2293	53.03
49	2381	18	0.42	222	5.13	99	2468	89	2.06	2382	55.09

Table 9.137: AZELLA Stage IV Reassessment Form Frequency Distribution at Grade 6

Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %	Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %
100	2470	86	1.99	2468	57.08	150	2600	2	0.05	4315	99.79
101	2472	72	1.67	2540	58.74	151	2604	0	0.00	4315	99.79
102	2474	73	1.69	2613	60.43	152	2609	2	0.05	4317	99.84
103	2476	64	1.48	2677	61.91	153	2614	1	0.02	4318	99.86
104	2478	73	1.69	2750	63.60	154	2619	1	0.02	4319	99.88
105	2480	66	1.53	2816	65.12	155	2625	1	0.02	4320	99.91
106	2482	76	1.76	2892	66.88	156	2630	2	0.05	4322	99.95
107	2484	58	1.34	2950	68.22	157	2636	0	0.00	4322	99.95
108	2486	62	1.43	3012	69.66	158	2643	0	0.00	4322	99.95
109	2488	90	2.08	3102	71.74	159	2650	0	0.00	4322	99.95
110	2490	80	1.85	3182	73.59	160	2657	1	0.02	4323	99.98
111	2492	59	1.36	3241	74.95	161	2665	0	0.00	4323	99.98
112	2494	64	1.48	3305	76.43	162	2674	0	0.00	4323	99.98
113	2496	55	1.27	3360	77.71	163	2683	0	0.00	4323	99.98
114	2498	62	1.43	3422	79.14	164	2694	0	0.00	4323	99.98
115	2500	66	1.53	3488	80.67	165	2705	0	0.00	4323	99.98
116	2502	65	1.50	3553	82.17	166	2718	0	0.00	4323	99.98
117	2504	69	1.60	3622	83.77	167	2734	0	0.00	4323	99.98
118	2506	55	1.27	3677	85.04	168	2751	0	0.00	4323	99.98
119	2509	56	1.30	3733	86.33	169	2774	1	0.02	4324	100.00
120	2511	49	1.13	3782	87.47	170	2804	0	0.00	4324	100.00
121	2513	44	1.02	3826	88.48	171	2853	0	0.00	4324	100.00
122	2515	43	0.99	3869	89.48	172	3000	0	0.00	4324	100.00
123	2518	35	0.81	3904	90.29						
124	2520	39	0.90	3943	91.19						
125	2522	29	0.67	3972	91.86						
126	2525	33	0.76	4005	92.62						
127	2527	25	0.58	4030	93.20						
128	2530	39	0.90	4069	94.10						
129	2532	24	0.56	4093	94.66						
130	2535	22	0.51	4115	95.17						
131	2537	25	0.58	4140	95.74						
132	2540	24	0.56	4164	96.30						
133	2542	16	0.37	4180	96.67						
134	2545	15	0.35	4195	97.02						
135	2548	11	0.25	4206	97.27						
136	2551	14	0.32	4220	97.59						
137	2554	11	0.25	4231	97.85						
138	2557	20	0.46	4251	98.31						
139	2560	7	0.16	4258	98.47						
140	2563	14	0.32	4272	98.80						
141	2566	2	0.05	4274	98.84						
142	2569	7	0.16	4281	99.01						
143	2573	9	0.21	4290	99.21						
144	2576	3	0.07	4293	99.28						
145	2580	4	0.09	4297	99.38						
146	2583	3	0.07	4300	99.44						
147	2587	3	0.07	4303	99.51						
148	2591	5	0.12	4308	99.63						
149	2595	5	0.12	4313	99.75						

Table 9.138: AZELLA Stage IV Reassessment Form Frequency Distribution at Grade 7

Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %	Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %
0	2000	0	0.00	0	0.00	50	2383	14	0.38	246	6.72
1	2116	0	0.00	0	0.00	51	2385	16	0.44	262	7.15
2	2161	0	0.00	0	0.00	52	2387	10	0.27	272	7.43
3	2187	0	0.00	0	0.00	53	2388	8	0.22	280	7.64
4	2206	0	0.00	0	0.00	54	2390	13	0.35	293	8.00
5	2221	0	0.00	0	0.00	55	2392	19	0.52	312	8.52
6	2233	0	0.00	0	0.00	56	2394	20	0.55	332	9.06
7	2243	0	0.00	0	0.00	57	2395	18	0.49	350	9.56
8	2252	0	0.00	0	0.00	58	2397	13	0.35	363	9.91
9	2260	0	0.00	0	0.00	59	2399	18	0.49	381	10.40
10	2267	0	0.00	0	0.00	60	2401	17	0.46	398	10.87
11	2274	0	0.00	0	0.00	61	2402	24	0.66	422	11.52
12	2280	0	0.00	0	0.00	62	2404	17	0.46	439	11.98
13	2285	0	0.00	0	0.00	63	2406	16	0.44	455	12.42
14	2290	1	0.03	1	0.03	64	2407	26	0.71	481	13.13
15	2295	1	0.03	2	0.05	65	2409	20	0.55	501	13.68
16	2299	0	0.00	2	0.05	66	2411	23	0.63	524	14.31
17	2303	1	0.03	3	0.08	67	2412	26	0.71	550	15.02
18	2307	4	0.11	7	0.19	68	2414	19	0.52	569	15.53
19	2310	0	0.00	7	0.19	69	2416	20	0.55	589	16.08
20	2314	0	0.00	7	0.19	70	2417	23	0.63	612	16.71
21	2317	0	0.00	7	0.19	71	2419	20	0.55	632	17.25
22	2320	1	0.03	8	0.22	72	2421	22	0.60	654	17.85
23	2324	0	0.00	8	0.22	73	2422	32	0.87	686	18.73
24	2326	2	0.05	10	0.27	74	2424	25	0.68	711	19.41
25	2329	2	0.05	12	0.33	75	2426	26	0.71	737	20.12
26	2332	1	0.03	13	0.35	76	2427	26	0.71	763	20.83
27	2335	2	0.05	15	0.41	77	2429	25	0.68	788	21.51
28	2337	3	0.08	18	0.49	78	2431	27	0.74	815	22.25
29	2340	3	0.08	21	0.57	79	2433	23	0.63	838	22.88
30	2342	5	0.14	26	0.71	80	2434	26	0.71	864	23.59
31	2345	4	0.11	30	0.82	81	2436	28	0.76	892	24.35
32	2347	11	0.30	41	1.12	82	2438	32	0.87	924	25.23
33	2349	8	0.22	49	1.34	83	2439	32	0.87	956	26.10
34	2351	7	0.19	56	1.53	84	2441	31	0.85	987	26.95
35	2354	5	0.14	61	1.67	85	2443	37	1.01	1024	27.96
36	2356	20	0.55	81	2.21	86	2445	50	1.37	1074	29.32
37	2358	5	0.14	86	2.35	87	2446	39	1.06	1113	30.38
38	2360	17	0.46	103	2.81	88	2448	47	1.28	1160	31.67
39	2362	15	0.41	118	3.22	89	2450	54	1.47	1214	33.14
40	2364	7	0.19	125	3.41	90	2452	51	1.39	1265	34.53
41	2366	9	0.25	134	3.66	91	2453	44	1.20	1309	35.74
42	2368	9	0.25	143	3.90	92	2455	35	0.96	1344	36.69
43	2370	11	0.30	154	4.20	93	2457	59	1.61	1403	38.30
44	2372	14	0.38	168	4.59	94	2459	42	1.15	1445	39.45
45	2374	16	0.44	184	5.02	95	2461	59	1.61	1504	41.06
46	2376	9	0.25	193	5.27	96	2463	47	1.28	1551	42.34
47	2378	14	0.38	207	5.65	97	2464	39	1.06	1590	43.41
48	2379	12	0.33	219	5.98	98	2466	50	1.37	1640	44.77
49	2381	13	0.35	232	6.33	99	2468	56	1.53	1696	46.30

Table 9.138: AZELLA Stage IV Reassessment Form Frequency Distribution at Grade 7

Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %	Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %
100	2470	49	1.34	1745	47.64	150	2600	3	0.08	3648	99.59
101	2472	43	1.17	1788	48.81	151	2604	3	0.08	3651	99.67
102	2474	71	1.94	1859	50.75	152	2609	7	0.19	3658	99.86
103	2476	52	1.42	1911	52.17	153	2614	0	0.00	3658	99.86
104	2478	62	1.69	1973	53.86	154	2619	0	0.00	3658	99.86
105	2480	53	1.45	2026	55.31	155	2625	2	0.05	3660	99.92
106	2482	74	2.02	2100	57.33	156	2630	0	0.00	3660	99.92
107	2484	59	1.61	2159	58.94	157	2636	0	0.00	3660	99.92
108	2486	65	1.77	2224	60.72	158	2643	1	0.03	3661	99.95
109	2488	66	1.80	2290	62.52	159	2650	0	0.00	3661	99.95
110	2490	58	1.58	2348	64.10	160	2657	0	0.00	3661	99.95
111	2492	68	1.86	2416	65.96	161	2665	0	0.00	3661	99.95
112	2494	57	1.56	2473	67.51	162	2674	1	0.03	3662	99.97
113	2496	61	1.67	2534	69.18	163	2683	0	0.00	3662	99.97
114	2498	74	2.02	2608	71.20	164	2694	0	0.00	3662	99.97
115	2500	58	1.58	2666	72.78	165	2705	1	0.03	3663	100.00
116	2502	47	1.28	2713	74.06	166	2718	0	0.00	3663	100.00
117	2504	70	1.91	2783	75.98	167	2734	0	0.00	3663	100.00
118	2506	49	1.34	2832	77.31	168	2751	0	0.00	3663	100.00
119	2509	56	1.53	2888	78.84	169	2774	0	0.00	3663	100.00
120	2511	64	1.75	2952	80.59	170	2804	0	0.00	3663	100.00
121	2513	39	1.06	2991	81.65	171	2853	0	0.00	3663	100.00
122	2515	46	1.26	3037	82.91	172	3000	0	0.00	3663	100.00
123	2518	53	1.45	3090	84.36						
124	2520	47	1.28	3137	85.64						
125	2522	44	1.20	3181	86.84						
126	2525	37	1.01	3218	87.85						
127	2527	37	1.01	3255	88.86						
128	2530	37	1.01	3292	89.87						
129	2532	41	1.12	3333	90.99						
130	2535	32	0.87	3365	91.86						
131	2537	28	0.76	3393	92.63						
132	2540	17	0.46	3410	93.09						
133	2542	29	0.79	3439	93.88						
134	2545	26	0.71	3465	94.59						
135	2548	20	0.55	3485	95.14						
136	2551	17	0.46	3502	95.60						
137	2554	24	0.66	3526	96.26						
138	2557	20	0.55	3546	96.81						
139	2560	15	0.41	3561	97.22						
140	2563	9	0.25	3570	97.46						
141	2566	15	0.41	3585	97.87						
142	2569	8	0.22	3593	98.09						
143	2573	10	0.27	3603	98.36						
144	2576	9	0.25	3612	98.61						
145	2580	10	0.27	3622	98.88						
146	2583	4	0.11	3626	98.99						
147	2587	6	0.16	3632	99.15						
148	2591	10	0.27	3642	99.43						
149	2595	3	0.08	3645	99.51						

Table 9.139: AZELLA Stage IV Reassessment Form Frequency Distribution at Grade 8

Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %	Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %
0	2000	0	0.00	0	0.00	50	2383	16	0.61	169	6.47
1	2116	0	0.00	0	0.00	51	2385	9	0.34	178	6.81
2	2161	1	0.04	1	0.04	52	2387	5	0.19	183	7.00
3	2187	0	0.00	1	0.04	53	2388	9	0.34	192	7.35
4	2206	0	0.00	1	0.04	54	2390	11	0.42	203	7.77
5	2221	0	0.00	1	0.04	55	2392	14	0.54	217	8.30
6	2233	0	0.00	1	0.04	56	2394	8	0.31	225	8.61
7	2243	0	0.00	1	0.04	57	2395	14	0.54	239	9.14
8	2252	0	0.00	1	0.04	58	2397	15	0.57	254	9.72
9	2260	0	0.00	1	0.04	59	2399	8	0.31	262	10.02
10	2267	0	0.00	1	0.04	60	2401	11	0.42	273	10.44
11	2274	0	0.00	1	0.04	61	2402	9	0.34	282	10.79
12	2280	0	0.00	1	0.04	62	2404	8	0.31	290	11.09
13	2285	0	0.00	1	0.04	63	2406	17	0.65	307	11.74
14	2290	1	0.04	2	0.08	64	2407	12	0.46	319	12.20
15	2295	1	0.04	3	0.11	65	2409	15	0.57	334	12.78
16	2299	0	0.00	3	0.11	66	2411	12	0.46	346	13.24
17	2303	0	0.00	3	0.11	67	2412	9	0.34	355	13.58
18	2307	0	0.00	3	0.11	68	2414	15	0.57	370	14.15
19	2310	0	0.00	3	0.11	69	2416	7	0.27	377	14.42
20	2314	1	0.04	4	0.15	70	2417	16	0.61	393	15.03
21	2317	0	0.00	4	0.15	71	2419	12	0.46	405	15.49
22	2320	3	0.11	7	0.27	72	2421	12	0.46	417	15.95
23	2324	0	0.00	7	0.27	73	2422	17	0.65	434	16.60
24	2326	1	0.04	8	0.31	74	2424	6	0.23	440	16.83
25	2329	2	0.08	10	0.38	75	2426	16	0.61	456	17.44
26	2332	4	0.15	14	0.54	76	2427	18	0.69	474	18.13
27	2335	1	0.04	15	0.57	77	2429	17	0.65	491	18.78
28	2337	1	0.04	16	0.61	78	2431	21	0.80	512	19.59
29	2340	4	0.15	20	0.77	79	2433	17	0.65	529	20.24
30	2342	7	0.27	27	1.03	80	2434	23	0.88	552	21.12
31	2345	1	0.04	28	1.07	81	2436	23	0.88	575	22.00
32	2347	6	0.23	34	1.30	82	2438	21	0.80	596	22.80
33	2349	4	0.15	38	1.45	83	2439	19	0.73	615	23.53
34	2351	7	0.27	45	1.72	84	2441	23	0.88	638	24.41
35	2354	2	0.08	47	1.80	85	2443	23	0.88	661	25.29
36	2356	4	0.15	51	1.95	86	2445	21	0.80	682	26.09
37	2358	6	0.23	57	2.18	87	2446	27	1.03	709	27.12
38	2360	7	0.27	64	2.45	88	2448	19	0.73	728	27.85
39	2362	6	0.23	70	2.68	89	2450	22	0.84	750	28.69
40	2364	8	0.31	78	2.98	90	2452	26	0.99	776	29.69
41	2366	3	0.11	81	3.10	91	2453	34	1.30	810	30.99
42	2368	11	0.42	92	3.52	92	2455	30	1.15	840	32.13
43	2370	9	0.34	101	3.86	93	2457	26	0.99	866	33.13
44	2372	6	0.23	107	4.09	94	2459	41	1.57	907	34.70
45	2374	9	0.34	116	4.44	95	2461	40	1.53	947	36.23
46	2376	5	0.19	121	4.63	96	2463	27	1.03	974	37.26
47	2378	11	0.42	132	5.05	97	2464	35	1.34	1009	38.60
48	2379	13	0.50	145	5.55	98	2466	33	1.26	1042	39.86
49	2381	8	0.31	153	5.85	99	2468	37	1.42	1079	41.28

Table 9.139: AZELLA Stage IV Reassessment Form Frequency Distribution at Grade 8

Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %	Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %
100	2470	27	1.03	1106	42.31	150	2600	3	0.11	2589	99.04
101	2472	38	1.45	1144	43.76	151	2604	10	0.38	2599	99.43
102	2474	32	1.22	1176	44.99	152	2609	2	0.08	2601	99.50
103	2476	30	1.15	1206	46.14	153	2614	2	0.08	2603	99.58
104	2478	47	1.80	1253	47.93	154	2619	1	0.04	2604	99.62
105	2480	54	2.07	1307	50.00	155	2625	1	0.04	2605	99.66
106	2482	45	1.72	1352	51.72	156	2630	2	0.08	2607	99.73
107	2484	43	1.64	1395	53.37	157	2636	2	0.08	2609	99.81
108	2486	43	1.64	1438	55.01	158	2643	1	0.04	2610	99.85
109	2488	43	1.64	1481	56.66	159	2650	1	0.04	2611	99.89
110	2490	39	1.49	1520	58.15	160	2657	1	0.04	2612	99.92
111	2492	35	1.34	1555	59.49	161	2665	1	0.04	2613	99.96
112	2494	38	1.45	1593	60.94	162	2674	0	0.00	2613	99.96
113	2496	37	1.42	1630	62.36	163	2683	0	0.00	2613	99.96
114	2498	40	1.53	1670	63.89	164	2694	0	0.00	2613	99.96
115	2500	45	1.72	1715	65.61	165	2705	1	0.04	2614	100.00
116	2502	40	1.53	1755	67.14	166	2718	0	0.00	2614	100.00
117	2504	42	1.61	1797	68.75	167	2734	0	0.00	2614	100.00
118	2506	49	1.87	1846	70.62	168	2751	0	0.00	2614	100.00
119	2509	50	1.91	1896	72.53	169	2774	0	0.00	2614	100.00
120	2511	38	1.45	1934	73.99	170	2804	0	0.00	2614	100.00
121	2513	33	1.26	1967	75.25	171	2853	0	0.00	2614	100.00
122	2515	36	1.38	2003	76.63	172	3000	0	0.00	2614	100.00
123	2518	46	1.76	2049	78.39						
124	2520	43	1.64	2092	80.03						
125	2522	27	1.03	2119	81.06						
126	2525	44	1.68	2163	82.75						
127	2527	41	1.57	2204	84.32						
128	2530	38	1.45	2242	85.77						
129	2532	28	1.07	2270	86.84						
130	2535	31	1.19	2301	88.03						
131	2537	25	0.96	2326	88.98						
132	2540	22	0.84	2348	89.82						
133	2542	35	1.34	2383	91.16						
134	2545	28	1.07	2411	92.23						
135	2548	23	0.88	2434	93.11						
136	2551	16	0.61	2450	93.73						
137	2554	18	0.69	2468	94.41						
138	2557	12	0.46	2480	94.87						
139	2560	10	0.38	2490	95.26						
140	2563	15	0.57	2505	95.83						
141	2566	14	0.54	2519	96.37						
142	2569	8	0.31	2527	96.67						
143	2573	9	0.34	2536	97.02						
144	2576	10	0.38	2546	97.40						
145	2580	9	0.34	2555	97.74						
146	2583	15	0.57	2570	98.32						
147	2587	8	0.31	2578	98.62						
148	2591	6	0.23	2584	98.85						
149	2595	2	0.08	2586	98.93						

Table 9.140: AZELLA Stage V Reassessment Form Frequency Distribution at Grade 9

Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %	Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %
0	2000	0	0.00	0	0.00	50	2399	16	0.79	177	8.79
1	2131	0	0.00	0	0.00	51	2401	9	0.45	186	9.24
2	2176	0	0.00	0	0.00	52	2403	9	0.45	195	9.68
3	2202	0	0.00	0	0.00	53	2404	15	0.74	210	10.43
4	2221	0	0.00	0	0.00	54	2406	15	0.74	225	11.17
5	2236	0	0.00	0	0.00	55	2408	14	0.70	239	11.87
6	2248	0	0.00	0	0.00	56	2410	10	0.50	249	12.36
7	2259	0	0.00	0	0.00	57	2411	16	0.79	265	13.16
8	2268	0	0.00	0	0.00	58	2413	13	0.65	278	13.80
9	2276	0	0.00	0	0.00	59	2415	17	0.84	295	14.65
10	2283	0	0.00	0	0.00	60	2417	13	0.65	308	15.29
11	2289	0	0.00	0	0.00	61	2419	13	0.65	321	15.94
12	2295	0	0.00	0	0.00	62	2420	14	0.70	335	16.63
13	2300	0	0.00	0	0.00	63	2422	20	0.99	355	17.63
14	2306	0	0.00	0	0.00	64	2424	15	0.74	370	18.37
15	2310	0	0.00	0	0.00	65	2426	27	1.34	397	19.71
16	2315	1	0.05	1	0.05	66	2427	17	0.84	414	20.56
17	2319	2	0.10	3	0.15	67	2429	16	0.79	430	21.35
18	2323	1	0.05	4	0.20	68	2431	30	1.49	460	22.84
19	2326	1	0.05	5	0.25	69	2433	17	0.84	477	23.68
20	2330	0	0.00	5	0.25	70	2435	21	1.04	498	24.73
21	2333	0	0.00	5	0.25	71	2436	23	1.14	521	25.87
22	2336	0	0.00	5	0.25	72	2438	27	1.34	548	27.21
23	2340	1	0.05	6	0.30	73	2440	27	1.34	575	28.55
24	2342	3	0.15	9	0.45	74	2442	20	0.99	595	29.54
25	2345	0	0.00	9	0.45	75	2444	26	1.29	621	30.83
26	2348	0	0.00	9	0.45	76	2445	34	1.69	655	32.52
27	2351	6	0.30	15	0.74	77	2447	30	1.49	685	34.01
28	2353	2	0.10	17	0.84	78	2449	24	1.19	709	35.20
29	2356	1	0.05	18	0.89	79	2451	29	1.44	738	36.64
30	2358	5	0.25	23	1.14	80	2453	28	1.39	766	38.03
31	2361	4	0.20	27	1.34	81	2455	22	1.09	788	39.13
32	2363	6	0.30	33	1.64	82	2456	24	1.19	812	40.32
33	2365	5	0.25	38	1.89	83	2458	28	1.39	840	41.71
34	2367	6	0.30	44	2.18	84	2460	26	1.29	866	43.00
35	2370	8	0.40	52	2.58	85	2462	31	1.54	897	44.54
36	2372	6	0.30	58	2.88	86	2464	31	1.54	928	46.08
37	2374	6	0.30	64	3.18	87	2466	33	1.64	961	47.72
38	2376	7	0.35	71	3.53	88	2468	31	1.54	992	49.26
39	2378	3	0.15	74	3.67	89	2470	24	1.19	1016	50.45
40	2380	7	0.35	81	4.02	90	2471	22	1.09	1038	51.54
41	2382	4	0.20	85	4.22	91	2473	22	1.09	1060	52.63
42	2384	9	0.45	94	4.67	92	2475	22	1.09	1082	53.72
43	2386	2	0.10	96	4.77	93	2477	48	2.38	1130	56.11
44	2388	13	0.65	109	5.41	94	2479	31	1.54	1161	57.65
45	2390	9	0.45	118	5.86	95	2481	27	1.34	1188	58.99
46	2392	15	0.74	133	6.60	96	2483	33	1.64	1221	60.63
47	2393	8	0.40	141	7.00	97	2485	32	1.59	1253	62.21
48	2395	8	0.40	149	7.40	98	2487	24	1.19	1277	63.41
49	2397	12	0.60	161	7.99	99	2489	24	1.19	1301	64.60

Table 9.140: AZELLA Stage V Reassessment Form Frequency Distribution at Grade 9

Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %	Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %
100	2491	43	2.14	1344	66.73	150	2634	2	0.10	2013	99.95
101	2493	40	1.99	1384	68.72	151	2639	0	0.00	2013	99.95
102	2495	27	1.34	1411	70.06	152	2645	0	0.00	2013	99.95
103	2497	31	1.54	1442	71.60	153	2651	0	0.00	2013	99.95
104	2499	28	1.39	1470	72.99	154	2657	0	0.00	2013	99.95
105	2501	28	1.39	1498	74.38	155	2663	1	0.05	2014	100.00
106	2503	19	0.94	1517	75.32	156	2670	0	0.00	2014	100.00
107	2505	21	1.04	1538	76.37	157	2677	0	0.00	2014	100.00
108	2507	31	1.54	1569	77.90	158	2684	0	0.00	2014	100.00
109	2509	20	0.99	1589	78.90	159	2692	0	0.00	2014	100.00
110	2512	18	0.89	1607	79.79	160	2701	0	0.00	2014	100.00
111	2514	29	1.44	1636	81.23	161	2710	0	0.00	2014	100.00
112	2516	26	1.29	1662	82.52	162	2720	0	0.00	2014	100.00
113	2518	20	0.99	1682	83.52	163	2731	0	0.00	2014	100.00
114	2520	17	0.84	1699	84.36	164	2742	0	0.00	2014	100.00
115	2523	31	1.54	1730	85.90	165	2755	0	0.00	2014	100.00
116	2525	16	0.79	1746	86.69	166	2770	0	0.00	2014	100.00
117	2527	29	1.44	1775	88.13	167	2787	0	0.00	2014	100.00
118	2530	20	0.99	1795	89.13	168	2806	0	0.00	2014	100.00
119	2532	19	0.94	1814	90.07	169	2831	0	0.00	2014	100.00
120	2534	18	0.89	1832	90.96	170	2864	0	0.00	2014	100.00
121	2537	18	0.89	1850	91.86	171	2916	0	0.00	2014	100.00
122	2539	7	0.35	1857	92.20	172	3000	0	0.00	2014	100.00
123	2542	15	0.74	1872	92.95						
124	2544	5	0.25	1877	93.20						
125	2547	11	0.55	1888	93.74						
126	2549	11	0.55	1899	94.29						
127	2552	15	0.74	1914	95.03						
128	2555	8	0.40	1922	95.43						
129	2557	12	0.60	1934	96.03						
130	2560	6	0.30	1940	96.33						
131	2563	8	0.40	1948	96.72						
132	2566	8	0.40	1956	97.12						
133	2569	5	0.25	1961	97.37						
134	2572	10	0.50	1971	97.86						
135	2575	8	0.40	1979	98.26						
136	2578	10	0.50	1989	98.76						
137	2581	4	0.20	1993	98.96						
138	2585	5	0.25	1998	99.21						
139	2588	1	0.05	1999	99.26						
140	2592	2	0.10	2001	99.35						
141	2595	2	0.10	2003	99.45						
142	2599	0	0.00	2003	99.45						
143	2603	2	0.10	2005	99.55						
144	2607	1	0.05	2006	99.60						
145	2611	3	0.15	2009	99.75						
146	2615	0	0.00	2009	99.75						
147	2620	1	0.05	2010	99.80						
148	2624	1	0.05	2011	99.85						
149	2629	0	0.00	2011	99.85						

Table 9.141: AZELLA Stage V Reassessment Form Frequency Distribution at Grade 10

Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %	Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %
0	2000	0	0.00	0	0.00	50	2399	4	0.25	74	4.65
1	2131	0	0.00	0	0.00	51	2401	8	0.50	82	5.15
2	2176	0	0.00	0	0.00	52	2403	6	0.38	88	5.52
3	2202	0	0.00	0	0.00	53	2404	11	0.69	99	6.21
4	2221	0	0.00	0	0.00	54	2406	7	0.44	106	6.65
5	2236	0	0.00	0	0.00	55	2408	3	0.19	109	6.84
6	2248	0	0.00	0	0.00	56	2410	6	0.38	115	7.22
7	2259	0	0.00	0	0.00	57	2411	7	0.44	122	7.66
8	2268	0	0.00	0	0.00	58	2413	9	0.56	131	8.22
9	2276	0	0.00	0	0.00	59	2415	7	0.44	138	8.66
10	2283	0	0.00	0	0.00	60	2417	10	0.63	148	9.29
11	2289	0	0.00	0	0.00	61	2419	13	0.82	161	10.11
12	2295	0	0.00	0	0.00	62	2420	11	0.69	172	10.80
13	2300	0	0.00	0	0.00	63	2422	3	0.19	175	10.99
14	2306	0	0.00	0	0.00	64	2424	15	0.94	190	11.93
15	2310	0	0.00	0	0.00	65	2426	9	0.56	199	12.49
16	2315	0	0.00	0	0.00	66	2427	9	0.56	208	13.06
17	2319	0	0.00	0	0.00	67	2429	13	0.82	221	13.87
18	2323	0	0.00	0	0.00	68	2431	16	1.00	237	14.88
19	2326	0	0.00	0	0.00	69	2433	11	0.69	248	15.57
20	2330	0	0.00	0	0.00	70	2435	17	1.07	265	16.64
21	2333	0	0.00	0	0.00	71	2436	9	0.56	274	17.20
22	2336	0	0.00	0	0.00	72	2438	13	0.82	287	18.02
23	2340	0	0.00	0	0.00	73	2440	16	1.00	303	19.02
24	2342	0	0.00	0	0.00	74	2442	14	0.88	317	19.90
25	2345	0	0.00	0	0.00	75	2444	13	0.82	330	20.72
26	2348	2	0.13	2	0.13	76	2445	19	1.19	349	21.91
27	2351	2	0.13	4	0.25	77	2447	24	1.51	373	23.41
28	2353	1	0.06	5	0.31	78	2449	13	0.82	386	24.23
29	2356	0	0.00	5	0.31	79	2451	13	0.82	399	25.05
30	2358	1	0.06	6	0.38	80	2453	12	0.75	411	25.80
31	2361	0	0.00	6	0.38	81	2455	22	1.38	433	27.18
32	2363	2	0.13	8	0.50	82	2456	19	1.19	452	28.37
33	2365	3	0.19	11	0.69	83	2458	20	1.26	472	29.63
34	2367	4	0.25	15	0.94	84	2460	18	1.13	490	30.76
35	2370	1	0.06	16	1.00	85	2462	15	0.94	505	31.70
36	2372	1	0.06	17	1.07	86	2464	17	1.07	522	32.77
37	2374	2	0.13	19	1.19	87	2466	16	1.00	538	33.77
38	2376	6	0.38	25	1.57	88	2468	13	0.82	551	34.59
39	2378	4	0.25	29	1.82	89	2470	22	1.38	573	35.97
40	2380	3	0.19	32	2.01	90	2471	12	0.75	585	36.72
41	2382	1	0.06	33	2.07	91	2473	21	1.32	606	38.04
42	2384	4	0.25	37	2.32	92	2475	30	1.88	636	39.92
43	2386	5	0.31	42	2.64	93	2477	16	1.00	652	40.93
44	2388	2	0.13	44	2.76	94	2479	22	1.38	674	42.31
45	2390	4	0.25	48	3.01	95	2481	23	1.44	697	43.75
46	2392	5	0.31	53	3.33	96	2483	26	1.63	723	45.39
47	2393	2	0.13	55	3.45	97	2485	29	1.82	752	47.21
48	2395	12	0.75	67	4.21	98	2487	23	1.44	775	48.65
49	2397	3	0.19	70	4.39	99	2489	21	1.32	796	49.97

Table 9.141: AZELLA Stage V Reassessment Form Frequency Distribution at Grade 10

Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %	Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %
100	2491	19	1.19	815	51.16	150	2634	0	0.00	1587	99.62
101	2493	27	1.69	842	52.86	151	2639	2	0.13	1589	99.75
102	2495	30	1.88	872	54.74	152	2645	0	0.00	1589	99.75
103	2497	31	1.95	903	56.69	153	2651	0	0.00	1589	99.75
104	2499	26	1.63	929	58.32	154	2657	0	0.00	1589	99.75
105	2501	21	1.32	950	59.64	155	2663	0	0.00	1589	99.75
106	2503	27	1.69	977	61.33	156	2670	0	0.00	1589	99.75
107	2505	25	1.57	1002	62.90	157	2677	1	0.06	1590	99.81
108	2507	17	1.07	1019	63.97	158	2684	1	0.06	1591	99.87
109	2509	31	1.95	1050	65.91	159	2692	0	0.00	1591	99.87
110	2512	28	1.76	1078	67.67	160	2701	0	0.00	1591	99.87
111	2514	21	1.32	1099	68.99	161	2710	0	0.00	1591	99.87
112	2516	23	1.44	1122	70.43	162	2720	1	0.06	1592	99.94
113	2518	24	1.51	1146	71.94	163	2731	1	0.06	1593	100.00
114	2520	19	1.19	1165	73.13	164	2742	0	0.00	1593	100.00
115	2523	25	1.57	1190	74.70	165	2755	0	0.00	1593	100.00
116	2525	23	1.44	1213	76.15	166	2770	0	0.00	1593	100.00
117	2527	23	1.44	1236	77.59	167	2787	0	0.00	1593	100.00
118	2530	18	1.13	1254	78.72	168	2806	0	0.00	1593	100.00
119	2532	19	1.19	1273	79.91	169	2831	0	0.00	1593	100.00
120	2534	28	1.76	1301	81.67	170	2864	0	0.00	1593	100.00
121	2537	21	1.32	1322	82.99	171	2916	0	0.00	1593	100.00
122	2539	21	1.32	1343	84.31	172	3000	0	0.00	1593	100.00
123	2542	18	1.13	1361	85.44						
124	2544	24	1.51	1385	86.94						
125	2547	17	1.07	1402	88.01						
126	2549	17	1.07	1419	89.08						
127	2552	22	1.38	1441	90.46						
128	2555	12	0.75	1453	91.21						
129	2557	19	1.19	1472	92.40						
130	2560	18	1.13	1490	93.53						
131	2563	1	0.06	1491	93.60						
132	2566	11	0.69	1502	94.29						
133	2569	13	0.82	1515	95.10						
134	2572	13	0.82	1528	95.92						
135	2575	8	0.50	1536	96.42						
136	2578	1	0.06	1537	96.48						
137	2581	7	0.44	1544	96.92						
138	2585	10	0.63	1554	97.55						
139	2588	2	0.13	1556	97.68						
140	2592	8	0.50	1564	98.18						
141	2595	3	0.19	1567	98.37						
142	2599	4	0.25	1571	98.62						
143	2603	4	0.25	1575	98.87						
144	2607	5	0.31	1580	99.18						
145	2611	1	0.06	1581	99.25						
146	2615	2	0.13	1583	99.37						
147	2620	1	0.06	1584	99.44						
148	2624	3	0.19	1587	99.62						
149	2629	0	0.00	1587	99.62						

Table 9.142: AZELLA Stage V Reassessment Form Frequency Distribution at Grade 11

Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %	Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %
0	2000	0	0.00	0	0.00	50	2399	4	0.39	40	3.89
1	2131	0	0.00	0	0.00	51	2401	5	0.49	45	4.38
2	2176	0	0.00	0	0.00	52	2403	3	0.29	48	4.67
3	2202	0	0.00	0	0.00	53	2404	3	0.29	51	4.97
4	2221	0	0.00	0	0.00	54	2406	5	0.49	56	5.45
5	2236	0	0.00	0	0.00	55	2408	4	0.39	60	5.84
6	2248	0	0.00	0	0.00	56	2410	5	0.49	65	6.33
7	2259	0	0.00	0	0.00	57	2411	4	0.39	69	6.72
8	2268	0	0.00	0	0.00	58	2413	4	0.39	73	7.11
9	2276	0	0.00	0	0.00	59	2415	3	0.29	76	7.40
10	2283	0	0.00	0	0.00	60	2417	2	0.19	78	7.59
11	2289	0	0.00	0	0.00	61	2419	4	0.39	82	7.98
12	2295	0	0.00	0	0.00	62	2420	4	0.39	86	8.37
13	2300	0	0.00	0	0.00	63	2422	8	0.78	94	9.15
14	2306	0	0.00	0	0.00	64	2424	7	0.68	101	9.83
15	2310	0	0.00	0	0.00	65	2426	4	0.39	105	10.22
16	2315	0	0.00	0	0.00	66	2427	2	0.19	107	10.42
17	2319	0	0.00	0	0.00	67	2429	4	0.39	111	10.81
18	2323	0	0.00	0	0.00	68	2431	11	1.07	122	11.88
19	2326	0	0.00	0	0.00	69	2433	7	0.68	129	12.56
20	2330	0	0.00	0	0.00	70	2435	2	0.19	131	12.76
21	2333	0	0.00	0	0.00	71	2436	7	0.68	138	13.44
22	2336	0	0.00	0	0.00	72	2438	14	1.36	152	14.80
23	2340	1	0.10	1	0.10	73	2440	11	1.07	163	15.87
24	2342	0	0.00	1	0.10	74	2442	6	0.58	169	16.46
25	2345	1	0.10	2	0.19	75	2444	9	0.88	178	17.33
26	2348	0	0.00	2	0.19	76	2445	10	0.97	188	18.31
27	2351	0	0.00	2	0.19	77	2447	10	0.97	198	19.28
28	2353	2	0.19	4	0.39	78	2449	10	0.97	208	20.25
29	2356	2	0.19	6	0.58	79	2451	4	0.39	212	20.64
30	2358	1	0.10	7	0.68	80	2453	9	0.88	221	21.52
31	2361	0	0.00	7	0.68	81	2455	13	1.27	234	22.78
32	2363	2	0.19	9	0.88	82	2456	11	1.07	245	23.86
33	2365	0	0.00	9	0.88	83	2458	7	0.68	252	24.54
34	2367	2	0.19	11	1.07	84	2460	12	1.17	264	25.71
35	2370	0	0.00	11	1.07	85	2462	13	1.27	277	26.97
36	2372	0	0.00	11	1.07	86	2464	8	0.78	285	27.75
37	2374	2	0.19	13	1.27	87	2466	5	0.49	290	28.24
38	2376	0	0.00	13	1.27	88	2468	14	1.36	304	29.60
39	2378	0	0.00	13	1.27	89	2470	12	1.17	316	30.77
40	2380	2	0.19	15	1.46	90	2471	13	1.27	329	32.04
41	2382	1	0.10	16	1.56	91	2473	14	1.36	343	33.40
42	2384	2	0.19	18	1.75	92	2475	21	2.04	364	35.44
43	2386	7	0.68	25	2.43	93	2477	15	1.46	379	36.90
44	2388	2	0.19	27	2.63	94	2479	17	1.66	396	38.56
45	2390	2	0.19	29	2.82	95	2481	16	1.56	412	40.12
46	2392	1	0.10	30	2.92	96	2483	20	1.95	432	42.06
47	2393	0	0.00	30	2.92	97	2485	17	1.66	449	43.72
48	2395	3	0.29	33	3.21	98	2487	18	1.75	467	45.47
49	2397	3	0.29	36	3.51	99	2489	21	2.04	488	47.52

Table 9.142: AZELLA Stage V Reassessment Form Frequency Distribution at Grade 11

Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %	Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %
100	2491	12	1.17	500	48.69	150	2634	1	0.10	1022	99.51
101	2493	13	1.27	513	49.95	151	2639	1	0.10	1023	99.61
102	2495	21	2.04	534	52.00	152	2645	1	0.10	1024	99.71
103	2497	19	1.85	553	53.85	153	2651	0	0.00	1024	99.71
104	2499	16	1.56	569	55.40	154	2657	1	0.10	1025	99.81
105	2501	18	1.75	587	57.16	155	2663	1	0.10	1026	99.90
106	2503	16	1.56	603	58.71	156	2670	0	0.00	1026	99.90
107	2505	16	1.56	619	60.27	157	2677	1	0.10	1027	100.00
108	2507	18	1.75	637	62.03	158	2684	0	0.00	1027	100.00
109	2509	23	2.24	660	64.26	159	2692	0	0.00	1027	100.00
110	2512	17	1.66	677	65.92	160	2701	0	0.00	1027	100.00
111	2514	26	2.53	703	68.45	161	2710	0	0.00	1027	100.00
112	2516	21	2.04	724	70.50	162	2720	0	0.00	1027	100.00
113	2518	12	1.17	736	71.67	163	2731	0	0.00	1027	100.00
114	2520	14	1.36	750	73.03	164	2742	0	0.00	1027	100.00
115	2523	11	1.07	761	74.10	165	2755	0	0.00	1027	100.00
116	2525	14	1.36	775	75.46	166	2770	0	0.00	1027	100.00
117	2527	17	1.66	792	77.12	167	2787	0	0.00	1027	100.00
118	2530	14	1.36	806	78.48	168	2806	0	0.00	1027	100.00
119	2532	14	1.36	820	79.84	169	2831	0	0.00	1027	100.00
120	2534	12	1.17	832	81.01	170	2864	0	0.00	1027	100.00
121	2537	21	2.04	853	83.06	171	2916	0	0.00	1027	100.00
122	2539	15	1.46	868	84.52	172	3000	0	0.00	1027	100.00
123	2542	8	0.78	876	85.30						
124	2544	11	1.07	887	86.37						
125	2547	10	0.97	897	87.34						
126	2549	13	1.27	910	88.61						
127	2552	10	0.97	920	89.58						
128	2555	11	1.07	931	90.65						
129	2557	9	0.88	940	91.53						
130	2560	7	0.68	947	92.21						
131	2563	7	0.68	954	92.89						
132	2566	6	0.58	960	93.48						
133	2569	8	0.78	968	94.26						
134	2572	3	0.29	971	94.55						
135	2575	8	0.78	979	95.33						
136	2578	12	1.17	991	96.49						
137	2581	4	0.39	995	96.88						
138	2585	3	0.29	998	97.18						
139	2588	4	0.39	1002	97.57						
140	2592	0	0.00	1002	97.57						
141	2595	8	0.78	1010	98.34						
142	2599	1	0.10	1011	98.44						
143	2603	2	0.19	1013	98.64						
144	2607	1	0.10	1014	98.73						
145	2611	3	0.29	1017	99.03						
146	2615	0	0.00	1017	99.03						
147	2620	4	0.39	1021	99.42						
148	2624	0	0.00	1021	99.42						
149	2629	0	0.00	1021	99.42						

Table 9.143: AZELLA Stage V Reassessment Form Frequency Distribution at Grade 12

Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %	Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %
0	2000	0	0.00	0	0.00	50	2399	3	0.33	19	2.10
1	2131	0	0.00	0	0.00	51	2401	2	0.22	21	2.32
2	2176	0	0.00	0	0.00	52	2403	2	0.22	23	2.54
3	2202	0	0.00	0	0.00	53	2404	2	0.22	25	2.76
4	2221	0	0.00	0	0.00	54	2406	5	0.55	30	3.31
5	2236	0	0.00	0	0.00	55	2408	0	0.00	30	3.31
6	2248	0	0.00	0	0.00	56	2410	2	0.22	32	3.53
7	2259	0	0.00	0	0.00	57	2411	4	0.44	36	3.97
8	2268	0	0.00	0	0.00	58	2413	2	0.22	38	4.19
9	2276	0	0.00	0	0.00	59	2415	3	0.33	41	4.53
10	2283	0	0.00	0	0.00	60	2417	3	0.33	44	4.86
11	2289	0	0.00	0	0.00	61	2419	2	0.22	46	5.08
12	2295	0	0.00	0	0.00	62	2420	5	0.55	51	5.63
13	2300	0	0.00	0	0.00	63	2422	9	0.99	60	6.62
14	2306	0	0.00	0	0.00	64	2424	10	1.10	70	7.73
15	2310	0	0.00	0	0.00	65	2426	4	0.44	74	8.17
16	2315	0	0.00	0	0.00	66	2427	5	0.55	79	8.72
17	2319	0	0.00	0	0.00	67	2429	3	0.33	82	9.05
18	2323	0	0.00	0	0.00	68	2431	4	0.44	86	9.49
19	2326	0	0.00	0	0.00	69	2433	16	1.77	102	11.26
20	2330	0	0.00	0	0.00	70	2435	7	0.77	109	12.03
21	2333	0	0.00	0	0.00	71	2436	5	0.55	114	12.58
22	2336	0	0.00	0	0.00	72	2438	6	0.66	120	13.25
23	2340	0	0.00	0	0.00	73	2440	6	0.66	126	13.91
24	2342	0	0.00	0	0.00	74	2442	3	0.33	129	14.24
25	2345	0	0.00	0	0.00	75	2444	5	0.55	134	14.79
26	2348	0	0.00	0	0.00	76	2445	7	0.77	141	15.56
27	2351	0	0.00	0	0.00	77	2447	8	0.88	149	16.45
28	2353	0	0.00	0	0.00	78	2449	8	0.88	157	17.33
29	2356	0	0.00	0	0.00	79	2451	5	0.55	162	17.88
30	2358	0	0.00	0	0.00	80	2453	10	1.10	172	18.98
31	2361	0	0.00	0	0.00	81	2455	10	1.10	182	20.09
32	2363	0	0.00	0	0.00	82	2456	7	0.77	189	20.86
33	2365	1	0.11	1	0.11	83	2458	6	0.66	195	21.52
34	2367	1	0.11	2	0.22	84	2460	7	0.77	202	22.30
35	2370	1	0.11	3	0.33	85	2462	13	1.43	215	23.73
36	2372	1	0.11	4	0.44	86	2464	16	1.77	231	25.50
37	2374	0	0.00	4	0.44	87	2466	9	0.99	240	26.49
38	2376	0	0.00	4	0.44	88	2468	14	1.55	254	28.04
39	2378	0	0.00	4	0.44	89	2470	14	1.55	268	29.58
40	2380	1	0.11	5	0.55	90	2471	15	1.66	283	31.24
41	2382	1	0.11	6	0.66	91	2473	18	1.99	301	33.22
42	2384	1	0.11	7	0.77	92	2475	11	1.21	312	34.44
43	2386	3	0.33	10	1.10	93	2477	14	1.55	326	35.98
44	2388	0	0.00	10	1.10	94	2479	10	1.10	336	37.09
45	2390	2	0.22	12	1.32	95	2481	12	1.32	348	38.41
46	2392	2	0.22	14	1.55	96	2483	21	2.32	369	40.73
47	2393	0	0.00	14	1.55	97	2485	21	2.32	390	43.05
48	2395	0	0.00	14	1.55	98	2487	15	1.66	405	44.70
49	2397	2	0.22	16	1.77	99	2489	14	1.55	419	46.25

Table 9.143: AZELLA Stage V Reassessment Form Frequency Distribution at Grade 12

Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %	Raw Score	Scale Score	Freq.	%	Cum. Freq.	Cum. %
100	2491	13	1.43	432	47.68	150	2634	0	0.00	901	99.45
101	2493	23	2.54	455	50.22	151	2639	3	0.33	904	99.78
102	2495	15	1.66	470	51.88	152	2645	1	0.11	905	99.89
103	2497	16	1.77	486	53.64	153	2651	0	0.00	905	99.89
104	2499	16	1.77	502	55.41	154	2657	0	0.00	905	99.89
105	2501	20	2.21	522	57.62	155	2663	1	0.11	906	100.00
106	2503	17	1.88	539	59.49	156	2670	0	0.00	906	100.00
107	2505	14	1.55	553	61.04	157	2677	0	0.00	906	100.00
108	2507	16	1.77	569	62.80	158	2684	0	0.00	906	100.00
109	2509	14	1.55	583	64.35	159	2692	0	0.00	906	100.00
110	2512	13	1.43	596	65.78	160	2701	0	0.00	906	100.00
111	2514	12	1.32	608	67.11	161	2710	0	0.00	906	100.00
112	2516	12	1.32	620	68.43	162	2720	0	0.00	906	100.00
113	2518	21	2.32	641	70.75	163	2731	0	0.00	906	100.00
114	2520	14	1.55	655	72.30	164	2742	0	0.00	906	100.00
115	2523	20	2.21	675	74.50	165	2755	0	0.00	906	100.00
116	2525	12	1.32	687	75.83	166	2770	0	0.00	906	100.00
117	2527	15	1.66	702	77.48	167	2787	0	0.00	906	100.00
118	2530	10	1.10	712	78.59	168	2806	0	0.00	906	100.00
119	2532	14	1.55	726	80.13	169	2831	0	0.00	906	100.00
120	2534	18	1.99	744	82.12	170	2864	0	0.00	906	100.00
121	2537	19	2.10	763	84.22	171	2916	0	0.00	906	100.00
122	2539	9	0.99	772	85.21	172	3000	0	0.00	906	100.00
123	2542	5	0.55	777	85.76						
124	2544	11	1.21	788	86.98						
125	2547	11	1.21	799	88.19						
126	2549	9	0.99	808	89.18						
127	2552	5	0.55	813	89.74						
128	2555	8	0.88	821	90.62						
129	2557	14	1.55	835	92.16						
130	2560	8	0.88	843	93.05						
131	2563	6	0.66	849	93.71						
132	2566	6	0.66	855	94.37						
133	2569	4	0.44	859	94.81						
134	2572	1	0.11	860	94.92						
135	2575	6	0.66	866	95.58						
136	2578	5	0.55	871	96.14						
137	2581	4	0.44	875	96.58						
138	2585	3	0.33	878	96.91						
139	2588	3	0.33	881	97.24						
140	2592	2	0.22	883	97.46						
141	2595	3	0.33	886	97.79						
142	2599	1	0.11	887	97.90						
143	2603	4	0.44	891	98.34						
144	2607	1	0.11	892	98.45						
145	2611	3	0.33	895	98.79						
146	2615	2	0.22	897	99.01						
147	2620	1	0.11	898	99.12						
148	2624	0	0.00	898	99.12						
149	2629	3	0.33	901	99.45						

Chapter 10. VALIDITY EVIDENCE

Chapter 10 of the technical report provides evidence supporting the reliability and validity of scores on the Spring 2015 AZELLA Reassessment. All data presented in this section for the AZELLA Stages I through V assessments in the spring 2015 administration were computed using the calibration sample. The following 1999 AERA/APA/NCME standards (AERA, APA, NCME, 1999) are addressed by this section of the technical report: 1.5, 1.7, 2.1, 2.4, 2.10, 2.13, 3.16, 4.15, 6.5, 7.1, 7.3, and 7.10. The 2014 AERA/APA/NCME standards (AERA, APA, NCME, 2014) addressed by this chapter are: 1.8, 1.9, 2.3, 2.7, 2.8, 2.11, 2.15, 2.19, 3.1, 3.3, 3.6, 3.15, and 7.4.

10.1 Reliability

AERA/APA/NCME *Standards for Educational and Psychological Testing* (AERA, APA, NCME, 1999) refer to reliability as the “consistency of [a measure] when the testing procedure is repeated on a population of individuals or groups.” The 2014 edition of *AERA/APA/NCME Standards for Educational and Psychological Testing* (AERA, APA, NCME, 2014) indicates the following about reliability:

The term *reliability* has been used in two ways in the measurement literature. First, the term has been used to refer to the reliability coefficients of classical test theory, refined as the correlation between scores on two equivalent forms of the test, presuming that taking one form has no effect on performance on the second form. Second, the term has been used in a more general sense, to refer to the consistency of scores across relications of a testing procedure, regardless of how this consistency is estimated or reported (e.g., in terms of standard errors, reliability coefficients per se, generalizability coefficient, error/tolerance ratios, item response theory (IRT) information functions, or various indices of classification consistency). (p. 33)

A reliable test produces stable scores; that is, very similar score distributions would result if the test were administered repeatedly under similar conditions to the same students without memory or fatigue affecting the scores. Reliability of the Spring 2015 AZELLA Reassessment Tests were estimated in two ways: internal consistency for all tests and reliability of scoring for all open-ended items. Please refer to the 2014 Technical Report (Arizona Department of Education, 2014b) for the internal consistency and reliability of scoring for all open-ended items for AZELLA Placement Tests.

10.1.1 Measures of Internal Consistency

For test reliability, Coefficient Alpha is a frequently used measure of internal consistency. Coefficient Alpha is computed as (Crocker & Algina, 1986; Cronbach, 1951)

$$\alpha = \frac{k}{k-1} \left(1 - \frac{\sum \sigma_i^2}{\sigma_X^2} \right)$$

where k = the number of items, σ_X^2 = the variance of total score, and σ_i^2 = the variance of item i .

Coefficient Alphas, computed based on the calibration sample for Total Combined and four domains (Listening, Speaking, Reading, and Writing) by form for each stage, are presented in Table 10.1.

Table 10.1: Coefficient Alpha for the AZELLA Reassessments

Stage	Total	Domain			
	Combined	Listening	Speaking	Reading	Writing
I	0.882	0.699	0.674	0.714	0.820
II	0.901	0.663	0.809	0.774	0.773
III	0.917	0.644	0.814	0.816	0.820
IV	0.909	0.672	0.859	0.792	0.771
V	0.906	0.666	0.871	0.803	0.746

10.1.2 Interrater Reliability

For open-ended items, the consistency with which two raters assign scores to student responses is typically determined by interrater agreement. Such items include short answer writing items, extended response writing items, oral reading items, and speaking short answer items. The Speaking repeat items were excluded from the analysis because the items were scored holistically only by the trained scoring engine. In scoring the open-ended items, each student response was randomly assigned to a rater. Twenty-five percent of the student responses were scored by a second rater. Because different raters scored different responses, the interrater statistics computed did not measure the degrees of agreement or disagreements between the same two raters across the entire set of responses. Therefore, it is more accurate to describe the interrater agreement reported in this section as interrater position reliability.

The read-behind student responses were randomly selected and scored by a second rater to reduce rater drift and allow measures of rater agreement to be estimated. The statistics provided in Table 10.2 through Table 10.14 were calculated using the scores from both raters.

Cohen’s kappa and the intraclass correlation are provided as indices of agreement between the first and second rating.

Cohen’s kappa (Cohen, 1960) is commonly used to summarize the agreement between raters corrected for chance agreement and is computed as (Brennan & Prediger, 1981):

$$\kappa = \frac{\sum P_{ii} - \sum P_i P_i}{1 - \sum P_i P_i},$$

where $\sum P_{ii}$ is the observed proportion of agreement and $\sum P_i P_i$ is the chance proportion of agreement.

The Intraclass correlation is defined by Shrout and Fleiss (1979) as “the correlation between one measurement on a target and another measurement obtained on that target.” In the context of the AZELLA field tests, the “target” is the student response, and each measurement was obtained by a randomly assigned rater to that response. Therefore, $ICC(1,1)$ was used to estimate intraclass correlation. $ICC(1,1)$ is estimated as (Shrout & Fleiss, 1979):

$$ICC(1,1) = \frac{BMS - WMS}{BMS + (k - 1)WMS},$$

where BMS = between-targets mean square, WMS = within-targets mean square, and k = the number of raters rating each target.

The interrater reliability coefficients described above are summarized by stage and domain in Table 10.2 through Table 10.14.

Table 10.2: Interrater Reliability Statistics for Items in Writing on Stage I

Item	Item Type	Max	Kappa	Intraclass Correlation
33	SA2	2	0.87	0.96
34	SA2	2	0.55	0.72
35	SA2	2	0.69	0.88
36	SA2	2	0.83	0.95
37	SA2	2	0.68	0.88
38	SA1	1	0.95	0.97
39	SA1	1	0.97	0.99
40	SA3	3	0.67	0.91
41	SA3	3	0.63	0.92

Note: SA1=1 Point Short Answer Item, SA2=2 Point Short Answer Item, SA3=3 Point Short Answer Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.3: Interrater Reliability Statistics for Items in Speaking on Stage I

Item	Item Type	Max	Kappa	Intraclass Correlation
42	SA1	1	0.25	0.40
43	SA1	1	0.35	0.48
44	SA1	1	0.75	0.86
45	SA1	1	0.64	0.78
46	SA2	2	0.43	0.74
47	SA2	2	0.36	0.70
48	SA2	2	0.49	0.80

Note: SA1=1 Point Short Answer Item, SA2=2 Point Short Answer Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.4: Interrater Reliability Statistics for Items in Reading on Stage II

Item	Item Type	Max	Kappa	Intraclass Correlation
50	SA1	1	0.51	0.68
51	SA1	1	0.47	0.64
52	SA3	3	0.46	0.84

Note: SA1=1 Point Short Answer Item, SA3=3 Point Short Answer Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.5: Interrater Reliability Statistics for Items in Writing on Stage II

Item	Item Type	Max	Kappa	Intraclass Correlation
48	ER	3	0.52	0.88
49	ER	3	0.49	0.87

Note: ER=Extended Response Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.6: Interrater Reliability Statistics for Items in Speaking on Stage II

Item	Item Type	Max	Kappa	Intraclass Correlation
53	SA4	4	0.21	0.76
54	SA4	4	0.20	0.74
55	SA4	4	0.45	0.78
56	SA4	4	0.43	0.84
57	SA4	4	0.38	0.78
58	SA4	4	0.38	0.78
59	SA4	4	0.44	0.80

Note: SA4=4 Point Short Answer Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.7: Interrater Reliability Statistics for Items in Reading on Stage III

Item	Item Type	Max	Kappa	Intraclass Correlation
56	SA1	1	0.10	0.15
57	SA1	1	0.47	0.64
58	SA1	1	0.40	0.57

Note: SA1=1 Point Short Answer Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.8: Interrater Reliability Statistics for Items in Writing on Stage III

Item	Item Type	Max	Kappa	Intraclass Correlation
54	ER	5	0.46	0.87
55	ER	5	0.47	0.87

Note: ER=Extended Response Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.9: Interrater Reliability Statistics for Items in Speaking on Stage III

Item	Item Type	Max	Kappa	Intraclass Correlation
59	SA4	4	0.38	0.81
60	SA4	4	0.12	0.51
61	SA4	4	0.39	0.80
62	SA4	4	0.25	0.74
63	SA4	4	0.33	0.86
64	SA4	4	0.44	0.82
65	SA4	4	0.36	0.83

Note: SA4=4 Point Short Answer Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.10: Interrater Reliability Statistics for Items in Reading on Stage IV

Item	Item Type	Max	Kappa	Intraclass Correlation
61	SA1	1	0.37	0.54
62	SA1	1	0.32	0.48

Note: SA1=1 Point Short Answer Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.11: Interrater Reliability Statistics for Items in Writing on Stage IV

Item	Item Type	Max	Kappa	Intraclass Correlation
59	ER	5	0.45	0.87
60	ER	5	0.47	0.87

Note: ER=Extended Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.12: Interrater Reliability Statistics for Items in Speaking on Stage IV

Item	Item Type	Max	Kappa	Intraclass Correlation
63	SA4	4	0.22	0.71
64	SA4	4	0.33	0.85
65	SA4	4	0.23	0.78
66	SA4	4	0.42	0.86
67	SA4	4	0.29	0.86
68	SA4	4	0.21	0.67
69	SA4	4	0.31	0.86

Note: SA4=4 Point Short Answer Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.13: Interrater Reliability Statistics for Items in Writing on Stage V

Item	Item Type	Max	Kappa	Intraclass Correlation
61	ER	5	0.54	0.88
62	ER	5	0.58	0.91

Note: ER=Extended Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.14: Interrater Reliability Statistics for Items in Speaking on Stage V

Item	Item Type	Max	Kappa	Intraclass Correlation
63	SA4	4	0.28	0.75
64	SA4	4	0.30	0.82
65	SA4	4	0.20	0.76
66	SA4	4	0.31	0.78
67	SA4	4	0.16	0.74
68	SA4	4	0.48	0.87
69	SA4	4	0.26	0.78

Note: SA4=4 Point Short Answer Item, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

10.2 Validity

“Validity refers to the degree to which evidence and theory support the interpretations of test scores entailed for proposed uses of tests. Validity is, therefore, the most fundamental consideration in developing and evaluating tests” (AERA/APA/NCME, 2014). The purpose of test score validation is not to validate the test itself but to validate interpretations of the test scores for particular purposes or uses. Test score validation is not a quantifiable property but an ongoing process, beginning at initial conceptualization and continuing throughout the entire assessment process.

The Spring 2015 AZELLA tests were designed and developed to provide fair and accurate ability scores that support appropriate, meaningful, and useful educational decisions. In addition to the evidence provided in Chapter 2 (Involvement of Arizona Educators), additional validity evidence may be found in the following parts as described: Chapter 3 (Test Design), Chapter 4 (Test Construction), Chapter 5 (Test Administration), Chapter 7 (Classical Item Analysis), Chapter 8 (Calibration, Equating and Scaling), Section 10.1 (Reliability), and Chapter 11 (Classification). As the technical report has progressed, chapter by chapter, it has moved through the phases of the testing cycle. Each part of the technical report detailed the procedures and processes applied in the creation of AZELLA, as well as their results. Each part also highlights the meaning and significance of the procedures, processes, and results in terms of content and construct validity and the relationship to the Standards. Part 10.2 addresses two final issues in validity: the issues of bias and construct validity. The analyses presented here add to the perspectives provided in Chapters 2 through 10. Below is a brief review.

Chapter 2 of the technical report described the involvement of Arizona educators, ADE, and Pearson in the test development process. As indicated in Chapter 2, the test development process and the involvement of Arizona educators in that process formed an important part of the validity of the entire AZELLA. The knowledge, expertise, and professional judgment offered by Arizona educators

ultimately ensured that the content of AZELLA formed an adequate and representative sample of appropriate content and that the content formed a legitimate basis upon which to validly derive conclusions about student achievement.

Chapters 3 and 4 of the technical report addressed the issue of test form construction. Chapter 3 provided a general discussion of the test book creation and editing process, the process of selecting operational test items, the content distribution of embedded field test items, and the process of obtaining ADE approvals. The test design process and the participation of Arizona educators in the process of test selection, including item content and bias review, provide a solid rationale for having confidence in the content and design of AZELLA as a tool from which to derive valid inferences about Arizona students' proficiency in English.

Chapter 5 of the technical report described the process, procedures, and policies that guided the administration of the AZELLA, including accommodations, security, and the written procedures provided to test administrators and school personnel.

Chapter 6 addressed the quality of human and machine scoring on the OE items. The chapter also presented the validation study of machine scoring on the Speaking items for the Spring 2015 Reassessment.

Chapter 7 described classical data analysis of the Spring 2015.

Chapter 8 of the technical report described the calibration, scaling, and equating methods, as well as processes and procedures for deriving scale scores from students' raw scores and the data cleaning steps which ensure valid calibration and scaling. Some references to introductory and advanced discussions of IRT are provided.

Chapter 9 of the technical report dealt with the test results, including descriptive statistics and proficiency levels on Overall, Total Combined, domains, and subdomains.

Chapter 10 above dealt with reliability of the AZELLA test overall as well as by domains. It described Coefficient Alpha as a measure for internal consistency. It also dealt with interrater reliability for open-ended items.

Chapter 10 below presents an analysis of Differential Item Functioning (DIF) complete with tables of gender and ethnic functioning of all operational items for the Spring 2015 AZELLA assessments.

Chapter 11 of the technical report will describe a detailed analysis of classification consistency and classification accuracy.

Additional evidence to support the validity of the Spring 2015 AZELLA assessments is provided by the following:

- Any items that displayed differential item functioning for subgroups of ethnicity and gender were identified.
- Correlations between scores on the domains of the Spring 2015 AZELLA tests for each stage as construct validity were presented.

Also note that further evidence in support of the AZELLA assessment has been documented in the standard setting technical reports.

10.2.1 Differential Item Functioning

Because test scores can have many sources of variation, the test developers' task is to create assessments that measure the intended abilities and skills without introducing extraneous elements or construct irrelevant variance. When tests measure something other than what they are intended to measure, test scores will reflect these unintended skills and knowledge, as well as what is purportedly assessed by the test. If this occurs, these tests can be called biased (Angoff, 1993; Camilli & Shepard, 1994; Green, 1975; Zumbo, 1999). One of the factors that may render test scores as biased is differing cultural and socioeconomic experiences.

Analysis of Differential Item Functioning (DIF) is a statistical method to detect potential bias of an item. DIF is defined as a difference between groups (e.g., male and female) in the probability of getting an item correct. These analyzes are conditioned on the ability that the assessment is intended to measure. Two types of DIF, namely uniform DIF and non-uniform DIF, are investigated. Uniform DIF means that, given the ability, the probability of getting an item correct is always higher for one subgroup than the other across the full range of the ability continuum. In other words, the direction of DIF remains the same on the entire ability continuum. On the other hand, non-uniform DIF occurs when the direction of DIF changes at some point within the ability continuum. DIF is an indicator that the item might exhibit bias for one group over the other, not that it actually does. If DIF exists on an item, a committee composed of a group of subject experts reviews the item to determine whether it actually shows bias. To date, many DIF detection methods have been proposed. For the AZELLA Reassessment, three DIF methods were used.

The Mantel-Haenszel (MH) method (Holland & Thayer, 1988; Mantel & Haenszel, 1959) was used to investigate DIF on one-point items. The MH method is frequently used and efficient in terms of statistical power (Clauser & Mazor, 1998). The Mantel-Haenszel chi-square statistic is computed as

$$MH - \chi^2 = \frac{(\sum_k F_k - \sum_k E(F_k))^2}{\sum_k Var(F_k)}$$

where F_k is the sum of scores for the focal group at the k th level of the matching variable (Zwick, Donoghue, & Grima, 1993). Note that the MH statistic is sensitive to N such that larger sample sizes increase the value of chi-square.

In addition to the MH chi-square statistic, the MH delta statistic (MH-D DIF) was computed. Educational Testing Service (ETS) first developed the MH-D DIF statistic. To compute the MH-D DIF, the MH alpha (the odds ratio) is first computed

$$\alpha_{MH} = \frac{\sum_{k=1}^K N_{r1k} N_{f0k} / N_k}{\sum_{k=1}^K N_{f1k} N_{r0k} / N_k}$$

where N_{r1k} is the number of correct responses in the reference group at ability level k , N_{f0k} is the number of incorrect responses in the focal group at ability level k , N_k is the total number of responses, N_{f1k} is the number of correct responses in the focal group at ability level k , and N_{r0k} is the number of incorrect responses in the reference group at ability level k . The *MH-D DIF* is the computed as

$$MH-D DIF = -2.35 \ln(\alpha_{MH}).$$

Positive values of *MH-D DIF* indicate items that favor the focal group, whereas negative values of *MH-D DIF* indicate items that favor the reference group.

The MH chi-square statistic and the *MH-D DIF* were used in combination to identify the field test items that exhibit strong, weak, or no DIF (Zieky, 1993). The summary of DIF classification criteria is presented in Table 10.15. An alpha level of .01 was used for all MH statistics.

Table 10.15: Differential Item Functioning Flag Categories based on the MH Statistics

Category	Description	Criterion
A	No DIF	MH chi-square not significantly different from 0 or $ MH-D DIF < 1.0$
B	Weak DIF	Significant Mantel-Haenszel chi-square ($p < .01$) and $1.0 \leq MH-D DIF < 1.5$
C	Strong DIF	Significant Mantel-Haenszel chi-square ($p < .01$) and $ MH-D DIF \geq 1.5$

The standardized mean difference (*SMD*; Zwick et al., 1993) is another DIF method applied to one-point items as well as multiple-point items. The *SMD* is an effect size index of DIF. It compares the mean scores of the reference and focal groups for an item, adjusting for the distribution of reference and focal group on the conditioning variable, which for the analyses is the raw score. The *SMD* is computed as

$$SMD = \sum_k P_{F_k} (m_{F_k} - m_{R_k}),$$

Where P_{F_k} is the proportion of the focal group at the k th level of the matching variable, m_{F_k} is the mean score on the item for the focal group at the k th level of the matching variable, and m_{R_k} is the mean score on the item for the reference group at the k th level of the matching variable (Zwick et al., 1993). A negative *SMD* value indicates that an item on which the focal group has a lower mean than the reference group, conditioning on the matching variable. On the other hand, a positive *SMD* value indicates an item on which the reference group has a lower mean than the focal group, conditioning on the matching variable. The summary of DIF classification criteria for *SMD* is presented in Table 10.16. An alpha level of .01 was used for all *SMD* statistics.

Table 10.16: Differential Item Functioning Flag Categories based on the SMD Statistics

Category	Description	Criterion
A	No DIF	SMD not significantly different from 0 or $ SMD < 0.17$
B	Weak DIF	Significant SMD ($p < .01$) and $0.17 \leq SMD < 0.25$
C	Strong DIF	Significant SMD ($p < .01$) and $ SMD \geq 0.25$

MH and SMD DIF statistics for the AZELLA Spring Reassessment are summarized by stage and domain in Table 10.17 through 10.76. Please refer to the 2014 Technical Report (Arizona Department of Education, 2014b) for the MH and SMD DIF statistics for the AZELLA Placement tests. Note that DIF flags for one-point items are based on the Mantel-Haenszel statistics while DIF flags for multiple-point items are based on the SMD statistics.

Table 10.17: DIF Statistics based on ELL Students for Items in Reading on Stage I

Item	Item Type	Focal Group: Female Reference Group: Male						Focal Group: Hispanic Reference Group: Non-Hispanic						Focal Group: American Indian Reference Group: Non-American Indian						Focal Group: Special Education Reference Group: Non-Special Education					
		NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag
15	MC	5418	6062	3.80	0.23	0.03	A	10285	1203	8.86	-0.61	-0.09	A	404	11084	9.05	1.03	0.15	B>	806	10682	7.74	-0.57	-0.11	A
16	MC	5418	6062	0.00	0.00	0.00	A	10285	1203	0.00	0.01	0.00	A	404	11084	6.32	-0.65	-0.12	A	806	10682	0.02	-0.03	-0.01	A
17	MC	5418	6062	5.67	0.32	0.04	A	10285	1203	5.39	0.49	0.06	A	404	11084	0.50	-0.25	-0.04	A	806	10682	0.01	-0.02	0.00	A
18	MC	5418	6062	4.49	0.25	0.03	A	10285	1203	0.34	-0.12	-0.02	A	404	11084	0.81	-0.29	-0.04	A	806	10682	0.59	0.16	0.03	A
19	MC	5418	6062	3.07	0.23	0.03	A	10285	1203	1.29	-0.24	-0.03	A	404	11084	8.47	-0.94	-0.14	A	806	10682	0.26	0.11	0.02	A
20	MC	5418	6062	0.52	0.07	0.01	A	10285	1203	16.28	0.61	0.12	A	404	11084	8.56	-0.71	-0.15	A	806	10682	1.21	0.20	0.04	A
21	MC	5418	6062	0.63	-0.08	-0.02	A	10285	1203	5.29	-0.38	-0.07	A	404	11084	4.41	-0.53	-0.10	A	806	10682	1.63	-0.23	-0.05	A
22	MC	5418	6062	14.55	-0.39	-0.06	A	10285	1203	0.47	0.11	0.02	A	404	11084	0.00	0.02	0.00	A	806	10682	0.99	0.18	0.04	A
23	MC	5418	6062	20.79	-0.45	-0.07	A	10285	1203	0.00	-0.01	-0.01	A	404	11084	0.59	-0.20	-0.04	A	806	10682	0.21	0.08	0.02	A
24	MC	5418	6062	43.34	-0.62	-0.11	A	10285	1203	4.82	-0.33	-0.07	A	404	11084	0.36	-0.15	-0.03	A	806	10682	0.03	-0.03	-0.01	A
25	MC	5418	6062	17.45	0.40	0.07	A	10285	1203	5.28	0.37	0.06	A	404	11084	0.46	-0.17	-0.03	A	806	10682	2.81	0.31	0.06	A
26	MC	5418	6062	4.14	-0.19	-0.04	A	10285	1203	0.13	-0.05	-0.01	A	404	11084	3.59	-0.46	-0.09	A	806	10682	6.33	0.45	0.09	A
27	MC	5418	6062	0.01	0.01	0.00	A	10285	1203	0.73	0.13	0.02	A	404	11084	0.00	0.00	0.00	A	806	10682	0.15	-0.07	-0.01	A
28	MC	5418	6062	1.09	-0.13	-0.02	A	10285	1203	1.16	0.21	0.03	A	404	11084	1.27	0.39	0.06	A	806	10682	2.01	0.33	0.06	A
29	MC	5418	6062	11.89	-0.32	-0.06	A	10285	1203	1.25	-0.17	-0.04	A	404	11084	1.10	0.26	0.05	A	806	10682	4.62	0.39	0.08	A
30	MC	5418	6062	0.32	-0.06	-0.01	A	10285	1203	10.50	0.55	0.09	A	404	11084	0.13	0.10	0.02	A	806	10682	0.24	-0.09	-0.02	A
31	MC	5418	6062	11.30	-0.33	-0.06	A	10285	1203	3.65	0.31	0.06	A	404	11084	1.17	0.30	0.05	A	806	10682	3.14	-0.34	-0.07	A
32	MC	5418	6062	4.49	0.20	0.04	A	10285	1203	0.52	-0.11	-0.02	A	404	11084	3.63	0.48	0.09	A	806	10682	2.23	0.26	0.06	A

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.18: DIF Statistics based on ELL Students' Home Languages for Items in Reading on Stage I

Item	Item Type	Focal Group: Spanish Reference Group: Non-Spanish						Focal Group: Spanish Reference Group: English						Focal Group: Non-Spanish Reference Group: English						Focal Group: American Indian Reference Group: English					
		NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag
15	MC	8584	2904	2.68	-0.22	-0.04	A	8584	945	0.07	-0.06	-0.01	A	1959	945	1.08	0.26	0.04	A	55	945	0.55	0.61	0.11	A
16	MC	8584	2904	1.44	0.14	0.03	A	8584	945	1.71	0.23	0.05	A	1959	945	0.64	0.17	0.02	A	55	945	0.09	0.24	0.04	A
17	MC	8584	2904	4.37	0.31	0.04	A	8584	945	0.01	0.03	0.00	A	1959	945	2.12	-0.40	-0.06	A	55	945	0.37	-0.50	-0.09	A
18	MC	8584	2904	2.25	0.20	0.03	A	8584	945	2.40	0.32	0.05	A	1959	945	0.63	0.19	0.02	A	55	945	0.03	-0.13	-0.02	A
19	MC	8584	2904	2.81	0.24	0.03	A	8584	945	6.10	0.54	0.07	A	1959	945	3.06	0.45	0.06	A	55	945	0.63	0.70	0.11	A
20	MC	8584	2904	0.02	0.01	0.00	A	8584	945	1.91	-0.24	-0.06	A	1959	945	3.95	-0.40	-0.08	A	55	945	0.07	-0.19	-0.03	A
21	MC	8584	2904	7.83	-0.32	-0.06	A	8584	945	2.11	-0.26	-0.05	A	1959	945	0.10	0.07	0.01	A	55	945	0.42	-0.48	-0.09	A
22	MC	8584	2904	0.07	-0.03	-0.01	A	8584	945	0.02	0.02	0.01	A	1959	945	0.12	0.07	0.00	A	55	945	1.54	-0.91	-0.17	A
23	MC	8584	2904	2.36	-0.17	-0.04	A	8584	945	0.06	-0.04	-0.01	A	1959	945	1.05	0.21	0.03	A	55	945	0.41	-0.46	-0.08	A
24	MC	8584	2904	9.49	-0.33	-0.06	A	8584	945	2.13	-0.25	-0.05	A	1959	945	0.40	0.13	0.03	A	55	945	6.52	1.78	0.33	A
25	MC	8584	2904	0.52	0.08	0.01	A	8584	945	0.06	-0.04	-0.01	A	1959	945	0.78	-0.18	-0.03	A	55	945	0.05	-0.17	-0.03	A
26	MC	8584	2904	0.78	-0.09	-0.02	A	8584	945	0.99	-0.17	-0.03	A	1959	945	0.20	-0.09	-0.02	A	55	945	0.05	-0.15	-0.03	A
27	MC	8584	2904	0.02	0.02	0.00	A	8584	945	4.86	-0.38	-0.07	A	1959	945	8.78	-0.59	-0.11	A	55	945	5.39	-1.51	-0.32	A
28	MC	8584	2904	0.00	0.01	0.00	A	8584	945	3.47	-0.44	-0.06	A	1959	945	6.48	-0.68	-0.09	A	55	945	1.11	1.05	0.16	A
29	MC	8584	2904	13.59	-0.40	-0.08	A	8584	945	9.78	-0.53	-0.10	A	1959	945	1.05	-0.20	-0.04	A	55	945	0.50	0.49	0.10	A
30	MC	8584	2904	1.12	0.13	0.02	A	8584	945	1.00	-0.20	-0.03	A	1959	945	3.94	-0.45	-0.08	A	55	945	1.06	0.86	0.14	A
31	MC	8584	2904	0.02	-0.02	0.00	A	8584	945	7.97	-0.51	-0.09	A	1959	945	12.93	-0.75	-0.13	A	55	945	0.06	-0.18	-0.04	A
32	MC	8584	2904	1.97	-0.15	-0.03	A	8584	945	2.19	-0.25	-0.04	A	1959	945	0.70	-0.16	-0.03	A	55	945	0.20	0.30	0.07	A

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.19: DIF Statistics based on FRL Students for Items in Reading on Stage I

Item	Item Type	Focal Group: FRL (ELL)		Reference Group: Non-FRL (ELL)		SMD	Flag
		NF	NR	MH χ^2	Δ MH		
15	MC	9701	1722	0.36	0.10	0.02	A
16	MC	9701	1722	0.82	0.13	0.02	A
17	MC	9701	1722	1.16	0.20	0.02	A
18	MC	9701	1722	0.50	-0.12	-0.01	A
19	MC	9701	1722	13.69	-0.68	-0.08	A
20	MC	9701	1722	0.27	0.07	0.01	A
21	MC	9701	1722	3.08	-0.25	-0.05	A
22	MC	9701	1722	0.03	-0.02	-0.01	A
23	MC	9701	1722	0.68	0.11	0.02	A
24	MC	9701	1722	5.19	-0.30	-0.06	A
25	MC	9701	1722	0.36	-0.08	-0.02	A
26	MC	9701	1722	2.48	-0.20	-0.04	A
27	MC	9701	1722	1.15	-0.14	-0.03	A
28	MC	9701	1722	6.39	0.43	0.06	A
29	MC	9701	1722	2.28	0.19	0.04	A
30	MC	9701	1722	4.83	0.32	0.05	A
31	MC	9701	1722	0.22	0.06	0.01	A
32	MC	9701	1722	4.90	0.28	0.06	A

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.20: DIF Statistics based on ELL Students for Items in Writing on Stage I

Item	Item Type	Focal Group: Female Reference Group: Male						Focal Group: Hispanic Reference Group: Non-Hispanic						Focal Group: American Indian Reference Group: Non-American Indian						Focal Group: Special Education Reference Group: Non-Special Education					
		NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag
33	SA2	5418	6062	23.38		0.08	A	10285	1203	2.82		-0.02	A	404	11084	3.14		0.08	A	806	10682	0.00		0.00	A
34	SA2	5418	6062	59.47		0.14	A	10285	1203	14.24		-0.08	A	404	11084	1.71		0.02	A	806	10682	15.67		-0.08	A
35	SA2	5418	6062	37.05		0.09	A	10285	1203	0.24		-0.01	A	404	11084	9.84		-0.12	A	806	10682	9.02		-0.09	A
36	SA2	5418	6062	10.49		0.04	A	10285	1203	7.72		-0.05	A	404	11084	6.93		-0.07	A	806	10682	9.86		-0.10	A
37	SA2	5418	6062	39.86		0.08	A	10285	1203	8.60		-0.07	A	404	11084	1.84		-0.02	A	806	10682	12.07		-0.09	A
38	SA1	5418	6062	0.08	0.03	0.00	A	10285	1203	3.25	0.28	0.05	A	404	11084	0.20	-0.12	-0.02	A	806	10682	9.32	-0.56	-0.11	A
39	SA1	5418	6062	6.50	0.24	0.04	A	10285	1203	16.27	0.62	0.12	A	404	11084	9.16	-0.75	-0.14	A	806	10682	1.20	-0.20	-0.04	A
40	SA3	5418	6062	29.98		0.07	A	10285	1203	7.18		-0.07	A	404	11084	11.00		-0.13	A	806	10682	8.00		-0.07	A
41	SA3	5418	6062	22.07		0.02	A	10285	1203	9.08		-0.07	A	404	11084	5.19		-0.06	A	806	10682	9.84		-0.07	A

Note: SA1=1 Point Short Answer Item, SA2=2 Point Short Answer Item, SA3=3 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.21: DIF Statistics based on ELL Students' Home Languages for Items in Writing on Stage I

Item	Item Type	Focal Group: Spanish Reference Group: Non-Spanish						Focal Group: Spanish Reference Group: English						Focal Group: Non-Spanish Reference Group: English						Focal Group: American Indian Reference Group: English					
		NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag
33	SA2	8584	2904	4.15		0.02	A	8584	945	4.13		0.01	A	1959	945	2.25		-0.02	A	55	945	2.37		0.18	A
34	SA2	8584	2904	15.34		-0.02	A	8584	945	11.69		-0.04	A	1959	945	1.26		-0.03	A	55	945	1.34		0.14	A
35	SA2	8584	2904	22.56		0.08	A	8584	945	36.91		0.16	A	1959	945	15.23		0.11	A	55	945	14.61		0.25	B>
36	SA2	8584	2904	12.52		0.03	A	8584	945	10.51		0.06	A	1959	945	2.60		0.05	A	55	945	0.06		-0.01	A
37	SA2	8584	2904	14.36		0.04	A	8584	945	17.46		0.08	A	1959	945	6.03		0.06	A	55	945	3.64		0.16	A
38	SA1	8584	2904	3.97	0.22	0.04	A	8584	945	3.54	0.32	0.06	A	1959	945	0.99	0.20	0.02	A	55	945	0.01	-0.06	-0.02	A
39	SA1	8584	2904	17.62	0.45	0.09	A	8584	945	8.51	0.50	0.10	A	1959	945	0.19	0.09	0.03	A	55	945	0.54	-0.58	-0.10	A
40	SA3	8584	2904	12.18		0.03	A	8584	945	27.48		0.12	A	1959	945	17.97		0.12	A	55	945	5.12		0.17	A
41	SA3	8584	2904	9.07		0.02	A	8584	945	16.83		0.08	A	1959	945	10.08		0.08	A	55	945	5.33		0.15	A

Note: SA1=1 Point Short Answer Item, SA2=2 Point Short Answer Item, SA3=3 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.22: DIF Statistics based on FRL Students for Items in Writing on Stage I

Item	Item Type	Focal Group: FRL (ELL)		Reference Group: Non-FRL (ELL)		SMD	Flag
		NF	NR	MH χ^2	Δ MH		
33	SA2	9701	1722	3.56		0.01	A
34	SA2	9701	1722	20.76		-0.11	A
35	SA2	9701	1722	6.28		0.00	A
36	SA2	9701	1722	2.37		-0.01	A
37	SA2	9701	1722	0.11		0.00	A
38	SA1	9701	1722	4.13	0.27	0.05	A
39	SA1	9701	1722	1.09	0.14	0.02	A
40	SA3	9701	1722	7.02		-0.02	A
41	SA3	9701	1722	9.57		0.00	A

Note: SA1=1 Point Short Answer Item, SA2=2 Point Short Answer Item, SA3=3 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group,

Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.23: DIF Statistics based on ELL Students for Items in Listening on Stage I

Item	Item Type	Focal Group: Female Reference Group: Male						Focal Group: Hispanic Reference Group: Non-Hispanic						Focal Group: American Indian Reference Group: Non-American Indian						Focal Group: Special Education Reference Group: Non-Special Education					
		NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag
1	MC	5418	6062	0.03	-0.02	0.00	A	10285	1203	3.41	-0.35	-0.05	A	404	11084	0.49	-0.21	-0.04	A	806	10682	0.74	-0.17	-0.03	A
2	MC	5418	6062	0.75	-0.10	-0.01	A	10285	1203	0.01	0.02	0.00	A	404	11084	0.31	-0.16	-0.03	A	806	10682	0.01	0.02	0.00	A
3	MC	5418	6062	12.17	-0.35	-0.06	A	10285	1203	14.18	-0.63	-0.11	A	404	11084	0.18	0.11	0.02	A	806	10682	0.09	-0.06	-0.01	A
4	MC	5418	6062	4.58	-0.24	-0.04	A	10285	1203	3.80	-0.37	-0.06	A	404	11084	0.01	0.04	0.01	A	806	10682	5.46	0.50	0.09	A
5	MC	5418	6062	1.17	0.10	0.02	A	10285	1203	14.46	0.58	0.11	A	404	11084	1.13	0.27	0.05	A	806	10682	0.01	0.02	0.01	A
6	MC	5418	6062	0.16	-0.04	-0.01	A	10285	1203	2.10	0.23	0.04	A	404	11084	1.55	0.32	0.06	A	806	10682	6.98	0.50	0.09	A
7	MC	5418	6062	0.14	-0.04	0.00	A	10285	1203	0.33	0.10	0.02	A	404	11084	1.62	-0.33	-0.06	A	806	10682	1.18	-0.21	-0.04	A
8	MC	5418	6062	31.11	0.61	0.09	A	10285	1203	42.66	1.10	0.18	B>	404	11084	1.31	-0.33	-0.05	A	806	10682	13.66	-0.74	-0.13	A
9	MC	5418	6062	0.31	0.06	0.01	A	10285	1203	10.14	0.57	0.09	A	404	11084	0.11	0.10	0.02	A	806	10682	0.01	0.02	0.00	A
10	MC	5418	6062	14.04	0.41	0.06	A	10285	1203	2.45	0.28	0.04	A	404	11084	1.18	0.32	0.05	A	806	10682	0.68	0.17	0.03	A
11	MC	5418	6062	7.34	0.31	0.05	A	10285	1203	17.24	0.72	0.12	A	404	11084	4.10	-0.59	-0.10	A	806	10682	5.63	-0.47	-0.09	A
12	MC	5418	6062	0.00	0.00	0.00	A	10285	1203	7.42	0.44	0.08	A	404	11084	4.56	-0.56	-0.10	A	806	10682	0.40	-0.12	-0.02	A
13	MC	5418	6062	11.30	0.30	0.06	A	10285	1203	0.83	0.13	0.03	A	404	11084	8.42	-0.71	-0.14	A	806	10682	0.06	0.04	0.01	A
14	MC	5418	6062	10.82	0.31	0.06	A	10285	1203	0.55	-0.12	-0.02	A	404	11084	1.95	-0.35	-0.07	A	806	10682	0.24	-0.09	-0.02	A

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.24: DIF Statistics based on ELL Students' Home Languages for Items in Listening on Stage I

Item	Item Type	Focal Group: Spanish Reference Group: Non-Spanish						Focal Group: Spanish Reference Group: English						Focal Group: Non-Spanish Reference Group: English						Focal Group: American Indian Reference Group: English					
		NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag
1	MC	8584	2904	0.75	-0.11	-0.02	A	8584	945	0.06	0.05	0.00	A	1959	945	1.11	0.25	0.04	A	55	945	2.41	1.34	0.22	A
2	MC	8584	2904	2.04	0.18	0.03	A	8584	945	1.66	0.25	0.04	A	1959	945	0.32	0.13	0.02	A	55	945	0.45	0.58	0.08	A
3	MC	8584	2904	9.22	-0.35	-0.07	A	8584	945	0.89	-0.17	-0.03	A	1959	945	1.90	0.29	0.06	A	55	945	4.23	1.55	0.29	A
4	MC	8584	2904	2.85	-0.22	-0.04	A	8584	945	3.42	-0.39	-0.05	A	1959	945	1.12	-0.25	-0.04	A	55	945	2.13	1.39	0.21	A
5	MC	8584	2904	1.50	0.13	0.03	A	8584	945	2.18	-0.26	-0.04	A	1959	945	8.48	-0.58	-0.11	A	55	945	0.02	-0.10	-0.02	A
6	MC	8584	2904	1.86	-0.15	-0.02	A	8584	945	5.80	-0.43	-0.07	A	1959	945	4.16	-0.42	-0.07	A	55	945	0.21	0.34	0.06	A
7	MC	8584	2904	0.20	-0.05	-0.01	A	8584	945	1.24	-0.21	-0.03	A	1959	945	1.31	-0.25	-0.04	A	55	945	7.86	2.77	0.40	C>
8	MC	8584	2904	4.24	0.25	0.04	A	8584	945	1.71	-0.26	-0.04	A	1959	945	10.52	-0.73	-0.11	A	55	945	9.64	-2.38	-0.40	C<
9	MC	8584	2904	0.03	-0.02	0.00	A	8584	945	8.85	-0.64	-0.09	A	1959	945	13.82	-0.90	-0.13	A	55	945	0.08	0.23	0.04	A
10	MC	8584	2904	0.74	-0.11	-0.02	A	8584	945	13.00	-0.76	-0.12	A	1959	945	15.97	-0.95	-0.15	A	55	945	0.54	0.57	0.11	A
11	MC	8584	2904	1.03	0.13	0.02	A	8584	945	2.39	-0.32	-0.04	A	1959	945	7.92	-0.66	-0.10	A	55	945	4.19	-1.58	-0.29	A
12	MC	8584	2904	0.06	-0.03	0.00	A	8584	945	3.51	-0.33	-0.05	A	1959	945	5.50	-0.48	-0.09	A	55	945	1.87	-1.00	-0.18	A
13	MC	8584	2904	0.02	0.01	0.00	A	8584	945	0.61	-0.13	-0.03	A	1959	945	1.16	-0.20	-0.04	A	55	945	6.16	-1.76	-0.33	A
14	MC	8584	2904	4.04	-0.22	-0.05	A	8584	945	3.06	-0.30	-0.06	A	1959	945	0.44	-0.13	-0.02	A	55	945	0.01	0.07	0.02	A

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.25: DIF Statistics based on FRL Students for Items in Listening on Stage I

Item	Item Type	Focal Group: FRL (ELL)		Reference Group: Non-FRL (ELL)			
		NF	NR	MH χ^2	Δ MH	SMD	Flag
1	MC	18009	3577	3.88	-0.26	-0.03	A
2	MC	18009	3577	2.76	-0.20	-0.03	A
3	MC	18009	3577	19.36	-0.51	-0.07	A
4	MC	18009	3577	3.72	-0.25	-0.03	A
5	MC	18009	3577	4.00	0.25	0.03	A
6	MC	18009	3577	13.99	-0.42	-0.06	A
7	MC	18009	3577	2.70	-0.21	-0.03	A
8	MC	18009	3577	1.98	-0.13	-0.01	A
9	MC	18009	3577	0.42	0.08	0.02	A
10	MC	18009	3577	0.15	0.05	0.00	A
11	MC	18009	3577	4.37	0.25	0.04	A
12	MC	18009	3577	0.62	-0.09	-0.01	A
13	MC	18009	3577	0.37	0.06	0.01	A
14	MC	18009	3577	4.93	-0.23	-0.04	A

Note: MC=Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.26: DIF Statistics based on ELL Students for Items in Speaking on Stage I

Item	Item Type	Focal Group: Female Reference Group: Male						Focal Group: Hispanic Reference Group: Non-Hispanic						Focal Group: American Indian Reference Group: Non-American Indian						Focal Group: Special Education Reference Group: Non-Special Education					
		NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag
42	SA1	5418	6062	3.77	-0.19	-0.04	A	10285	1203	3.56	0.30	0.05	A	404	11084	0.99	0.27	0.05	A	806	10682	2.30	0.29	0.06	A
43	SA1	5418	6062	1.34	0.19	0.02	A	10285	1203	0.15	0.10	0.01	A	404	11084	7.39	1.44	0.14	B>	806	10682	0.30	0.16	0.02	A
44	SA1	5418	6062	38.53	-0.60	-0.11	A	10285	1203	13.85	-0.60	-0.11	A	404	11084	3.65	0.52	0.09	A	806	10682	0.89	0.17	0.04	A
45	SA1	5418	6062	25.83	-0.59	-0.09	A	10285	1203	0.49	-0.13	-0.02	A	404	11084	0.47	0.22	0.03	A	806	10682	0.00	-0.02	0.00	A
46	SA2	5418	6062	9.62	-0.03	-0.03	A	10285	1203	1.53	0.01	0.01	A	404	11084	5.47	0.10	0.10	A	806	10682	5.97	0.08	0.08	A
47	SA2	5418	6062	3.90	-0.03	-0.03	A	10285	1203	11.25	0.08	0.08	A	404	11084	0.88	0.02	0.02	A	806	10682	8.58	-0.05	-0.05	A
48	SA2	5418	6062	5.63	0.03	0.03	A	10285	1203	3.07	0.04	0.04	A	404	11084	1.40	0.05	0.05	A	806	10682	0.24	-0.01	-0.01	A
49	SA4	5418	6062	5.11	-0.01	-0.01	A	10285	1203	6.33	-0.01	-0.01	A	404	11084	10.52	0.10	0.10	A	806	10682	30.42	-0.12	-0.12	A

Note: SA1=1 Point Short Answer Item, SA2=2 Point Short Answer Item, SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.27: DIF Statistics based on ELL Students' Home Languages for Items in Speaking on Stage I

Item	Item Type	Focal Group: Spanish Reference Group: Non-Spanish						Focal Group: Spanish Reference Group: English						Focal Group: Non-Spanish Reference Group: English						Focal Group: American Indian Reference Group: English					
		NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag
42	SA1	8584	2904	6.71	0.29	0.06	A	8584	945	7.09	0.47	0.09	A	1959	945	1.55	0.25	0.05	A	55	945	0.15	-0.28	-0.06	A
43	SA1	8584	2904	0.31	0.10	0.01	A	8584	945	0.05	0.06	0.01	A	1959	945	0.05	-0.07	-0.01	A	55	945	0.03	0.21	0.03	A
44	SA1	8584	2904	4.10	-0.22	-0.04	A	8584	945	0.50	-0.12	-0.02	A	1959	945	0.53	0.15	0.03	A	55	945	0.08	-0.19	-0.03	A
45	SA1	8584	2904	1.39	-0.16	-0.03	A	8584	945	3.14	-0.37	-0.06	A	1959	945	1.58	-0.31	-0.04	A	55	945	0.07	0.24	0.03	A
46	SA2	8584	2904	0.55	0.01	0.01	A	8584	945	0.65	0.02	0.02	A	1959	945	0.72	0.00	0.00	A	55	945	0.50	-0.01	-0.01	A
47	SA2	8584	2904	18.69	0.08	0.08	A	8584	945	12.10	0.11	0.11	A	1959	945	1.02	0.03	0.03	A	55	945	1.99	-0.19	-0.19	A
48	SA2	8584	2904	8.05	0.05	0.05	A	8584	945	2.57	0.05	0.05	A	1959	945	0.28	0.00	0.00	A	55	945	1.90	-0.13	-0.13	A
49	SA4	8584	2904	8.06	0.02	0.02	A	8584	945	7.14	0.00	0.00	A	1959	945	8.84	-0.03	-0.03	A	55	945	3.92	-0.17	-0.17	A

Note: SA1=1 Point Short Answer Item, SA2=2 Point Short Answer Item, SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.28: DIF Statistics based on FRL Students for Items in Speaking on Stage I

Item	Item Type	Focal Group: FRL (ELL and FEP) Reference Group: Non-FRL (ELL and FEP)					
		NF	NR	MH χ^2	Δ MH	SMD	Flag
42	SA1	18009	3577	1.57	0.13	0.02	A
43	SA1	18009	3577	0.30	0.10	0.00	A
44	SA1	18009	3577	4.43	-0.22	-0.03	A
45	SA1	18009	3577	45.62	-0.65	-0.11	A
46	SA2	18009	3577	4.34	-0.02	-0.02	A
47	SA2	18009	3577	4.87	0.03	0.03	A
48	SA2	18009	3577	8.17	0.03	0.03	A
49	SA4	18009	3577	40.57	-0.03	-0.03	A

Note: SA1=1 Point Short Answer Item, SA2=2 Point Short Answer Item, SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.29: DIF Statistics based on ELL Students for Items in Reading on Stage II

Item	Item Type	Focal Group: Female Reference Group: Male						Focal Group: Hispanic Reference Group: Non-Hispanic					Focal Group: American Indian Reference Group: Non-American Indian					Focal Group: Special Education Reference Group: Non-Special Education							
		NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag
		15	MC	10763	12330	0.68	0.06	0.01	A	20378	2732	2.14	0.17	0.03	A	1215	21895	0.04	0.03	0.01	A	1958	21152	2.85	-0.21
16	MC	10763	12330	0.21	0.04	0.00	A	20378	2732	64.88	-1.07	-0.16	B<	1215	21895	1.68	0.22	0.04	A	1958	21152	1.40	-0.15	-0.03	A
17	MC	10763	12330	4.88	-0.17	-0.03	A	20378	2732	0.39	0.08	0.01	A	1215	21895	1.13	0.19	0.03	A	1958	21152	0.55	0.10	0.02	A
18	MC	10763	12330	5.07	0.15	0.03	A	20378	2732	18.38	0.44	0.08	A	1215	21895	0.09	0.05	0.01	A	1958	21152	0.65	-0.10	-0.02	A
19	MC	10763	12330	5.85	0.20	0.03	A	20378	2732	7.49	-0.36	-0.05	A	1215	21895	1.07	-0.18	-0.03	A	1958	21152	0.11	-0.05	-0.01	A
20	MC	10763	12330	3.15	-0.14	-0.02	A	20378	2732	8.84	-0.39	-0.05	A	1215	21895	8.09	0.52	0.07	A	1958	21152	0.17	-0.05	-0.01	A
21	MC	10763	12330	10.56	-0.22	-0.04	A	20378	2732	21.48	-0.52	-0.08	A	1215	21895	2.84	0.26	0.05	A	1958	21152	6.05	0.30	0.05	A
22	MC	10763	12330	2.39	-0.10	-0.02	A	20378	2732	1.14	0.11	0.02	A	1215	21895	0.00	0.00	0.00	A	1958	21152	0.10	0.04	0.01	A
23	MC	10763	12330	7.51	0.18	0.04	A	20378	2732	6.89	0.27	0.05	A	1215	21895	0.38	0.09	0.02	A	1958	21152	5.36	0.28	0.05	A
24	MC	10763	12330	2.73	-0.12	-0.02	A	20378	2732	9.78	0.34	0.06	A	1215	21895	0.31	0.09	0.01	A	1958	21152	2.20	-0.18	-0.03	A
25	MC	10763	12330	18.36	0.30	0.05	A	20378	2732	4.88	-0.24	-0.04	A	1215	21895	0.04	0.03	0.01	A	1958	21152	1.69	-0.16	-0.03	A
26	MC	10763	12330	10.25	0.22	0.04	A	20378	2732	7.33	-0.29	-0.05	A	1215	21895	0.29	-0.08	-0.01	A	1958	21152	3.21	0.21	0.04	A
27	MC	10763	12330	48.08	0.47	0.08	A	20378	2732	0.04	-0.02	-0.01	A	1215	21895	0.42	0.10	0.02	A	1958	21152	0.06	-0.03	-0.01	A
28	MC	10763	12330	1.20	-0.07	-0.01	A	20378	2732	0.76	-0.09	-0.01	A	1215	21895	1.24	-0.16	-0.03	A	1958	21152	1.01	-0.12	-0.02	A
29	MC	10763	12330	0.15	-0.03	-0.01	A	20378	2732	0.95	-0.10	-0.01	A	1215	21895	0.00	0.00	0.00	A	1958	21152	1.87	-0.17	-0.03	A
30	MC	10763	12330	74.43	-0.57	-0.11	A	20378	2732	2.99	-0.18	-0.03	A	1215	21895	5.51	0.34	0.07	A	1958	21152	7.30	0.32	0.06	A
31	MC	10763	12330	38.12	0.43	0.07	A	20378	2732	0.50	0.08	0.01	A	1215	21895	0.18	0.07	0.01	A	1958	21152	4.57	-0.27	-0.05	A
32	MC	10763	12330	0.02	0.01	0.00	A	20378	2732	0.02	-0.01	0.00	A	1215	21895	2.94	-0.26	-0.05	A	1958	21152	4.83	0.26	0.05	A
33	MC	10763	12330	15.17	-0.25	-0.05	A	20378	2732	0.01	0.01	0.01	A	1215	21895	0.07	0.04	0.01	A	1958	21152	7.55	-0.32	-0.06	A
34	MC	10763	12330	1.14	-0.07	-0.01	A	20378	2732	1.57	-0.14	-0.02	A	1215	21895	0.50	-0.11	-0.02	A	1958	21152	1.26	-0.13	-0.03	A
50	SA1	10763	12330	17.55	-0.28	-0.05	A	20378	2732	10.34	-0.34	-0.06	A	1215	21895	23.71	0.74	0.14	A	1958	21152	0.31	0.07	0.01	A
51	SA1	10763	12330	0.79	-0.06	-0.01	A	20378	2732	5.75	0.24	0.05	A	1215	21895	1.20	0.16	0.03	A	1958	21152	1.19	-0.13	-0.02	A
52	SA3	10763	12330	154.63		-0.14	A	20378	2732	35.75		-0.08	A	1215	21895	5.09		-0.05	A	1958	21152	5.46		-0.04	A

Note: MC=Multiple-choice Items, SA1=1 Point Short Answer Item, SA3=3 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.30: DIF Statistics based on ELL Students' Home Languages for Items in Reading on Stage II

Item	Item Type	Focal Group: Spanish Reference Group: Non-Spanish						Focal Group: Spanish Reference Group: English						Focal Group: Non-Spanish Reference Group: English						Focal Group: American Indian Reference Group: English					
		NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag
15	MC	15517	7593	12.45	-0.28	-0.05	A	15517	2918	28.99	-0.63	-0.10	A	4675	2918	15.18	-0.53	-0.09	A	150	2918	6.57	-1.15	-0.20	A
16	MC	15517	7593	78.43	-0.74	-0.12	A	15517	2918	64.63	-1.02	-0.16	B<	4675	2918	8.27	-0.43	-0.07	A	150	2918	0.11	-0.17	-0.03	A
17	MC	15517	7593	2.19	-0.12	-0.02	A	15517	2918	5.79	-0.30	-0.04	A	4675	2918	3.47	-0.27	-0.04	A	150	2918	1.60	-0.65	-0.09	A
18	MC	15517	7593	25.29	0.36	0.07	A	15517	2918	1.34	0.12	0.02	A	4675	2918	10.90	-0.40	-0.07	A	150	2918	0.00	-0.02	0.00	A
19	MC	15517	7593	0.55	-0.06	-0.01	A	15517	2918	0.00	0.00	0.00	A	4675	2918	0.38	0.09	0.01	A	150	2918	0.03	-0.09	-0.01	A
20	MC	15517	7593	4.75	-0.18	-0.03	A	15517	2918	8.71	-0.37	-0.05	A	4675	2918	3.77	-0.28	-0.04	A	150	2918	0.07	-0.15	-0.02	A
21	MC	15517	7593	10.89	-0.24	-0.04	A	15517	2918	8.01	-0.30	-0.05	A	4675	2918	0.22	-0.06	-0.01	A	150	2918	0.13	-0.16	-0.03	A
22	MC	15517	7593	0.00	0.00	0.00	A	15517	2918	1.05	-0.10	-0.02	A	4675	2918	1.89	-0.16	-0.03	A	150	2918	2.15	-0.65	-0.12	A
23	MC	15517	7593	18.39	0.31	0.06	A	15517	2918	2.64	0.17	0.03	A	4675	2918	3.78	-0.23	-0.04	A	150	2918	0.02	0.05	0.01	A
24	MC	15517	7593	1.66	0.10	0.02	A	15517	2918	0.00	0.00	0.00	A	4675	2918	1.83	-0.17	-0.03	A	150	2918	2.83	-0.79	-0.13	A
25	MC	15517	7593	2.65	-0.12	-0.02	A	15517	2918	3.34	-0.20	-0.03	A	4675	2918	0.77	-0.11	-0.02	A	150	2918	0.07	-0.12	-0.02	A
26	MC	15517	7593	1.18	-0.08	-0.01	A	15517	2918	0.23	0.05	0.01	A	4675	2918	3.05	0.21	0.04	A	150	2918	0.26	-0.21	-0.04	A
27	MC	15517	7593	0.22	0.03	0.01	A	15517	2918	0.05	-0.02	0.00	A	4675	2918	0.73	-0.10	-0.02	A	150	2918	0.85	-0.36	-0.07	A
28	MC	15517	7593	1.22	0.08	0.02	A	15517	2918	0.01	-0.01	0.00	A	4675	2918	1.33	-0.14	-0.02	A	150	2918	0.61	0.33	0.06	A
29	MC	15517	7593	1.43	-0.09	-0.01	A	15517	2918	0.97	-0.10	-0.01	A	4675	2918	0.01	0.01	0.00	A	150	2918	0.80	-0.39	-0.07	A
30	MC	15517	7593	4.94	-0.16	-0.03	A	15517	2918	4.58	-0.22	-0.04	A	4675	2918	0.53	-0.09	-0.02	A	150	2918	1.01	-0.43	-0.08	A
31	MC	15517	7593	0.00	0.00	0.00	A	15517	2918	1.41	-0.13	-0.02	A	4675	2918	3.13	-0.22	-0.04	A	150	2918	4.09	-0.86	-0.15	A
32	MC	15517	7593	3.69	-0.13	-0.03	A	15517	2918	2.76	-0.17	-0.03	A	4675	2918	0.15	-0.05	-0.01	A	150	2918	3.30	-0.77	-0.14	A
33	MC	15517	7593	8.48	-0.20	-0.04	A	15517	2918	2.87	-0.16	-0.03	A	4675	2918	0.28	0.06	0.01	A	150	2918	2.93	-0.70	-0.14	A
34	MC	15517	7593	4.33	-0.15	-0.03	A	15517	2918	1.32	-0.12	-0.02	A	4675	2918	0.14	0.05	0.01	A	150	2918	0.01	0.05	0.01	A
50	SA1	15517	7593	0.99	-0.07	-0.01	A	15517	2918	3.32	-0.19	-0.04	A	4675	2918	2.44	-0.19	-0.04	A	150	2918	2.17	0.65	0.12	A
51	SA1	15517	7593	6.50	0.18	0.03	A	15517	2918	1.99	0.14	0.02	A	4675	2918	0.26	-0.06	-0.02	A	150	2918	0.15	0.16	0.03	A
52	SA3	15517	7593	18.32		-0.01	A	15517	2918	9.15		0.02	A	4675	2918	7.71		0.05	A	150	2918	6.89		0.13	A

Note: MC=Multiple-choice Items, SA1=1 Point Short Answer Item, SA3=3 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.31: DIF Statistics based on FRL Students for Items in Reading on Stage II

Item	Item Type	Focal Group: FRL (ELL)		Reference Group: Non-FRL (ELL)		SMD	Flag
		NF	NR	MH χ^2	Δ MH		
15	MC	19626	3273	2.01	-0.15	-0.03	A
16	MC	19626	3273	14.21	-0.43	-0.07	A
17	MC	19626	3273	0.29	0.06	0.01	A
18	MC	19626	3273	3.02	-0.17	-0.03	A
19	MC	19626	3273	0.14	-0.04	-0.01	A
20	MC	19626	3273	0.87	0.11	0.02	A
21	MC	19626	3273	2.47	0.16	0.03	A
22	MC	19626	3273	0.21	0.04	0.01	A
23	MC	19626	3273	2.41	0.15	0.03	A
24	MC	19626	3273	1.09	0.10	0.02	A
25	MC	19626	3273	0.01	-0.01	0.00	A
26	MC	19626	3273	3.78	0.19	0.04	A
27	MC	19626	3273	1.88	-0.13	-0.02	A
28	MC	19626	3273	1.04	0.10	0.02	A
29	MC	19626	3273	6.00	-0.23	-0.04	A
30	MC	19626	3273	0.45	-0.06	-0.01	A
31	MC	19626	3273	4.65	0.22	0.04	A
32	MC	19626	3273	1.71	0.12	0.02	A
33	MC	19626	3273	0.10	0.03	0.01	A
34	MC	19626	3273	5.27	0.23	0.04	A
50	SA1	19626	3273	20.26	-0.44	-0.08	A
51	SA1	19626	3273	3.85	-0.18	-0.03	A
52	SA3	19626	3273	22.23		-0.07	A

Note: MC=Multiple-choice Items, SA1=1 Point Short Answer Item, SA3=3 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.34: DIF Statistics based on FRL Students for Items in Writing on Stage II

Item	Item Type	Focal Group: FRL (ELL)		Reference Group: Non-FRL (ELL)		SMD	Flag
		NF	NR	MH χ^2	Δ MH		
35	MC	19626	3273	10.43	-0.41	-0.05	A
36	MC	19626	3273	2.00	-0.14	-0.02	A
37	MC	19626	3273	26.11	-0.47	-0.09	A
38	MC	19626	3273	4.35	-0.19	-0.04	A
39	MC	19626	3273	0.41	0.06	0.01	A
40	MC	19626	3273	1.11	0.13	0.02	A
41	MC	19626	3273	0.28	-0.05	-0.01	A
42	MC	19626	3273	20.00	0.43	0.08	A
43	MC	19626	3273	2.46	0.16	0.03	A
44	MC	19626	3273	0.61	0.08	0.01	A
45	MC	19626	3273	2.41	0.15	0.03	A
46	MC	19626	3273	3.80	-0.18	-0.03	A
47	MC	19626	3273	4.98	0.22	0.04	A
48	ER	19626	3273	16.66		-0.05	A
49	ER	19626	3273	9.00		-0.03	A

Note: MC= Multiple-choice Item, ER=Extended Response Item , NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.37: DIF Statistics based on FRL Students for Items in Listening on Stage II

Item	Item Type	Focal Group: FRL (ELL)		Reference Group: Non-FRL (ELL)		SMD	Flag
		NF	NR	MH χ^2	Δ MH		
1	MC	19626	3273	0.00	0.00	0.00	A
2	MC	19626	3273	2.72	-0.16	-0.03	A
3	MC	19626	3273	0.12	-0.03	-0.01	A
4	MC	19626	3273	1.16	-0.10	-0.02	A
5	MC	19626	3273	0.01	0.01	0.00	A
6	MC	19626	3273	0.29	-0.05	-0.01	A
7	MC	19626	3273	0.13	0.03	0.01	A
8	MC	19626	3273	0.96	-0.12	-0.02	A
9	MC	19626	3273	26.60	0.61	0.10	A
10	MC	19626	3273	0.46	0.08	0.01	A
11	MC	19626	3273	0.08	-0.03	0.00	A
12	MC	19626	3273	0.34	-0.06	-0.01	A
13	MC	19626	3273	1.32	0.17	0.02	A
14	MC	19626	3273	5.49	-0.23	-0.04	A

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.38: DIF Statistics based on ELL Students for Items in Speaking on Stage II

Item	Item Type	Focal Group: Female Reference Group: Male						Focal Group: Hispanic Reference Group: Non-Hispanic						Focal Group: American Indian Reference Group: Non-American Indian						Focal Group: Special Education Reference Group: Non-Special Education					
		NF	NR	MHχ ²	ΔMH	SMD	Flag	NF	NR	MHχ ²	ΔMH	SMD	Flag	NF	NR	MHχ ²	ΔMH	SMD	Flag	NF	NR	MHχ ²	ΔMH	SMD	Flag
53	SA4	10763	12330	133.20		-0.13	A	20378	2732	32.11		0.06	A	1215	21895	14.21		0.09	A	1958	21152	48.93		0.15	A
54	SA4	10763	12330	46.25		-0.07	A	20378	2732	24.74		0.06	A	1215	21895	13.51		0.07	A	1958	21152	27.15		0.06	A
55	SA4	10763	12330	34.89		0.01	A	20378	2732	16.34		-0.03	A	1215	21895	0.66		-0.02	A	1958	21152	34.52		0.00	A
56	SA4	10763	12330	66.22		0.01	A	20378	2732	18.58		0.08	A	1215	21895	8.72		-0.02	A	1958	21152	18.54		0.09	A
57	SA4	10763	12330	27.99		-0.04	A	20378	2732	45.82		-0.01	A	1215	21895	14.97		0.09	A	1958	21152	11.41		0.06	A
58	SA4	10763	12330	85.11		0.07	A	20378	2732	106.46		0.19	B>	1215	21895	6.08		-0.06	A	1958	21152	20.85		0.03	A
59	SA4	10763	12330	63.07		0.06	A	20378	2732	50.58		0.13	A	1215	21895	10.39		-0.07	A	1958	21152	25.95		0.06	A
60	SA4	10763	12330	14.01		0.02	A	20378	2732	37.09		0.08	A	1215	21895	33.74		0.12	A	1958	21152	184.41		-0.25	B<

Note: SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MHχ²=Mantel-Haenszel Chi-Square, ΔMH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.39: DIF Statistics based on ELL Students' Home Languages for Items in Speaking on Stage II

Item	Item Type	Focal Group: Spanish Reference Group: Non-Spanish						Focal Group: Spanish Reference Group: English						Focal Group: Non-Spanish Reference Group: English						Focal Group: American Indian Reference Group: English					
		NF	NR	MHχ ²	ΔMH	SMD	Flag	NF	NR	MHχ ²	ΔMH	SMD	Flag	NF	NR	MHχ ²	ΔMH	SMD	Flag	NF	NR	MHχ ²	ΔMH	SMD	Flag
53	SA4	15517	7593	43.13		0.02	A	15517	2918	28.13		-0.07	A	4675	2918	38.60		-0.14	A	150	2918	5.97		0.18	A
54	SA4	15517	7593	24.76		0.01	A	15517	2918	14.58		-0.06	A	4675	2918	32.84		-0.12	A	150	2918	8.36		0.14	A
55	SA4	15517	7593	47.53		-0.07	A	15517	2918	30.74		-0.09	A	4675	2918	9.59		-0.04	A	150	2918	7.29		-0.06	A
56	SA4	15517	7593	5.25		0.02	A	15517	2918	2.91		-0.01	A	4675	2918	4.25		-0.04	A	150	2918	7.16		-0.02	A
57	SA4	15517	7593	20.30		-0.01	A	15517	2918	5.85		-0.04	A	4675	2918	17.80		-0.05	A	150	2918	8.04		0.16	A
58	SA4	15517	7593	92.52		0.12	A	15517	2918	27.56		0.08	A	4675	2918	24.13		-0.06	A	150	2918	6.01		-0.15	A
59	SA4	15517	7593	44.02		0.08	A	15517	2918	24.16		0.05	A	4675	2918	26.70		-0.04	A	150	2918	1.50		-0.06	A
60	SA4	15517	7593	94.91		0.02	A	15517	2918	44.72		-0.07	A	4675	2918	38.01		-0.13	A	150	2918	0.17		0.01	A

Note: SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MHχ²=Mantel-Haenszel Chi-Square, ΔMH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.40: DIF Statistics based on FRL Students for Items in Speaking on Stage II

Item	Item Type	Focal Group: FRL (ELL) Reference Group: Non-FRL (ELL)					
		NF	NR	MHχ ²	ΔMH	SMD	Flag
53	SA4	19626	3273	7.39		0.02	A
54	SA4	19626	3273	4.74		0.04	A
55	SA4	19626	3273	44.85		-0.09	A
56	SA4	19626	3273	3.10		0.03	A
57	SA4	19626	3273	18.01		0.01	A
58	SA4	19626	3273	33.27		0.09	A
59	SA4	19626	3273	20.89		0.07	A
60	SA4	19626	3273	48.14		0.08	A

Note: SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MHχ²=Mantel-Haenszel Chi-Square, ΔMH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.43: DIF Statistics based on FRL Students for Items in Reading on Stage III

Item	Item Type	Focal Group: FRL (ELL)		Reference Group: Non-FRL (ELL)		SMD	Flag
		NF	NR	MH χ^2	Δ MH		
15	MC	19713	3174	0.15	0.05	0.01	A
16	MC	19713	3174	2.05	0.14	0.02	A
17	MC	19713	3174	7.87	-0.28	-0.05	A
18	MC	19713	3174	4.62	0.21	0.04	A
19	MC	19713	3174	0.05	-0.03	-0.01	A
20	MC	19713	3174	11.22	-0.32	-0.06	A
21	MC	19713	3174	0.01	-0.01	0.00	A
22	MC	19713	3174	0.59	-0.12	-0.01	A
23	MC	19713	3174	0.22	0.05	0.01	A
24	MC	19713	3174	0.10	-0.03	-0.01	A
25	MC	19713	3174	3.62	0.21	0.03	A
26	MC	19713	3174	1.75	0.14	0.02	A
27	MC	19713	3174	0.79	-0.08	-0.02	A
28	MC	19713	3174	1.07	0.11	0.02	A
29	MC	19713	3174	0.24	0.05	0.01	A
30	MC	19713	3174	10.95	-0.33	-0.06	A
31	MC	19713	3174	2.68	-0.16	-0.03	A
32	MC	19713	3174	0.07	-0.03	0.00	A
33	MC	19713	3174	5.30	-0.23	-0.04	A
34	MC	19713	3174	3.04	-0.17	-0.03	A
35	MC	19713	3174	3.53	-0.18	-0.03	A
36	MC	19713	3174	0.68	-0.08	-0.02	A
37	MC	19713	3174	0.55	-0.07	-0.01	A
56	SA1	19713	3174	4.77	-0.21	-0.04	A
57	SA1	19713	3174	7.27	-0.27	-0.05	A
58	SA1	19713	3174	5.05	-0.23	-0.04	A

Note: MC= Multiple-choice Item, SA1=1 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.44: DIF Statistics based on ELL Students for Items in Writing on Stage III

Item	Item Type	Focal Group: Female Reference Group: Male						Focal Group: Hispanic Reference Group: Non-Hispanic						Focal Group: American Indian Reference Group: Non-American Indian						Focal Group: Special Education Reference Group: Non-Special Education					
		NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag
38	MC	10215	12840	0.01	0.01	0.00	A	20196	2871	0.75	0.09	0.02	A	1748	21319	4.84	-0.29	-0.05	A	2815	20252	14.31	-0.42	-0.07	A
39	MC	10215	12840	111.37	0.68	0.14	A	20196	2871	4.14	-0.20	-0.04	A	1748	21319	4.32	0.26	0.05	A	2815	20252	1.02	-0.10	-0.02	A
40	MC	10215	12840	7.46	0.18	0.03	A	20196	2871	16.69	-0.42	-0.08	A	1748	21319	1.37	0.15	0.03	A	2815	20252	0.15	0.04	0.01	A
41	MC	10215	12840	41.65	0.43	0.08	A	20196	2871	7.39	-0.27	-0.05	A	1748	21319	4.57	0.26	0.05	A	2815	20252	0.08	0.03	0.00	A
42	MC	10215	12840	6.62	0.17	0.03	A	20196	2871	1.66	0.13	0.02	A	1748	21319	1.19	0.13	0.03	A	2815	20252	1.53	-0.13	-0.03	A
43	MC	10215	12840	86.01	0.63	0.12	A	20196	2871	0.19	-0.04	-0.01	A	1748	21319	1.17	-0.14	-0.02	A	2815	20252	0.50	-0.07	-0.02	A
44	MC	10215	12840	0.60	0.06	0.01	A	20196	2871	1.23	-0.13	-0.02	A	1748	21319	0.00	0.01	0.00	A	2815	20252	3.56	-0.20	-0.04	A
45	MC	10215	12840	3.76	0.16	0.02	A	20196	2871	7.13	0.32	0.05	A	1748	21319	6.03	-0.36	-0.06	A	2815	20252	3.33	-0.21	-0.04	A
46	MC	10215	12840	1.22	-0.10	-0.01	A	20196	2871	3.02	-0.24	-0.03	A	1748	21319	30.67	0.99	0.12	A	2815	20252	0.12	0.04	0.01	A
47	MC	10215	12840	4.08	0.15	0.02	A	20196	2871	0.03	0.02	0.00	A	1748	21319	0.46	0.09	0.01	A	2815	20252	0.38	-0.07	-0.01	A
48	MC	10215	12840	1.13	0.07	0.01	A	20196	2871	17.79	-0.42	-0.08	A	1748	21319	3.59	0.23	0.05	A	2815	20252	1.21	0.11	0.02	A
49	MC	10215	12840	4.60	0.19	0.03	A	20196	2871	37.12	0.74	0.11	A	1748	21319	0.14	0.06	0.01	A	2815	20252	8.11	-0.33	-0.06	A
50	MC	10215	12840	0.00	0.00	0.00	A	20196	2871	14.14	0.39	0.07	A	1748	21319	1.24	-0.14	-0.03	A	2815	20252	23.12	-0.49	-0.09	A
51	MC	10215	12840	13.64	0.28	0.04	A	20196	2871	2.59	0.19	0.03	A	1748	21319	0.04	-0.03	0.00	A	2815	20252	5.72	-0.26	-0.05	A
52	MC	10215	12840	28.66	-0.39	-0.06	A	20196	2871	2.17	-0.16	-0.03	A	1748	21319	9.27	0.42	0.07	A	2815	20252	1.14	-0.12	-0.02	A
53	MC	10215	12840	7.34	0.19	0.03	A	20196	2871	4.80	0.23	0.04	A	1748	21319	0.04	0.03	0.00	A	2815	20252	14.97	-0.41	-0.07	A
54	ER	10215	12840	202.86		0.12	A	20196	2871	44.27		0.08	A	1748	21319	22.03		0.03	A	2815	20252	120.00		-0.05	A
55	ER	10215	12840	264.71		0.14	A	20196	2871	31.29		0.00	A	1748	21319	29.92		0.10	A	2815	20252	92.48		-0.03	A

Note: MC=Multiple-choice Item, ER=Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.45: DIF Statistics based on ELL Students’ Home Languages for Items in Writing on Stage III

Item	Item Type	Focal Group: Spanish Reference Group: Non-Spanish						Focal Group: Spanish Reference Group: English						Focal Group: Non-Spanish Reference Group: English						Focal Group: American Indian Reference Group: English					
		NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag
38	MC	15097	7970	23.03	0.35	0.06	A	15097	3836	35.87	0.57	0.10	A	4134	3836	13.46	0.43	0.08	A	204	3836	2.41	0.58	0.10	A
39	MC	15097	7970	1.04	0.07	0.01	A	15097	3836	2.12	0.13	0.03	A	4134	3836	1.43	0.13	0.03	A	204	3836	8.01	1.00	0.19	B>
40	MC	15097	7970	0.08	-0.02	0.00	A	15097	3836	2.92	0.16	0.03	A	4134	3836	10.59	0.38	0.06	A	204	3836	0.41	0.23	0.04	A
41	MC	15097	7970	0.13	0.03	0.01	A	15097	3836	2.16	0.13	0.02	A	4134	3836	2.65	0.18	0.03	A	204	3836	1.23	0.39	0.08	A
42	MC	15097	7970	4.62	0.15	0.03	A	15097	3836	5.66	0.22	0.04	A	4134	3836	1.32	0.13	0.03	A	204	3836	1.74	0.47	0.09	A
43	MC	15097	7970	4.14	0.14	0.03	A	15097	3836	9.23	0.28	0.05	A	4134	3836	5.54	0.27	0.05	A	204	3836	0.24	0.18	0.03	A
44	MC	15097	7970	0.04	-0.02	0.00	A	15097	3836	0.12	-0.04	-0.01	A	4134	3836	0.10	-0.04	-0.01	A	204	3836	0.00	-0.02	0.00	A
45	MC	15097	7970	2.16	0.12	0.02	A	15097	3836	0.02	0.02	0.00	A	4134	3836	2.12	-0.20	-0.04	A	204	3836	5.62	-0.95	-0.16	A
46	MC	15097	7970	0.01	-0.01	0.00	A	15097	3836	9.65	-0.40	-0.05	A	4134	3836	20.63	-0.70	-0.10	A	204	3836	1.47	0.60	0.08	A
47	MC	15097	7970	9.39	0.23	0.04	A	15097	3836	0.63	0.08	0.01	A	4134	3836	6.06	-0.31	-0.05	A	204	3836	0.97	0.38	0.06	A
48	MC	15097	7970	5.97	-0.17	-0.03	A	15097	3836	0.68	-0.07	-0.01	A	4134	3836	3.50	0.21	0.04	A	204	3836	6.20	0.94	0.17	A
49	MC	15097	7970	11.71	0.30	0.04	A	15097	3836	0.74	0.10	0.01	A	4134	3836	6.92	-0.38	-0.06	A	204	3836	3.67	-0.80	-0.13	A
50	MC	15097	7970	18.20	0.31	0.05	A	15097	3836	8.78	0.28	0.05	A	4134	3836	0.38	-0.07	-0.01	A	204	3836	2.44	-0.58	-0.10	A
51	MC	15097	7970	2.87	0.14	0.02	A	15097	3836	0.48	0.07	0.01	A	4134	3836	0.94	-0.13	-0.03	A	204	3836	1.24	-0.45	-0.07	A
52	MC	15097	7970	6.37	-0.19	-0.03	A	15097	3836	16.46	-0.40	-0.06	A	4134	3836	10.49	-0.40	-0.06	A	204	3836	0.12	0.14	0.02	A
53	MC	15097	7970	1.88	-0.10	-0.02	A	15097	3836	8.32	-0.28	-0.05	A	4134	3836	7.80	-0.34	-0.06	A	204	3836	3.16	-0.66	-0.12	A
54	ER	15097	7970	35.68		0.05	A	15097	3836	26.63		-0.04	A	4134	3836	117.87		-0.17	A	204	3836	7.89		0.13	A
55	ER	15097	7970	27.98		0.01	A	15097	3836	22.59		-0.07	A	4134	3836	89.45		-0.15	A	204	3836	6.76		0.14	A

Note: MC=Multiple-choice Item, ER=Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.46: DIF Statistics based on FRL Students for Items in Writing on Stage III

Item	Item Type	Focal Group: FRL (ELL)		Reference Group: Non-FRL (ELL)			Flag
		NF	NR	MH χ^2	Δ MH	SMD	
38	MC	19713	3174	6.12	-0.24	-0.04	A
39	MC	19713	3174	0.66	-0.08	-0.01	A
40	MC	19713	3174	7.70	-0.27	-0.05	A
41	MC	19713	3174	0.05	0.02	0.00	A
42	MC	19713	3174	0.10	-0.03	0.00	A
43	MC	19713	3174	0.55	0.07	0.01	A
44	MC	19713	3174	5.01	0.24	0.04	A
45	MC	19713	3174	0.15	0.04	0.01	A
46	MC	19713	3174	15.82	0.51	0.07	A
47	MC	19713	3174	6.32	-0.27	-0.04	A
48	MC	19713	3174	15.11	-0.37	-0.07	A
49	MC	19713	3174	0.33	0.07	0.01	A
50	MC	19713	3174	3.37	0.18	0.03	A
51	MC	19713	3174	3.51	0.21	0.03	A
52	MC	19713	3174	27.20	0.54	0.09	A
53	MC	19713	3174	23.70	0.49	0.09	A
54	ER	19713	3174	57.51		-0.01	A
55	ER	19713	3174	29.61		0.02	A

Note: MC= Multiple-choice Item, ER=Extended Response Item , NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.49: DIF Statistics based on FRL Students for Items in Listening on Stage III

Item	Item Type	Focal Group: FRL (ELL)		Reference Group: Non-FRL (ELL)			Flag
		NF	NR	MH χ^2	Δ MH	SMD	
1	MC	19713	3174	0.02	0.02	0.00	A
2	MC	19713	3174	48.21	0.70	0.13	A
3	MC	19713	3174	2.29	0.15	0.03	A
4	MC	19713	3174	10.46	0.32	0.06	A
5	MC	19713	3174	0.97	0.12	0.02	A
6	MC	19713	3174	9.30	-0.30	-0.06	A
7	MC	19713	3174	0.54	0.07	0.01	A
8	MC	19713	3174	3.51	-0.18	-0.03	A
9	MC	19713	3174	3.07	0.17	0.03	A
10	MC	19713	3174	8.71	-0.31	-0.05	A
11	MC	19713	3174	0.44	0.06	0.01	A
12	MC	19713	3174	8.12	-0.31	-0.05	A
13	MC	19713	3174	1.23	-0.11	-0.02	A
14	MC	19713	3174	0.27	-0.05	-0.01	A

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.50: DIF Statistics based on ELL Students for Items in Speaking on Stage III

Item	Item Type	Focal Group: Female Reference Group: Male						Focal Group: Hispanic Reference Group: Non-Hispanic						Focal Group: American Indian Reference Group: Non-American Indian						Focal Group: Special Education Reference Group: Non-Special Education					
		NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag
59	SA4	10215	12840	109.97		0.06	A	20196	2871	35.22		0.08	A	1748	21319	14.81		-0.06	A	2815	20252	124.49		-0.03	A
60	SA4	10215	12840	28.48		-0.04	A	20196	2871	11.64		0.05	A	1748	21319	6.64		0.06	A	2815	20252	78.51		0.23	B>
61	SA4	10215	12840	33.02		-0.05	A	20196	2871	48.10		0.12	A	1748	21319	6.22		0.02	A	2815	20252	64.17		0.08	A
62	SA4	10215	12840	29.03		-0.02	A	20196	2871	87.45		0.17	B>	1748	21319	11.97		-0.06	A	2815	20252	65.52		0.08	A
63	SA4	10215	12840	40.01		-0.06	A	20196	2871	69.04		0.14	A	1748	21319	12.35		0.07	A	2815	20252	144.74		0.24	B>
64	SA4	10215	12840	116.64		-0.09	A	20196	2871	126.73		0.20	B>	1748	21319	9.18		-0.06	A	2815	20252	48.95		0.09	A
65	SA4	10215	12840	7.89		0.02	A	20196	2871	83.90		0.16	A	1748	21319	19.62		-0.09	A	2815	20252	59.43		0.10	A
66	SA4	10215	12840	75.83		-0.09	A	20196	2871	15.93		0.05	A	1748	21319	21.39		0.10	A	2815	20252	105.97		0.04	A

Note: SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.51: DIF Statistics based on ELL Students' Home Languages for Items in Speaking on Stage III

Item	Item Type	Focal Group: Spanish Reference Group: Non-Spanish						Focal Group: Spanish Reference Group: English						Focal Group: Non-Spanish Reference Group: English						Focal Group: American Indian Reference Group: English					
		NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag
59	SA4	15097	7970	29.52		-0.03	A	15097	3836	25.99		-0.08	A	4134	3836	58.70		-0.10	A	204	3836	11.81		-0.22	A
60	SA4	15097	7970	19.44		0.04	A	15097	3836	18.16		-0.08	A	4134	3836	77.19		-0.22	B<	204	3836	10.04		-0.17	A
61	SA4	15097	7970	15.05		0.01	A	15097	3836	26.99		-0.07	A	4134	3836	73.51		-0.16	A	204	3836	7.80		-0.16	A
62	SA4	15097	7970	24.37		0.05	A	15097	3836	11.88		-0.04	A	4134	3836	71.29		-0.18	B<	204	3836	19.17		-0.29	C<
63	SA4	15097	7970	9.84		0.01	A	15097	3836	67.55		-0.14	A	4134	3836	170.64		-0.29	C<	204	3836	9.40		-0.18	A
64	SA4	15097	7970	57.47		0.10	A	15097	3836	22.96		0.04	A	4134	3836	43.19		-0.12	A	204	3836	17.74		-0.24	B<
65	SA4	15097	7970	20.21		0.04	A	15097	3836	7.68		-0.04	A	4134	3836	57.48		-0.17	B<	204	3836	17.72		-0.28	C<
66	SA4	15097	7970	55.83		-0.01	A	15097	3836	87.15		-0.14	A	4134	3836	127.53		-0.24	B<	204	3836	0.55		-0.01	A

Note: SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.52: DIF Statistics based on FRL Students for Items in Speaking on Stage III

Item	Item Type	Focal Group: FRL (ELL) Reference Group: Non-FRL (ELLP)					
		NF	NR	MH χ^2	Δ MH	SMD	Flag
59	SA4	19713	3174	26.16		0.01	A
60	SA4	19713	3174	14.68		0.06	A
61	SA4	19713	3174	21.54		-0.02	A
62	SA4	19713	3174	6.89		0.02	A
63	SA4	19713	3174	51.21		0.12	A
64	SA4	19713	3174	15.73		0.06	A
65	SA4	19713	3174	2.82		0.02	A
66	SA4	19713	3174	28.36		0.06	A

Note: SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.55: DIF Statistics based on FRL Students for Items in Reading on Stage IV

Item	Item Type	Focal Group: FRL (ELL)		Reference Group: Non-FRL (ELL)			Flag
		NF	NR	MH χ^2	Δ MH	SMD	
15	MC	8652	1792	8.03	-0.38	-0.07	A
16	MC	8652	1792	0.71	-0.11	-0.02	A
17	MC	8652	1792	0.06	-0.05	-0.01	A
18	MC	8652	1792	0.95	0.17	0.02	A
19	MC	8652	1792	1.02	0.23	0.02	A
20	MC	8652	1792	0.01	0.01	0.00	A
21	MC	8652	1792	2.79	-0.23	-0.04	A
22	MC	8652	1792	6.95	0.35	0.07	A
23	MC	8652	1792	0.88	-0.13	-0.02	A
24	MC	8652	1792	8.87	0.42	0.07	A
25	MC	8652	1792	0.05	-0.03	-0.01	A
26	MC	8652	1792	0.11	-0.05	-0.01	A
27	MC	8652	1792	19.41	-0.57	-0.11	A
28	MC	8652	1792	2.28	-0.20	-0.04	A
29	MC	8652	1792	7.29	-0.37	-0.07	A
30	MC	8652	1792	9.07	-0.43	-0.07	A
31	MC	8652	1792	11.20	-0.42	-0.08	A
32	MC	8652	1792	11.46	-0.45	-0.08	A
33	MC	8652	1792	0.11	0.05	0.01	A
34	MC	8652	1792	0.01	0.01	0.00	A
35	MC	8652	1792	0.14	-0.05	-0.01	A
36	MC	8652	1792	0.00	-0.01	0.00	A
37	MC	8652	1792	22.17	-0.65	-0.11	A
38	MC	8652	1792	0.01	-0.01	0.00	A
39	MC	8652	1792	2.42	-0.20	-0.04	A
40	MC	8652	1792	28.71	-0.69	-0.14	A
61	SA1	8652	1792	3.35	0.25	0.05	A
62	SA1	8652	1792	3.32	0.27	0.05	A

Note: MC= Multiple-choice Item, SA1=1 Point Short Answer Item , NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.56: DIF Statistics based on ELL Students for Items in Writing on Stage IV

Item	Item Type	Focal Group: Female Reference Group: Male						Focal Group: Hispanic Reference Group: Non-Hispanic						Focal Group: American Indian Reference Group: Non-American Indian						Focal Group: Special Education Reference Group: Non-Special Education					
		NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag
41	MC	4335	6251	13.10	0.37	0.07	A	8970	1629	58.79	-1.13	-0.20	B<	913	9686	26.87	0.98	0.17	A	1436	9163	1.03	0.15	0.03	A
42	MC	4335	6251	1.24	0.11	0.02	A	8970	1629	12.03	0.47	0.09	A	913	9686	1.53	-0.22	-0.04	A	1436	9163	2.27	-0.22	-0.04	A
43	MC	4335	6251	21.15	-0.46	-0.08	A	8970	1629	0.93	-0.13	-0.02	A	913	9686	0.59	0.13	0.02	A	1436	9163	2.12	-0.20	-0.03	A
44	MC	4335	6251	20.59	0.46	0.08	A	8970	1629	0.56	0.10	0.01	A	913	9686	8.80	-0.52	-0.10	A	1436	9163	34.58	-0.84	-0.17	A
45	MC	4335	6251	23.65	0.49	0.09	A	8970	1629	0.24	-0.07	-0.01	A	913	9686	1.30	-0.20	-0.04	A	1436	9163	1.37	-0.17	-0.03	A
46	MC	4335	6251	0.00	0.00	0.00	A	8970	1629	2.87	-0.23	-0.05	A	913	9686	5.96	-0.42	-0.08	A	1436	9163	0.15	0.06	0.01	A
47	MC	4335	6251	3.61	0.20	0.03	A	8970	1629	0.10	-0.05	-0.01	A	913	9686	9.38	0.58	0.10	A	1436	9163	0.10	0.05	0.01	A
48	MC	4335	6251	8.99	0.29	0.06	A	8970	1629	10.27	0.43	0.08	A	913	9686	12.04	-0.59	-0.11	A	1436	9163	16.10	-0.58	-0.11	A
49	MC	4335	6251	2.46	0.15	0.03	A	8970	1629	0.53	-0.10	-0.02	A	913	9686	0.01	0.01	0.00	A	1436	9163	0.67	0.12	0.02	A
50	MC	4335	6251	0.17	0.04	0.01	A	8970	1629	10.05	0.44	0.09	A	913	9686	1.23	0.19	0.04	A	1436	9163	0.02	0.02	0.01	A
51	MC	4335	6251	1.73	-0.13	-0.03	A	8970	1629	2.03	0.19	0.04	A	913	9686	0.07	-0.04	-0.01	A	1436	9163	3.44	0.26	0.05	A
52	MC	4335	6251	23.47	0.59	0.09	A	8970	1629	9.67	0.48	0.08	A	913	9686	1.27	0.24	0.03	A	1436	9163	3.84	-0.31	-0.06	A
53	MC	4335	6251	1.11	0.12	0.02	A	8970	1629	0.94	0.14	0.03	A	913	9686	0.06	-0.05	-0.01	A	1436	9163	3.22	0.29	0.05	A
54	MC	4335	6251	0.95	0.10	0.02	A	8970	1629	13.91	0.53	0.10	A	913	9686	1.65	-0.24	-0.04	A	1436	9163	3.40	-0.27	-0.05	A
55	MC	4335	6251	26.86	0.60	0.09	A	8970	1629	0.00	0.01	0.00	A	913	9686	4.29	-0.41	-0.06	A	1436	9163	6.87	-0.40	-0.07	A
56	MC	4335	6251	14.15	-0.37	-0.07	A	8970	1629	10.06	-0.43	-0.08	A	913	9686	6.14	0.43	0.08	A	1436	9163	6.32	0.36	0.07	A
57	MC	4335	6251	0.06	0.02	0.00	A	8970	1629	7.60	-0.37	-0.08	A	913	9686	1.76	0.23	0.04	A	1436	9163	1.59	-0.18	-0.04	A
58	MC	4335	6251	8.95	0.30	0.06	A	8970	1629	0.00	0.00	-0.01	A	913	9686	0.74	-0.15	-0.03	A	1436	9163	0.85	-0.14	-0.02	A
59	ER	4335	6251	174.66		0.15	A	8970	1629	61.39		0.08	A	913	9686	16.93		0.11	A	1436	9163	34.57		0.07	A
60	ER	4335	6251	114.67		0.11	A	8970	1629	77.86		0.00	A	913	9686	25.35		0.12	A	1436	9163	41.86		0.03	A

Note: MC=Multiple-choice Item, ER=Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.57: DIF Statistics based on ELL Students’ Home Languages for Items in Writing on Stage IV

Item	Item Type	Focal Group: Spanish Reference Group: Non-Spanish						Focal Group: Spanish Reference Group: English						Focal Group: Non-Spanish Reference Group: English						Focal Group: American Indian Reference Group: English					
		NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag
41	MC	6486	4113	18.99	-0.45	-0.08	A	6486	1583	25.86	-0.76	-0.14	A	2530	1583	7.44	-0.47	-0.10	A	130	1583	12.73	2.13	0.32	C>
42	MC	6486	4113	1.96	0.14	0.03	A	6486	1583	0.02	-0.02	-0.01	A	2530	1583	3.50	-0.30	-0.06	A	130	1583	5.16	-1.02	-0.20	A
43	MC	6486	4113	11.47	-0.35	-0.06	A	6486	1583	3.98	-0.28	-0.05	A	2530	1583	0.65	0.13	0.01	A	130	1583	0.10	-0.15	-0.03	A
44	MC	6486	4113	5.90	0.25	0.04	A	6486	1583	5.95	0.35	0.07	A	2530	1583	1.74	0.22	0.04	A	130	1583	1.38	0.57	0.10	A
45	MC	6486	4113	0.47	-0.07	-0.01	A	6486	1583	0.02	-0.02	-0.01	A	2530	1583	0.33	0.09	0.01	A	130	1583	0.15	0.18	0.03	A
46	MC	6486	4113	0.06	-0.02	0.00	A	6486	1583	3.40	0.26	0.05	A	2530	1583	9.23	0.49	0.08	A	130	1583	1.51	-0.58	-0.11	A
47	MC	6486	4113	6.31	-0.27	-0.05	A	6486	1583	11.68	-0.52	-0.09	A	2530	1583	4.06	-0.36	-0.07	A	130	1583	0.79	-0.44	-0.08	A
48	MC	6486	4113	3.00	0.17	0.03	A	6486	1583	5.04	0.31	0.06	A	2530	1583	2.35	0.25	0.05	A	130	1583	2.41	-0.71	-0.13	A
49	MC	6486	4113	0.74	-0.09	-0.02	A	6486	1583	2.18	0.21	0.04	A	2530	1583	8.72	0.48	0.09	A	130	1583	0.53	0.33	0.06	A
50	MC	6486	4113	0.66	-0.08	-0.01	A	6486	1583	6.61	-0.35	-0.07	A	2530	1583	8.99	-0.48	-0.11	A	130	1583	7.77	-1.30	-0.24	B<
51	MC	6486	4113	0.01	0.01	0.00	A	6486	1583	1.90	-0.19	-0.04	A	2530	1583	3.67	-0.30	-0.07	A	130	1583	0.06	-0.11	-0.02	A
52	MC	6486	4113	2.51	0.19	0.03	A	6486	1583	1.09	-0.18	-0.03	A	2530	1583	9.12	-0.60	-0.10	A	130	1583	0.02	-0.09	-0.01	A
53	MC	6486	4113	1.59	-0.14	-0.03	A	6486	1583	5.59	-0.39	-0.05	A	2530	1583	2.71	-0.31	-0.04	A	130	1583	0.53	-0.36	-0.06	A
54	MC	6486	4113	0.43	0.07	0.01	A	6486	1583	0.06	-0.04	-0.01	A	2530	1583	1.69	-0.23	-0.03	A	130	1583	0.61	-0.36	-0.07	A
55	MC	6486	4113	4.09	0.23	0.04	A	6486	1583	0.57	0.12	0.02	A	2530	1583	0.88	-0.17	-0.02	A	130	1583	1.10	-0.54	-0.09	A
56	MC	6486	4113	7.24	-0.27	-0.05	A	6486	1583	5.32	-0.32	-0.06	A	2530	1583	0.10	-0.05	-0.01	A	130	1583	0.10	0.15	0.03	A
57	MC	6486	4113	0.32	-0.06	-0.01	A	6486	1583	0.28	0.07	0.02	A	2530	1583	2.29	0.24	0.04	A	130	1583	0.81	0.40	0.08	A
58	MC	6486	4113	0.72	-0.09	-0.02	A	6486	1583	0.04	0.03	0.00	A	2530	1583	1.53	0.20	0.03	A	130	1583	2.27	-0.73	-0.13	A
59	ER	6486	4113	32.60		0.05	A	6486	1583	12.47		-0.03	A	2530	1583	60.37		-0.15	A	130	1583	9.86		0.15	A
60	ER	6486	4113	48.31		0.01	A	6486	1583	22.49		-0.08	A	2530	1583	76.09		-0.14	A	130	1583	21.52		0.24	B>

Note: MC=Multiple-choice Item, ER=Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.58: DIF Statistics based on FRL Students for Items in Writing on Stage IV

Item	Item Type	Focal Group: FRL (ELL)		Reference Group: Non-FRL (ELL)		SMD	Flag
		NF	NR	MH χ^2	Δ MH		
41	MC	8652	1792	7.10	0.35	0.07	A
42	MC	8652	1792	0.02	-0.02	0.00	A
43	MC	8652	1792	35.47	0.78	0.14	A
44	MC	8652	1792	9.83	-0.42	-0.08	A
45	MC	8652	1792	1.92	-0.18	-0.03	A
46	MC	8652	1792	15.35	-0.50	-0.10	A
47	MC	8652	1792	6.96	0.36	0.06	A
48	MC	8652	1792	2.74	-0.21	-0.04	A
49	MC	8652	1792	0.13	0.05	0.01	A
50	MC	8652	1792	15.84	0.53	0.10	A
51	MC	8652	1792	2.86	0.22	0.04	A
52	MC	8652	1792	0.85	0.14	0.02	A
53	MC	8652	1792	13.59	0.52	0.09	A
54	MC	8652	1792	0.22	-0.07	-0.01	A
55	MC	8652	1792	0.00	0.01	0.00	A
56	MC	8652	1792	1.60	0.16	0.03	A
57	MC	8652	1792	0.51	-0.09	-0.02	A
58	MC	8652	1792	2.12	-0.19	-0.04	A
59	ER	8652	1792	50.15		-0.06	A
60	ER	8652	1792	21.47		-0.03	A

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group. Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.61: DIF Statistics based on FRL Students for Items in Listening on Stage IV

Item	Item Type	Focal Group: FRL (ELL)		Reference Group: Non-FRL (ELL)		SMD	Flag
		NF	NR	MH χ^2	Δ MH		
1	MC	8652	1792	0.22	0.10	0.01	A
2	MC	8652	1792	0.35	0.09	0.01	A
3	MC	8652	1792	3.16	0.27	0.04	A
4	MC	8652	1792	4.24	-0.26	-0.05	A
5	MC	8652	1792	1.39	-0.19	-0.03	A
6	MC	8652	1792	0.81	-0.12	-0.02	A
7	MC	8652	1792	0.01	0.01	0.00	A
8	MC	8652	1792	1.00	-0.13	-0.02	A
9	MC	8652	1792	1.94	-0.21	-0.04	A
10	MC	8652	1792	1.47	-0.16	-0.03	A
11	MC	8652	1792	10.77	-0.43	-0.08	A
12	MC	8652	1792	0.39	-0.08	-0.02	A
13	MC	8652	1792	1.00	-0.14	-0.02	A
14	MC	8652	1792	2.64	0.22	0.04	A

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.62: DIF Statistics based on ELL Students for Items in Speaking on Stage IV

Item	Item Type	Focal Group: Female Reference Group: Male					Focal Group: Hispanic Reference Group: Non-Hispanic					Focal Group: American Indian Reference Group: Non-American Indian					Focal Group: Special Education Reference Group: Non-Special Education								
		NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag
63	SA4	4335	6251	4.60		0.00	A	8970	1629	18.40		0.00	A	913	9686	10.67		0.08	A	1436	9163	82.37		0.25	C>
64	SA4	4335	6251	25.96		-0.01	A	8970	1629	43.70		0.12	A	913	9686	23.52		0.08	A	1436	9163	70.43		0.20	B>
65	SA4	4335	6251	52.95		-0.09	A	8970	1629	6.73		0.05	A	913	9686	27.37		0.15	A	1436	9163	64.35		0.22	B>
66	SA4	4335	6251	45.37		-0.09	A	8970	1629	0.79		-0.01	A	913	9686	35.14		0.17	B>	1436	9163	65.24		0.17	A
67	SA4	4335	6251	74.87		-0.14	A	8970	1629	9.91		0.04	A	913	9686	25.29		0.14	A	1436	9163	88.94		0.26	C>
68	SA4	4335	6251	104.58		0.10	A	8970	1629	20.72		0.08	A	913	9686	14.15		0.01	A	1436	9163	120.96		0.20	B>
69	SA4	4335	6251	27.00		-0.01	A	8970	1629	3.96		-0.02	A	913	9686	14.44		0.05	A	1436	9163	76.89		0.19	B>
70	SA4	4335	6251	49.13		-0.07	A	8970	1629	18.31		-0.05	A	913	9686	52.53		0.19	B>	1436	9163	178.38		0.32	C>

Note: SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.63: DIF Statistics based on ELL Students' Home Languages for Items in Speaking on Stage IV

Item	Item Type	Focal Group: Spanish Reference Group: Non-Spanish					Focal Group: Spanish Reference Group: English					Focal Group: Non-Spanish Reference Group: English					Focal Group: American Indian Reference Group: English								
		NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag
63	SA4	6486	4113	6.36		0.05	A	6486	1583	8.29		-0.07	A	2530	1583	28.13		-0.19	B<	130	1583	3.99		0.13	A
64	SA4	6486	4113	17.47		0.05	A	6486	1583	16.31		-0.06	A	2530	1583	39.36		-0.19	B<	130	1583	0.99		-0.08	A
65	SA4	6486	4113	8.42		0.03	A	6486	1583	17.16		-0.11	A	2530	1583	48.55		-0.24	B<	130	1583	0.80		-0.03	A
66	SA4	6486	4113	1.21		-0.02	A	6486	1583	24.31		-0.12	A	2530	1583	34.93		-0.18	B<	130	1583	10.57		0.09	A
67	SA4	6486	4113	8.21		0.03	A	6486	1583	10.98		-0.07	A	2530	1583	27.84		-0.18	B<	130	1583	6.30		-0.04	A
68	SA4	6486	4113	10.43		0.03	A	6486	1583	16.21		-0.08	A	2530	1583	39.36		-0.20	B<	130	1583	5.97		-0.06	A
69	SA4	6486	4113	4.29		0.00	A	6486	1583	14.07		-0.09	A	2530	1583	28.31		-0.16	A	130	1583	7.54		-0.22	A
70	SA4	6486	4113	63.77		-0.05	A	6486	1583	82.39		-0.22	B<	2530	1583	65.19		-0.25	C<	130	1583	4.29		-0.08	A

Note: SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.64: DIF Statistics based on FRL Students for Items in Speaking on Stage IV

Item	Item Type	Focal Group: FRL (ELL) Reference Group: Non-FRL (ELL)				SMD	Flag
		NF	NR	MH χ^2	Δ MH		
63	SA4	8652	1792	1.93		0.00	A
64	SA4	8652	1792	14.82		0.05	A
65	SA4	8652	1792	10.27		0.04	A
66	SA4	8652	1792	5.08		0.04	A
67	SA4	8652	1792	5.88		0.05	A
68	SA4	8652	1792	4.85		0.05	A
69	SA4	8652	1792	16.79		0.01	A
70	SA4	8652	1792	61.70		0.14	A

Note: SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.67: DIF Statistics based on FRL Students for Items in Reading on Stage V

Item	Item Type	Focal Group: FRL (ELL)		Reference Group: Non-FRL (ELL)		SMD	Flag
		NF	NR	MH χ^2	Δ MH		
15	MC	4612	873	0.02	-0.03	-0.01	A
16	MC	4612	873	0.14	0.08	0.01	A
17	MC	4612	873	0.27	-0.12	-0.02	A
18	MC	4612	873	1.67	-0.23	-0.05	A
19	MC	4612	873	0.03	0.05	0.01	A
20	MC	4612	873	2.56	-0.55	-0.06	A
21	MC	4612	873	0.22	-0.09	-0.01	A
22	MC	4612	873	4.11	-0.38	-0.07	A
23	MC	4612	873	5.26	-0.41	-0.08	A
24	MC	4612	873	0.80	0.19	0.03	A
25	MC	4612	873	0.14	-0.07	-0.01	A
26	MC	4612	873	0.24	0.09	0.01	A
27	MC	4612	873	0.08	-0.05	-0.01	A
28	MC	4612	873	0.12	0.08	0.01	A
29	MC	4612	873	2.78	0.31	0.06	A
30	MC	4612	873	0.92	0.18	0.03	A
31	MC	4612	873	3.86	-0.36	-0.07	A
32	MC	4612	873	2.33	0.32	0.05	A
33	MC	4612	873	0.13	-0.07	-0.01	A
34	MC	4612	873	0.30	0.12	0.02	A
35	MC	4612	873	1.96	0.26	0.05	A
36	MC	4612	873	6.32	-0.51	-0.08	A
37	MC	4612	873	3.27	-0.34	-0.06	A
38	MC	4612	873	0.37	0.11	0.02	A
39	MC	4612	873	0.72	-0.16	-0.03	A
40	MC	4612	873	1.81	0.25	0.05	A
41	MC	4612	873	1.21	0.21	0.04	A
42	MC	4612	873	1.70	0.24	0.05	A

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.68: DIF Statistics based on ELL Students for Items in Writing on Stage V

Item	Item Type	Focal Group: Female Reference Group: Male						Focal Group: Hispanic Reference Group: Non-Hispanic						Focal Group: American Indian Reference Group: Non-American Indian						Focal Group: Special Education Reference Group: Non-Special Education					
		NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag
43	MC	2392	3144	0.08	0.04	0.01	A	3972	1566	50.16	-1.05	-0.20	B<	343	5195	76.19	2.53	0.47	C>	496	5042	25.63	1.18	0.23	B>
44	MC	2392	3144	1.09	0.14	0.03	A	3972	1566	7.99	-0.41	-0.08	A	343	5195	2.83	-0.46	-0.09	A	496	5042	0.01	0.03	0.01	A
45	MC	2392	3144	7.23	0.52	0.07	A	3972	1566	0.62	-0.17	-0.02	A	343	5195	0.46	-0.28	-0.03	A	496	5042	23.14	-1.36	-0.23	B<
46	MC	2392	3144	29.54	0.77	0.14	A	3972	1566	1.96	0.22	0.04	A	343	5195	3.38	0.54	0.10	A	496	5042	5.60	-0.55	-0.11	A
47	MC	2392	3144	0.36	0.08	0.02	A	3972	1566	1.95	0.21	0.04	A	343	5195	2.88	0.47	0.09	A	496	5042	9.67	-0.71	-0.14	A
48	MC	2392	3144	13.30	-0.56	-0.09	A	3972	1566	28.89	-0.94	-0.14	A	343	5195	35.68	2.41	0.29	C>	496	5042	42.13	1.86	0.29	C>
49	MC	2392	3144	3.81	-0.26	-0.05	A	3972	1566	31.27	-0.84	-0.16	A	343	5195	7.28	-0.75	-0.15	A	496	5042	0.52	-0.17	-0.03	A
50	MC	2392	3144	2.95	-0.23	-0.04	A	3972	1566	1.19	-0.16	-0.03	A	343	5195	2.85	0.45	0.09	A	496	5042	1.04	0.24	0.05	A
51	MC	2392	3144	1.47	0.16	0.03	A	3972	1566	20.22	-0.66	-0.13	A	343	5195	9.88	-0.84	-0.17	A	496	5042	20.97	-1.05	-0.21	B<
52	MC	2392	3144	0.43	-0.09	-0.02	A	3972	1566	0.08	0.05	0.01	A	343	5195	0.19	-0.13	-0.02	A	496	5042	0.37	0.15	0.03	A
53	MC	2392	3144	11.29	-0.48	-0.08	A	3972	1566	44.46	-1.07	-0.18	B<	343	5195	17.37	1.30	0.21	B>	496	5042	22.05	1.16	0.21	B>
54	MC	2392	3144	1.96	-0.20	-0.04	A	3972	1566	11.91	-0.55	-0.10	A	343	5195	24.31	1.65	0.25	C>	496	5042	9.49	0.78	0.14	A
55	MC	2392	3144	0.00	0.00	0.00	A	3972	1566	2.09	0.22	0.04	A	343	5195	2.25	0.43	0.08	A	496	5042	0.03	0.04	0.01	A
56	MC	2392	3144	9.39	0.41	0.08	A	3972	1566	29.83	0.81	0.16	A	343	5195	5.71	-0.65	-0.13	A	496	5042	6.99	-0.62	-0.12	A
57	MC	2392	3144	0.36	-0.09	-0.01	A	3972	1566	8.15	0.48	0.08	A	343	5195	4.62	-0.67	-0.12	A	496	5042	3.24	0.46	0.08	A
58	MC	2392	3144	36.31	0.93	0.14	A	3972	1566	1.37	-0.20	-0.03	A	343	5195	2.68	-0.50	-0.08	A	496	5042	22.04	-1.14	-0.21	B<
59	MC	2392	3144	3.49	0.25	0.05	A	3972	1566	0.03	-0.03	0.00	A	343	5195	0.13	0.10	0.02	A	496	5042	3.16	-0.43	-0.08	A
60	MC	2392	3144	4.28	0.29	0.05	A	3972	1566	0.01	0.01	0.00	A	343	5195	4.54	-0.60	-0.12	A	496	5042	11.50	-0.87	-0.15	A
61	ER	2392	3144	16.37		0.08	A	3972	1566	57.33		-0.01	A	343	5195	14.61		0.13	A	496	5042	6.17		0.00	A
62	ER	2392	3144	22.56		0.09	A	3972	1566	79.69		-0.10	A	343	5195	4.17		0.05	A	496	5042	18.19		-0.02	A

Note: MC=Multiple-choice Item, ER=Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.69: DIF Statistics based on ELL Students’ Home Languages for Items in Writing on Stage V

Item	Item Type	Focal Group: Spanish Reference Group: Non-Spanish						Focal Group: Spanish Reference Group: English						Focal Group: Non-Spanish Reference Group: English						Focal Group: American Indian Reference Group: English					
		NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag	NF	NR	MH χ^2	Δ MH	SMD	Flag
43	MC	2745	2793	42.41	-0.86	-0.17	A	2745	939	33.42	-1.08	-0.20	B<	1854	939	1.97	-0.28	-0.05	A	84	939	16.15	2.48	0.44	C>
44	MC	2745	2793	1.93	-0.19	-0.04	A	2745	939	1.64	-0.24	-0.06	A	1854	939	0.25	-0.10	-0.03	A	84	939	0.92	-0.54	-0.10	A
45	MC	2745	2793	9.31	0.58	0.08	A	2745	939	5.85	0.65	0.11	A	1854	939	0.35	0.17	0.03	A	84	939	0.01	0.06	0.01	A
46	MC	2745	2793	12.52	0.49	0.09	A	2745	939	10.63	0.64	0.12	A	1854	939	1.03	0.21	0.04	A	84	939	2.01	0.84	0.16	A
47	MC	2745	2793	12.36	0.47	0.09	A	2745	939	7.21	0.50	0.10	A	1854	939	0.19	0.09	0.01	A	84	939	8.30	1.72	0.31	C>
48	MC	2745	2793	57.99	-1.18	-0.18	B<	2745	939	57.42	-1.82	-0.25	C<	1854	939	11.30	-0.86	-0.11	A	84	939	3.86	1.65	0.20	A
49	MC	2745	2793	2.05	-0.19	-0.04	A	2745	939	4.02	0.38	0.06	A	1854	939	18.73	0.88	0.15	A	84	939	0.68	-0.48	-0.09	A
50	MC	2745	2793	5.61	-0.31	-0.06	A	2745	939	4.14	-0.38	-0.07	A	1854	939	0.26	-0.10	-0.01	A	84	939	0.18	0.22	0.05	A
51	MC	2745	2793	1.17	0.14	0.03	A	2745	939	9.07	0.56	0.11	A	1854	939	9.00	0.59	0.12	A	84	939	0.03	-0.10	-0.02	A
52	MC	2745	2793	0.00	0.01	0.00	A	2745	939	0.34	-0.12	-0.02	A	1854	939	0.66	-0.17	-0.03	A	84	939	1.16	-0.68	-0.12	A
53	MC	2745	2793	35.07	-0.83	-0.14	A	2745	939	17.23	-0.84	-0.13	A	1854	939	0.15	0.09	0.02	A	84	939	2.30	0.99	0.16	A
54	MC	2745	2793	23.00	-0.68	-0.12	A	2745	939	30.12	-1.15	-0.19	B<	1854	939	9.03	-0.67	-0.11	A	84	939	0.83	0.60	0.09	A
55	MC	2745	2793	8.78	0.42	0.07	A	2745	939	2.87	0.34	0.07	A	1854	939	0.61	-0.17	-0.01	A	84	939	4.04	1.14	0.22	A
56	MC	2745	2793	30.36	0.73	0.14	A	2745	939	14.81	0.72	0.13	A	1854	939	0.16	-0.08	-0.01	A	84	939	2.69	-0.90	-0.18	A
57	MC	2745	2793	1.17	0.16	0.03	A	2745	939	0.12	0.07	0.01	A	1854	939	0.45	-0.15	-0.02	A	84	939	0.17	-0.25	-0.04	A
58	MC	2745	2793	0.14	0.06	0.01	A	2745	939	2.61	0.34	0.06	A	1854	939	4.18	0.47	0.07	A	84	939	4.84	-1.43	-0.23	A
59	MC	2745	2793	0.08	0.04	0.01	A	2745	939	0.13	0.07	0.00	A	1854	939	0.20	0.09	0.00	A	84	939	0.27	0.30	0.06	A
60	MC	2745	2793	0.89	0.13	0.02	A	2745	939	4.20	0.40	0.07	A	1854	939	3.71	4.20	0.07	A	84	939	0.78	-0.54	-0.10	A
61	ER	2745	2793	49.26		0.02	A	2745	939	20.30		-0.03	A	1854	939	12.26		-0.05	A	84	939	10.00		0.27	A
62	ER	2745	2793	17.04		-0.02	A	2745	939	3.47		0.00	A	1854	939	23.61		0.04	A	84	939	9.80		0.27	A

Note: MC=Multiple-choice Item, ER=Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.70: DIF Statistics based on FRL Students for Items in Writing on Stage V

Item	Item Type	Focal Group: FRL (ELL)		Reference Group: Non-FRL (ELL)			Flag
		NF	NR	MH χ^2	Δ MH	SMD	
43	MC	4612	873	13.10	-0.66	-0.13	A
44	MC	4612	873	0.84	0.17	0.03	A
45	MC	4612	873	0.14	-0.10	-0.01	A
46	MC	4612	873	0.00	0.01	0.00	A
47	MC	4612	873	0.87	0.17	0.03	A
48	MC	4612	873	3.70	-0.42	-0.06	A
49	MC	4612	873	0.24	0.09	0.02	A
50	MC	4612	873	0.51	-0.13	-0.02	A
51	MC	4612	873	0.03	0.03	0.01	A
52	MC	4612	873	0.43	-0.13	-0.02	A
53	MC	4612	873	0.01	0.02	0.01	A
54	MC	4612	873	2.24	-0.30	-0.05	A
55	MC	4612	873	0.08	0.06	0.01	A
56	MC	4612	873	0.00	-0.01	0.00	A
57	MC	4612	873	0.96	-0.20	-0.03	A
58	MC	4612	873	0.05	0.04	0.01	A
59	MC	4612	873	0.61	-0.14	-0.03	A
60	MC	4612	873	1.12	-0.20	-0.03	A
61	ER	4612	873	6.04		0.02	A
62	ER	4612	873	4.81		0.03	A

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.73: DIF Statistics based on FRL Students for Items in Listening on Stage V

Item	Item Type	Focal Group: FRL (ELL)		Reference Group: Non-FRL (ELL)		SMD	Flag
		NF	NR	MH χ^2	Δ MH		
1	MC	4612	873	1.09	-0.31	-0.04	A
2	MC	4612	873	8.37	-0.59	-0.10	A
3	MC	4612	873	0.72	0.16	0.03	A
4	MC	4612	873	3.95	0.36	0.07	A
5	MC	4612	873	8.82	-0.60	-0.10	A
6	MC	4612	873	2.91	-0.33	-0.05	A
7	MC	4612	873	0.72	-0.16	-0.03	A
8	MC	4612	873	11.92	-0.66	-0.12	A
9	MC	4612	873	3.43	-0.33	-0.07	A
10	MC	4612	873	3.51	-0.33	-0.07	A
11	MC	4612	873	0.01	-0.02	0.00	A
12	MC	4612	873	0.54	-0.14	-0.02	A
13	MC	4612	873	1.17	0.24	0.04	A
14	MC	4612	873	0.00	0.00	0.00	A

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH χ^2 =Mantel-Haenszel Chi-Square, Δ MH=Delta(MH-D DIF), SMD=Standardized Mean Difference, A=No DIF, B=Weak DIF, C=Strong DIF, < favors reference group, > favors focal group, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

In addition to the MH and SMD methods, both uniform and non-uniform DIF were investigated by a logistic regression method. The following logistic regression model was used to investigate non-uniform DIF for dichotomously score items (Paek, 2012; Swaminathan & Rogers, 1990),

$$\ln \left[\frac{p_i}{(1-p_i)} \right] = \alpha^{NUni} + \beta_0^{NUni}x + \beta_1^{NUni}G + \beta_2^{NUni}xG,$$

where p is a probability of answering item i correctly, α^{NUni} is an intercept, β_0^{NUni} captures an impact, x is the total combined raw score, β_1^{NUni} is a main effect on group, G , and β_2^{NUni} is an interaction effect between the total combined raw score and group to capture non-uniform DIF. If the Wald chi-square statistic associated with β_2^{NUni} is statistically significant, the item is flagged as a non-uniform DIF item. An alpha level of 0.01 is used for the significance test as used for the Mantel-Haenszel and SMD methods. For the investigation of uniform DIF, then the interaction term is dropped from the model such as

$$\ln \left[\frac{p_i}{(1-p_i)} \right] = \alpha^{Uni} + \beta_0^{Uni}x + \beta_1^{Uni}G$$

to determine if uniform DIF exists. If the Wald chi-square statistic associated with the main effect, β_1^{Uni} is statistically significant at 0.01, the item is considered to manifest uniform DIF.

For polytomously scored items, ordinal logistic regression (Crane, Gibbons, Jolley, & van Bell, 2006; Zumbo, 1999) was implemented to study uniform and non-uniform DIF. In ordinal logistic regression, the cumulative probability for getting a response category of j or below is modeled as

$$\ln \left[\frac{P(Y \leq j)}{P(Y > j)} \right] = \alpha_j^{NUni} + \beta_0^{NUni}x + \beta_1^{NUni}G + \beta_2^{NUni}xG.$$

Similar to what was implemented for dichotomously scored items, non-uniform DIF was investigated based on the model above. If the Wald statistic associated with the interaction term, β_2^{NUni} , is statistically significant at 0.01 then, the item is flagged as a non-uniform DIF item. Uniform DIF was also investigated based on the reduced model by dropping the interaction term from the ordinal logistic regression above such as

$$\ln \left[\frac{P(Y \leq j)}{P(Y > j)} \right] = \alpha_j^{NUni} + \beta_0^{NUni}x + \beta_1^{NUni}G.$$

If the Wald chi-square statistic associated with the main effect, β_1^{NUni} , is statistically significant, it is concluded that the item manifests uniform DIF. The results of the logistic regression DIF analysis for the AZELLA Spring Reassessment are summarized in Table 10.77 through Table 10.260. Please refer to the 2014 Technical Report (Arizona Department of Education, 2014b) for the logistic regression DIF statistics for the AZELLA Placement tests.

Note that one should expect more items to be flagged by the logistic regression DIF analysis method than the Mantel-Haenszel and the SMD methods. The flagging of items by the logistic regression method is based only on the significance test while both the significance test and effect size are considered for flagging the items with Mantel-Haenszel and SMD methods.

Monahan, McHorney, Stump, and Perkins (2007) developed a DIF flagging criteria for a binary logistic regression method, which is equivalent to the DIF criteria that Educational Testing Service developed for the Mantel-Haenszel method. This method, however, can only be applied to uniform DIF in the binary logistic regression. Thus, it is decided that only the significance test would be used to flag the items for both uniform and non-uniform DIF.

Table 10.77: Logistic Regression DIF Results on Stage I Reading Items for the Female/Male Comparison

Focal Group: Female; Reference Group: Male													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
15	MC	5418	6062	0.08	2.75	0.097	0.34	3.55	0.060	-0.01	2.17	0.140	
16	MC	5418	6062	-0.02	0.21	0.647	0.20	1.40	0.237	-0.01	1.81	0.178	
17	MC	5418	6062	0.10	2.95	0.086	0.36	2.92	0.088	-0.01	1.62	0.203	
18	MC	5418	6062	0.08	2.27	0.132	0.46	4.66	0.031	-0.01	3.41	0.065	
19	MC	5418	6062	0.07	1.59	0.207	-0.09	0.21	0.650	0.01	0.69	0.405	
20	MC	5418	6062	0.01	0.07	0.791	0.20	1.74	0.187	-0.01	1.68	0.195	
21	MC	5418	6062	-0.05	1.37	0.242	0.10	0.41	0.521	0.00	0.98	0.323	
22	MC	5418	6062	-0.18	17.65	0.000	-0.89	25.34	0.000	0.02	17.02	0.000	NonUniform
23	MC	5418	6062	-0.21	24.57	0.000	-0.93	29.79	0.000	0.02	19.09	0.000	NonUniform
24	MC	5418	6062	-0.27	45.16	0.000	-0.79	23.03	0.000	0.01	10.78	0.001	NonUniform
25	MC	5418	6062	0.16	14.24	0.000	0.16	0.89	0.345	0.00	0.00	0.979	Uniform>
26	MC	5418	6062	-0.09	5.62	0.018	-0.18	1.48	0.224	0.00	0.38	0.536	
27	MC	5418	6062	0.00	0.00	0.979	0.22	2.15	0.142	-0.01	2.33	0.127	
28	MC	5418	6062	-0.08	2.15	0.142	0.06	0.11	0.736	0.00	0.64	0.425	
29	MC	5418	6062	-0.15	15.01	0.000	-0.13	0.77	0.381	0.00	0.02	0.899	Uniform<
30	MC	5418	6062	-0.05	1.02	0.313	0.53	9.77	0.002	-0.02	12.48	0.000	NonUniform
31	MC	5418	6062	-0.16	14.96	0.000	-0.34	4.08	0.044	0.00	1.18	0.277	Uniform<
32	MC	5418	6062	0.07	3.40	0.065	0.03	0.03	0.853	0.00	0.09	0.769	

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.78: Logistic Regression DIF Results on Stage I Reading Items for the Hispanic/Non-Hispanic Comparison

Focal Group: Hispanic; Reference Group: Non-Hispanic													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
15	MC	10285	1203	-0.31	12.53	0.000	-0.06	0.04	0.835	-0.01	0.86	0.354	Uniform<
16	MC	10285	1203	-0.03	0.13	0.718	0.31	1.38	0.240	-0.01	1.75	0.186	
17	MC	10285	1203	0.15	2.62	0.106	0.39	1.51	0.219	-0.01	0.62	0.430	
18	MC	10285	1203	-0.11	1.72	0.190	0.49	1.89	0.170	-0.02	3.03	0.081	
19	MC	10285	1203	-0.18	3.79	0.052	-0.18	0.33	0.565	0.00	0.00	0.995	
20	MC	10285	1203	0.25	15.47	0.000	0.65	7.71	0.005	-0.01	3.11	0.078	Uniform>
21	MC	10285	1203	-0.19	6.86	0.009	0.02	0.01	0.921	-0.01	0.78	0.376	Uniform<
22	MC	10285	1203	0.01	0.04	0.839	0.22	0.62	0.430	-0.01	0.58	0.446	
23	MC	10285	1203	-0.04	0.26	0.608	0.62	5.16	0.023	-0.02	6.16	0.013	
24	MC	10285	1203	-0.16	6.29	0.012	0.05	0.04	0.840	-0.01	0.77	0.380	
25	MC	10285	1203	0.14	4.12	0.042	0.41	2.23	0.136	-0.01	1.04	0.308	
26	MC	10285	1203	-0.04	0.32	0.570	-0.12	0.27	0.602	0.00	0.14	0.707	
27	MC	10285	1203	0.03	0.20	0.652	-0.20	0.76	0.382	0.01	1.10	0.295	
28	MC	10285	1203	0.05	0.29	0.589	-0.27	0.97	0.326	0.01	1.49	0.222	
29	MC	10285	1203	-0.09	1.77	0.183	0.34	1.96	0.162	-0.01	3.34	0.068	
30	MC	10285	1203	0.21	8.02	0.005	0.49	3.58	0.059	-0.01	1.30	0.254	Uniform>
31	MC	10285	1203	0.11	2.62	0.106	0.07	0.08	0.773	0.00	0.02	0.884	
32	MC	10285	1203	-0.07	1.07	0.301	0.14	0.34	0.560	-0.01	0.80	0.371	

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.79: Logistic Regression DIF Results on Stage I Reading Items for the American Indian/ Non-American Indian Comparison

Focal Group: American Indian; Reference Group: Non-American Indian													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
15	MC	404	11084	0.48	10.49	0.001	0.40	0.68	0.409	0.00	0.03	0.865	Uniform>
16	MC	404	11084	-0.26	5.29	0.021	0.13	0.10	0.748	-0.01	1.01	0.315	
17	MC	404	11084	-0.09	0.34	0.561	-0.54	1.01	0.316	0.02	0.76	0.383	
18	MC	404	11084	-0.10	0.50	0.478	-0.96	2.64	0.104	0.03	2.24	0.135	
19	MC	404	11084	-0.38	7.62	0.006	-1.48	6.91	0.009	0.04	3.99	0.046	Uniform<
20	MC	404	11084	-0.30	8.12	0.004	0.07	0.03	0.852	-0.01	1.08	0.299	Uniform<
21	MC	404	11084	-0.22	3.78	0.052	0.10	0.07	0.789	-0.01	0.73	0.392	
22	MC	404	11084	0.05	0.17	0.681	0.26	0.36	0.546	-0.01	0.26	0.609	
23	MC	404	11084	-0.04	0.15	0.702	0.02	0.00	0.958	0.00	0.03	0.872	
24	MC	404	11084	-0.02	0.05	0.821	-0.34	0.63	0.428	0.01	0.58	0.447	
25	MC	404	11084	-0.04	0.14	0.713	0.22	0.26	0.607	-0.01	0.40	0.525	
26	MC	404	11084	-0.18	2.92	0.088	0.05	0.02	0.896	-0.01	0.40	0.526	
27	MC	404	11084	0.04	0.17	0.681	0.72	3.78	0.052	-0.02	3.66	0.056	
28	MC	404	11084	0.20	1.73	0.189	-0.07	0.02	0.886	0.01	0.31	0.576	
29	MC	404	11084	0.13	1.53	0.217	0.14	0.13	0.719	0.00	0.00	0.987	
30	MC	404	11084	0.07	0.37	0.545	0.02	0.00	0.964	0.00	0.02	0.892	
31	MC	404	11084	0.15	1.79	0.181	-0.33	0.57	0.449	0.01	1.31	0.253	
32	MC	404	11084	0.24	4.96	0.026	0.58	2.31	0.128	-0.01	0.86	0.354	

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.80: Logistic Regression DIF Results on Stage I Reading Items for the Special Education/ Non-Special Education Comparison

Focal Group: Special Education; Reference Group: Non-Special Education													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
15	MC	806	10682	-0.22	6.14	0.013	-0.64	4.12	0.042	0.01	1.94	0.164	
16	MC	806	10682	0.03	0.13	0.722	-0.03	0.01	0.912	0.00	0.05	0.829	
17	MC	806	10682	0.06	0.32	0.572	0.17	0.22	0.639	0.00	0.10	0.747	
18	MC	806	10682	0.12	1.79	0.181	0.41	1.26	0.262	-0.01	0.66	0.418	
19	MC	806	10682	0.09	0.91	0.340	0.48	1.96	0.161	-0.01	1.40	0.237	
20	MC	806	10682	0.12	2.41	0.120	-0.38	1.92	0.166	0.02	3.60	0.058	
21	MC	806	10682	-0.07	0.79	0.373	0.21	0.58	0.448	-0.01	1.13	0.288	
22	MC	806	10682	0.13	2.42	0.120	0.83	8.23	0.004	-0.02	6.44	0.011	
23	MC	806	10682	0.09	1.21	0.272	0.83	8.86	0.003	-0.02	7.74	0.005	NonUniform
24	MC	806	10682	0.02	0.09	0.768	0.24	0.68	0.409	-0.01	0.60	0.439	
25	MC	806	10682	0.18	5.03	0.025	0.26	0.76	0.383	0.00	0.08	0.777	
26	MC	806	10682	0.23	8.73	0.003	-0.03	0.01	0.903	0.01	1.01	0.315	Uniform>
27	MC	806	10682	0.01	0.01	0.930	0.80	9.53	0.002	-0.02	10.36	0.001	NonUniform
28	MC	806	10682	0.18	3.38	0.066	-0.03	0.01	0.938	0.01	0.42	0.518	
29	MC	806	10682	0.21	7.10	0.008	-0.25	0.77	0.381	0.01	2.80	0.094	Uniform>
30	MC	806	10682	0.00	0.00	0.989	0.08	0.08	0.783	0.00	0.09	0.770	
31	MC	806	10682	-0.10	1.70	0.192	-0.79	5.91	0.015	0.02	4.73	0.030	
32	MC	806	10682	0.16	4.23	0.040	0.71	7.28	0.007	-0.02	4.81	0.028	

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.81: Logistic Regression DIF Results on Stage I Reading Items for the Spanish/Non-Spanish Comparison

Focal Group: Spanish; Reference Group: Non-Spanish													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUnt}	Wald χ^2	p-value	β_2^{NUnt}	Wald χ^2	p-value	
15	MC	8584	2904	-0.14	5.79	0.016	-0.07	0.13	0.717	0.00	0.14	0.713	
16	MC	8584	2904	0.03	0.35	0.554	-0.32	3.20	0.074	0.01	4.12	0.042	
17	MC	8584	2904	0.07	1.00	0.317	0.24	1.10	0.295	-0.01	0.63	0.429	
18	MC	8584	2904	0.03	0.30	0.582	-0.19	0.68	0.409	0.01	1.00	0.318	
19	MC	8584	2904	0.04	0.43	0.511	-0.31	1.98	0.159	0.01	2.80	0.094	
20	MC	8584	2904	-0.01	0.05	0.819	0.44	6.98	0.008	-0.01	7.90	0.005	NonUniform
21	MC	8584	2904	-0.16	10.94	0.001	-0.19	1.19	0.275	0.00	0.03	0.865	Uniform<
22	MC	8584	2904	-0.05	0.92	0.338	-0.24	1.64	0.200	0.01	1.14	0.286	
23	MC	8584	2904	-0.11	4.98	0.026	0.15	0.66	0.417	-0.01	2.08	0.150	
24	MC	8584	2904	-0.16	12.32	0.000	-0.40	5.13	0.023	0.01	1.97	0.160	Uniform<
25	MC	8584	2904	0.01	0.03	0.860	0.37	3.64	0.056	-0.01	3.70	0.054	
26	MC	8584	2904	-0.06	1.65	0.199	-0.14	0.72	0.395	0.00	0.27	0.606	
27	MC	8584	2904	-0.02	0.17	0.683	-0.05	0.08	0.771	0.00	0.03	0.853	
28	MC	8584	2904	-0.05	0.54	0.462	-0.06	0.09	0.769	0.00	0.01	0.940	
29	MC	8584	2904	-0.19	17.12	0.000	0.12	0.49	0.484	-0.01	3.56	0.059	Uniform<
30	MC	8584	2904	0.02	0.13	0.719	0.25	1.78	0.182	-0.01	1.65	0.199	
31	MC	8584	2904	-0.03	0.52	0.473	-0.13	0.53	0.465	0.00	0.31	0.575	
32	MC	8584	2904	-0.09	3.66	0.056	-0.12	0.51	0.474	0.00	0.04	0.832	

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.82: Logistic Regression DIF Results on Stage I Reading Items for the Spanish/English Comparison

Focal Group: Spanish; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUnt}	Wald χ^2	p-value	β_2^{NUnt}	Wald χ^2	p-value	
15	MC	8584	945	-0.02	0.06	0.814	-0.10	0.10	0.756	0.00	0.07	0.797	
16	MC	8584	945	0.10	1.53	0.216	-0.49	2.70	0.101	0.02	4.14	0.042	
17	MC	8584	945	0.01	0.00	0.957	0.19	0.23	0.634	-0.01	0.23	0.632	
18	MC	8584	945	0.14	2.33	0.127	-0.64	3.02	0.082	0.02	4.80	0.029	
19	MC	8584	945	0.25	6.54	0.011	0.02	0.00	0.953	0.01	0.39	0.530	
20	MC	8584	945	-0.11	2.43	0.119	0.55	3.62	0.057	-0.02	5.60	0.018	
21	MC	8584	945	-0.12	2.42	0.120	-0.07	0.05	0.817	0.00	0.03	0.861	
22	MC	8584	945	0.01	0.01	0.904	-0.78	6.49	0.011	0.02	7.15	0.008	NonUniform
23	MC	8584	945	-0.02	0.08	0.778	0.21	0.43	0.510	-0.01	0.56	0.454	
24	MC	8584	945	-0.11	2.19	0.139	0.05	0.03	0.872	0.00	0.28	0.599	
25	MC	8584	945	-0.03	0.12	0.725	0.37	1.32	0.251	-0.01	1.59	0.207	
26	MC	8584	945	-0.08	1.18	0.277	-0.19	0.48	0.490	0.00	0.18	0.671	
27	MC	8584	945	-0.16	4.66	0.031	-0.05	0.03	0.865	0.00	0.16	0.689	
28	MC	8584	945	-0.20	3.60	0.058	-0.30	0.67	0.413	0.00	0.09	0.767	
29	MC	8584	945	-0.24	10.68	0.001	-0.21	0.52	0.472	0.00	0.01	0.905	Uniform<
30	MC	8584	945	-0.09	1.09	0.297	-0.08	0.06	0.812	0.00	0.00	0.968	
31	MC	8584	945	-0.23	8.84	0.003	-0.09	0.08	0.777	0.00	0.21	0.646	Uniform<
32	MC	8584	945	-0.11	2.42	0.120	-0.18	0.37	0.541	0.00	0.05	0.819	

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.83: Logistic Regression DIF Results on Stage I Reading Items for the Non-Spanish/English Comparison

Focal Group: Non-Spanish; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
15	MC	1959	945	0.18	2.91	0.088	-0.06	0.03	0.863	0.01	0.48	0.490	
16	MC	1959	945	0.09	1.11	0.292	-0.24	0.51	0.476	0.01	1.06	0.302	
17	MC	1959	945	-0.08	0.46	0.495	-0.06	0.02	0.894	0.00	0.00	0.953	
18	MC	1959	945	0.15	2.12	0.146	-0.67	2.56	0.110	0.02	4.13	0.042	
19	MC	1959	945	0.29	6.84	0.009	0.42	1.03	0.310	0.00	0.10	0.754	Uniform>
20	MC	1959	945	-0.15	3.26	0.071	0.15	0.21	0.646	-0.01	0.95	0.329	
21	MC	1959	945	0.06	0.49	0.485	0.17	0.24	0.621	0.00	0.10	0.751	
22	MC	1959	945	0.08	0.81	0.368	-0.76	4.86	0.027	0.02	6.40	0.011	
23	MC	1959	945	0.13	2.26	0.132	0.08	0.05	0.829	0.00	0.03	0.866	
24	MC	1959	945	0.08	0.98	0.322	0.61	3.32	0.069	-0.01	2.65	0.103	
25	MC	1959	945	-0.05	0.37	0.543	0.01	0.00	0.985	0.00	0.03	0.865	
26	MC	1959	945	-0.03	0.13	0.716	-0.07	0.06	0.812	0.00	0.02	0.884	
27	MC	1959	945	-0.21	5.97	0.015	-0.01	0.00	0.976	-0.01	0.42	0.518	
28	MC	1959	945	-0.22	3.48	0.062	-0.31	0.59	0.441	0.00	0.06	0.814	
29	MC	1959	945	-0.08	0.79	0.374	-0.45	1.98	0.160	0.01	1.47	0.225	
30	MC	1959	945	-0.16	2.62	0.106	-0.44	1.54	0.215	0.01	0.69	0.407	
31	MC	1959	945	-0.29	10.50	0.001	0.04	0.01	0.908	-0.01	0.94	0.333	Uniform<
32	MC	1959	945	-0.04	0.20	0.652	-0.08	0.06	0.813	0.00	0.02	0.902	

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group. Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.84: Logistic Regression DIF Results on Stage I Reading Items for the American Indian Language/English Comparison

Focal Group: American Indian Language; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
15	MC	55	945	0.33	0.79	0.374	0.81	0.51	0.474	-0.02	0.21	0.648	
16	MC	55	945	0.10	0.11	0.739	-2.09	2.59	0.107	0.07	2.91	0.088	
17	MC	55	945	-0.17	0.21	0.644	1.04	0.82	0.364	-0.04	1.31	0.252	
18	MC	55	945	-0.02	0.00	0.957	-2.25	1.76	0.185	0.08	1.76	0.185	
19	MC	55	945	0.39	1.09	0.296	0.84	0.45	0.500	-0.02	0.14	0.706	
20	MC	55	945	-0.06	0.03	0.854	0.76	0.72	0.398	-0.02	0.94	0.332	
21	MC	55	945	-0.17	0.32	0.573	-1.28	1.32	0.251	0.03	1.05	0.306	
22	MC	55	945	-0.34	1.20	0.273	-1.92	2.48	0.115	0.05	1.79	0.181	
23	MC	55	945	-0.18	0.33	0.566	-0.01	0.00	0.992	0.00	0.03	0.865	
24	MC	55	945	0.78	6.54	0.011	1.19	1.57	0.211	-0.01	0.20	0.651	
25	MC	55	945	-0.06	0.04	0.838	-0.32	0.08	0.780	0.01	0.05	0.817	
26	MC	55	945	-0.08	0.08	0.780	-0.51	0.29	0.588	0.01	0.23	0.633	
27	MC	55	945	-0.63	4.67	0.031	0.61	0.48	0.487	-0.04	2.25	0.134	
28	MC	55	945	0.48	1.22	0.269	0.65	0.23	0.630	-0.01	0.02	0.892	
29	MC	55	945	0.20	0.44	0.505	0.30	0.11	0.744	0.00	0.01	0.906	
30	MC	55	945	0.38	1.15	0.284	-0.85	0.44	0.509	0.04	0.93	0.335	
31	MC	55	945	-0.05	0.03	0.867	-0.28	0.07	0.795	0.01	0.05	0.826	
32	MC	55	945	0.15	0.25	0.616	1.12	1.62	0.203	-0.03	1.39	0.239	

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group. Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.85: Logistic Regression DIF Results on Stage I Reading Items for the FRL/Non-FRL Comparison

Focal Group:FRL; Reference Group: Non-FRL													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
15	MC	9701	1722	0.02	0.12	0.734	-0.36	2.32	0.127	0.01	2.92	0.088	
16	MC	9701	1722	0.04	0.38	0.536	-0.04	0.04	0.843	0.00	0.14	0.706	
17	MC	9701	1722	0.05	0.43	0.512	0.36	1.57	0.210	-0.01	1.23	0.266	
18	MC	9701	1722	-0.09	1.49	0.223	-0.38	1.79	0.181	0.01	1.12	0.290	
19	MC	9701	1722	-0.34	17.53	0.000	-0.87	10.03	0.002	0.02	4.09	0.043	Uniform<
20	MC	9701	1722	0.02	0.13	0.722	0.12	0.35	0.555	0.00	0.26	0.608	
21	MC	9701	1722	-0.12	4.03	0.045	0.25	1.23	0.267	-0.01	2.95	0.086	
22	MC	9701	1722	-0.03	0.27	0.604	0.24	0.96	0.326	-0.01	1.32	0.250	
23	MC	9701	1722	0.03	0.24	0.625	0.44	3.53	0.060	-0.01	3.29	0.070	
24	MC	9701	1722	-0.14	6.49	0.011	-0.16	0.54	0.464	0.00	0.01	0.930	
25	MC	9701	1722	-0.05	0.76	0.382	-0.04	0.02	0.879	0.00	0.00	0.944	
26	MC	9701	1722	-0.10	3.13	0.077	-0.30	2.19	0.139	0.01	1.07	0.300	
27	MC	9701	1722	-0.08	1.80	0.179	-0.02	0.01	0.915	0.00	0.07	0.786	
28	MC	9701	1722	0.17	5.17	0.023	0.04	0.03	0.862	0.00	0.27	0.601	
29	MC	9701	1722	0.07	1.70	0.192	0.22	1.09	0.297	0.00	0.53	0.468	
30	MC	9701	1722	0.12	3.80	0.051	-0.07	0.10	0.751	0.01	0.82	0.367	
31	MC	9701	1722	0.01	0.05	0.829	-0.04	0.03	0.860	0.00	0.06	0.809	
32	MC	9701	1722	0.11	3.85	0.050	-0.17	0.69	0.407	0.01	1.96	0.161	

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.86: Logistic Regression DIF Results on Stage I Writing Items for the Female/Male Comparison

Focal Group: Female; Reference Group: Male													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
33	SA2	5418	6062	0.15	15.71	0.000	0.25	2.77	0.096	0.00	0.46	0.497	Uniform>
34	SA2	5418	6062	0.35	49.36	0.000	0.17	0.59	0.441	0.00	0.63	0.429	Uniform>
35	SA2	5418	6062	0.22	30.64	0.000	0.44	6.41	0.011	-0.01	1.63	0.202	Uniform>
36	SA2	5418	6062	0.08	4.97	0.026	0.48	8.92	0.003	-0.01	6.34	0.012	
37	SA2	5418	6062	0.20	24.79	0.000	0.58	10.09	0.001	-0.01	4.55	0.033	Uniform>
38	SA1	5418	6062	-0.01	0.06	0.809	0.31	3.86	0.050	-0.01	4.41	0.036	
39	SA1	5418	6062	0.09	5.26	0.022	0.29	2.79	0.095	0.00	1.35	0.245	
40	SA3	5418	6062	0.17	19.37	0.000	0.21	1.51	0.219	0.00	0.06	0.811	Uniform>
41	SA3	5418	6062	0.06	2.28	0.131	0.46	5.57	0.018	-0.01	4.39	0.036	

Note: SA1=1 Point Short Answer Item, SA2=2 Point Short Answer Item, SA3=3 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.87: Logistic Regression DIF Results on Stage I Writing Items for the Hispanic/Non-Hispanic Comparison

Focal Group: Hispanic; Reference Group: Non-Hispanic													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
33	SA2	10285	1203	-0.07	1.32	0.250	-0.73	11.09	0.001	0.02	9.80	0.002	NonUniform
34	SA2	10285	1203	-0.21	6.88	0.009	0.19	0.31	0.581	-0.01	1.42	0.233	Uniform<
35	SA2	10285	1203	-0.04	0.29	0.589	-0.08	0.09	0.760	0.00	0.03	0.859	
36	SA2	10285	1203	-0.12	4.00	0.045	-0.20	0.67	0.414	0.00	0.10	0.753	
37	SA2	10285	1203	-0.18	7.17	0.007	-0.22	0.58	0.447	0.00	0.02	0.886	Uniform<
38	SA1	10285	1203	0.11	2.62	0.106	0.39	2.53	0.112	-0.01	1.43	0.232	
39	SA1	10285	1203	0.25	13.71	0.000	-0.45	3.04	0.081	0.02	7.74	0.005	NonUniform
40	SA3	10285	1203	-0.18	8.50	0.004	-0.11	0.19	0.662	0.00	0.07	0.792	Uniform<
41	SA3	10285	1203	-0.18	7.99	0.005	-0.40	1.83	0.177	0.01	0.58	0.445	Uniform<

Note: SA1=1 Point Short Answer Item, SA2=2 Point Short Answer Item, SA3=3 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.88: Logistic Regression DIF Results on Stage I Writing Items for the American Indian/ Non-American Indian Comparison

Focal Group: American Indian; Reference Group: Non-American Indian													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
33	SA2	404	11084	0.17	2.93	0.087	0.20	0.28	0.595	0.00	0.00	0.951	
34	SA2	404	11084	0.08	0.37	0.543	0.61	1.08	0.299	-0.01	0.85	0.357	
35	SA2	404	11084	-0.30	7.04	0.008	-0.74	2.33	0.127	0.01	0.88	0.347	Uniform<
36	SA2	404	11084	-0.17	2.62	0.105	-0.90	4.37	0.037	0.02	3.07	0.080	
37	SA2	404	11084	-0.02	0.03	0.867	-1.19	5.10	0.024	0.03	5.23	0.022	
38	SA1	404	11084	-0.04	0.11	0.742	-0.30	0.54	0.464	0.01	0.45	0.504	
39	SA1	404	11084	-0.29	6.63	0.010	0.74	3.22	0.073	-0.03	6.55	0.011	
40	SA3	404	11084	-0.31	8.31	0.004	-0.49	1.08	0.299	0.00	0.15	0.697	Uniform<
41	SA3	404	11084	-0.10	0.87	0.352	0.35	0.48	0.490	-0.01	0.83	0.364	

Note: SA1=1 Point Short Answer Item, SA2=2 Point Short Answer Item, SA3=3 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.89: Logistic Regression DIF Results on Stage I Writing Items for the Special Education/ Non-Special Education Comparison

Focal Group: Special Education; Reference Group: Non-Special Education													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUmi}	Wald χ^2	p-value	β_2^{NUmi}	Wald χ^2	p-value	
33	SA2	806	10682	0.04	0.35	0.556	-0.16	0.38	0.537	0.01	0.65	0.420	NonUniform
34	SA2	806	10682	-0.20	3.34	0.067	-1.55	18.15	0.000	0.04	14.85	0.000	
35	SA2	806	10682	-0.20	5.89	0.015	-0.12	0.13	0.723	0.00	0.06	0.801	
36	SA2	806	10682	-0.18	5.92	0.015	-0.61	4.11	0.043	0.01	2.15	0.142	
37	SA2	806	10682	-0.24	8.05	0.005	-0.13	0.13	0.715	0.00	0.10	0.755	Uniform<
38	SA1	806	10682	-0.20	6.64	0.010	-0.61	4.44	0.035	0.01	2.15	0.143	
39	SA1	806	10682	-0.03	0.16	0.688	0.29	0.93	0.335	-0.01	1.23	0.267	Uniform<
40	SA3	806	10682	-0.14	2.98	0.084	0.12	0.14	0.711	-0.01	0.68	0.410	
41	SA3	806	10682	-0.16	3.82	0.050	0.32	0.76	0.382	-0.01	1.81	0.178	

Note: SA1=1 Point Short Answer Item, SA2=2 Point Short Answer Item, SA3=3 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.90: Logistic Regression DIF Results on Stage I Writing Items for the Spanish/Non-Spanish Comparison

Focal Group: Spanish; Reference Group: Non-Spanish													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUmi}	Wald χ^2	p-value	β_2^{NUmi}	Wald χ^2	p-value	
33	SA2	8584	2904	0.03	0.42	0.515	0.13	0.65	0.420	0.00	0.43	0.512	NonUniform
34	SA2	8584	2904	-0.06	0.96	0.326	0.61	6.17	0.013	-0.02	7.80	0.005	
35	SA2	8584	2904	0.19	16.05	0.000	0.07	0.11	0.737	0.00	0.40	0.525	
36	SA2	8584	2904	0.07	2.95	0.086	0.37	4.33	0.037	-0.01	2.91	0.088	
37	SA2	8584	2904	0.11	5.46	0.019	0.41	3.70	0.054	-0.01	2.08	0.150	Uniform>
38	SA1	8584	2904	0.07	2.37	0.123	0.33	3.66	0.056	-0.01	2.42	0.120	
39	SA1	8584	2904	0.17	13.55	0.000	-0.29	2.34	0.126	0.01	6.36	0.012	
40	SA3	8584	2904	0.09	3.89	0.048	0.34	3.05	0.081	-0.01	1.76	0.185	
41	SA3	8584	2904	0.08	3.37	0.067	0.28	1.56	0.211	0.00	0.80	0.371	

Note: SA1=1 Point Short Answer Item, SA2=2 Point Short Answer Item, SA3=3 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.91: Logistic Regression DIF Results on Stage I Writing Items for the Spanish/English Comparison

Focal Group: Spanish; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUmi}	Wald χ^2	p-value	β_2^{NUmi}	Wald χ^2	p-value	
33	SA2	8584	945	0.01	0.01	0.906	0.48	2.82	0.093	-0.01	2.87	0.090	Uniform>
34	SA2	8584	945	-0.12	1.74	0.187	0.57	1.88	0.170	-0.02	2.90	0.089	
35	SA2	8584	945	0.41	30.34	0.000	0.58	2.85	0.092	0.00	0.24	0.621	
36	SA2	8584	945	0.17	5.99	0.014	0.77	6.32	0.012	-0.02	4.03	0.045	
37	SA2	8584	945	0.22	9.08	0.003	1.17	10.00	0.002	-0.02	6.84	0.009	NonUniform
38	SA1	8584	945	0.13	3.04	0.081	0.19	0.40	0.528	0.00	0.04	0.843	
39	SA1	8584	945	0.21	8.27	0.004	-0.25	0.62	0.431	0.01	2.27	0.132	Uniform>
40	SA3	8584	945	0.32	19.60	0.000	0.92	7.48	0.006	-0.02	3.40	0.065	
41	SA3	8584	945	0.24	10.91	0.001	0.63	2.83	0.093	-0.01	1.14	0.285	Uniform>

Note: SA1=1 Point Short Answer Item, SA2=2 Point Short Answer Item, SA3=3 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.92: Logistic Regression DIF Results on Stage I Writing Items for the Non-Spanish/English Comparison

Focal Group: Non-Spanish; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUmi}	Wald χ^2	p-value	β_2^{NUmi}	Wald χ^2	p-value	
33	SA2	1959	945	-0.03	0.12	0.728	0.46	2.19	0.138	-0.01	2.61	0.106	
34	SA2	1959	945	-0.09	0.76	0.385	-0.01	0.00	0.973	0.00	0.03	0.858	
35	SA2	1959	945	0.33	14.41	0.000	0.73	3.69	0.055	-0.01	1.18	0.277	Uniform>
36	SA2	1959	945	0.14	2.92	0.088	0.53	2.44	0.118	-0.01	1.41	0.234	
37	SA2	1959	945	0.16	3.58	0.059	1.05	6.51	0.011	-0.02	4.86	0.028	
38	SA1	1959	945	0.09	1.01	0.316	-0.21	0.40	0.528	0.01	0.86	0.353	
39	SA1	1959	945	0.06	0.55	0.459	0.06	0.03	0.870	0.00	0.00	0.987	
40	SA3	1959	945	0.33	16.06	0.000	0.83	4.92	0.027	-0.01	1.87	0.171	Uniform>
41	SA3	1959	945	0.22	7.13	0.008	0.52	1.49	0.222	-0.01	0.50	0.480	Uniform>

Note: SA1=1 Point Short Answer Item, SA2=2 Point Short Answer Item, SA3=3 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.93: Logistic Regression DIF Results on Stage I Writing Items for the American Indian Language/English Comparison

Focal Group: American Indian Language; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUmi}	Wald χ^2	p-value	β_2^{NUmi}	Wald χ^2	p-value	
33	SA2	55	945	0.40	1.94	0.164	1.10	1.51	0.219	-0.02	0.68	0.409	
34	SA2	55	945	0.36	0.99	0.319	0.17	0.02	0.891	0.00	0.02	0.876	
35	SA2	55	945	0.65	4.57	0.033	-2.17	2.45	0.117	0.08	4.44	0.035	
36	SA2	55	945	-0.06	0.05	0.828	-0.18	0.03	0.862	0.00	0.01	0.907	
37	SA2	55	945	0.39	1.48	0.224	-0.17	0.02	0.899	0.01	0.20	0.657	
38	SA1	55	945	0.00	0.00	0.996	-0.48	0.23	0.635	0.01	0.24	0.621	
39	SA1	55	945	-0.27	0.74	0.391	-1.55	1.52	0.218	0.03	1.13	0.288	
40	SA3	55	945	0.42	1.95	0.163	-1.66	1.64	0.201	0.05	2.82	0.093	
41	SA3	55	945	0.29	0.82	0.364	0.11	0.01	0.935	0.00	0.02	0.886	

Note: SA1=1 Point Short Answer Item, SA2=2 Point Short Answer Item, SA3=3 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.94: Logistic Regression DIF Results on Stage I Writing Items for the FRL/Non-FRL Comparison

Focal Group: FRL; Reference Group: Non-FRL													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUmi}	Wald χ^2	p-value	β_2^{NUmi}	Wald χ^2	p-value	
33	SA2	9701	1722	-0.01	0.01	0.914	-0.03	0.02	0.882	0.00	0.02	0.902	
34	SA2	9701	1722	-0.31	21.16	0.000	0.04	0.02	0.886	-0.01	1.43	0.233	Uniform<
35	SA2	9701	1722	-0.04	0.59	0.443	-0.60	6.79	0.009	0.01	6.14	0.013	
36	SA2	9701	1722	-0.04	0.47	0.491	-0.24	1.32	0.251	0.01	1.01	0.316	
37	SA2	9701	1722	-0.03	0.32	0.570	0.08	0.10	0.758	0.00	0.20	0.655	
38	SA1	9701	1722	0.10	3.36	0.067	-0.05	0.06	0.813	0.00	0.58	0.447	
39	SA1	9701	1722	0.04	0.49	0.483	0.16	0.45	0.504	0.00	0.26	0.607	
40	SA3	9701	1722	-0.12	4.71	0.030	-0.33	2.08	0.149	0.01	0.91	0.341	
41	SA3	9701	1722	-0.04	0.53	0.467	-0.56	4.65	0.031	0.01	4.16	0.041	

Note: SA1=1 Point Short Answer Item, SA2=2 Point Short Answer Item, SA3=3 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.95: Logistic Regression DIF Results on Stage I Listening Items for the Female/Male Comparison

Focal Group: Female; Reference Group: Male													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
1	MC	5418	6062	-0.03	0.31	0.579	0.18	1.07	0.300	-0.01	1.54	0.215	
2	MC	5418	6062	-0.06	1.46	0.226	-0.13	0.59	0.443	0.00	0.20	0.652	
3	MC	5418	6062	-0.16	14.38	0.000	-0.04	0.05	0.818	0.00	0.65	0.420	Uniform<
4	MC	5418	6062	-0.13	7.18	0.007	-0.01	0.01	0.941	0.00	0.51	0.477	Uniform<
5	MC	5418	6062	0.03	0.55	0.457	-0.45	7.64	0.006	0.01	9.33	0.002	NonUniform
6	MC	5418	6062	-0.03	0.63	0.427	-0.47	6.97	0.008	0.01	6.37	0.012	
7	MC	5418	6062	-0.04	0.62	0.431	-0.42	6.49	0.011	0.01	5.88	0.015	
8	MC	5418	6062	0.24	25.45	0.000	-0.25	1.59	0.208	0.01	6.56	0.010	Uniform>
9	MC	5418	6062	0.00	0.00	0.980	-0.20	1.11	0.292	0.01	1.20	0.273	
10	MC	5418	6062	0.16	10.74	0.001	0.07	0.16	0.691	0.00	0.26	0.611	Uniform>
11	MC	5418	6062	0.11	4.64	0.031	-0.14	0.60	0.438	0.01	1.98	0.159	
12	MC	5418	6062	-0.01	0.09	0.770	-0.23	1.69	0.194	0.01	1.60	0.206	
13	MC	5418	6062	0.12	10.33	0.001	0.04	0.09	0.765	0.00	0.29	0.589	Uniform>
14	MC	5418	6062	0.13	10.41	0.001	-0.32	4.00	0.045	0.01	8.40	0.004	NonUniform

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.96: Logistic Regression DIF Results on Stage I Listening Items for the Hispanic/Non-Hispanic Comparison

Focal Group: Hispanic; Reference Group: Non-Hispanic													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUmi}	Wald χ^2	p-value	β_2^{NUmi}	Wald χ^2	p-value	
1	MC	10285	1203	-0.18	4.83	0.028	0.00	0.00	0.996	-0.01	0.49	0.482	
2	MC	10285	1203	-0.03	0.14	0.707	-0.42	2.77	0.096	0.01	2.67	0.102	
3	MC	10285	1203	-0.30	17.15	0.000	-0.52	4.60	0.032	0.01	0.92	0.336	Uniform<
4	MC	10285	1203	-0.20	5.81	0.016	-0.31	1.38	0.239	0.00	0.20	0.653	
5	MC	10285	1203	0.23	12.39	0.000	-0.27	1.25	0.264	0.01	4.72	0.030	Uniform>
6	MC	10285	1203	0.07	1.13	0.287	-0.17	0.40	0.526	0.01	0.89	0.344	
7	MC	10285	1203	0.02	0.06	0.814	0.21	0.72	0.397	-0.01	0.66	0.417	
8	MC	10285	1203	0.46	38.22	0.000	0.00	0.00	0.998	0.01	2.71	0.100	Uniform>
9	MC	10285	1203	0.21	6.76	0.009	-0.09	0.11	0.745	0.01	1.19	0.276	Uniform>
10	MC	10285	1203	0.09	1.33	0.249	0.23	0.74	0.390	0.00	0.31	0.580	
11	MC	10285	1203	0.29	13.87	0.000	-0.03	0.01	0.907	0.01	1.54	0.214	Uniform>
12	MC	10285	1203	0.16	5.22	0.022	0.02	0.01	0.926	0.00	0.27	0.605	
13	MC	10285	1203	0.05	0.58	0.447	-0.27	1.45	0.228	0.01	2.17	0.141	
14	MC	10285	1203	-0.08	1.40	0.236	-0.12	0.25	0.616	0.00	0.04	0.851	

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.97: Logistic Regression DIF Results on Stage I Listening Items for the American Indian/ Non-American Indian Comparison

Focal Group: American Indian; Reference Group: Non-American Indian													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUmi}	Wald χ^2	p-value	β_2^{NUmi}	Wald χ^2	p-value	
1	MC	404	11084	-0.08	0.38	0.539	-0.75	2.82	0.093	0.02	2.43	0.119	
2	MC	404	11084	-0.05	0.13	0.716	-0.62	1.90	0.168	0.02	1.74	0.187	
3	MC	404	11084	0.08	0.45	0.503	0.30	0.56	0.454	-0.01	0.34	0.561	
4	MC	404	11084	0.04	0.11	0.745	0.87	4.26	0.039	-0.02	4.40	0.036	
5	MC	404	11084	0.15	1.78	0.182	0.81	4.32	0.038	-0.02	3.14	0.076	
6	MC	404	11084	0.19	2.56	0.110	1.49	14.31	0.000	-0.04	12.07	0.001	NonUniform
7	MC	404	11084	-0.13	1.19	0.276	0.56	2.05	0.152	-0.02	3.43	0.064	
8	MC	404	11084	-0.11	0.79	0.373	-0.11	0.06	0.813	0.00	0.00	0.994	
9	MC	404	11084	0.08	0.41	0.521	-0.65	1.58	0.209	0.02	2.12	0.145	
10	MC	404	11084	0.16	1.60	0.205	-0.08	0.03	0.857	0.01	0.32	0.575	
11	MC	404	11084	-0.23	3.51	0.061	-0.72	2.36	0.124	0.01	1.15	0.283	
12	MC	404	11084	-0.19	2.92	0.087	-0.05	0.01	0.903	0.00	0.11	0.737	
13	MC	404	11084	-0.29	7.41	0.006	0.05	0.02	0.894	-0.01	0.84	0.360	Uniform<
14	MC	404	11084	-0.10	0.80	0.372	0.16	0.16	0.688	-0.01	0.45	0.503	

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.98: Logistic Regression DIF Results on Stage I Listening Items for the Special Education/ Non-Special Education Comparison

Focal Group: Special Education; Reference Group: Non-Special Education													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUUni}	Wald χ^2	p-value	β_2^{NUUni}	Wald χ^2	p-value	
1	MC	806	10682	-0.05	0.36	0.548	-0.07	0.05	0.816	0.00	0.00	0.952	
2	MC	806	10682	0.04	0.23	0.630	-0.08	0.07	0.798	0.00	0.17	0.682	
3	MC	806	10682	0.01	0.01	0.920	-0.10	0.12	0.727	0.00	0.15	0.694	
4	MC	806	10682	0.27	8.69	0.003	0.27	0.77	0.381	0.00	0.00	0.995	Uniform>
5	MC	806	10682	0.04	0.28	0.599	0.75	7.68	0.006	-0.02	7.51	0.006	NonUniform
6	MC	806	10682	0.27	10.41	0.001	0.31	0.97	0.324	0.00	0.02	0.890	Uniform>
7	MC	806	10682	-0.05	0.35	0.557	0.04	0.02	0.878	0.00	0.12	0.734	
8	MC	806	10682	-0.27	9.90	0.002	-0.69	3.60	0.058	0.01	1.41	0.234	Uniform<
9	MC	806	10682	0.06	0.46	0.496	0.41	1.58	0.208	-0.01	1.25	0.264	
10	MC	806	10682	0.11	1.65	0.199	-0.30	0.86	0.353	0.01	1.75	0.186	
11	MC	806	10682	-0.16	3.61	0.057	0.04	0.02	0.901	-0.01	0.46	0.496	
12	MC	806	10682	-0.01	0.01	0.926	0.32	1.15	0.284	-0.01	1.30	0.255	
13	MC	806	10682	0.04	0.29	0.593	-0.02	0.01	0.932	0.00	0.06	0.803	
14	MC	806	10682	-0.01	0.01	0.931	0.51	3.52	0.061	-0.02	3.93	0.048	

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.99: Logistic Regression DIF Results on Stage I Listening Items for the Spanish/Non-Spanish Comparison

Focal Group: Spanish; Reference Group: Non-Spanish													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUUni}	Wald χ^2	p-value	β_2^{NUUni}	Wald χ^2	p-value	
1	MC	8584	2904	-0.08	1.97	0.161	0.26	1.89	0.169	-0.01	3.45	0.063	
2	MC	8584	2904	0.04	0.63	0.428	-0.10	0.30	0.584	0.00	0.66	0.418	
3	MC	8584	2904	-0.18	12.84	0.000	0.02	0.01	0.923	-0.01	1.30	0.254	Uniform<
4	MC	8584	2904	-0.14	5.97	0.015	-0.06	0.11	0.743	0.00	0.17	0.677	
5	MC	8584	2904	0.03	0.52	0.473	-0.35	4.05	0.044	0.01	5.25	0.022	
6	MC	8584	2904	-0.10	4.01	0.045	-0.67	12.59	0.000	0.02	9.84	0.002	NonUniform
7	MC	8584	2904	-0.05	1.05	0.305	0.10	0.34	0.559	0.00	0.84	0.360	
8	MC	8584	2904	0.07	1.62	0.203	-0.45	4.74	0.030	0.01	6.73	0.009	NonUniform
9	MC	8584	2904	-0.07	1.33	0.248	-0.39	3.51	0.061	0.01	2.63	0.105	
10	MC	8584	2904	-0.09	2.50	0.114	-0.01	0.00	0.973	0.00	0.18	0.668	
11	MC	8584	2904	0.01	0.05	0.827	-0.38	3.80	0.051	0.01	4.42	0.035	
12	MC	8584	2904	-0.04	0.82	0.364	-0.48	6.59	0.010	0.01	5.83	0.016	
13	MC	8584	2904	-0.01	0.02	0.899	0.05	0.08	0.771	0.00	0.11	0.735	
14	MC	8584	2904	-0.12	6.58	0.010	-0.04	0.04	0.836	0.00	0.24	0.628	

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.100: Logistic Regression DIF Results on Stage I Listening Items for the Spanish/English Comparison

Focal Group: Spanish; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
1	MC	8584	945	0.01	0.03	0.873	0.70	4.50	0.034	-0.02	4.57	0.033	
2	MC	8584	945	0.11	1.66	0.197	-0.07	0.05	0.825	0.01	0.34	0.559	
3	MC	8584	945	-0.07	0.96	0.328	0.25	0.67	0.414	-0.01	1.20	0.272	
4	MC	8584	945	-0.18	3.86	0.049	-0.56	2.98	0.084	0.01	1.52	0.217	
5	MC	8584	945	-0.12	2.40	0.122	-0.64	4.73	0.030	0.01	3.39	0.066	
6	MC	8584	945	-0.20	6.37	0.012	-0.78	6.14	0.013	0.02	3.65	0.056	
7	MC	8584	945	-0.10	1.50	0.221	-0.01	0.00	0.982	0.00	0.10	0.755	
8	MC	8584	945	-0.13	2.12	0.145	-0.05	0.02	0.887	0.00	0.04	0.837	
9	MC	8584	945	-0.29	9.46	0.002	-0.05	0.02	0.887	-0.01	0.41	0.523	Uniform<
10	MC	8584	945	-0.34	13.85	0.000	0.10	0.08	0.772	-0.01	1.67	0.196	Uniform<
11	MC	8584	945	-0.15	2.79	0.095	-0.54	2.53	0.112	0.01	1.41	0.234	
12	MC	8584	945	-0.15	3.64	0.056	-0.87	8.20	0.004	0.02	6.06	0.014	
13	MC	8584	945	-0.06	0.67	0.414	0.08	0.09	0.762	0.00	0.27	0.600	
14	MC	8584	945	-0.12	2.75	0.097	0.24	0.63	0.427	-0.01	1.51	0.219	

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.101: Logistic Regression DIF Results on Stage I Listening Items for the Non-Spanish/English Comparison

Focal Group: Non-Spanish; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
1	MC	1959	945	0.15	2.15	0.143	0.60	2.64	0.104	-0.01	1.61	0.204	
2	MC	1959	945	0.09	0.95	0.329	0.04	0.01	0.911	0.00	0.03	0.869	
3	MC	1959	945	0.16	2.98	0.084	0.31	0.86	0.355	0.00	0.23	0.631	
4	MC	1959	945	-0.06	0.34	0.559	-0.68	3.52	0.060	0.02	3.21	0.073	
5	MC	1959	945	-0.22	6.57	0.010	-0.40	1.53	0.217	0.01	0.34	0.562	
6	MC	1959	945	-0.14	2.59	0.108	-0.16	0.20	0.652	0.00	0.00	0.965	
7	MC	1959	945	-0.07	0.54	0.462	-0.15	0.19	0.659	0.00	0.06	0.805	
8	MC	1959	945	-0.28	8.31	0.004	0.52	1.67	0.197	-0.02	4.17	0.041	Uniform<
9	MC	1959	945	-0.32	9.26	0.002	0.43	1.12	0.289	-0.02	3.59	0.058	Uniform<
10	MC	1959	945	-0.36	12.50	0.000	0.13	0.12	0.731	-0.01	1.80	0.180	Uniform<
11	MC	1959	945	-0.24	5.59	0.018	-0.21	0.32	0.571	0.00	0.01	0.932	
12	MC	1959	945	-0.15	2.99	0.084	-0.56	2.64	0.104	0.01	1.49	0.222	
13	MC	1959	945	-0.08	0.89	0.344	0.05	0.02	0.882	0.00	0.17	0.682	
14	MC	1959	945	0.00	0.00	0.975	0.38	1.27	0.260	-0.01	1.37	0.241	

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.102: Logistic Regression DIF Results on Stage I Listening Items for the American Indian Language/English Comparison

Focal Group: American Indian Language; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUi}	Wald χ^2	p-value	β_2^{NUi}	Wald χ^2	p-value	
1	MC	55	945	0.58	2.45	0.118	1.13	0.96	0.327	-0.02	0.26	0.612	
2	MC	55	945	0.23	0.48	0.487	-2.99	3.23	0.072	0.11	3.63	0.057	
3	MC	55	945	0.67	3.88	0.049	1.65	2.73	0.099	-0.03	1.15	0.285	
4	MC	55	945	0.59	2.15	0.142	-0.22	0.03	0.872	0.03	0.38	0.536	
5	MC	55	945	-0.03	0.01	0.924	0.59	0.42	0.517	-0.02	0.52	0.470	
6	MC	55	945	0.16	0.26	0.611	0.02	0.00	0.983	0.00	0.02	0.891	
7	MC	55	945	1.21	8.10	0.004	-1.09	0.40	0.528	0.09	1.69	0.193	Uniform>
8	MC	55	945	-1.08	9.68	0.002	-0.48	0.16	0.691	-0.02	0.26	0.613	Uniform<
9	MC	55	945	0.16	0.20	0.657	0.41	0.11	0.744	-0.01	0.04	0.835	
10	MC	55	945	0.31	0.74	0.390	2.80	7.33	0.007	-0.08	7.52	0.006	NonUniform
11	MC	55	945	-0.68	4.51	0.034	-2.05	2.59	0.108	0.04	1.21	0.271	
12	MC	55	945	-0.36	1.40	0.237	-0.54	0.28	0.597	0.01	0.04	0.851	
13	MC	55	945	-0.77	5.96	0.015	0.28	0.08	0.774	-0.03	1.27	0.260	
14	MC	55	945	0.08	0.06	0.801	0.73	0.60	0.439	-0.02	0.54	0.464	

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.0005 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.103: Logistic Regression DIF Results on Stage I Listening Items for the FRL/Non-FRL Comparison

Focal Group: FRL; Reference Group: Non-FRL													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUi}	Wald χ^2	p-value	β_2^{NUi}	Wald χ^2	p-value	
1	MC	9701	1722	-0.05	0.58	0.445	-0.18	0.64	0.424	0.00	0.37	0.545	
2	MC	9701	1722	-0.10	2.12	0.146	-0.27	1.34	0.247	0.01	0.60	0.440	
3	MC	9701	1722	-0.04	0.49	0.483	-0.42	4.01	0.045	0.01	3.55	0.060	
4	MC	9701	1722	0.08	1.39	0.239	0.30	1.64	0.200	-0.01	0.97	0.325	
5	MC	9701	1722	0.17	8.99	0.003	0.00	0.00	0.991	0.00	0.68	0.408	Uniform>
6	MC	9701	1722	0.06	0.89	0.345	-0.39	2.86	0.091	0.01	4.01	0.045	
7	MC	9701	1722	0.09	2.35	0.125	0.07	0.09	0.764	0.00	0.02	0.891	
8	MC	9701	1722	0.35	29.19	0.000	-0.01	0.00	0.962	0.01	2.10	0.147	Uniform>
9	MC	9701	1722	0.25	14.04	0.000	0.05	0.04	0.846	0.01	0.68	0.408	Uniform>
10	MC	9701	1722	0.14	4.98	0.026	0.10	0.18	0.668	0.00	0.04	0.844	
11	MC	9701	1722	0.21	10.47	0.001	0.32	1.73	0.188	0.00	0.21	0.648	Uniform>
12	MC	9701	1722	-0.03	0.25	0.616	-0.09	0.14	0.712	0.00	0.06	0.803	
13	MC	9701	1722	0.17	10.28	0.001	-0.06	0.09	0.758	0.01	1.44	0.230	Uniform>
14	MC	9701	1722	-0.07	1.49	0.223	0.25	1.34	0.248	-0.01	2.30	0.129	

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.0005 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.104: Logistic Regression DIF Results on Stage I Speaking Items for the Female/Male Comparison

Focal Group: Female; Reference Group: Male													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
42	SA1	5418	6062	-0.10	5.80	0.016	0.30	3.67	0.055	-0.01	7.18	0.007	NonUniform
43	SA1	5418	6062	0.06	0.72	0.396	0.06	0.08	0.784	0.00	0.00	0.988	
44	SA1	5418	6062	-0.28	45.44	0.000	-0.17	1.13	0.288	0.00	0.46	0.499	Uniform<
45	SA1	5418	6062	-0.27	30.08	0.000	-0.37	2.10	0.147	0.00	0.14	0.708	Uniform<
46	SA2	5418	6062	-0.10	6.27	0.012	-0.32	3.89	0.049	0.01	1.91	0.167	
47	SA2	5418	6062	-0.11	6.80	0.009	-0.27	3.03	0.082	0.00	1.19	0.276	Uniform<
48	SA2	5418	6062	0.05	1.56	0.212	-0.17	0.78	0.378	0.01	1.40	0.236	
49	SA4	5418	6062	-0.04	0.98	0.322	0.03	0.04	0.844	0.00	0.24	0.622	

Note: SA1=1 Point Short Answer Item, SA2=2 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.105: Logistic Regression DIF Results on Stage I Speaking Items for the Hispanic/Non-Hispanic Comparison

Focal Group: Hispanic; Reference Group: Non-Hispanic													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
42	SA1	10285	1203	0.12	3.02	0.082	0.69	8.35	0.004	-0.02	6.17	0.013	
43	SA1	10285	1203	0.00	0.00	0.965	-0.04	0.01	0.905	0.00	0.02	0.887	
44	SA1	10285	1203	-0.28	16.33	0.000	-0.36	2.07	0.151	0.00	0.10	0.754	Uniform<
45	SA1	10285	1203	-0.05	0.39	0.533	-0.38	1.02	0.313	0.01	0.80	0.372	
46	SA2	10285	1203	-0.02	0.13	0.718	0.13	0.27	0.601	0.00	0.41	0.520	
47	SA2	10285	1203	0.17	7.01	0.008	0.24	1.05	0.305	0.00	0.09	0.762	Uniform>
48	SA2	10285	1203	0.10	2.00	0.157	0.16	0.28	0.595	0.00	0.05	0.829	
49	SA4	10285	1203	-0.07	1.34	0.247	-0.03	0.03	0.870	0.00	0.04	0.847	

Note: SA1=1 Point Short Answer Item, SA2=2 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.106: Logistic Regression DIF Results on Stage I Speaking Items for the American Indian/ Non-American Indian Comparison

Focal Group: American Indian; Reference Group: Non-American Indian													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
42	SA1	404	11084	0.13	1.17	0.279	-0.15	0.14	0.708	0.01	0.52	0.472	
43	SA1	404	11084	0.64	7.64	0.006	0.62	0.77	0.38	0.00	0.00	0.985	Uniform>
44	SA1	404	11084	0.24	4.48	0.034	-0.19	0.21	0.648	0.01	1.13	0.288	
45	SA1	404	11084	0.13	0.98	0.322	0.13	0.05	0.832	0.00	0.00	0.998	
46	SA2	404	11084	0.30	6.78	0.009	0.40	0.95	0.331	0.00	0.06	0.804	Uniform>
47	SA2	404	11084	0.07	0.46	0.498	-0.48	1.42	0.233	0.02	2.04	0.154	
48	SA2	404	11084	0.17	2.18	0.14	-0.15	0.09	0.763	0.01	0.44	0.507	
49	SA4	404	11084	0.23	5.22	0.022	0.29	0.76	0.384	0.00	0.04	0.844	

Note: SA1=1 Point Short Answer Item, SA2=2 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.107: Logistic Regression DIF Results on Stage I Speaking Items for the Special Education/ Non-Special Education Comparison

Focal Group: Special Education; Reference Group: Non-Special Education													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
42	SA1	806	10682	0.16	3.93	0.047	-0.05	0.03	0.857	0.01	0.64	0.422	
43	SA1	806	10682	0.11	0.80	0.371	-0.62	2.37	0.124	0.03	3.51	0.061	
44	SA1	806	10682	0.12	2.12	0.146	0.73	7.02	0.008	-0.02	5.43	0.020	
45	SA1	806	10682	0.04	0.17	0.684	-0.05	0.01	0.916	0.00	0.04	0.836	
46	SA2	806	10682	0.25	9.67	0.002	0.22	0.56	0.454	0.00	0.01	0.914	Uniform>
47	SA2	806	10682	-0.07	0.86	0.355	-0.17	0.40	0.529	0.00	0.15	0.698	
48	SA2	806	10682	0.03	0.16	0.691	-0.15	0.18	0.673	0.01	0.28	0.594	
49	SA4	806	10682	-0.26	13.84	0.000	0.10	0.17	0.676	-0.01	2.56	0.110	Uniform<

Note: SA1=1 Point Short Answer Item, SA2=2 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.108: Logistic Regression DIF Results on Stage I Speaking Items for the Spanish/Non-Spanish Comparison

Focal Group: Spanish; Reference Group: Non-Spanish													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
42	SA1	8584	2904	0.11	4.86	0.028	0.00	0.00	0.981	0.00	0.47	0.492	
43	SA1	8584	2904	0.00	0.00	0.975	-0.30	1.54	0.215	0.01	1.76	0.184	
44	SA1	8584	2904	-0.12	6.59	0.010	-0.34	3.62	0.057	0.01	1.58	0.209	
45	SA1	8584	2904	-0.08	1.76	0.184	-0.31	1.31	0.252	0.01	0.78	0.376	
46	SA2	8584	2904	0.00	0.00	0.983	-0.01	0.00	0.946	0.00	0.00	0.949	
47	SA2	8584	2904	0.16	12.80	0.000	0.22	1.68	0.195	0.00	0.11	0.737	Uniform>
48	SA2	8584	2904	0.12	5.78	0.016	0.08	0.15	0.697	0.00	0.03	0.873	
49	SA4	8584	2904	0.01	0.09	0.761	0.21	2.17	0.141	-0.01	2.09	0.148	

Note: SA1=1 Point Short Answer Item, SA2=2 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.109: Logistic Regression DIF Results on Stage I Speaking Items for the Spanish/English Comparison

Focal Group: Spanish; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
42	SA1	8584	945	0.19	6.26	0.012	0.07	0.06	0.801	0.00	0.18	0.670	
43	SA1	8584	945	0.02	0.03	0.868	-0.42	0.95	0.330	0.01	1.17	0.279	
44	SA1	8584	945	-0.06	0.73	0.392	-0.32	1.15	0.283	0.01	0.79	0.375	
45	SA1	8584	945	-0.18	4.07	0.044	-0.39	0.79	0.374	0.00	0.23	0.629	
46	SA2	8584	945	0.04	0.35	0.555	-0.23	0.61	0.434	0.01	0.93	0.336	
47	SA2	8584	945	0.24	10.67	0.001	0.13	0.19	0.659	0.00	0.16	0.690	Uniform>
48	SA2	8584	945	0.11	2.04	0.153	-0.31	0.86	0.353	0.01	1.63	0.201	
49	SA4	8584	945	0.01	0.02	0.881	0.08	0.11	0.742	0.00	0.09	0.763	

Note: SA1=1 Point Short Answer Item, SA2=2 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.110: Logistic Regression DIF Results on Stage I Speaking Items for the Non-Spanish/English Comparison

Focal Group: Spanish; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
42	SA1	1959	945	0.12	1.95	0.163	0.10	0.11	0.745	0.00	0.00	0.950	
43	SA1	1959	945	0.02	0.01	0.913	-0.15	0.11	0.742	0.01	0.15	0.703	
44	SA1	1959	945	0.09	0.97	0.325	0.02	0.00	0.950	0.00	0.04	0.840	
45	SA1	1959	945	-0.15	2.10	0.148	-0.13	0.07	0.786	0.00	0.00	0.973	
46	SA2	1959	945	0.07	0.59	0.443	-0.31	0.86	0.354	0.01	1.36	0.243	
47	SA2	1959	945	0.11	1.64	0.201	-0.13	0.17	0.678	0.01	0.61	0.435	
48	SA2	1959	945	-0.01	0.02	0.886	-0.57	2.16	0.141	0.01	2.17	0.140	
49	SA4	1959	945	-0.01	0.01	0.912	-0.19	0.46	0.497	0.00	0.46	0.499	

Note: SA1=1 Point Short Answer Item, SA2=2 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.111: Logistic Regression DIF Results on Stage I Speaking Items for the American Indian Language/English Comparison

Focal Group: American Indian; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
42	SA1	55	945	-0.13	0.19	0.663	-1.44	1.99	0.159	0.04	1.75	0.186	
43	SA1	55	945	0.14	0.08	0.774	1.08	0.55	0.458	-0.03	0.51	0.475	
44	SA1	55	945	-0.11	0.13	0.721	0.67	0.54	0.464	-0.02	0.81	0.368	
45	SA1	55	945	-0.03	0.01	0.928	1.55	1.54	0.215	-0.04	1.65	0.199	
46	SA2	55	945	0.02	0.00	0.949	-0.88	0.66	0.417	0.03	0.73	0.393	
47	SA2	55	945	-0.46	2.56	0.110	-0.60	0.41	0.524	0.00	0.03	0.871	
48	SA2	55	945	-0.40	1.44	0.230	-0.20	0.03	0.867	-0.01	0.03	0.860	
49	SA4	55	945	-0.28	1.15	0.283	-0.22	0.07	0.784	0.00	0.01	0.930	

Note: SA1=1 Point Short Answer Item, SA2=2 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.112: Logistic Regression DIF Results on Stage I Speaking Items for the FRL/Non-FRL Comparison

Focal Group: FRL; Reference Group: Non-FRL													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
42	SA1	9701	1722	0.12	4.51	0.034	0.09	0.21	0.649	0.00	0.02	0.880	
43	SA1	9701	1722	-0.46	17.37	0.000	-0.57	2.76	0.096	0.00	0.12	0.726	Uniform<
44	SA1	9701	1722	-0.09	2.30	0.129	-0.05	0.04	0.837	0.00	0.04	0.840	
45	SA1	9701	1722	-0.21	9.69	0.002	-0.31	0.89	0.346	0.00	0.09	0.763	Uniform<
46	SA2	9701	1722	-0.08	2.06	0.151	0.25	1.27	0.259	-0.01	2.41	0.121	
47	SA2	9701	1722	-0.12	4.00	0.045	0.19	0.77	0.382	-0.01	2.14	0.143	
48	SA2	9701	1722	0.01	0.03	0.861	-0.01	0.00	0.976	0.00	0.01	0.943	
49	SA4	9701	1722	-0.01	0.06	0.803	0.01	0.00	0.950	0.00	0.02	0.888	

Note: SA1=1 Point Short Answer Item, SA2=2 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.113: Logistic Regression DIF Results on Stage II Reading Items for the Female/Male Comparison

Focal Group: Female; Reference Group: Male													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF					Flag	
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2		p-value
15	MC	10763	12330	0.02	0.30	0.586	0.32	7.09	0.008	0.00	6.82	0.009	NonUniform
16	MC	10763	12330	0.00	0.02	0.902	0.30	5.61	0.018	0.00	5.86	0.015	
17	MC	10763	12330	-0.09	7.34	0.007	0.40	8.05	0.005	-0.01	12.90	0.000	NonUniform
18	MC	10763	12330	0.06	3.89	0.049	-0.09	0.50	0.478	0.00	1.47	0.225	
19	MC	10763	12330	0.07	4.50	0.034	0.10	0.62	0.431	0.00	0.06	0.811	
20	MC	10763	12330	-0.08	5.64	0.018	-0.36	5.88	0.015	0.00	3.71	0.054	
21	MC	10763	12330	-0.11	13.62	0.000	0.30	6.26	0.012	0.00	12.38	0.000	NonUniform
22	MC	10763	12330	-0.05	3.24	0.072	0.03	0.06	0.802	0.00	0.48	0.490	
23	MC	10763	12330	0.07	6.28	0.012	-0.24	4.51	0.034	0.00	8.17	0.004	NonUniform
24	MC	10763	12330	-0.06	4.43	0.035	-0.32	6.10	0.013	0.00	4.16	0.041	
25	MC	10763	12330	0.12	15.13	0.000	-0.06	0.23	0.635	0.00	1.94	0.164	Uniform>
26	MC	10763	12330	0.08	8.06	0.005	-0.04	0.14	0.707	0.00	1.23	0.268	Uniform>
27	MC	10763	12330	0.19	43.63	0.000	-0.05	0.16	0.685	0.00	3.93	0.047	Uniform>
28	MC	10763	12330	-0.04	1.87	0.172	-0.12	1.10	0.293	0.00	0.54	0.463	
29	MC	10763	12330	-0.02	0.37	0.545	0.07	0.31	0.576	0.00	0.53	0.466	
30	MC	10763	12330	-0.25	81.28	0.000	0.07	0.40	0.525	0.00	8.54	0.003	NonUniform
31	MC	10763	12330	0.17	32.32	0.000	-0.35	6.99	0.008	0.01	16.09	0.000	NonUniform
32	MC	10763	12330	-0.01	0.04	0.836	-0.53	20.06	0.000	0.01	20.81	0.000	NonUniform
33	MC	10763	12330	-0.11	17.79	0.000	-0.34	10.02	0.002	0.00	4.75	0.029	Uniform<
34	MC	10763	12330	-0.04	2.17	0.140	-0.01	0.01	0.913	0.00	0.06	0.800	
50	SA1	10763	12330	-0.13	20.02	0.000	-0.19	2.88	0.090	0.00	0.34	0.561	Uniform<
51	SA1	10763	12330	-0.03	1.28	0.258	-0.12	1.01	0.315	0.00	0.57	0.452	
52	SA3	10763	12330	-0.37	165.61	0.000	-0.25	2.98	0.084	0.00	0.69	0.405	Uniform<

Note: MC= Multiple-choice Item, SA1=1 Point Short Answer Item, SA3=3 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.114: Logistic Regression DIF Results on Stage II Reading Items for the Hispanic/Non-Hispanic Comparison

Focal Group: Hispanic; Reference Group: Non-Hispanic													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF					Flag	
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2		p-value
15	MC	20378	2732	0.07	2.28	0.131	0.32	3.05	0.081	0.00	1.93	0.164	
16	MC	20378	2732	-0.47	68.86	0.000	-0.14	0.46	0.499	0.00	2.80	0.094	Uniform<
17	MC	20378	2732	0.02	0.14	0.711	-0.46	4.88	0.027	0.01	5.72	0.017	
18	MC	20378	2732	0.20	19.42	0.000	-0.13	0.53	0.465	0.00	3.47	0.062	Uniform>
19	MC	20378	2732	-0.16	8.24	0.004	-0.35	3.00	0.083	0.00	0.93	0.335	Uniform<
20	MC	20378	2732	-0.19	11.16	0.001	0.28	1.41	0.234	-0.01	4.11	0.043	Uniform<
21	MC	20378	2732	-0.23	23.31	0.000	0.39	4.10	0.043	-0.01	10.90	0.001	NonUniform
22	MC	20378	2732	0.05	1.44	0.230	0.17	0.83	0.362	0.00	0.42	0.515	
23	MC	20378	2732	0.11	6.61	0.010	-0.18	1.20	0.273	0.00	3.41	0.065	
24	MC	20378	2732	0.14	9.54	0.002	0.03	0.03	0.869	0.00	0.33	0.564	Uniform>
25	MC	20378	2732	-0.11	5.21	0.022	-0.03	0.02	0.877	0.00	0.15	0.702	
26	MC	20378	2732	-0.13	8.50	0.004	0.17	0.91	0.341	0.00	3.01	0.083	Uniform<
27	MC	20378	2732	-0.01	0.02	0.900	-0.07	0.13	0.719	0.00	0.12	0.734	
28	MC	20378	2732	-0.04	0.81	0.368	0.23	1.75	0.186	0.00	2.56	0.110	
29	MC	20378	2732	-0.05	1.07	0.300	0.49	7.14	0.008	-0.01	9.12	0.003	NonUniform
30	MC	20378	2732	-0.09	4.08	0.043	0.57	9.75	0.002	-0.01	13.79	0.000	NonUniform
31	MC	20378	2732	0.02	0.21	0.649	-0.16	0.62	0.430	0.00	0.84	0.358	
32	MC	20378	2732	-0.01	0.09	0.769	0.06	0.10	0.749	0.00	0.16	0.687	
33	MC	20378	2732	0.00	0.00	0.957	0.16	0.94	0.332	0.00	1.04	0.309	
34	MC	20378	2732	-0.07	2.56	0.110	-0.09	0.21	0.647	0.00	0.00	0.950	
50	SA1	20378	2732	-0.14	10.13	0.001	-0.29	2.85	0.091	0.00	0.77	0.381	Uniform<
51	SA1	20378	2732	0.11	6.78	0.009	0.07	0.14	0.711	0.00	0.08	0.779	Uniform>
52	SA3	20378	2732	-0.20	21.41	0.000	0.02	0.01	0.943	0.00	1.00	0.316	Uniform<

Note: MC= Multiple-choice Item, SA1=1 Point Short Answer Item, SA3=3 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.115: Logistic Regression DIF Results on Stage II Reading Items for the American Indian/ Non-American Indian Comparison

Focal Group: American Indian; Reference Group: Non-American Indian													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
15	MC	1215	21895	0.01	0.03	0.864	0.18	0.45	0.500	0.00	0.43	0.514	
16	MC	1215	21895	0.09	1.58	0.209	0.51	3.27	0.071	-0.01	2.37	0.124	
17	MC	1215	21895	0.08	0.98	0.322	-0.55	2.56	0.109	0.01	3.47	0.063	
18	MC	1215	21895	0.02	0.10	0.748	-0.65	4.95	0.026	0.01	5.54	0.019	
19	MC	1215	21895	-0.08	1.19	0.275	-0.01	0.00	0.973	0.00	0.07	0.797	
20	MC	1215	21895	0.22	7.70	0.006	-0.24	0.47	0.495	0.01	1.77	0.184	Uniform>
21	MC	1215	21895	0.11	2.82	0.093	0.19	0.50	0.480	0.00	0.09	0.761	
22	MC	1215	21895	0.00	0.00	0.962	-0.16	0.32	0.575	0.00	0.35	0.557	
23	MC	1215	21895	0.04	0.38	0.539	-0.06	0.05	0.829	0.00	0.15	0.703	
24	MC	1215	21895	0.04	0.34	0.561	0.09	0.09	0.761	0.00	0.03	0.860	
25	MC	1215	21895	0.02	0.05	0.819	-0.48	2.40	0.122	0.01	2.67	0.102	
26	MC	1215	21895	-0.04	0.30	0.586	0.16	0.36	0.547	0.00	0.58	0.448	
27	MC	1215	21895	0.05	0.48	0.487	-0.01	0.00	0.976	0.00	0.04	0.847	
28	MC	1215	21895	-0.07	1.24	0.265	-0.46	3.08	0.079	0.00	2.36	0.125	
29	MC	1215	21895	0.00	0.00	0.991	0.03	0.02	0.897	0.00	0.02	0.896	
30	MC	1215	21895	0.15	5.43	0.020	0.31	1.46	0.228	0.00	0.43	0.512	
31	MC	1215	21895	0.03	0.20	0.653	0.02	0.01	0.935	0.00	0.00	0.986	
32	MC	1215	21895	-0.11	2.90	0.088	-0.17	0.39	0.531	0.00	0.06	0.812	
33	MC	1215	21895	0.01	0.06	0.806	0.09	0.14	0.712	0.00	0.10	0.750	
34	MC	1215	21895	-0.05	0.50	0.478	-0.21	0.59	0.444	0.00	0.38	0.537	
50	SA1	1215	21895	0.32	23.78	0.000	0.33	1.58	0.208	0.00	0.00	0.987	Uniform>
51	SA1	1215	21895	0.07	1.26	0.262	0.32	1.56	0.212	0.00	1.01	0.316	
52	SA3	1215	21895	-0.14	4.66	0.031	-0.57	2.73	0.099	0.00	1.61	0.204	

Note: MC= Multiple-choice Item, SA1=1 Point Short Answer Item, SA3=3 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.116: Logistic Regression DIF Results on Stage II Reading Items for the Special Education/ Non-Special Education Comparison

Focal Group: Special Education; Reference Group: Non-Special Education													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
15	MC	1958	21152	-0.05	0.92	0.337	-0.57	7.83	0.005	0.01	6.91	0.009	NonUniform
16	MC	1958	21152	-0.03	0.23	0.635	0.38	3.48	0.062	-0.01	4.34	0.037	
17	MC	1958	21152	0.09	2.50	0.114	0.24	1.05	0.304	0.00	0.44	0.509	
18	MC	1958	21152	0.00	0.01	0.931	0.04	0.04	0.843	0.00	0.05	0.820	
19	MC	1958	21152	0.02	0.15	0.702	-0.23	1.14	0.285	0.00	1.46	0.228	
20	MC	1958	21152	0.03	0.23	0.634	0.22	0.85	0.358	0.00	0.69	0.406	
21	MC	1958	21152	0.17	10.90	0.001	0.07	0.12	0.727	0.00	0.26	0.611	Uniform>
22	MC	1958	21152	0.05	0.89	0.347	0.23	1.23	0.268	0.00	0.80	0.370	
23	MC	1958	21152	0.15	8.50	0.004	0.09	0.22	0.636	0.00	0.10	0.748	Uniform>
24	MC	1958	21152	-0.04	0.46	0.497	0.12	0.33	0.566	0.00	0.58	0.445	
25	MC	1958	21152	-0.02	0.21	0.650	0.48	4.88	0.027	-0.01	5.74	0.017	
26	MC	1958	21152	0.13	6.44	0.011	0.14	0.51	0.477	0.00	0.00	0.956	
27	MC	1958	21152	0.02	0.21	0.649	-0.12	0.31	0.579	0.00	0.47	0.493	
28	MC	1958	21152	-0.02	0.13	0.715	0.06	0.09	0.763	0.00	0.17	0.679	
29	MC	1958	21152	-0.04	0.54	0.463	-0.18	0.76	0.385	0.00	0.49	0.483	
30	MC	1958	21152	0.18	13.14	0.000	0.55	8.61	0.003	0.00	4.14	0.042	Uniform>
31	MC	1958	21152	-0.06	1.40	0.237	0.37	2.75	0.097	-0.01	4.03	0.045	
32	MC	1958	21152	0.16	9.40	0.002	1.08	33.81	0.000	-0.01	26.52	0.000	NonUniform
33	MC	1958	21152	-0.10	4.15	0.042	0.65	13.44	0.000	-0.01	19.31	0.000	NonUniform
34	MC	1958	21152	-0.02	0.14	0.707	0.48	5.92	0.015	-0.01	6.88	0.009	NonUniform
50	SA1	1958	21152	0.06	1.52	0.218	0.43	5.42	0.020	0.00	4.29	0.038	
51	SA1	1958	21152	-0.02	0.21	0.650	0.01	0.00	0.959	0.00	0.03	0.861	
52	SA3	1958	21152	-0.07	1.62	0.203	-0.35	1.64	0.200	0.00	1.08	0.298	

Note: MC= Multiple-choice Item, SA1=1 Point Short Answer Item, SA3=3 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.117: Logistic Regression DIF Results on Stage II Reading Items for the Spanish/Non-Spanish Comparison

Focal Group: Spanish; Reference Group: Non-Spanish													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF			Flag			
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value		β_2^{NUni}	Wald χ^2	p-value
15	MC	15517	7593	-0.13	14.58	0.000	0.28	5.02	0.025	-0.01	11.32	0.001	NonUniform
16	MC	15517	7593	-0.34	88.36	0.000	-0.32	5.81	0.016	0.00	0.01	0.903	Uniform<
17	MC	15517	7593	-0.08	4.37	0.037	-0.16	1.25	0.263	0.00	0.39	0.531	
18	MC	15517	7593	0.15	24.01	0.000	-0.01	0.01	0.936	0.00	1.69	0.194	Uniform>
19	MC	15517	7593	-0.04	1.41	0.235	-0.36	6.83	0.009	0.00	5.68	0.017	
20	MC	15517	7593	-0.10	8.18	0.004	-0.19	1.54	0.214	0.00	0.33	0.564	Uniform<
21	MC	15517	7593	-0.12	13.87	0.000	0.26	4.29	0.038	0.00	9.53	0.002	NonUniform
22	MC	15517	7593	0.00	0.01	0.915	0.00	0.00	0.991	0.00	0.00	0.989	
23	MC	15517	7593	0.12	16.30	0.000	-0.09	0.55	0.459	0.00	3.44	0.063	Uniform>
24	MC	15517	7593	0.03	0.98	0.322	-0.15	1.17	0.280	0.00	1.83	0.177	
25	MC	15517	7593	-0.06	3.71	0.054	0.10	0.51	0.476	0.00	1.40	0.236	
26	MC	15517	7593	-0.05	2.21	0.137	-0.15	1.59	0.207	0.00	0.84	0.359	
27	MC	15517	7593	0.01	0.09	0.767	-0.23	2.94	0.086	0.00	3.37	0.066	
28	MC	15517	7593	0.03	0.80	0.370	0.10	0.77	0.379	0.00	0.46	0.500	
29	MC	15517	7593	-0.04	1.86	0.172	0.51	16.40	0.000	-0.01	20.50	0.000	NonUniform
30	MC	15517	7593	-0.08	7.01	0.008	-0.04	0.09	0.761	0.00	0.13	0.718	Uniform<
31	MC	15517	7593	-0.01	0.14	0.708	-0.29	4.35	0.037	0.00	4.22	0.040	
32	MC	15517	7593	-0.07	4.98	0.026	-0.06	0.27	0.604	0.00	0.00	0.984	
33	MC	15517	7593	-0.09	10.27	0.001	-0.05	0.21	0.646	0.00	0.14	0.711	Uniform<
34	MC	15517	7593	-0.08	6.70	0.010	-0.06	0.22	0.643	0.00	0.03	0.861	Uniform<
50	SA1	15517	7593	-0.04	1.40	0.237	-0.06	0.30	0.581	0.00	0.06	0.799	
51	SA1	15517	7593	0.07	6.26	0.012	-0.11	0.80	0.372	0.00	2.44	0.118	
52	SA3	15517	7593	-0.03	0.71	0.401	0.41	7.20	0.007	0.00	8.44	0.004	NonUniform

Note: MC= Multiple-choice Item, SA1=1 Point Short Answer Item, SA3=3 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.118: Logistic Regression DIF Results on Stage II Reading Items for the Spanish/English Comparison

Focal Group: Spanish; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF			Flag			
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value		β_2^{NUni}	Wald χ^2	p-value
15	MC	15517	2918	-0.26	26.13	0.000	0.11	0.34	0.562	0.00	3.71	0.054	Uniform<
16	MC	15517	2918	-0.43	60.60	0.000	-0.51	5.70	0.017	0.00	0.15	0.697	Uniform<
17	MC	15517	2918	-0.11	4.30	0.038	-0.01	0.00	0.970	0.00	0.21	0.647	
18	MC	15517	2918	0.07	2.17	0.140	0.12	0.39	0.531	0.00	0.09	0.767	
19	MC	15517	2918	0.02	0.11	0.737	-0.44	4.49	0.034	0.01	5.26	0.022	
20	MC	15517	2918	-0.14	6.82	0.009	-0.10	0.20	0.656	0.00	0.02	0.876	Uniform<
21	MC	15517	2918	-0.12	6.61	0.010	0.27	1.94	0.164	0.00	4.20	0.040	
22	MC	15517	2918	-0.03	0.59	0.441	0.10	0.25	0.614	0.00	0.48	0.487	
23	MC	15517	2918	0.08	3.50	0.062	0.01	0.01	0.934	0.00	0.15	0.696	
24	MC	15517	2918	0.01	0.07	0.795	0.17	0.71	0.401	0.00	0.64	0.422	
25	MC	15517	2918	-0.07	2.33	0.127	0.39	3.30	0.069	-0.01	4.81	0.028	
26	MC	15517	2918	0.03	0.51	0.476	-0.03	0.03	0.871	0.00	0.12	0.732	
27	MC	15517	2918	0.00	0.00	0.949	-0.02	0.01	0.906	0.00	0.02	0.892	
28	MC	15517	2918	0.01	0.02	0.878	0.31	3.01	0.083	0.00	3.06	0.080	
29	MC	15517	2918	-0.04	0.67	0.413	0.57	8.98	0.003	-0.01	10.80	0.001	NonUniform
30	MC	15517	2918	-0.08	3.67	0.055	0.04	0.04	0.832	0.00	0.46	0.496	
31	MC	15517	2918	-0.04	0.82	0.366	-0.17	0.63	0.428	0.00	0.37	0.543	
32	MC	15517	2918	-0.06	2.05	0.153	0.12	0.40	0.528	0.00	0.97	0.325	
33	MC	15517	2918	-0.06	2.23	0.135	0.07	0.16	0.688	0.00	0.62	0.433	
34	MC	15517	2918	-0.04	0.89	0.347	0.56	7.77	0.005	-0.01	9.46	0.002	NonUniform
50	SA1	15517	2918	-0.07	2.42	0.120	-0.08	0.20	0.654	0.00	0.00	0.946	
51	SA1	15517	2918	0.07	2.92	0.087	-0.42	5.53	0.019	0.01	8.09	0.004	NonUniform
52	SA3	15517	2918	0.05	1.15	0.284	1.06	19.69	0.000	-0.01	18.77	0.000	NonUniform

Note: MC= Multiple-choice Item, SA1=1 Point Short Answer Item, SA3=3 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.121: Logistic Regression DIF Results on Stage II Reading Items for the FRL/Non-FRL Comparison

Focal Group: FRL; Reference Group: Non-FRL													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
15	MC	19626	3273	-0.06	1.63	0.202	-0.14	0.72	0.397	0.00	0.27	0.600	
16	MC	19626	3273	-0.19	14.46	0.000	-0.29	2.48	0.115	0.00	0.33	0.568	Uniform<
17	MC	19626	3273	0.03	0.27	0.605	-0.11	0.33	0.563	0.00	0.53	0.466	
18	MC	19626	3273	-0.07	2.78	0.095	-0.17	1.04	0.309	0.00	0.40	0.529	
19	MC	19626	3273	-0.01	0.06	0.801	-0.15	0.61	0.434	0.00	0.55	0.457	
20	MC	19626	3273	0.04	0.75	0.388	-0.08	0.16	0.693	0.00	0.38	0.536	
21	MC	19626	3273	0.06	2.25	0.134	0.35	4.05	0.044	0.00	2.88	0.090	
22	MC	19626	3273	0.02	0.30	0.585	0.22	1.53	0.216	0.00	1.31	0.253	
23	MC	19626	3273	0.07	2.48	0.115	-0.20	1.60	0.206	0.00	3.03	0.082	
24	MC	19626	3273	0.04	0.99	0.320	0.06	0.10	0.750	0.00	0.01	0.929	
25	MC	19626	3273	-0.01	0.04	0.836	0.03	0.03	0.853	0.00	0.06	0.811	
26	MC	19626	3273	0.08	3.31	0.069	0.07	0.18	0.671	0.00	0.00	0.976	
27	MC	19626	3273	-0.06	1.76	0.185	-0.04	0.04	0.837	0.00	0.01	0.914	
28	MC	19626	3273	0.04	1.06	0.304	0.03	0.04	0.841	0.00	0.00	0.952	
29	MC	19626	3273	-0.10	6.44	0.011	-0.13	0.59	0.441	0.00	0.02	0.883	
30	MC	19626	3273	-0.04	0.91	0.341	0.17	1.08	0.298	0.00	1.73	0.189	
31	MC	19626	3273	0.08	3.42	0.065	0.15	0.64	0.425	0.00	0.15	0.695	
32	MC	19626	3273	0.05	1.28	0.257	0.04	0.07	0.794	0.00	0.00	0.991	
33	MC	19626	3273	0.01	0.02	0.881	0.39	6.26	0.012	0.00	6.49	0.011	
34	MC	19626	3273	0.08	4.04	0.044	0.13	0.58	0.447	0.00	0.08	0.779	
50	SA1	19626	3273	-0.18	19.53	0.000	0.12	0.51	0.477	0.00	3.63	0.057	Uniform<
51	SA1	19626	3273	-0.07	3.22	0.073	0.04	0.07	0.796	0.00	0.52	0.469	
52	SA3	19626	3273	-0.16	16.76	0.000	-0.19	0.89	0.346	0.00	0.01	0.907	Uniform<

Note: MC= Multiple-choice Item, SA1=1 Point Short Answer Item, SA3=3 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.122: Logistic Regression DIF Results on Stage II Writing Items for the Female/Male Comparison

Focal Group: Female; Reference Group: Male													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
35	MC	10763	12330	0.12	10.09	0.001	0.19	1.37	0.241	0.00	0.21	0.647	Uniform>
36	MC	10763	12330	0.06	3.88	0.049	0.15	1.54	0.214	0.00	0.61	0.433	
37	MC	10763	12330	0.20	50.80	0.000	-0.32	7.58	0.006	0.01	21.09	0.000	NonUniform
38	MC	10763	12330	-0.06	5.21	0.023	0.02	0.04	0.846	0.00	0.61	0.434	
39	MC	10763	12330	-0.06	4.20	0.041	0.06	0.27	0.602	0.00	1.17	0.279	
40	MC	10763	12330	0.19	25.38	0.000	0.30	3.45	0.063	0.00	0.48	0.490	Uniform>
41	MC	10763	12330	0.02	0.68	0.410	0.01	0.00	0.966	0.00	0.02	0.876	
42	MC	10763	12330	-0.05	3.22	0.073	0.13	1.17	0.280	0.00	2.44	0.118	
43	MC	10763	12330	0.08	6.76	0.009	-0.07	0.30	0.585	0.00	1.44	0.231	Uniform>
44	MC	10763	12330	-0.05	2.68	0.102	-0.26	4.07	0.044	0.00	2.85	0.091	
45	MC	10763	12330	-0.05	3.07	0.080	-0.05	0.21	0.645	0.00	0.00	0.972	
46	MC	10763	12330	-0.09	10.13	0.001	-0.31	6.92	0.009	0.00	3.69	0.055	Uniform<
47	MC	10763	12330	-0.04	1.92	0.166	0.08	0.44	0.506	0.00	1.05	0.305	
48	ER	10763	12330	0.40	216.94	0.000	0.55	26.80	0.000	0.00	2.26	0.133	Uniform>
49	ER	10763	12330	0.34	159.39	0.000	0.50	23.04	0.000	0.00	2.69	0.101	Uniform>

Note: MC= Multiple-choice Item, ER= Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.123: Logistic Regression DIF Results on Stage II Writing Items for the Hispanic/Non-Hispanic Comparison

Focal Group: Hispanic; Reference Group: Non-Hispanic													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
35	MC	20378	2732	-0.16	6.82	0.009	-0.29	1.38	0.241	0.00	0.30	0.583	Uniform<
36	MC	20378	2732	-0.01	0.07	0.797	0.25	1.92	0.166	0.00	2.24	0.135	
37	MC	20378	2732	-0.18	17.05	0.000	-0.08	0.21	0.648	0.00	0.32	0.571	Uniform<
38	MC	20378	2732	-0.01	0.02	0.893	0.17	0.94	0.333	0.00	1.07	0.301	
39	MC	20378	2732	-0.05	1.29	0.256	-0.04	0.06	0.809	0.00	0.00	0.951	
40	MC	20378	2732	-0.07	1.51	0.220	-0.40	2.86	0.091	0.00	2.04	0.153	
41	MC	20378	2732	-0.15	11.44	0.001	-0.15	0.63	0.427	0.00	0.00	0.977	Uniform<
42	MC	20378	2732	0.12	8.09	0.004	-0.16	0.84	0.360	0.00	2.80	0.094	Uniform>
43	MC	20378	2732	-0.07	2.32	0.128	-0.44	5.57	0.018	0.00	4.18	0.041	
44	MC	20378	2732	-0.07	2.44	0.118	0.46	5.00	0.025	-0.01	7.04	0.008	NonUniform
45	MC	20378	2732	-0.01	0.10	0.754	0.28	2.59	0.108	0.00	3.03	0.082	
46	MC	20378	2732	-0.22	25.74	0.000	-0.03	0.03	0.870	0.00	1.24	0.265	Uniform<
47	MC	20378	2732	0.01	0.04	0.833	0.06	0.10	0.752	0.00	0.07	0.785	
48	ER	20378	2732	-0.05	1.62	0.203	-0.11	0.50	0.479	0.00	0.15	0.695	
49	ER	20378	2732	-0.08	3.48	0.062	-0.10	0.43	0.513	0.00	0.03	0.862	

Note: MC= Multiple-choice Item, ER= Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.124: Logistic Regression DIF Results on Stage II Writing Items for the American Indian/ Non-American Indian Comparison

Focal Group: American Indian; Reference Group: Non-American Indian													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
35	MC	1215	21895	0.00	0.00	0.981	-0.15	0.17	0.683	0.00	0.17	0.680	
36	MC	1215	21895	-0.02	0.15	0.700	0.00	0.00	0.999	0.00	0.01	0.923	
37	MC	1215	21895	-0.05	0.65	0.419	-0.24	0.79	0.373	0.00	0.52	0.470	
38	MC	1215	21895	-0.04	0.43	0.513	-0.31	1.43	0.232	0.00	1.15	0.284	
39	MC	1215	21895	-0.02	0.09	0.765	-0.31	1.31	0.253	0.00	1.21	0.271	
40	MC	1215	21895	-0.14	3.08	0.079	-0.21	0.35	0.553	0.00	0.04	0.842	
41	MC	1215	21895	-0.01	0.01	0.909	0.04	0.02	0.897	0.00	0.03	0.873	
42	MC	1215	21895	-0.11	2.89	0.089	0.37	2.05	0.152	-0.01	3.63	0.057	
43	MC	1215	21895	-0.02	0.09	0.760	0.13	0.21	0.650	0.00	0.29	0.589	
44	MC	1215	21895	-0.03	0.22	0.640	-0.36	1.41	0.235	0.00	1.24	0.265	
45	MC	1215	21895	-0.06	0.88	0.349	0.15	0.32	0.569	0.00	0.67	0.412	
46	MC	1215	21895	-0.09	2.23	0.135	-0.26	0.95	0.330	0.00	0.41	0.519	
47	MC	1215	21895	0.03	0.16	0.685	0.32	1.32	0.251	0.00	1.17	0.279	
48	ER	1215	21895	-0.03	0.29	0.592	0.38	2.60	0.107	0.00	3.26	0.071	
49	ER	1215	21895	0.31	26.56	0.000	0.17	0.48	0.489	0.00	0.36	0.548	Uniform>

Note: MC= Multiple-choice Item, ER= Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.125: Logistic Regression DIF Results on Stage II Writing Items for the Special Education/ Non-Special Education Comparison

Focal Group: Special Education; Reference Group: Non-Special Education													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
35	MC	1958	21152	0.00	0.00	0.969	0.02	0.01	0.941	0.00	0.00	0.946	
36	MC	1958	21152	0.02	0.15	0.701	0.21	1.18	0.277	0.00	1.05	0.306	
37	MC	1958	21152	0.17	10.50	0.001	0.53	7.85	0.005	0.00	4.00	0.045	Uniform>
38	MC	1958	21152	-0.02	0.19	0.665	-0.18	0.84	0.359	0.00	0.69	0.405	
39	MC	1958	21152	-0.22	19.78	0.000	0.23	1.48	0.224	-0.01	6.40	0.011	Uniform<
40	MC	1958	21152	-0.09	2.48	0.115	0.48	3.94	0.047	-0.01	6.02	0.014	
41	MC	1958	21152	0.22	17.21	0.000	-0.39	3.14	0.076	0.01	8.07	0.004	NonUniform
42	MC	1958	21152	-0.13	6.26	0.012	1.23	45.35	0.000	-0.02	59.31	0.000	NonUniform
43	MC	1958	21152	-0.06	1.33	0.249	0.80	16.26	0.000	-0.01	20.24	0.000	NonUniform
44	MC	1958	21152	-0.03	0.30	0.587	0.29	1.80	0.179	0.00	2.32	0.128	
45	MC	1958	21152	-0.13	6.06	0.014	0.53	7.91	0.005	-0.01	12.98	0.000	NonUniform
46	MC	1958	21152	0.15	8.22	0.004	0.23	1.38	0.241	0.00	0.19	0.663	Uniform>
47	MC	1958	21152	0.00	0.00	0.956	0.36	3.17	0.075	0.00	3.34	0.068	
48	ER	1958	21152	-0.29	39.08	0.000	-0.98	29.69	0.000	0.01	15.61	0.000	NonUniform
49	ER	1958	21152	-0.29	37.72	0.000	-0.65	13.78	0.000	0.00	4.60	0.032	Uniform<

Note: MC= Multiple-choice Item, ER= Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.126: Logistic Regression DIF Results on Stage II Writing Items for the Spanish/Non-Spanish Comparison

Focal Group: Spanish; Reference Group: Non-Spanish													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
35	MC	15517	7593	-0.03	0.75	0.386	-0.16	0.89	0.345	0.00	0.58	0.446	
36	MC	15517	7593	-0.02	0.27	0.604	0.11	0.84	0.359	0.00	1.16	0.281	
37	MC	15517	7593	-0.08	6.73	0.010	-0.26	4.67	0.031	0.00	2.48	0.115	Uniform<
38	MC	15517	7593	0.06	4.27	0.039	-0.06	0.22	0.637	0.00	1.05	0.306	
39	MC	15517	7593	-0.03	1.19	0.275	-0.01	0.00	0.947	0.00	0.05	0.822	
40	MC	15517	7593	0.07	3.44	0.064	-0.24	2.07	0.151	0.00	3.78	0.052	
41	MC	15517	7593	0.05	2.51	0.113	-0.28	4.94	0.026	0.00	7.20	0.007	NonUniform
42	MC	15517	7593	0.00	0.03	0.868	-0.01	0.00	0.966	0.00	0.00	0.998	
43	MC	15517	7593	0.00	0.02	0.888	-0.10	0.53	0.465	0.00	0.62	0.431	
44	MC	15517	7593	0.03	0.99	0.320	0.15	1.18	0.277	0.00	0.78	0.378	
45	MC	15517	7593	-0.06	4.55	0.033	0.10	0.68	0.409	0.00	1.94	0.163	
46	MC	15517	7593	-0.08	7.94	0.005	-0.15	1.63	0.202	0.00	0.36	0.546	Uniform<
47	MC	15517	7593	0.11	12.53	0.000	0.03	0.06	0.807	0.00	0.39	0.530	Uniform>
48	ER	15517	7593	0.13	20.78	0.000	0.09	0.70	0.402	0.00	0.12	0.732	Uniform>
49	ER	15517	7593	0.09	11.37	0.001	0.30	7.38	0.007	0.00	3.65	0.056	Uniform>

Note: MC= Multiple-choice Item, ER= Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.127: Logistic Regression DIF Results on Stage II Writing Items for the Spanish/English Comparison

Focal Group: Spanish; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
35	MC	15517	2918	0.00	0.01	0.934	0.05	0.03	0.864	0.00	0.04	0.846	
36	MC	15517	2918	0.08	3.02	0.082	0.50	6.76	0.009	0.00	5.11	0.024	
37	MC	15517	2918	0.04	0.87	0.352	-0.14	0.59	0.441	0.00	1.03	0.310	
38	MC	15517	2918	0.08	3.47	0.063	0.40	4.83	0.028	0.00	3.30	0.069	
39	MC	15517	2918	0.02	0.15	0.702	0.11	0.34	0.557	0.00	0.26	0.611	
40	MC	15517	2918	0.15	6.32	0.012	0.37	2.03	0.154	0.00	0.78	0.377	
41	MC	15517	2918	0.11	6.68	0.010	-0.49	6.88	0.009	0.01	11.03	0.001	NonUniform
42	MC	15517	2918	0.00	0.00	0.946	0.06	0.10	0.748	0.00	0.10	0.754	
43	MC	15517	2918	0.02	0.15	0.697	0.11	0.31	0.580	0.00	0.23	0.633	
44	MC	15517	2918	0.05	1.25	0.264	0.48	5.24	0.022	0.00	4.41	0.036	
45	MC	15517	2918	-0.07	2.68	0.102	0.43	5.39	0.020	-0.01	7.71	0.006	NonUniform
46	MC	15517	2918	0.04	0.90	0.342	-0.17	0.86	0.355	0.00	1.39	0.238	
47	MC	15517	2918	0.15	10.91	0.001	0.08	0.19	0.666	0.00	0.12	0.735	Uniform>
48	ER	15517	2918	0.16	14.46	0.000	-0.17	0.99	0.319	0.00	3.98	0.046	Uniform>
49	ER	15517	2918	0.03	0.39	0.532	-0.15	0.82	0.364	0.00	1.20	0.274	

Note: MC= Multiple-choice Item, ER= Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.128: Logistic Regression DIF Results on Stage II Writing Items for the Non-Spanish/English Comparison

Focal Group: Non-Spanish; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
35	MC	4675	2918	0.04	0.37	0.543	0.30	1.04	0.308	0.00	0.81	0.367	
36	MC	4675	2918	0.15	8.90	0.003	0.55	6.60	0.010	0.00	3.64	0.056	Uniform>
37	MC	4675	2918	0.18	13.60	0.000	0.15	0.54	0.463	0.00	0.02	0.875	Uniform>
38	MC	4675	2918	0.02	0.19	0.667	0.69	11.14	0.001	-0.01	11.11	0.001	NonUniform
39	MC	4675	2918	0.08	2.52	0.112	0.16	0.60	0.440	0.00	0.14	0.706	
40	MC	4675	2918	0.10	2.10	0.148	0.88	9.29	0.002	-0.01	7.75	0.005	NonUniform
41	MC	4675	2918	0.10	3.55	0.059	-0.34	2.56	0.110	0.00	4.46	0.035	
42	MC	4675	2918	0.01	0.06	0.806	0.10	0.21	0.644	0.00	0.17	0.678	
43	MC	4675	2918	0.02	0.10	0.753	0.31	1.90	0.168	0.00	1.80	0.179	
44	MC	4675	2918	0.03	0.38	0.536	0.50	4.47	0.034	-0.01	4.11	0.043	
45	MC	4675	2918	-0.01	0.02	0.883	0.50	5.78	0.016	-0.01	6.32	0.012	
46	MC	4675	2918	0.20	16.32	0.000	-0.06	0.08	0.776	0.00	1.70	0.192	Uniform>
47	MC	4675	2918	0.06	1.25	0.263	0.07	0.10	0.750	0.00	0.00	0.956	
48	ER	4675	2918	0.04	0.76	0.383	-0.41	4.59	0.032	0.01	5.96	0.015	
49	ER	4675	2918	-0.10	4.54	0.033	-0.65	11.92	0.001	0.01	9.07	0.003	NonUniform

Note: MC= Multiple-choice Item, ER= Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.129: Logistic Regression DIF Results on Stage II Writing Items for the American Indian Language/English Comparison

Focal Group: American Indian Language; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
35	MC	150	2918	0.03	0.02	0.892	-2.14	2.05	0.152	0.03	2.14	0.143	
36	MC	150	2918	0.00	0.00	0.981	0.38	0.23	0.633	0.00	0.24	0.627	
37	MC	150	2918	0.37	4.56	0.033	0.54	0.52	0.472	0.00	0.06	0.814	
38	MC	150	2918	0.03	0.03	0.859	0.05	0.00	0.953	0.00	0.00	0.984	
39	MC	150	2918	-0.08	0.19	0.665	0.04	0.00	0.964	0.00	0.02	0.880	
40	MC	150	2918	0.16	0.41	0.519	1.77	3.12	0.077	-0.02	2.82	0.093	
41	MC	150	2918	0.44	5.91	0.015	0.29	0.13	0.724	0.00	0.04	0.842	
42	MC	150	2918	0.16	0.78	0.378	0.50	0.42	0.519	0.00	0.21	0.650	
43	MC	150	2918	0.19	0.95	0.331	0.67	0.62	0.429	-0.01	0.34	0.559	
44	MC	150	2918	-0.28	2.16	0.142	-1.87	3.00	0.083	0.02	2.25	0.133	
45	MC	150	2918	-0.01	0.01	0.934	0.30	0.14	0.705	0.00	0.17	0.684	
46	MC	150	2918	0.30	3.00	0.083	-1.61	3.23	0.072	0.02	4.74	0.029	
47	MC	150	2918	-0.04	0.04	0.833	-0.22	0.07	0.798	0.00	0.05	0.829	
48	ER	150	2918	0.43	6.23	0.013	-0.46	0.35	0.552	0.01	1.36	0.243	
49	ER	150	2918	0.47	7.46	0.006	0.73	0.97	0.324	0.00	0.13	0.722	Uniform>

Note: MC= Multiple-choice Item, ER= Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.130: Logistic Regression DIF Results on Stage II Writing Items for the FRL/Non-FRL Comparison

Focal Group: FRL; Reference Group: Non-FRL													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
35	MC	19626	3273	-0.19	11.17	0.001	-0.13	0.31	0.575	0.00	0.05	0.821	Uniform<
36	MC	19626	3273	-0.06	2.40	0.122	0.15	0.83	0.362	0.00	1.78	0.182	
37	MC	19626	3273	-0.20	26.19	0.000	-0.29	3.23	0.072	0.00	0.31	0.580	Uniform<
38	MC	19626	3273	-0.09	4.63	0.031	-0.18	1.35	0.246	0.00	0.41	0.524	
39	MC	19626	3273	0.03	0.43	0.511	-0.03	0.03	0.859	0.00	0.13	0.717	
40	MC	19626	3273	0.05	0.93	0.334	-0.03	0.02	0.886	0.00	0.15	0.699	
41	MC	19626	3273	-0.01	0.12	0.727	0.15	0.72	0.395	0.00	0.92	0.336	
42	MC	19626	3273	0.17	18.06	0.000	0.21	1.56	0.212	0.00	0.05	0.823	Uniform>
43	MC	19626	3273	0.06	1.84	0.175	-0.26	2.14	0.144	0.00	3.43	0.064	
44	MC	19626	3273	0.02	0.30	0.582	-0.22	1.49	0.223	0.00	1.92	0.166	
45	MC	19626	3273	0.06	1.92	0.166	0.40	5.94	0.015	0.00	4.72	0.030	
46	MC	19626	3273	-0.08	4.17	0.041	0.27	2.64	0.104	0.00	4.76	0.029	
47	MC	19626	3273	0.09	4.12	0.042	0.06	0.13	0.720	0.00	0.02	0.892	
48	ER	19626	3273	-0.15	15.21	0.000	-0.35	5.46	0.019	0.00	1.91	0.167	Uniform<
49	ER	19626	3273	-0.07	3.66	0.056	-0.04	0.07	0.797	0.00	0.06	0.809	

Note: MC= Multiple-choice Item, ER= Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.131: Logistic Regression DIF Results on Stage II Listening Items for the Female/Male Comparison

Focal Group: Female; Reference Group: Male													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	p-value	β_2^{NUni}	Wald	p-value	
1	MC	10763	12330	0.02	0.29	0.591	-0.14	1.40	0.236	0.00	1.88	0.170	
2	MC	10763	12330	-0.04	1.70	0.193	0.25	4.71	0.030	0.00	6.66	0.010	NonUniform
3	MC	10763	12330	-0.14	25.10	0.000	-0.11	1.00	0.317	0.00	0.08	0.777	Uniform<
4	MC	10763	12330	-0.02	0.28	0.594	-0.09	0.55	0.457	0.00	0.41	0.523	
5	MC	10763	12330	0.08	8.11	0.004	0.13	1.15	0.284	0.00	0.16	0.690	Uniform>
6	MC	10763	12330	0.01	0.23	0.632	-0.30	6.23	0.013	0.00	7.20	0.007	NonUniform
7	MC	10763	12330	-0.04	2.05	0.152	-0.16	1.68	0.195	0.00	0.97	0.324	
8	MC	10763	12330	0.08	5.31	0.021	0.26	4.14	0.042	0.00	2.15	0.143	
9	MC	10763	12330	0.05	1.46	0.227	-0.19	2.01	0.157	0.00	3.31	0.069	
10	MC	10763	12330	0.15	17.55	0.000	0.21	2.48	0.115	0.00	0.21	0.648	Uniform>
11	MC	10763	12330	0.04	1.70	0.192	0.21	2.53	0.112	0.00	1.69	0.193	
12	MC	10763	12330	-0.07	5.06	0.024	0.22	3.89	0.049	0.00	7.07	0.008	NonUniform
13	MC	10763	12330	-0.04	0.93	0.336	-0.11	0.39	0.533	0.00	0.15	0.701	
14	MC	10763	12330	-0.02	0.56	0.453	-0.38	8.52	0.004	0.00	7.97	0.005	NonUniform

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.132: Logistic Regression DIF Results on Stage II Listening Items for the Hispanic/Non-Hispanic Comparison

Focal Group: Hispanic; Reference Group: Non-Hispanic													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	p-value	β_2^{NUni}	Wald	p-value	
1	MC	20378	2732	0.07	1.78	0.182	-0.04	0.06	0.809	0.00	0.40	0.530	
2	MC	20378	2732	-0.03	0.34	0.559	-0.36	4.36	0.037	0.00	4.03	0.045	
3	MC	20378	2732	-0.06	1.71	0.191	-0.52	9.51	0.002	0.01	8.07	0.004	NonUniform
4	MC	20378	2732	0.02	0.17	0.684	-0.01	0.00	0.976	0.00	0.02	0.898	
5	MC	20378	2732	-0.13	9.68	0.002	-0.06	0.11	0.739	0.00	0.19	0.661	Uniform<
6	MC	20378	2732	-0.08	3.21	0.073	-0.06	0.12	0.725	0.00	0.01	0.937	
7	MC	20378	2732	-0.10	5.73	0.017	0.07	0.15	0.703	0.00	0.96	0.328	
8	MC	20378	2732	0.32	38.52	0.000	0.51	7.42	0.006	0.00	1.11	0.293	Uniform>
9	MC	20378	2732	0.15	6.96	0.008	0.31	2.48	0.116	0.00	0.73	0.393	Uniform>
10	MC	20378	2732	0.27	23.88	0.000	0.51	6.67	0.010	0.00	1.63	0.202	Uniform>
11	MC	20378	2732	0.14	7.15	0.007	-0.05	0.07	0.785	0.00	1.04	0.307	Uniform>
12	MC	20378	2732	-0.04	0.79	0.375	0.30	2.99	0.084	0.00	4.15	0.042	
13	MC	20378	2732	0.08	1.40	0.237	0.07	0.07	0.786	0.00	0.00	0.951	
14	MC	20378	2732	-0.04	0.87	0.351	0.16	0.66	0.415	0.00	1.11	0.292	

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.133: Logistic Regression DIF Results on Stage II Listening Items for the American Indian/ Non-American Indian Comparison

Focal Group: American Indian; Reference Group: Non-American Indian													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUUni}	Wald χ^2	p-value	β_2^{NUUni}	Wald χ^2	p-value	
1	MC	1215	21895	0.04	0.29	0.589	0.15	0.29	0.591	0.00	0.17	0.680	
2	MC	1215	21895	-0.14	4.59	0.032	-0.45	2.83	0.093	0.00	1.45	0.228	
3	MC	1215	21895	-0.12	3.38	0.066	-0.51	3.82	0.051	0.00	2.42	0.120	
4	MC	1215	21895	-0.09	2.05	0.152	-0.13	0.22	0.643	0.00	0.02	0.883	
5	MC	1215	21895	-0.02	0.10	0.750	-0.52	3.53	0.060	0.01	3.46	0.063	
6	MC	1215	21895	-0.16	6.05	0.014	-0.58	4.08	0.043	0.00	2.29	0.130	
7	MC	1215	21895	-0.06	0.97	0.325	-0.72	6.21	0.013	0.01	5.49	0.019	
8	MC	1215	21895	-0.25	11.93	0.001	-0.12	0.20	0.656	0.00	0.24	0.628	Uniform<
9	MC	1215	21895	-0.14	3.25	0.072	-0.04	0.02	0.894	0.00	0.14	0.713	
10	MC	1215	21895	-0.15	3.46	0.063	-0.55	3.26	0.071	0.01	1.86	0.173	
11	MC	1215	21895	-0.02	0.08	0.781	-0.51	2.73	0.098	0.01	2.65	0.104	
12	MC	1215	21895	0.08	1.38	0.239	-0.40	2.27	0.132	0.01	3.45	0.063	
13	MC	1215	21895	-0.04	0.18	0.675	0.26	0.45	0.501	0.00	0.67	0.414	
14	MC	1215	21895	-0.09	1.72	0.189	-0.42	1.95	0.162	0.00	1.31	0.253	

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.134: Logistic Regression DIF Results on Stage II Listening Items for the Special Education/ Non-Special Education Comparison

Focal Group: Special Education; Reference Group: Non-Special Education													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUUni}	Wald χ^2	p-value	β_2^{NUUni}	Wald χ^2	p-value	
1	MC	1958	21152	-0.16	9.28	0.002	0.13	0.43	0.513	0.00	2.39	0.122	Uniform<
2	MC	1958	21152	-0.04	0.52	0.472	0.13	0.47	0.491	0.00	0.83	0.362	
3	MC	1958	21152	0.10	4.26	0.039	0.81	19.80	0.000	-0.01	16.38	0.000	NonUniform
4	MC	1958	21152	-0.07	1.58	0.209	0.42	4.12	0.042	-0.01	5.88	0.015	
5	MC	1958	21152	-0.02	0.19	0.659	0.12	0.35	0.552	0.00	0.54	0.462	
6	MC	1958	21152	0.07	1.64	0.201	0.67	11.75	0.001	-0.01	10.18	0.001	NonUniform
7	MC	1958	21152	0.06	1.21	0.272	0.44	4.84	0.028	0.00	3.90	0.048	
8	MC	1958	21152	-0.25	19.82	0.000	-0.60	8.44	0.004	0.00	3.11	0.078	Uniform<
9	MC	1958	21152	-0.15	5.77	0.016	-0.24	1.25	0.264	0.00	0.20	0.653	
10	MC	1958	21152	-0.24	17.86	0.000	-0.60	7.61	0.006	0.00	2.85	0.092	Uniform<
11	MC	1958	21152	-0.13	5.47	0.019	-0.44	4.08	0.043	0.00	2.20	0.138	
12	MC	1958	21152	0.11	4.62	0.032	-0.10	0.29	0.593	0.00	1.35	0.245	
13	MC	1958	21152	-0.16	5.61	0.018	0.20	0.60	0.438	-0.01	2.14	0.144	
14	MC	1958	21152	0.12	5.25	0.022	0.10	0.19	0.661	0.00	0.02	0.901	

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.135: Logistic Regression DIF Results on Stage II Listening Items for the Spanish/Non-Spanish Comparison

Focal Group: Spanish; Reference Group: Non-Spanish													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
1	MC	15517	7593	0.01	0.08	0.780	-0.26	4.40	0.036	0.00	5.09	0.024	
2	MC	15517	7593	0.04	1.94	0.163	-0.26	4.56	0.033	0.00	6.64	0.010	NonUniform
3	MC	15517	7593	0.02	0.55	0.459	-0.25	4.45	0.035	0.00	5.69	0.017	
4	MC	15517	7593	0.08	6.74	0.009	-0.11	0.69	0.406	0.00	2.18	0.140	Uniform>
5	MC	15517	7593	-0.03	0.86	0.354	0.10	0.61	0.433	0.00	1.08	0.299	
6	MC	15517	7593	-0.03	0.99	0.319	-0.23	3.40	0.065	0.00	2.73	0.099	
7	MC	15517	7593	-0.08	7.65	0.006	-0.07	0.28	0.595	0.00	0.02	0.891	Uniform<
8	MC	15517	7593	0.06	2.39	0.122	0.09	0.52	0.473	0.00	0.09	0.761	
9	MC	15517	7593	0.03	0.49	0.483	0.26	3.44	0.064	0.00	2.97	0.085	
10	MC	15517	7593	0.02	0.31	0.578	0.43	9.17	0.002	-0.01	8.90	0.003	NonUniform
11	MC	15517	7593	-0.02	0.25	0.616	-0.15	1.22	0.268	0.00	1.02	0.312	
12	MC	15517	7593	-0.16	25.46	0.000	0.16	1.74	0.187	0.00	7.65	0.006	NonUniform
13	MC	15517	7593	-0.17	11.60	0.001	-0.09	0.27	0.604	0.00	0.18	0.675	Uniform<
14	MC	15517	7593	-0.02	0.27	0.606	0.03	0.06	0.812	0.00	0.13	0.714	

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.136: Logistic Regression DIF Results on Stage II Listening Items for the Spanish/English Comparison

Focal Group: Spanish; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
1	MC	15517	2918	0.12	5.82	0.016	0.20	1.11	0.291	0.00	0.22	0.640	
2	MC	15517	2918	0.14	9.86	0.002	-0.06	0.11	0.743	0.00	1.26	0.261	Uniform>
3	MC	15517	2918	0.08	3.24	0.072	0.11	0.39	0.534	0.00	0.04	0.850	
4	MC	15517	2918	0.21	22.80	0.000	0.15	0.55	0.458	0.00	0.10	0.749	Uniform>
5	MC	15517	2918	0.01	0.06	0.799	0.55	8.39	0.004	-0.01	8.51	0.004	NonUniform
6	MC	15517	2918	0.06	2.16	0.141	0.25	1.68	0.195	0.00	0.99	0.321	
7	MC	15517	2918	-0.05	1.61	0.204	0.32	2.82	0.093	0.00	4.07	0.044	
8	MC	15517	2918	0.06	1.19	0.275	0.29	1.99	0.158	0.00	1.36	0.244	
9	MC	15517	2918	-0.02	0.08	0.774	0.15	0.44	0.508	0.00	0.58	0.445	
10	MC	15517	2918	-0.07	1.36	0.243	0.52	5.42	0.020	-0.01	7.29	0.007	NonUniform
11	MC	15517	2918	-0.04	0.53	0.466	-0.20	0.95	0.330	0.00	0.67	0.413	
12	MC	15517	2918	-0.21	20.39	0.000	0.53	7.89	0.005	-0.01	16.30	0.000	NonUniform
13	MC	15517	2918	-0.27	11.94	0.001	-0.37	1.60	0.207	0.00	0.14	0.710	Uniform<
14	MC	15517	2918	0.03	0.50	0.480	0.34	2.78	0.096	0.00	2.41	0.120	

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.137: Logistic Regression DIF Results on Stage II Listening Items for the Non-Spanish/English Comparison

Focal Group: Non-Spanish; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
1	MC	4675	2918	0.16	7.67	0.006	0.67	9.65	0.002	-0.01	6.10	0.014	Uniform>
2	MC	4675	2918	0.14	7.56	0.006	0.27	1.77	0.184	0.00	0.44	0.509	Uniform>
3	MC	4675	2918	0.08	2.28	0.131	0.53	6.82	0.009	-0.01	5.31	0.021	
4	MC	4675	2918	0.21	16.00	0.000	0.36	2.46	0.117	0.00	0.46	0.499	Uniform>
5	MC	4675	2918	0.06	1.65	0.199	0.68	10.03	0.002	-0.01	8.72	0.003	NonUniform
6	MC	4675	2918	0.14	8.02	0.005	0.70	10.49	0.001	-0.01	7.06	0.008	NonUniform
7	MC	4675	2918	0.04	0.79	0.374	0.59	7.28	0.007	-0.01	6.58	0.010	
8	MC	4675	2918	0.00	0.00	0.958	0.29	1.58	0.209	0.00	1.66	0.197	
9	MC	4675	2918	-0.06	0.74	0.391	-0.16	0.42	0.515	0.00	0.19	0.667	
10	MC	4675	2918	-0.12	3.32	0.069	0.16	0.41	0.523	0.00	1.37	0.242	
11	MC	4675	2918	-0.04	0.39	0.534	-0.07	0.09	0.759	0.00	0.02	0.879	
12	MC	4675	2918	-0.07	1.71	0.191	0.56	6.98	0.008	-0.01	9.52	0.002	NonUniform
13	MC	4675	2918	-0.15	2.72	0.099	-0.37	1.26	0.262	0.00	0.49	0.482	
14	MC	4675	2918	0.08	2.22	0.137	0.47	3.97	0.046	0.00	2.90	0.088	

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.138: Logistic Regression DIF Results on Stage II Listening Items for the American Indian Language/English Comparison

Focal Group: American Indian Language; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
1	MC	150	2918	0.32	2.29	0.130	0.26	0.08	0.773	0.00	0.01	0.940	
2	MC	150	2918	-0.47	6.89	0.009	-1.25	2.14	0.143	0.01	0.88	0.348	Uniform<
3	MC	150	2918	0.08	0.21	0.646	0.72	0.91	0.341	-0.01	0.76	0.385	
4	MC	150	2918	-0.23	1.49	0.222	-0.04	0.00	0.965	0.00	0.05	0.828	
5	MC	150	2918	-0.25	1.94	0.163	0.30	0.13	0.714	-0.01	0.48	0.490	
6	MC	150	2918	-0.31	2.87	0.090	0.21	0.06	0.803	-0.01	0.40	0.526	
7	MC	150	2918	-0.11	0.40	0.529	0.95	1.46	0.227	-0.01	1.91	0.167	
8	MC	150	2918	-0.59	9.08	0.003	-1.23	2.02	0.155	0.01	0.57	0.451	Uniform<
9	MC	150	2918	-0.67	11.02	0.001	-1.55	3.32	0.068	0.01	1.11	0.293	Uniform<
10	MC	150	2918	-0.60	7.91	0.005	0.44	0.27	0.605	-0.01	1.63	0.202	Uniform<
11	MC	150	2918	0.03	0.02	0.878	1.04	1.46	0.228	-0.01	1.49	0.223	
12	MC	150	2918	-0.11	0.34	0.560	0.76	0.94	0.333	-0.01	1.34	0.247	
13	MC	150	2918	0.08	0.06	0.806	-0.27	0.04	0.841	0.00	0.07	0.789	
14	MC	150	2918	0.27	2.13	0.145	1.34	2.83	0.093	-0.01	1.91	0.167	

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.139: Logistic Regression DIF Results on Stage II Listening Items for the FRL/Non-FRL Comparison

Focal Group: FRL; Reference Group: Non-FRL													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
1	MC	19626	3273	-0.01	0.02	0.897	-0.02	0.02	0.886	0.00	0.01	0.910	
2	MC	19626	3273	-0.07	2.88	0.089	-0.01	0.01	0.929	0.00	0.13	0.723	
3	MC	19626	3273	-0.02	0.25	0.618	-0.22	1.86	0.172	0.00	1.64	0.200	
4	MC	19626	3273	-0.05	1.29	0.256	-0.15	0.71	0.400	0.00	0.35	0.555	
5	MC	19626	3273	0.01	0.02	0.879	0.27	2.66	0.103	0.00	2.71	0.100	
6	MC	19626	3273	-0.02	0.23	0.633	0.15	0.77	0.380	0.00	1.04	0.307	
7	MC	19626	3273	0.01	0.11	0.743	-0.11	0.41	0.520	0.00	0.55	0.457	
8	MC	19626	3273	-0.05	0.93	0.335	0.30	2.60	0.107	0.00	3.76	0.052	
9	MC	19626	3273	0.27	28.44	0.000	0.03	0.03	0.863	0.00	1.88	0.171	Uniform>
10	MC	19626	3273	0.04	0.59	0.442	0.12	0.43	0.512	0.00	0.21	0.645	
11	MC	19626	3273	-0.01	0.04	0.849	0.44	5.15	0.023	-0.01	5.69	0.017	
12	MC	19626	3273	-0.03	0.37	0.541	-0.21	1.73	0.188	0.00	1.43	0.231	
13	MC	19626	3273	0.08	1.40	0.237	0.39	2.45	0.118	0.00	1.68	0.195	
14	MC	19626	3273	-0.10	6.25	0.012	-0.54	9.61	0.002	0.00	6.62	0.010	

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.140: Logistic Regression DIF Results on Stage II Speaking Items for the Female/Male Comparison

Focal Group: Female; Reference Group: Male													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
53	SA4	10763	12330	-0.30	138.05	0.000	-0.62	40.06	0.000	0.00	10.95	0.001	NonUniform
54	SA4	10763	12330	-0.18	42.37	0.000	-0.26	6.14	0.013	0.00	0.64	0.424	Uniform<
55	SA4	10763	12330	-0.04	2.07	0.150	-0.48	17.93	0.000	0.00	15.96	0.000	NonUniform
56	SA4	10763	12330	-0.01	0.05	0.828	-0.54	30.56	0.000	0.01	31.82	0.000	NonUniform
57	SA4	10763	12330	-0.09	13.52	0.000	-0.21	4.64	0.031	0.00	1.54	0.215	Uniform<
58	SA4	10763	12330	0.16	35.04	0.000	-0.18	2.86	0.091	0.00	10.74	0.001	NonUniform
59	SA4	10763	12330	0.13	21.89	0.000	-0.29	7.23	0.007	0.00	15.90	0.000	NonUniform
60	SA4	10763	12330	0.05	3.26	0.071	0.06	0.28	0.597	0.00	0.01	0.942	

Note: SA2=2 Point Short Answer Item, SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.141: Logistic Regression DIF Results on Stage II Speaking Items for the Hispanic/Non-Hispanic Comparison

Focal Group: Hispanic; Reference Group: Non-Hispanic													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
53	SA4	20378	2732	0.08	3.62	0.057	0.35	5.61	0.018	0.00	3.63	0.057	
54	SA4	20378	2732	0.07	2.76	0.097	0.13	0.64	0.425	0.00	0.13	0.720	
55	SA4	20378	2732	-0.03	0.38	0.536	0.15	0.73	0.394	0.00	1.11	0.291	
56	SA4	20378	2732	0.18	22.78	0.000	0.23	2.46	0.117	0.00	0.10	0.753	Uniform>
57	SA4	20378	2732	0.00	0.00	0.988	0.37	6.47	0.011	0.00	6.79	0.009	NonUniform
58	SA4	20378	2732	0.43	110.00	0.000	0.18	1.28	0.258	0.00	2.73	0.099	Uniform>
59	SA4	20378	2732	0.31	56.30	0.000	-0.17	1.12	0.290	0.01	9.75	0.002	NonUniform
60	SA4	20378	2732	0.15	12.81	0.000	0.30	3.31	0.069	0.00	0.82	0.366	Uniform>

Note: SA2=2 Point Short Answer Item, SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.142: Logistic Regression DIF Results on Stage II Speaking Items for the American Indian/ Non-American Indian Comparison

Focal Group: American Indian; Reference Group: Non-American Indian													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
53	SA4	1215	21895	0.20	12.53	0.000	0.37	2.78	0.096	0.00	0.59	0.441	Uniform>
54	SA4	1215	21895	0.23	13.28	0.000	0.41	2.78	0.095	0.00	0.55	0.460	Uniform>
55	SA4	1215	21895	-0.05	0.59	0.444	0.14	0.31	0.580	0.00	0.61	0.435	
56	SA4	1215	21895	-0.05	0.65	0.419	0.24	1.26	0.262	0.00	1.87	0.171	
57	SA4	1215	21895	0.18	10.09	0.001	0.30	1.88	0.171	0.00	0.33	0.566	Uniform>
58	SA4	1215	21895	-0.12	4.13	0.042	0.24	1.04	0.308	0.00	2.49	0.114	
59	SA4	1215	21895	-0.16	7.38	0.007	0.10	0.19	0.666	0.00	1.32	0.250	Uniform<
60	SA4	1215	21895	0.36	31.78	0.000	0.34	1.68	0.195	0.00	0.01	0.919	Uniform>

Note: SA2=2 Point Short Answer Item, SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005 Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.143: Logistic Regression DIF Results on Stage II Speaking Items for the Special Education/ Non-Special Education Comparison

Focal Group: Special Education; Reference Group: Non-Special Education													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
53	SA4	1958	21152	0.31	43.23	0.000	0.55	11.35	0.001	0.00	2.39	0.122	Uniform>
54	SA4	1958	21152	0.09	3.44	0.064	-0.20	1.33	0.249	0.00	2.89	0.089	
55	SA4	1958	21152	0.16	8.67	0.003	0.57	9.09	0.003	0.00	5.04	0.025	Uniform>
56	SA4	1958	21152	0.23	25.32	0.000	-0.17	1.04	0.308	0.01	6.13	0.013	Uniform>
57	SA4	1958	21152	0.17	14.91	0.000	-0.29	3.15	0.076	0.01	8.57	0.003	NonUniform
58	SA4	1958	21152	0.14	8.49	0.004	-0.10	0.30	0.583	0.00	1.92	0.166	Uniform>
59	SA4	1958	21152	0.17	11.59	0.001	0.17	0.93	0.334	0.00	0.00	0.967	Uniform>
60	SA4	1958	21152	-0.56	139.25	0.000	-0.72	17.88	0.000	0.00	1.02	0.312	Uniform<

Note: SA2=2 Point Short Answer Item, SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.144: Logistic Regression DIF Results on Stage II Speaking Items for the Spanish/Non-Spanish Comparison

Focal Group: Spanish; Reference Group: Non-Spanish													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
53	SA4	15517	7593	0.00	0.01	0.921	0.40	15.23	0.000	0.00	16.31	0.000	NonUniform
54	SA4	15517	7593	-0.03	0.87	0.351	0.18	2.78	0.095	0.00	3.85	0.050	
55	SA4	15517	7593	-0.12	15.21	0.000	0.24	4.12	0.042	0.00	10.18	0.001	NonUniform
56	SA4	15517	7593	0.03	1.58	0.209	0.18	3.17	0.075	0.00	2.24	0.134	
57	SA4	15517	7593	-0.01	0.05	0.819	0.19	3.79	0.052	0.00	4.26	0.039	
58	SA4	15517	7593	0.26	85.05	0.000	0.09	0.70	0.403	0.00	2.50	0.114	Uniform>
59	SA4	15517	7593	0.18	39.06	0.000	0.08	0.58	0.445	0.00	0.76	0.383	Uniform>
60	SA4	15517	7593	-0.05	2.96	0.085	0.34	8.48	0.004	0.00	11.89	0.001	NonUniform

Note: SA2=2 Point Short Answer Item, SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.145: Logistic Regression DIF Results on Stage II Speaking Items for the Spanish/English Comparison

Focal Group: Spanish; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
53	SA4	15517	2918	-0.16	16.58	0.000	-0.56	12.76	0.000	0.00	6.82	0.009	NonUniform
54	SA4	15517	2918	-0.14	9.91	0.002	-0.29	2.97	0.085	0.00	0.91	0.341	Uniform<
55	SA4	15517	2918	-0.18	15.49	0.000	0.17	0.83	0.362	0.00	3.77	0.052	Uniform<
56	SA4	15517	2918	-0.01	0.06	0.799	0.08	0.24	0.621	0.00	0.33	0.566	
57	SA4	15517	2918	-0.07	3.15	0.076	-0.41	7.51	0.006	0.00	5.56	0.018	
58	SA4	15517	2918	0.22	28.47	0.000	-0.78	21.63	0.000	0.01	37.85	0.000	NonUniform
59	SA4	15517	2918	0.17	15.99	0.000	-0.49	8.57	0.003	0.01	16.27	0.000	NonUniform
60	SA4	15517	2918	-0.22	25.98	0.000	-0.24	1.74	0.188	0.00	0.01	0.934	Uniform<

Note: SA2=2 Point Short Answer Item, SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.146: Logistic Regression DIF Results on Stage II Speaking Items for the Non-Spanish/English Comparison

Focal Group: Non-Spanish; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
53	SA4	4675	2918	-0.22	23.40	0.000	-1.33	56.60	0.000	0.01	41.51	0.000	NonUniform
54	SA4	4675	2918	-0.16	10.07	0.002	-0.65	11.56	0.001	0.01	6.99	0.008	NonUniform
55	SA4	4675	2918	-0.07	1.63	0.202	-0.08	0.15	0.694	0.00	0.00	0.948	
56	SA4	4675	2918	-0.06	1.98	0.160	-0.14	0.68	0.408	0.00	0.23	0.632	
57	SA4	4675	2918	-0.08	3.59	0.058	-0.88	26.59	0.000	0.01	23.12	0.000	NonUniform
58	SA4	4675	2918	-0.07	2.11	0.146	-1.27	45.38	0.000	0.01	43.33	0.000	NonUniform
59	SA4	4675	2918	-0.02	0.21	0.644	-0.86	20.63	0.000	0.01	20.93	0.000	NonUniform
60	SA4	4675	2918	-0.24	22.19	0.000	-0.65	10.58	0.001	0.00	4.49	0.034	Uniform<

Note: SA2=2 Point Short Answer Item, SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.147: Logistic Regression DIF Results on Stage II Speaking Items for the American Indian Language/English Comparison

Focal Group: American Indian Language; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
53	SA4	150	2918	0.41	6.19	0.013	1.38	4.02	0.045	-0.01	2.11	0.147	
54	SA4	150	2918	0.43	5.00	0.025	0.23	0.08	0.774	0.00	0.06	0.800	
55	SA4	150	2918	0.01	0.01	0.937	1.25	2.39	0.122	-0.01	2.46	0.117	
56	SA4	150	2918	-0.01	0.01	0.938	1.23	3.45	0.063	-0.01	3.74	0.053	
57	SA4	150	2918	0.40	6.22	0.013	-0.74	1.14	0.286	0.01	2.78	0.095	
58	SA4	150	2918	-0.29	2.97	0.085	-1.45	3.91	0.048	0.01	2.67	0.102	
59	SA4	150	2918	-0.09	0.29	0.588	-0.09	0.02	0.901	0.00	0.00	0.999	
60	SA4	150	2918	0.03	0.03	0.856	0.96	1.59	0.208	-0.01	1.57	0.210	

Note: SA2=2 Point Short Answer Item, SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.148: Logistic Regression DIF Results on Stage II Speaking Items for the FRL/Non-FRL Comparison

Focal Group: FRL; Reference Group: Non-FRL													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
53	SA4	19626	3273	0.0	1.3	0.249	0.0	0.1	0.784	0.0	0.0	0.971	
54	SA4	19626	3273	0.1	5.2	0.022	0.2	2.1	0.151	0.0	0.7	0.392	
55	SA4	19626	3273	-0.2	18.9	0.000	0.2	1.9	0.172	0.0	6.7	0.010	NonUniform
56	SA4	19626	3273	0.1	3.9	0.048	0.2	2.1	0.150	0.0	0.9	0.342	
57	SA4	19626	3273	0.0	1.3	0.257	0.5	12.0	0.001	0.0	10.6	0.001	NonUniform
58	SA4	19626	3273	0.2	31.9	0.000	0.1	0.3	0.609	0.0	0.9	0.334	Uniform>
59	SA4	19626	3273	0.2	20.9	0.000	-0.1	0.2	0.682	0.0	2.7	0.101	Uniform>
60	SA4	19626	3273	0.2	37.5	0.000	0.3	4.6	0.032	0.0	0.3	0.564	Uniform>

Note: SA2=2 Point Short Answer Item, SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.153: Logistic Regression DIF Results on Stage III Reading Items for the Spanish/Non-Spanish Comparison

Focal Group: Spanish; Reference Group: Non-Spanish													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	p-value	β_2^{NUni}	Wald	p-value	
15	MC	15097	7970	-0.04	1.06	0.304	0.17	1.45	0.228	0.00	2.46	0.117	
16	MC	15097	7970	-0.04	1.68	0.195	-0.12	0.75	0.387	0.00	0.36	0.548	
17	MC	15097	7970	0.04	1.60	0.205	-0.06	0.26	0.607	0.00	0.74	0.389	
18	MC	15097	7970	-0.13	18.73	0.000	-0.26	3.32	0.068	0.00	0.79	0.373	Uniform<
19	MC	15097	7970	0.08	4.03	0.045	-0.43	7.71	0.005	0.01	11.46	0.001	NonUniform
20	MC	15097	7970	0.03	1.28	0.257	-0.19	2.00	0.157	0.00	2.93	0.087	
21	MC	15097	7970	0.08	3.28	0.070	-0.18	1.06	0.302	0.00	2.36	0.125	
22	MC	15097	7970	0.01	0.06	0.813	-0.20	1.52	0.217	0.00	1.85	0.174	
23	MC	15097	7970	-0.08	7.09	0.008	0.28	5.24	0.022	0.00	9.15	0.002	NonUniform
24	MC	15097	7970	-0.02	0.44	0.506	-0.18	1.39	0.239	0.00	1.13	0.287	
25	MC	15097	7970	0.02	0.19	0.667	-0.20	1.94	0.164	0.00	2.39	0.122	
26	MC	15097	7970	0.03	0.57	0.449	-0.20	1.74	0.187	0.00	2.32	0.128	
27	MC	15097	7970	0.06	3.57	0.059	-0.13	1.12	0.289	0.00	2.38	0.123	
28	MC	15097	7970	0.03	0.94	0.332	0.23	2.68	0.102	0.00	2.11	0.146	
29	MC	15097	7970	-0.05	2.03	0.155	-0.27	3.80	0.051	0.00	2.80	0.095	
30	MC	15097	7970	-0.07	6.10	0.014	-0.01	0.01	0.939	0.00	0.20	0.652	
31	MC	15097	7970	-0.08	7.23	0.007	-0.36	6.71	0.010	0.00	4.24	0.040	Uniform<
32	MC	15097	7970	0.01	0.21	0.648	-0.53	12.18	0.000	0.00	13.37	0.000	NonUniform
33	MC	15097	7970	0.04	1.30	0.255	-0.44	10.11	0.001	0.00	12.40	0.000	NonUniform
34	MC	15097	7970	-0.04	2.15	0.142	-0.15	1.10	0.294	0.00	0.58	0.447	
35	MC	15097	7970	-0.06	4.50	0.034	0.18	1.67	0.196	0.00	3.24	0.072	
36	MC	15097	7970	0.05	3.19	0.074	-0.10	0.58	0.445	0.00	1.44	0.230	
37	MC	15097	7970	-0.02	0.29	0.589	0.07	0.22	0.643	0.00	0.35	0.556	
56	SA1	15097	7970	0.01	0.12	0.726	0.43	13.23	0.000	0.00	13.44	0.000	NonUniform
57	SA1	15097	7970	-0.12	14.00	0.000	0.38	5.97	0.015	0.00	10.54	0.001	NonUniform
58	SA1	15097	7970	-0.10	11.11	0.001	-0.09	0.28	0.594	0.00	0.01	0.908	Uniform<

Note: MC=Multiple Choice Item, SA1=1 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.154: Logistic Regression DIF Results on Stage III Reading Items for the Spanish/English Comparison

Focal Group: Spanish; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	p-value	β_2^{NUni}	Wald	p-value	
15	MC	15097	3836	0.01	0.07	0.793	0.27	1.67	0.196	0.00	1.60	0.206	
16	MC	15097	3836	-0.02	0.37	0.541	0.34	2.69	0.101	0.00	3.23	0.073	
17	MC	15097	3836	0.12	8.45	0.004	0.17	0.91	0.341	0.00	0.09	0.759	Uniform>
18	MC	15097	3836	-0.14	12.86	0.000	0.34	2.75	0.097	0.00	5.83	0.016	Uniform<
19	MC	15097	3836	0.14	7.44	0.006	0.16	0.50	0.480	0.00	0.01	0.914	Uniform>
20	MC	15097	3836	0.05	1.88	0.170	0.43	4.86	0.028	0.00	3.88	0.049	
21	MC	15097	3836	0.27	24.03	0.000	0.82	9.70	0.002	-0.01	4.49	0.034	Uniform>
22	MC	15097	3836	0.16	6.56	0.010	0.55	4.46	0.035	0.00	2.36	0.124	
23	MC	15097	3836	-0.08	4.18	0.041	0.38	4.44	0.035	0.00	6.83	0.009	NonUniform
24	MC	15097	3836	0.00	0.01	0.904	0.53	5.97	0.015	0.00	6.08	0.014	
25	MC	15097	3836	0.10	5.12	0.024	0.17	0.68	0.410	0.00	0.11	0.736	
26	MC	15097	3836	0.08	3.31	0.069	0.51	5.24	0.022	0.00	3.90	0.048	
27	MC	15097	3836	0.09	5.94	0.015	0.14	0.58	0.446	0.00	0.06	0.799	
28	MC	15097	3836	0.08	3.78	0.052	0.69	11.18	0.001	-0.01	9.06	0.003	NonUniform
29	MC	15097	3836	0.02	0.35	0.555	0.21	1.05	0.305	0.00	0.86	0.354	
30	MC	15097	3836	0.03	0.50	0.481	0.82	14.91	0.000	-0.01	14.49	0.000	NonUniform
31	MC	15097	3836	0.00	0.01	0.905	-0.08	0.16	0.687	0.00	0.19	0.664	
32	MC	15097	3836	0.01	0.11	0.743	-0.49	5.57	0.018	0.00	6.08	0.014	
33	MC	15097	3836	0.12	8.87	0.003	0.19	0.92	0.338	0.00	0.14	0.712	Uniform>
34	MC	15097	3836	0.02	0.36	0.547	0.48	5.23	0.022	0.00	4.92	0.027	
35	MC	15097	3836	0.02	0.33	0.567	0.49	6.27	0.012	0.00	5.96	0.015	
36	MC	15097	3836	0.13	10.69	0.001	0.32	2.93	0.087	0.00	1.14	0.285	Uniform>
37	MC	15097	3836	0.08	3.83	0.050	0.86	16.15	0.000	-0.01	13.92	0.000	NonUniform
56	SA1	15097	3836	-0.09	6.08	0.014	0.18	1.18	0.276	0.00	2.84	0.092	
57	SA1	15097	3836	-0.15	14.13	0.000	0.56	6.52	0.011	-0.01	10.90	0.001	NonUniform
58	SA1	15097	3836	-0.10	5.79	0.016	0.10	0.21	0.646	0.00	0.83	0.363	

Note: MC=Multiple Choice Item, SA1=1 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.155: Logistic Regression DIF Results on Stage III Reading Items for the Non-Spanish/English Comparison

Focal Group: Non-Spanish; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUmi}	Wald χ^2	p-value	β_2^{NUmi}	Wald χ^2	p-value	
15	MC	4134	3836	0.12	3.54	0.060	0.13	0.29	0.588	0.00	0.00	0.993	
16	MC	4134	3836	0.03	0.29	0.588	0.76	10.31	0.001	-0.01	10.06	0.002	NonUniform
17	MC	4134	3836	0.14	8.39	0.004	0.34	2.85	0.091	0.00	1.00	0.318	Uniform>
18	MC	4134	3836	-0.02	0.23	0.633	0.96	17.46	0.000	-0.01	19.27	0.000	NonUniform
19	MC	4134	3836	0.08	1.70	0.192	0.90	12.60	0.000	-0.01	11.10	0.001	NonUniform
20	MC	4134	3836	0.03	0.33	0.566	0.99	20.24	0.000	-0.01	20.13	0.000	NonUniform
21	MC	4134	3836	0.35	25.21	0.000	1.43	24.20	0.000	-0.01	14.56	0.000	NonUniform
22	MC	4134	3836	0.25	10.37	0.001	1.03	13.22	0.000	-0.01	8.16	0.004	NonUniform
23	MC	4134	3836	0.01	0.08	0.772	0.15	0.53	0.467	0.00	0.46	0.498	
24	MC	4134	3836	0.04	0.80	0.370	1.17	22.23	0.000	-0.01	21.47	0.000	NonUniform
25	MC	4134	3836	0.16	7.75	0.005	0.56	5.61	0.018	0.00	3.04	0.081	Uniform>
26	MC	4134	3836	0.10	3.04	0.081	1.15	20.70	0.000	-0.01	18.29	0.000	NonUniform
27	MC	4134	3836	0.06	1.88	0.171	0.42	4.31	0.038	0.00	3.27	0.070	
28	MC	4134	3836	0.10	3.89	0.049	0.72	9.50	0.002	-0.01	7.33	0.007	NonUniform
29	MC	4134	3836	0.13	6.14	0.013	0.77	11.06	0.001	-0.01	8.09	0.004	NonUniform
30	MC	4134	3836	0.20	16.92	0.000	1.32	30.27	0.000	-0.01	22.72	0.000	NonUniform
31	MC	4134	3836	0.16	10.99	0.001	0.44	3.88	0.049	0.00	1.66	0.198	Uniform>
32	MC	4134	3836	-0.01	0.05	0.824	0.07	0.08	0.780	0.00	0.11	0.740	
33	MC	4134	3836	0.15	8.57	0.003	1.00	19.60	0.000	-0.01	15.04	0.000	NonUniform
34	MC	4134	3836	0.13	7.09	0.008	1.03	18.47	0.000	-0.01	14.72	0.000	NonUniform
35	MC	4134	3836	0.18	13.14	0.000	0.49	4.78	0.029	0.00	2.06	0.152	Uniform>
36	MC	4134	3836	0.14	7.98	0.005	0.67	9.62	0.002	-0.01	6.42	0.011	Uniform>
37	MC	4134	3836	0.19	13.99	0.000	1.27	27.29	0.000	-0.01	20.82	0.000	NonUniform
56	SA1	4134	3836	-0.19	15.14	0.000	-0.36	3.43	0.064	0.00	0.86	0.354	Uniform<
57	SA1	4134	3836	-0.06	1.53	0.216	0.30	1.33	0.250	0.00	2.02	0.155	
58	SA1	4134	3836	0.02	0.09	0.763	0.33	1.56	0.211	0.00	1.48	0.224	

Note: MC=Multiple Choice Item, SA1=1 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.156: Logistic Regression DIF Results on Stage III Reading Items for the American Indian Language/English Comparison

Focal Group: American Indian Language; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUmi}	Wald χ^2	p-value	β_2^{NUmi}	Wald χ^2	p-value	
15	MC	204	3836	-0.05	0.07	0.790	0.56	0.52	0.471	-0.01	0.68	0.409	
16	MC	204	3836	0.38	6.11	0.013	-0.11	0.02	0.893	0.00	0.40	0.527	
17	MC	204	3836	0.26	2.51	0.113	0.51	0.56	0.454	0.00	0.15	0.702	
18	MC	204	3836	0.07	0.17	0.680	0.72	0.91	0.340	-0.01	0.78	0.376	
19	MC	204	3836	0.47	4.78	0.029	1.66	3.99	0.046	-0.01	2.25	0.133	
20	MC	204	3836	0.22	1.95	0.163	-0.29	0.14	0.710	0.01	0.44	0.506	
21	MC	204	3836	0.11	0.26	0.612	-1.02	0.73	0.394	0.01	0.92	0.338	
22	MC	204	3836	0.50	3.26	0.071	-1.10	0.73	0.393	0.02	1.57	0.210	
23	MC	204	3836	0.14	0.81	0.368	0.53	0.60	0.437	0.00	0.34	0.559	
24	MC	204	3836	-0.15	0.86	0.353	1.06	1.82	0.178	-0.01	2.45	0.118	
25	MC	204	3836	-0.14	0.63	0.427	-0.91	1.07	0.302	0.01	0.79	0.373	
26	MC	204	3836	-0.11	0.39	0.535	1.21	2.34	0.126	-0.01	2.91	0.088	
27	MC	204	3836	-0.23	2.30	0.129	0.63	0.87	0.350	-0.01	1.70	0.193	
28	MC	204	3836	0.28	2.58	0.108	0.96	1.59	0.207	-0.01	0.85	0.356	
29	MC	204	3836	0.07	0.20	0.653	-0.97	1.23	0.268	0.01	1.47	0.225	
30	MC	204	3836	0.34	4.54	0.033	0.48	0.36	0.547	0.00	0.03	0.855	
31	MC	204	3836	0.04	0.06	0.812	0.96	1.84	0.175	-0.01	1.77	0.184	
32	MC	204	3836	-0.14	0.76	0.382	0.38	0.23	0.630	0.00	0.45	0.502	
33	MC	204	3836	-0.07	0.18	0.669	-0.16	0.04	0.837	0.00	0.02	0.902	
34	MC	204	3836	-0.09	0.30	0.583	0.87	1.25	0.263	-0.01	1.57	0.210	
35	MC	204	3836	0.25	2.60	0.107	-1.67	3.50	0.061	0.02	4.81	0.028	
36	MC	204	3836	-0.10	0.38	0.535	-0.98	1.44	0.230	0.01	1.22	0.269	
37	MC	204	3836	0.22	1.96	0.161	0.02	0.00	0.985	0.00	0.06	0.801	
56	SA1	204	3836	-0.33	4.82	0.028	0.25	0.16	0.693	-0.01	0.87	0.352	
57	SA1	204	3836	0.11	0.45	0.503	-0.69	0.59	0.443	0.01	0.81	0.367	
58	SA1	204	3836	0.11	0.47	0.495	-1.68	2.75	0.097	0.02	3.24	0.072	

Note: MC=Multiple Choice Item, SA1=1 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.157: Logistic Regression DIF Results on Stage III Reading Items for the FRL/Non-FRL Comparison

Focal Group: FRL; Reference Group: Non-FRL													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
15	MC	19713	3174	0.00	0.01	0.928	0.24	1.65	0.199	0.00	1.87	0.171	
16	MC	19713	3174	0.05	1.58	0.208	-0.07	0.13	0.714	0.00	0.43	0.512	
17	MC	19713	3174	-0.13	9.68	0.002	-0.13	0.61	0.436	0.00	0.00	0.969	Uniform<
18	MC	19713	3174	0.08	3.82	0.051	0.00	0.00	0.983	0.00	0.22	0.642	
19	MC	19713	3174	-0.05	0.83	0.361	-0.21	0.98	0.323	0.00	0.61	0.436	
20	MC	19713	3174	-0.16	13.97	0.000	-0.76	19.44	0.000	0.01	13.00	0.000	NonUniform
21	MC	19713	3174	-0.05	0.81	0.367	0.10	0.19	0.663	0.00	0.47	0.492	
22	MC	19713	3174	-0.11	2.80	0.094	-0.35	2.55	0.110	0.00	1.32	0.251	
23	MC	19713	3174	0.02	0.32	0.570	0.15	0.81	0.368	0.00	0.62	0.433	
24	MC	19713	3174	-0.03	0.36	0.546	-0.32	2.46	0.117	0.00	2.17	0.141	
25	MC	19713	3174	0.07	2.15	0.143	-0.05	0.05	0.817	0.00	0.38	0.537	
26	MC	19713	3174	0.04	0.83	0.362	-0.23	1.21	0.271	0.00	1.79	0.180	
27	MC	19713	3174	-0.05	1.33	0.248	0.03	0.03	0.874	0.00	0.20	0.656	
28	MC	19713	3174	0.03	0.40	0.526	-0.10	0.30	0.585	0.00	0.51	0.474	
29	MC	19713	3174	0.00	0.01	0.915	0.01	0.00	0.962	0.00	0.00	0.981	
30	MC	19713	3174	-0.16	14.26	0.000	-0.23	1.43	0.233	0.00	0.15	0.703	Uniform<
31	MC	19713	3174	-0.08	4.04	0.044	0.43	4.66	0.031	0.00	7.00	0.008	NonUniform
32	MC	19713	3174	-0.02	0.16	0.692	0.52	5.74	0.017	0.00	6.41	0.011	
33	MC	19713	3174	-0.11	6.87	0.009	-0.26	1.92	0.166	0.00	0.64	0.424	Uniform<
34	MC	19713	3174	-0.09	4.68	0.031	-0.12	0.36	0.550	0.00	0.02	0.887	
35	MC	19713	3174	-0.09	5.01	0.025	0.03	0.03	0.866	0.00	0.47	0.492	
36	MC	19713	3174	-0.05	1.38	0.240	-0.43	6.23	0.013	0.00	5.19	0.023	
37	MC	19713	3174	-0.05	1.41	0.235	-0.17	0.72	0.396	0.00	0.37	0.543	
56	SA1	19713	3174	-0.09	5.26	0.022	-0.22	2.08	0.149	0.00	0.77	0.382	
57	SA1	19713	3174	-0.11	6.88	0.009	0.21	0.98	0.323	0.00	2.38	0.123	Uniform<
58	SA1	19713	3174	-0.09	4.47	0.034	-0.19	0.72	0.396	0.00	0.19	0.662	

Note: MC=Multiple Choice Item, SA1=1 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.158: Logistic Regression DIF Results on Stage III Writing Items for the Female/Male Comparison

Focal Group: Female; Reference Group: Male													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
38	MC	10215	12840	0.00	0.03	0.868	-0.07	0.21	0.649	0.00	0.18	0.667	
39	MC	10215	12840	0.28	106.17	0.000	-0.44	12.86	0.000	0.01	37.09	0.000	NonUniform
40	MC	10215	12840	0.07	6.08	0.014	0.12	0.82	0.365	0.00	0.15	0.700	
41	MC	10215	12840	0.18	38.77	0.000	-0.09	0.49	0.482	0.00	4.49	0.034	Uniform>
42	MC	10215	12840	0.07	5.36	0.021	-0.21	2.67	0.102	0.00	4.85	0.028	
43	MC	10215	12840	0.26	80.71	0.000	-0.23	2.85	0.092	0.00	13.74	0.000	NonUniform
44	MC	10215	12840	0.02	0.37	0.546	-0.12	0.68	0.410	0.00	0.96	0.328	
45	MC	10215	12840	0.07	3.73	0.053	0.07	0.28	0.600	0.00	0.00	0.981	
46	MC	10215	12840	-0.05	1.33	0.248	0.04	0.05	0.818	0.00	0.28	0.597	
47	MC	10215	12840	0.06	3.30	0.069	0.18	1.44	0.229	0.00	0.70	0.403	
48	MC	10215	12840	0.03	0.84	0.359	-0.13	1.14	0.286	0.00	1.74	0.188	
49	MC	10215	12840	0.08	4.37	0.037	0.10	0.53	0.466	0.00	0.03	0.858	
50	MC	10215	12840	0.00	0.01	0.915	-0.29	4.86	0.028	0.00	5.01	0.025	
51	MC	10215	12840	0.12	12.74	0.000	-0.05	0.11	0.735	0.00	1.39	0.238	Uniform>
52	MC	10215	12840	-0.17	30.34	0.000	0.00	0.00	0.978	0.00	1.54	0.215	Uniform<
53	MC	10215	12840	0.08	6.24	0.013	0.21	2.35	0.125	0.00	0.99	0.319	
54	ER	10215	12840	0.37	172.35	0.000	0.09	0.74	0.391	0.00	7.61	0.006	NonUniform
55	ER	10215	12840	0.43	226.40	0.000	0.16	2.39	0.122	0.00	6.96	0.008	NonUniform

Note: MC= Multiple-choice Item, ER= Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.159: Logistic Regression DIF Results on Stage III Writing Items for the Hispanic/Non-Hispanic Comparison

Focal Group: Hispanic; Reference Group: Non-Hispanic													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
38	MC	20196	2871	0.01	0.10	0.752	0.16	0.58	0.445	0.00	0.51	0.474	
39	MC	20196	2871	-0.11	6.67	0.010	0.04	0.05	0.826	0.00	0.75	0.386	Uniform<
40	MC	20196	2871	-0.21	24.00	0.000	-0.10	0.25	0.614	0.00	0.39	0.533	Uniform<
41	MC	20196	2871	-0.14	11.26	0.001	-0.67	14.36	0.000	0.01	9.37	0.002	NonUniform
42	MC	20196	2871	0.02	0.30	0.581	-0.30	2.78	0.096	0.00	3.41	0.065	
43	MC	20196	2871	-0.05	1.56	0.211	-0.19	0.99	0.320	0.00	0.53	0.468	
44	MC	20196	2871	-0.10	4.15	0.042	-0.61	8.99	0.003	0.01	6.67	0.010	NonUniform
45	MC	20196	2871	0.09	2.64	0.104	-0.61	11.43	0.001	0.01	16.26	0.000	NonUniform
46	MC	20196	2871	-0.20	10.68	0.001	-0.73	11.18	0.001	0.01	6.39	0.011	Uniform<
47	MC	20196	2871	-0.03	0.46	0.496	-0.51	6.01	0.014	0.00	5.55	0.018	
48	MC	20196	2871	-0.20	22.42	0.000	-0.05	0.10	0.754	0.00	0.81	0.368	Uniform<
49	MC	20196	2871	0.28	26.61	0.000	-0.35	3.56	0.059	0.01	12.50	0.000	NonUniform
50	MC	20196	2871	0.14	9.72	0.002	-0.18	0.95	0.329	0.00	3.17	0.075	Uniform>
51	MC	20196	2871	0.03	0.39	0.532	-0.52	6.60	0.010	0.01	7.92	0.005	NonUniform
52	MC	20196	2871	-0.10	4.89	0.027	-0.56	7.75	0.005	0.00	5.40	0.020	
53	MC	20196	2871	0.07	2.12	0.145	-0.46	5.77	0.016	0.01	8.06	0.005	NonUniform
54	ER	20196	2871	0.13	10.09	0.001	0.42	8.04	0.005	0.00	4.12	0.043	Uniform>
55	ER	20196	2871	-0.10	5.02	0.025	0.10	0.43	0.513	0.00	1.84	0.175	

Note: MC= Multiple-choice Item, ER= Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.160: Logistic Regression DIF Results on Stage III Writing Items for the American Indian/ Non-American Indian Comparison

Focal Group: American Indian; Reference Group: Non-American Indian													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
38	MC	1748	21319	-0.14	6.78	0.009	-1.05	12.33	0.000	0.01	9.63	0.002	NonUniform
39	MC	1748	21319	0.09	2.88	0.090	-1.04	16.89	0.000	0.01	20.83	0.000	NonUniform
40	MC	1748	21319	0.03	0.40	0.529	-0.51	3.62	0.057	0.01	4.29	0.038	
41	MC	1748	21319	0.09	2.86	0.091	-0.28	1.20	0.273	0.00	2.20	0.138	
42	MC	1748	21319	0.03	0.39	0.532	-0.03	0.01	0.914	0.00	0.06	0.805	
43	MC	1748	21319	-0.09	2.53	0.112	-0.30	1.30	0.254	0.00	0.70	0.404	
44	MC	1748	21319	-0.03	0.27	0.604	0.12	0.19	0.660	0.00	0.32	0.574	
45	MC	1748	21319	-0.20	9.57	0.002	-0.18	0.47	0.493	0.00	0.00	0.961	Uniform<
46	MC	1748	21319	0.38	22.79	0.000	0.65	3.91	0.048	0.00	0.71	0.399	Uniform>
47	MC	1748	21319	0.01	0.01	0.906	-0.40	1.84	0.175	0.00	1.97	0.160	
48	MC	1748	21319	0.08	2.34	0.126	-0.15	0.42	0.515	0.00	1.03	0.309	
49	MC	1748	21319	-0.02	0.06	0.801	0.14	0.23	0.629	0.00	0.32	0.573	
50	MC	1748	21319	-0.09	2.47	0.116	-0.29	1.22	0.269	0.00	0.62	0.430	
51	MC	1748	21319	-0.05	0.66	0.417	-0.47	2.49	0.115	0.00	2.07	0.150	
52	MC	1748	21319	0.15	6.49	0.011	-0.07	0.05	0.817	0.00	0.60	0.440	
53	MC	1748	21319	-0.02	0.07	0.789	-0.24	0.80	0.370	0.00	0.74	0.390	
54	ER	1748	21319	-0.04	0.69	0.407	0.48	5.39	0.020	-0.01	6.86	0.009	NonUniform
55	ER	1748	21319	0.25	21.19	0.000	0.36	2.93	0.087	0.00	0.30	0.582	Uniform>

Note: MC= Multiple-choice Item, ER= Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.161: Logistic Regression DIF Results on Stage III Writing Items for the Special Education/ Non-Special Education Comparison

Focal Group: Special Education; Reference Group: Non-Special Education													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	p-value	β_2^{NUni}	Wald	p-value	
38	MC	2815	20252	-0.16	11.77	0.001	0.27	1.71	0.191	0.00	4.66	0.031	Uniform<
39	MC	2815	20252	-0.03	0.42	0.516	0.05	0.09	0.769	0.00	0.22	0.639	
40	MC	2815	20252	0.03	0.49	0.485	0.42	5.13	0.024	0.00	4.65	0.031	Uniform<
41	MC	2815	20252	0.02	0.27	0.601	0.01	0.00	0.978	0.00	0.01	0.920	
42	MC	2815	20252	-0.04	0.96	0.326	-0.07	0.15	0.695	0.00	0.03	0.872	Uniform<
43	MC	2815	20252	-0.02	0.18	0.671	0.02	0.01	0.924	0.00	0.04	0.842	
44	MC	2815	20252	-0.08	3.30	0.069	0.08	0.14	0.712	0.00	0.64	0.422	Uniform<
45	MC	2815	20252	-0.11	5.02	0.025	-0.26	1.76	0.185	0.00	0.62	0.430	
46	MC	2815	20252	0.00	0.00	0.964	0.01	0.00	0.960	0.00	0.00	0.951	Uniform<
47	MC	2815	20252	-0.02	0.17	0.677	-0.09	0.17	0.677	0.00	0.11	0.739	
48	MC	2815	20252	0.05	1.39	0.239	0.17	1.00	0.316	0.00	0.53	0.466	Uniform<
49	MC	2815	20252	-0.16	9.97	0.002	-0.62	9.28	0.002	0.01	5.46	0.019	
50	MC	2815	20252	-0.21	22.78	0.000	0.17	0.84	0.358	0.00	4.59	0.032	Uniform<
51	MC	2815	20252	-0.11	5.75	0.016	0.23	1.34	0.247	0.00	3.14	0.076	Uniform<
52	MC	2815	20252	-0.05	1.06	0.303	0.14	0.50	0.482	0.00	0.93	0.335	
53	MC	2815	20252	-0.17	13.91	0.000	-0.03	0.02	0.875	0.00	0.54	0.462	Uniform<
54	ER	2815	20252	-0.20	22.02	0.000	0.17	1.21	0.272	0.00	6.25	0.012	Uniform<
55	ER	2815	20252	-0.11	6.72	0.010	0.24	2.29	0.130	0.00	5.39	0.020	Uniform<

Note: MC= Multiple-choice Item, ER= Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.162: Logistic Regression DIF Results on Stage III Writing Items for the Spanish/Non-Spanish Comparison

Focal Group: Spanish; Reference Group: Non-Spanish													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	p-value	β_2^{NUni}	Wald	p-value	
38	MC	15097	7970	0.13	19.34	0.000	0.07	0.22	0.640	0.00	0.20	0.654	Uniform>
39	MC	15097	7970	0.02	0.37	0.545	0.20	2.47	0.116	0.00	2.17	0.141	
40	MC	15097	7970	-0.03	0.80	0.371	0.06	0.19	0.659	0.00	0.42	0.515	NonUniform
41	MC	15097	7970	0.00	0.01	0.921	-0.51	15.68	0.000	0.00	16.32	0.000	
42	MC	15097	7970	0.05	2.53	0.111	0.01	0.01	0.941	0.00	0.09	0.768	NonUniform
43	MC	15097	7970	0.04	2.02	0.156	-0.09	0.45	0.503	0.00	1.01	0.314	
44	MC	15097	7970	-0.03	0.65	0.421	-0.26	2.92	0.088	0.00	2.46	0.117	NonUniform
45	MC	15097	7970	0.03	0.53	0.466	-0.35	6.68	0.010	0.00	8.32	0.004	
46	MC	15097	7970	-0.04	1.15	0.283	-0.37	5.11	0.024	0.00	4.23	0.040	Uniform<
47	MC	15097	7970	0.08	6.31	0.012	0.06	0.14	0.710	0.00	0.03	0.866	
48	MC	15097	7970	-0.08	7.82	0.005	-0.06	0.21	0.648	0.00	0.05	0.825	Uniform<
49	MC	15097	7970	0.11	7.57	0.006	-0.03	0.03	0.856	0.00	0.92	0.336	Uniform>
50	MC	15097	7970	0.12	14.84	0.000	-0.12	0.77	0.379	0.00	3.34	0.068	Uniform>
51	MC	15097	7970	0.04	1.09	0.297	-0.31	4.30	0.038	0.00	5.68	0.017	Uniform<
52	MC	15097	7970	-0.10	8.83	0.003	-0.39	7.12	0.008	0.00	4.25	0.039	
53	MC	15097	7970	-0.06	3.50	0.061	-0.19	1.85	0.174	0.00	0.91	0.341	NonUniform
54	ER	15097	7970	0.10	12.36	0.000	0.38	12.93	0.000	0.00	7.54	0.006	
55	ER	15097	7970	-0.02	0.37	0.542	0.29	7.40	0.007	0.00	9.06	0.003	NonUniform

Note: MC= Multiple-choice Item, ER= Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.163: Logistic Regression DIF Results on Stage III Writing Items for the Spanish/English Comparison

Focal Group: Spanish; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF			Flag			
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUUni}	Wald χ^2	p-value				
38	MC	15097	3836	0.26	41.71	0.000	0.90	16.56	0.000	-0.01	8.73	0.003	NonUniform
39	MC	15097	3836	0.07	3.83	0.050	0.61	11.36	0.001	-0.01	9.22	0.002	NonUniform
40	MC	15097	3836	0.09	5.44	0.020	0.56	7.96	0.005	0.00	5.83	0.016	
41	MC	15097	3836	0.08	4.00	0.045	-0.20	1.16	0.281	0.00	2.32	0.128	
42	MC	15097	3836	0.11	8.87	0.003	0.52	7.60	0.006	0.00	4.85	0.028	Uniform>
43	MC	15097	3836	0.14	13.54	0.000	0.45	5.25	0.022	0.00	2.56	0.110	Uniform>
44	MC	15097	3836	0.02	0.20	0.654	0.25	1.30	0.255	0.00	1.15	0.284	
45	MC	15097	3836	0.06	1.33	0.248	-0.09	0.20	0.658	0.00	0.54	0.461	
46	MC	15097	3836	-0.10	3.04	0.081	0.03	0.02	0.891	0.00	0.29	0.588	
47	MC	15097	3836	0.06	2.30	0.129	0.44	4.18	0.041	0.00	3.18	0.075	
48	MC	15097	3836	-0.01	0.11	0.735	0.17	0.98	0.321	0.00	1.19	0.275	
49	MC	15097	3836	0.10	3.84	0.050	0.22	1.06	0.304	0.00	0.33	0.564	
50	MC	15097	3836	0.15	13.13	0.000	0.35	3.24	0.072	0.00	1.15	0.284	Uniform>
51	MC	15097	3836	0.07	2.71	0.100	0.19	0.76	0.384	0.00	0.29	0.591	
52	MC	15097	3836	-0.14	11.31	0.001	0.07	0.11	0.739	0.00	1.06	0.302	Uniform<
53	MC	15097	3836	-0.09	4.57	0.033	-0.02	0.01	0.927	0.00	0.13	0.714	
54	ER	15097	3836	0.01	0.07	0.791	-0.13	0.69	0.406	0.00	0.85	0.356	
55	ER	15097	3836	-0.10	6.72	0.010	-0.22	1.94	0.164	0.00	0.61	0.436	Uniform<

Note: MC= Multiple-choice Item, ER= Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.164: Logistic Regression DIF Results on Stage III Writing Items for the Non-Spanish/English Comparison

Focal Group: Non-Spanish; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF			Flag			
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUUni}	Wald χ^2	p-value				
38	MC	4134	3836	0.24	22.68	0.000	1.31	27.47	0.000	-0.01	19.23	0.000	NonUniform
39	MC	4134	3836	0.11	5.91	0.015	0.65	9.96	0.002	-0.01	7.15	0.008	NonUniform
40	MC	4134	3836	0.24	23.06	0.000	0.79	11.88	0.001	-0.01	6.10	0.014	Uniform>
41	MC	4134	3836	0.14	8.46	0.004	0.49	5.42	0.020	0.00	2.94	0.086	Uniform>
42	MC	4134	3836	0.13	7.15	0.008	0.81	14.14	0.000	-0.01	10.55	0.001	NonUniform
43	MC	4134	3836	0.19	15.51	0.000	0.86	14.59	0.000	-0.01	9.23	0.002	NonUniform
44	MC	4134	3836	0.08	2.28	0.131	0.81	10.86	0.001	-0.01	9.22	0.002	NonUniform
45	MC	4134	3836	0.03	0.22	0.639	0.40	3.08	0.079	0.00	2.86	0.091	
46	MC	4134	3836	-0.12	3.07	0.080	0.64	5.42	0.020	-0.01	8.07	0.004	NonUniform
47	MC	4134	3836	-0.04	0.54	0.461	0.65	6.71	0.010	-0.01	7.90	0.005	NonUniform
48	MC	4134	3836	0.14	8.16	0.004	0.35	3.00	0.083	0.00	1.17	0.279	Uniform>
49	MC	4134	3836	-0.02	0.14	0.705	0.38	2.53	0.111	0.00	3.07	0.080	
50	MC	4134	3836	0.04	0.60	0.437	0.74	11.50	0.001	-0.01	10.90	0.001	NonUniform
51	MC	4134	3836	0.06	1.05	0.306	0.78	10.49	0.001	-0.01	9.53	0.002	NonUniform
52	MC	4134	3836	-0.10	3.45	0.063	0.75	10.05	0.002	-0.01	13.45	0.000	NonUniform
53	MC	4134	3836	-0.06	1.43	0.232	0.29	1.59	0.208	0.00	2.48	0.115	
54	ER	4134	3836	-0.15	10.45	0.001	-0.76	17.91	0.000	0.01	12.34	0.000	NonUniform
55	ER	4134	3836	-0.13	7.01	0.008	-0.71	15.42	0.000	0.01	11.22	0.001	NonUniform

Note: MC= Multiple-choice Item, ER= Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.165: Logistic Regression DIF Results on Stage III Writing Items for the American Indian Language/English Comparison

Focal Group: American Indian Language; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUmi}	Wald χ^2	p-value	β_2^{NUmi}	Wald χ^2	p-value	
38	MC	204	3836	0.28	3.06	0.080	-0.34	0.15	0.701	0.01	0.51	0.476	Uniform>
39	MC	204	3836	0.46	9.00	0.003	-0.22	0.10	0.758	0.01	0.92	0.337	
40	MC	204	3836	0.13	0.70	0.402	-0.26	0.11	0.744	0.00	0.25	0.617	
41	MC	204	3836	0.19	1.56	0.211	0.11	0.03	0.872	0.00	0.01	0.915	
42	MC	204	3836	0.23	2.22	0.136	0.58	0.66	0.417	0.00	0.25	0.617	
43	MC	204	3836	0.11	0.49	0.485	-0.13	0.03	0.874	0.00	0.09	0.761	
44	MC	204	3836	0.01	0.00	0.973	-0.49	0.30	0.583	0.01	0.32	0.572	
45	MC	204	3836	-0.40	5.29	0.021	0.16	0.05	0.824	-0.01	0.63	0.427	
46	MC	204	3836	0.28	1.51	0.220	1.77	4.19	0.041	-0.02	3.27	0.071	
47	MC	204	3836	0.18	1.11	0.292	0.83	1.06	0.303	-0.01	0.68	0.410	
48	MC	204	3836	0.40	6.46	0.011	-0.89	1.42	0.233	0.01	3.09	0.079	
49	MC	204	3836	-0.35	3.62	0.057	0.16	0.04	0.833	-0.01	0.48	0.490	
50	MC	204	3836	-0.23	2.12	0.145	-0.68	0.73	0.393	0.00	0.33	0.563	
51	MC	204	3836	-0.18	1.08	0.300	-0.15	0.03	0.855	0.00	0.00	0.975	
52	MC	204	3836	0.07	0.15	0.697	-1.17	1.59	0.207	0.01	1.84	0.175	
53	MC	204	3836	-0.28	2.89	0.089	0.08	0.01	0.915	0.00	0.23	0.631	
54	ER	204	3836	0.37	5.89	0.015	0.03	0.00	0.958	0.00	0.33	0.568	
55	ER	204	3836	0.45	8.40	0.004	1.12	3.42	0.064	-0.01	1.32	0.250	Uniform>

Note: MC= Multiple-choice Item, ER= Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.166: Logistic Regression DIF Results on Stage III Writing Items for the FRL/Non-FRL Comparison

Focal Group: FRL; Reference Group: Non-FRL													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUmi}	Wald χ^2	p-value	β_2^{NUmi}	Wald χ^2	p-value	
38	MC	19713	3174	-0.11	7.12	0.008	-0.18	0.81	0.367	0.00	0.12	0.734	Uniform<
39	MC	19713	3174	-0.04	1.12	0.290	-0.24	2.14	0.144	0.00	1.54	0.214	
40	MC	19713	3174	-0.13	9.92	0.002	-0.36	3.98	0.046	0.00	1.70	0.192	Uniform<
41	MC	19713	3174	0.00	0.00	0.966	-0.39	5.03	0.025	0.00	5.25	0.022	
42	MC	19713	3174	-0.03	0.44	0.508	-0.29	2.88	0.090	0.00	2.50	0.114	
43	MC	19713	3174	0.02	0.14	0.712	-0.49	7.54	0.006	0.00	8.45	0.004	NonUniform
44	MC	19713	3174	0.09	3.44	0.064	-0.42	4.40	0.036	0.01	6.76	0.009	NonUniform
45	MC	19713	3174	-0.01	0.02	0.888	-0.44	5.85	0.016	0.00	6.16	0.013	
46	MC	19713	3174	0.19	11.16	0.001	0.28	1.60	0.206	0.00	0.20	0.654	Uniform>
47	MC	19713	3174	-0.13	8.38	0.004	-0.08	0.15	0.697	0.00	0.07	0.797	Uniform<
48	MC	19713	3174	-0.17	16.73	0.000	-0.26	2.61	0.106	0.00	0.37	0.541	Uniform<
49	MC	19713	3174	0.00	0.01	0.939	-0.32	2.82	0.093	0.00	3.16	0.075	
50	MC	19713	3174	0.07	2.53	0.112	0.12	0.45	0.503	0.00	0.09	0.760	
51	MC	19713	3174	0.07	2.03	0.154	0.04	0.04	0.837	0.00	0.02	0.894	
52	MC	19713	3174	0.22	24.82	0.000	-0.01	0.00	0.973	0.00	1.36	0.244	Uniform>
53	MC	19713	3174	0.20	21.21	0.000	-0.32	3.07	0.080	0.01	8.57	0.003	NonUniform
54	ER	19713	3174	-0.06	1.97	0.161	0.19	1.75	0.186	0.00	3.20	0.074	
55	ER	19713	3174	0.01	0.09	0.769	0.43	8.91	0.003	0.00	9.22	0.002	NonUniform

Note: MC= Multiple-choice Item, ER= Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.167: Logistic Regression DIF Results on Stage III Listening Items for the Female/Male Comparison

Focal Group: Female; Reference Group: Male													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
1	MC	10215	12840	-0.07	4.66	0.031	0.00	0.00	0.986	0.00	0.37	0.542	
2	MC	10215	12840	-0.26	71.30	0.000	-0.19	2.35	0.126	0.00	0.45	0.504	Uniform<
3	MC	10215	12840	-0.17	35.09	0.000	-0.26	4.58	0.032	0.00	0.58	0.448	Uniform<
4	MC	10215	12840	-0.09	9.30	0.002	0.17	2.03	0.154	0.00	5.10	0.024	Uniform<
5	MC	10215	12840	0.10	7.03	0.008	0.18	1.62	0.204	0.00	0.31	0.577	Uniform>
6	MC	10215	12840	-0.16	28.81	0.000	-0.06	0.17	0.683	0.00	0.57	0.449	Uniform<
7	MC	10215	12840	-0.15	24.12	0.000	0.18	2.26	0.133	0.00	7.79	0.005	NonUniform
8	MC	10215	12840	-0.13	20.23	0.000	-0.13	1.17	0.280	0.00	0.00	0.964	Uniform<
9	MC	10215	12840	-0.07	5.35	0.021	0.12	1.18	0.278	0.00	2.99	0.084	
10	MC	10215	12840	-0.27	78.84	0.000	-0.08	0.36	0.546	0.00	1.86	0.172	Uniform<
11	MC	10215	12840	0.11	13.75	0.000	0.37	9.09	0.003	0.00	4.83	0.028	Uniform>
12	MC	10215	12840	-0.03	0.86	0.354	0.03	0.05	0.823	0.00	0.23	0.635	
13	MC	10215	12840	-0.14	20.78	0.000	-0.23	2.84	0.092	0.00	0.48	0.489	Uniform<
14	MC	10215	12840	-0.08	7.30	0.007	-0.11	0.87	0.352	0.00	0.10	0.757	Uniform<

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.168: Logistic Regression DIF Results on Stage III Listening Items for the Hispanic/Non-Hispanic Comparison

Focal Group: Hispanic; Reference Group: Non-Hispanic													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
1	MC	20196	2871	0.05	1.29	0.257	-0.11	0.40	0.528	0.00	0.99	0.319	
2	MC	20196	2871	-0.35	50.44	0.000	-0.12	0.49	0.482	0.00	1.92	0.166	Uniform<
3	MC	20196	2871	0.14	10.18	0.001	-0.20	1.34	0.246	0.00	4.14	0.042	Uniform>
4	MC	20196	2871	0.01	0.05	0.829	-0.07	0.18	0.675	0.00	0.25	0.620	
5	MC	20196	2871	0.07	1.59	0.208	0.57	8.35	0.004	-0.01	6.91	0.009	NonUniform
6	MC	20196	2871	-0.39	81.93	0.000	0.08	0.16	0.686	0.00	6.10	0.014	Uniform<
7	MC	20196	2871	-0.05	1.10	0.295	-0.36	4.37	0.037	0.00	3.53	0.060	
8	MC	20196	2871	-0.02	0.31	0.578	-0.15	0.71	0.399	0.00	0.53	0.466	
9	MC	20196	2871	-0.04	0.87	0.351	0.09	0.33	0.563	0.00	0.75	0.388	
10	MC	20196	2871	-0.10	4.58	0.032	-0.23	1.40	0.236	0.00	0.49	0.483	
11	MC	20196	2871	0.00	0.00	0.976	-0.13	0.57	0.452	0.00	0.59	0.442	
12	MC	20196	2871	-0.01	0.02	0.893	-0.21	1.58	0.209	0.00	1.62	0.204	
13	MC	20196	2871	-0.03	0.32	0.569	-0.33	3.14	0.076	0.00	2.84	0.092	
14	MC	20196	2871	-0.02	0.34	0.558	-0.30	3.17	0.075	0.00	2.84	0.092	

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.169: Logistic Regression DIF Results on Stage III Listening Items for the American Indian/ Non-American Indian Comparison

Focal Group: American Indian; Reference Group: Non-American Indian													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUmi}	Wald χ^2	p-value	β_2^{NUmi}	Wald χ^2	p-value	
1	MC	1748	21319	0.04	0.46	0.498	-0.38	2.34	0.126	0.00	3.03	0.082	
2	MC	1748	21319	0.12	4.08	0.043	-0.44	3.03	0.082	0.01	5.18	0.023	
3	MC	1748	21319	-0.01	0.01	0.914	-0.21	0.72	0.397	0.00	0.71	0.398	
4	MC	1748	21319	0.03	0.32	0.572	-0.24	1.00	0.317	0.00	1.35	0.245	
5	MC	1748	21319	0.20	6.76	0.009	-0.09	0.10	0.752	0.00	1.02	0.313	Uniform>
6	MC	1748	21319	0.25	21.94	0.000	-0.41	2.37	0.124	0.01	6.50	0.011	Uniform>
7	MC	1748	21319	-0.02	0.09	0.767	-0.59	5.53	0.019	0.01	5.48	0.019	
8	MC	1748	21319	-0.11	4.57	0.032	0.45	3.84	0.050	-0.01	6.29	0.012	
9	MC	1748	21319	0.22	14.68	0.000	0.39	2.79	0.095	0.00	0.58	0.447	Uniform>
10	MC	1748	21319	0.10	3.24	0.072	0.32	1.51	0.220	0.00	0.74	0.391	
11	MC	1748	21319	0.09	2.73	0.098	-0.29	1.42	0.233	0.00	2.54	0.111	
12	MC	1748	21319	-0.22	15.06	0.000	-0.36	2.24	0.134	0.00	0.37	0.542	Uniform<
13	MC	1748	21319	-0.12	4.67	0.031	0.17	0.43	0.510	0.00	1.33	0.249	
14	MC	1748	21319	-0.13	6.53	0.011	0.24	1.07	0.301	0.00	2.74	0.098	

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.170: Logistic Regression DIF Results on Stage III Listening Items for the Special Education/ Non-Special Education Comparison

Focal Group: Special Education; Reference Group: Non-Special Education													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUmi}	Wald χ^2	p-value	β_2^{NUmi}	Wald χ^2	p-value	
1	MC	2815	20252	-0.16	11.71	0.001	-0.11	0.44	0.505	0.00	0.06	0.802	Uniform<
2	MC	2815	20252	0.26	31.35	0.000	0.24	1.81	0.178	0.00	0.02	0.892	Uniform>
3	MC	2815	20252	-0.08	3.75	0.053	0.20	1.34	0.247	0.00	2.89	0.089	
4	MC	2815	20252	0.07	2.21	0.137	0.31	3.35	0.067	0.00	2.24	0.135	
5	MC	2815	20252	0.05	0.76	0.383	-0.02	0.01	0.921	0.00	0.12	0.734	
6	MC	2815	20252	0.07	1.87	0.172	-0.14	0.48	0.490	0.00	1.10	0.295	
7	MC	2815	20252	0.09	4.00	0.046	0.42	5.91	0.015	0.00	3.94	0.047	
8	MC	2815	20252	-0.03	0.51	0.475	-0.31	3.04	0.081	0.00	2.62	0.105	
9	MC	2815	20252	0.12	7.39	0.007	0.04	0.06	0.801	0.00	0.23	0.633	Uniform>
10	MC	2815	20252	0.07	2.14	0.143	0.23	1.43	0.233	0.00	0.76	0.382	
11	MC	2815	20252	-0.07	2.57	0.109	-0.29	2.62	0.105	0.00	1.60	0.206	
12	MC	2815	20252	0.10	4.52	0.034	-0.05	0.08	0.776	0.00	0.74	0.390	
13	MC	2815	20252	0.12	6.96	0.008	0.35	3.63	0.057	0.00	1.72	0.190	Uniform>
14	MC	2815	20252	0.12	7.46	0.006	0.20	1.42	0.234	0.00	0.27	0.604	Uniform>

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.171: Logistic Regression DIF Results on Stage III Listening Items for the Spanish/Non-Spanish Comparison

Focal Group: Spanish; Reference Group: Non-Spanish													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
1	MC	15097	7970	0.03	1.01	0.314	-0.01	0.00	0.952	0.00	0.12	0.729	
2	MC	15097	7970	-0.26	61.62	0.000	-0.01	0.01	0.928	0.00	4.32	0.038	Uniform<
3	MC	15097	7970	0.03	0.67	0.412	-0.21	2.87	0.090	0.00	3.82	0.051	
4	MC	15097	7970	-0.07	4.96	0.026	-0.11	0.87	0.351	0.00	0.14	0.710	
5	MC	15097	7970	0.03	0.64	0.423	0.35	6.08	0.014	0.00	5.44	0.020	
6	MC	15097	7970	-0.22	50.24	0.000	-0.23	2.64	0.104	0.00	0.00	0.945	Uniform<
7	MC	15097	7970	-0.03	0.65	0.422	-0.21	2.87	0.090	0.00	2.38	0.123	
8	MC	15097	7970	-0.01	0.19	0.659	-0.15	1.52	0.217	0.00	1.35	0.245	
9	MC	15097	7970	-0.02	0.36	0.551	0.23	4.00	0.046	0.00	4.97	0.026	
10	MC	15097	7970	-0.03	0.86	0.354	-0.18	1.71	0.191	0.00	1.28	0.259	
11	MC	15097	7970	-0.01	0.09	0.759	-0.04	0.08	0.775	0.00	0.05	0.828	
12	MC	15097	7970	-0.01	0.03	0.859	-0.12	0.92	0.339	0.00	0.89	0.345	
13	MC	15097	7970	-0.03	0.81	0.368	-0.14	1.02	0.314	0.00	0.68	0.410	
14	MC	15097	7970	-0.08	6.70	0.010	-0.12	0.94	0.333	0.00	0.13	0.720	Uniform<

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.172: Logistic Regression DIF Results on Stage III Listening Items for the Spanish/English Comparison

Focal Group: Spanish; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
1	MC	15097	3836	0.06	1.97	0.160	-0.02	0.01	0.920	0.00	0.20	0.654	
2	MC	15097	3836	-0.30	45.54	0.000	-0.19	1.04	0.307	0.00	0.35	0.552	Uniform<
3	MC	15097	3836	0.03	0.69	0.405	0.04	0.06	0.814	0.00	0.00	0.957	
4	MC	15097	3836	-0.05	1.47	0.226	-0.12	0.47	0.494	0.00	0.17	0.677	
5	MC	15097	3836	-0.01	0.02	0.892	0.00	0.00	0.989	0.00	0.00	0.961	
6	MC	15097	3836	-0.20	24.96	0.000	0.06	0.10	0.750	0.00	1.81	0.179	Uniform<
7	MC	15097	3836	0.03	0.57	0.450	0.05	0.09	0.764	0.00	0.02	0.893	
8	MC	15097	3836	0.03	0.65	0.421	0.16	0.79	0.373	0.00	0.54	0.461	
9	MC	15097	3836	-0.05	1.73	0.189	0.04	0.05	0.832	0.00	0.28	0.595	
10	MC	15097	3836	-0.03	0.64	0.423	-0.33	2.91	0.088	0.00	2.47	0.116	
11	MC	15097	3836	0.01	0.09	0.758	-0.01	0.00	0.956	0.00	0.02	0.900	
12	MC	15097	3836	0.08	3.19	0.074	-0.05	0.07	0.794	0.00	0.48	0.487	
13	MC	15097	3836	0.00	0.00	0.987	0.09	0.23	0.629	0.00	0.24	0.624	
14	MC	15097	3836	-0.01	0.13	0.716	0.06	0.12	0.725	0.00	0.19	0.660	

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.173: Logistic Regression DIF Results on Stage III Listening Items for the Non-Spanish/English Comparison

Focal Group: Non-Spanish; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUUni}	Wald χ^2	p-value	β_2^{NUUni}	Wald χ^2	p-value	
1	MC	4134	3836	0.05	0.90	0.343	-0.03	0.02	0.895	0.00	0.16	0.690	
2	MC	4134	3836	-0.06	1.10	0.294	-0.26	1.57	0.211	0.00	1.02	0.312	
3	MC	4134	3836	0.00	0.01	0.940	0.40	3.85	0.050	0.00	4.01	0.045	
4	MC	4134	3836	0.04	0.53	0.467	-0.02	0.01	0.922	0.00	0.09	0.770	
5	MC	4134	3836	-0.04	0.45	0.501	-0.52	4.61	0.032	0.01	4.18	0.041	
6	MC	4134	3836	0.04	0.60	0.437	0.47	4.35	0.037	0.00	3.86	0.049	
7	MC	4134	3836	0.10	3.73	0.053	0.40	3.81	0.051	0.00	2.31	0.129	
8	MC	4134	3836	0.08	2.73	0.098	0.49	5.78	0.016	0.00	4.30	0.038	
9	MC	4134	3836	-0.05	1.09	0.296	-0.30	2.34	0.126	0.00	1.71	0.191	
10	MC	4134	3836	-0.01	0.04	0.838	-0.25	1.19	0.276	0.00	1.15	0.284	
11	MC	4134	3836	0.04	0.70	0.404	0.04	0.03	0.864	0.00	0.00	0.976	
12	MC	4134	3836	0.15	8.29	0.004	0.08	0.15	0.701	0.00	0.14	0.708	Uniform>
13	MC	4134	3836	0.05	1.06	0.303	0.37	2.79	0.095	0.00	2.18	0.140	
14	MC	4134	3836	0.12	6.32	0.012	0.27	1.82	0.178	0.00	0.60	0.440	

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.174: Logistic Regression DIF Results on Stage III Listening Items for the American Indian Language/English Comparison

Focal Group: American Indian Language; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUUni}	Wald χ^2	p-value	β_2^{NUUni}	Wald χ^2	p-value	
1	MC	204	3836	0.10	0.33	0.564	-0.30	0.18	0.675	0.00	0.33	0.565	
2	MC	204	3836	0.23	1.50	0.221	-0.37	0.24	0.625	0.01	0.65	0.419	
3	MC	204	3836	-0.14	0.84	0.361	-0.25	0.12	0.724	0.00	0.02	0.875	
4	MC	204	3836	-0.04	0.07	0.797	-0.42	0.36	0.549	0.00	0.31	0.580	
5	MC	204	3836	0.03	0.02	0.884	0.97	1.52	0.217	-0.01	1.58	0.209	
6	MC	204	3836	0.35	5.26	0.022	-0.21	0.08	0.784	0.01	0.57	0.451	
7	MC	204	3836	0.05	0.09	0.763	0.79	1.37	0.242	-0.01	1.29	0.257	
8	MC	204	3836	-0.18	1.47	0.225	0.94	2.07	0.151	-0.01	3.09	0.079	
9	MC	204	3836	0.24	2.04	0.153	1.16	2.97	0.085	-0.01	2.04	0.153	
10	MC	204	3836	0.04	0.07	0.791	1.26	3.48	0.062	-0.01	3.44	0.064	
11	MC	204	3836	-0.25	2.67	0.102	0.35	0.27	0.603	-0.01	0.84	0.360	
12	MC	204	3836	-0.31	3.76	0.053	-1.05	2.10	0.147	0.01	1.11	0.293	
13	MC	204	3836	-0.01	0.00	0.960	0.42	0.33	0.564	0.00	0.36	0.547	
14	MC	204	3836	0.10	0.43	0.513	1.20	3.59	0.058	-0.01	3.21	0.073	

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.175: Logistic Regression DIF Results on Stage III Listening Items for the FRL/Non-FRL Comparison

Focal Group: FRL; Reference Group: Non-FRL													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
1	MC	19713	3174	-0.01	0.01	0.903	0.13	0.66	0.416	0.00	0.78	0.378	
2	MC	19713	3174	0.29	45.18	0.000	0.21	1.67	0.197	0.00	0.26	0.609	Uniform>
3	MC	19713	3174	0.05	1.49	0.222	-0.19	1.22	0.269	0.00	2.13	0.144	
4	MC	19713	3174	0.12	8.63	0.003	0.06	0.13	0.714	0.00	0.17	0.681	Uniform>
5	MC	19713	3174	0.03	0.22	0.642	-0.20	1.15	0.283	0.00	1.61	0.204	
6	MC	19713	3174	-0.14	10.35	0.001	-0.26	1.98	0.159	0.00	0.49	0.485	Uniform<
7	MC	19713	3174	0.01	0.10	0.747	-0.25	2.32	0.128	0.00	2.77	0.096	
8	MC	19713	3174	-0.08	3.52	0.061	-0.41	6.29	0.012	0.00	4.44	0.035	
9	MC	19713	3174	0.07	2.71	0.100	0.68	17.89	0.000	-0.01	15.47	0.000	NonUniform
10	MC	19713	3174	-0.14	10.24	0.001	0.78	14.66	0.000	-0.01	21.41	0.000	NonUniform
11	MC	19713	3174	0.02	0.27	0.602	0.06	0.13	0.724	0.00	0.05	0.816	
12	MC	19713	3174	-0.15	10.50	0.001	0.07	0.18	0.670	0.00	1.81	0.178	Uniform<
13	MC	19713	3174	-0.07	2.41	0.121	0.10	0.29	0.587	0.00	0.86	0.354	
14	MC	19713	3174	-0.03	0.65	0.421	-0.10	0.35	0.553	0.00	0.17	0.683	

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.176: Logistic Regression DIF Results on Stage III Speaking Items for the Female/Male Comparison

Focal Group: Female; Reference Group: Male													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
59	SA4	10215	12840	0.12	19.65	0.000	-0.54	22.97	0.000	0.01	35.77	0.000	NonUniform
60	SA4	10215	12840	-0.16	9.53	0.002	-0.77	21.43	0.000	0.01	14.37	0.000	NonUniform
61	SA4	10215	12840	-0.16	25.52	0.000	-0.40	10.55	0.001	0.00	4.10	0.043	Uniform<
62	SA4	10215	12840	-0.07	4.29	0.038	-0.58	20.68	0.000	0.01	16.99	0.000	NonUniform
63	SA4	10215	12840	-0.19	31.49	0.000	-0.45	13.06	0.000	0.00	4.83	0.028	Uniform<
64	SA4	10215	12840	-0.20	50.76	0.000	-0.51	21.82	0.000	0.00	8.76	0.003	NonUniform
65	SA4	10215	12840	0.03	0.86	0.355	-0.26	5.88	0.015	0.00	7.53	0.006	NonUniform
66	SA4	10215	12840	-0.27	91.52	0.000	-0.60	27.18	0.000	0.00	8.52	0.004	NonUniform

Note: SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.177: Logistic Regression DIF Results on Stage III Speaking Items for the Hispanic/Non-Hispanic Comparison

Focal Group: Hispanic; Reference Group: Non-Hispanic													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
59	SA4	20196	2871	0.14	12.37	0.000	0.08	0.28	0.597	0.00	0.14	0.706	Uniform>
60	SA4	20196	2871	0.04	0.23	0.631	0.44	3.79	0.052	-0.01	3.43	0.064	
61	SA4	20196	2871	0.27	36.14	0.000	0.43	6.58	0.010	0.00	0.93	0.334	Uniform>
62	SA4	20196	2871	0.43	75.29	0.000	0.29	2.83	0.092	0.00	0.78	0.378	Uniform>
63	SA4	20196	2871	0.31	41.59	0.000	0.50	8.12	0.004	0.00	1.24	0.266	Uniform>
64	SA4	20196	2871	0.42	105.67	0.000	0.25	2.67	0.102	0.00	1.38	0.240	Uniform>
65	SA4	20196	2871	0.31	60.14	0.000	0.43	8.26	0.004	0.00	0.67	0.415	Uniform>
66	SA4	20196	2871	0.07	2.40	0.121	0.19	1.44	0.231	0.00	0.65	0.420	

Note: SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.178: Logistic Regression DIF Results on Stage III Speaking Items for the American Indian/ Non-American Indian Comparison

Focal Group: American Indian; Reference Group: Non-American Indian													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
59	SA4	1748	21319	-0.13	6.55	0.010	-0.35	2.48	0.115	0.00	1.06	0.303	
60	SA4	1748	21319	0.19	2.92	0.087	0.81	4.70	0.030	-0.01	3.09	0.079	
61	SA4	1748	21319	0.00	0.01	0.932	0.15	0.36	0.551	0.00	0.35	0.554	
62	SA4	1748	21319	-0.22	11.89	0.001	0.25	0.96	0.327	-0.01	3.66	0.056	Uniform<
63	SA4	1748	21319	0.16	6.54	0.011	1.00	15.99	0.000	-0.01	11.96	0.001	NonUniform
64	SA4	1748	21319	-0.16	9.31	0.002	-0.11	0.25	0.618	0.00	0.05	0.819	Uniform<
65	SA4	1748	21319	-0.22	19.58	0.000	0.20	0.93	0.335	0.00	4.32	0.038	Uniform<
66	SA4	1748	21319	0.23	17.53	0.000	0.93	15.51	0.000	-0.01	9.35	0.002	NonUniform

Note: SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.179: Logistic Regression DIF Results on Stage III Speaking Items for the Special Education/ Non-Special Education Comparison

Focal Group: Special Education; Reference Group: Non-Special Education													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
59	SA4	2815	20252	0.02	0.15	0.702	0.74	22.30	0.000	-0.01	22.96	0.000	NonUniform
60	SA4	2815	20252	0.72	75.34	0.000	1.93	46.00	0.000	-0.02	20.67	0.000	NonUniform
61	SA4	2815	20252	0.24	29.41	0.000	0.78	20.48	0.000	-0.01	10.58	0.001	NonUniform
62	SA4	2815	20252	0.15	10.16	0.001	1.15	41.64	0.000	-0.01	34.35	0.000	NonUniform
63	SA4	2815	20252	0.52	113.68	0.000	1.42	62.33	0.000	-0.01	27.25	0.000	NonUniform
64	SA4	2815	20252	0.19	20.42	0.000	0.86	30.14	0.000	-0.01	20.03	0.000	NonUniform
65	SA4	2815	20252	0.20	23.86	0.000	0.86	31.36	0.000	-0.01	20.03	0.000	NonUniform
66	SA4	2815	20252	-0.02	0.25	0.615	1.03	40.43	0.000	-0.01	45.81	0.000	NonUniform

Note: SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.180: Logistic Regression DIF Results on Stage III Speaking Items for the Spanish/Non-Spanish Comparison

Focal Group: Spanish; Reference Group: Non-Spanish													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
59	SA4	15097	7970	-0.08	7.61	0.006	-0.01	0.00	0.951	0.00	0.39	0.530	Uniform<
60	SA4	15097	7970	0.07	1.72	0.190	0.85	25.33	0.000	-0.01	22.81	0.000	NonUniform
61	SA4	15097	7970	0.00	0.01	0.928	0.27	4.92	0.027	0.00	5.36	0.021	
62	SA4	15097	7970	0.12	12.01	0.001	0.10	0.60	0.438	0.00	0.04	0.845	Uniform>
63	SA4	15097	7970	0.00	0.00	0.952	-0.15	1.41	0.236	0.00	1.46	0.227	
64	SA4	15097	7970	0.21	54.44	0.000	0.12	1.10	0.295	0.00	0.80	0.372	Uniform>
65	SA4	15097	7970	0.07	6.60	0.010	0.17	2.46	0.117	0.00	0.85	0.355	
66	SA4	15097	7970	-0.11	13.83	0.000	0.28	5.96	0.015	0.00	12.25	0.000	NonUniform

Note: SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.181: Logistic Regression DIF Results on Stage III Speaking Items for the Spanish/English Comparison

Focal Group: Spanish; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
59	SA4	15097	3836	-0.16	19.04	0.000	-0.68	16.92	0.000	0.01	10.39	0.001	NonUniform
60	SA4	15097	3836	-0.23	7.57	0.006	-0.50	2.92	0.088	0.00	0.96	0.327	Uniform<
61	SA4	15097	3836	-0.15	11.63	0.001	-0.41	5.00	0.025	0.00	2.18	0.140	Uniform<
62	SA4	15097	3836	0.00	0.00	0.953	-0.91	21.73	0.000	0.01	23.16	0.000	NonUniform
63	SA4	15097	3836	-0.31	41.49	0.000	-1.53	63.82	0.000	0.01	43.73	0.000	NonUniform
64	SA4	15097	3836	0.15	16.47	0.000	-0.34	4.23	0.040	0.00	9.48	0.002	NonUniform
65	SA4	15097	3836	-0.06	2.57	0.109	-0.63	15.19	0.000	0.01	13.12	0.000	NonUniform
66	SA4	15097	3836	-0.34	73.00	0.000	-0.75	17.39	0.000	0.00	5.44	0.020	Uniform<

Note: SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.182: Logistic Regression DIF Results on Stage III Speaking Items for the Non-Spanish/English Comparison

Focal Group: Non-Spanish; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
59	SA4	4134	3836	-0.14	9.95	0.002	-0.90	23.60	0.000	0.01	17.74	0.000	NonUniform
60	SA4	4134	3836	-0.39	16.54	0.000	-1.65	27.24	0.000	0.02	17.78	0.000	NonUniform
61	SA4	4134	3836	-0.25	22.03	0.000	-0.97	21.30	0.000	0.01	12.48	0.000	NonUniform
62	SA4	4134	3836	-0.22	14.04	0.000	-1.39	40.80	0.000	0.01	31.14	0.000	NonUniform
63	SA4	4134	3836	-0.55	92.53	0.000	-1.93	80.22	0.000	0.02	44.29	0.000	NonUniform
64	SA4	4134	3836	-0.12	6.25	0.012	-0.67	13.41	0.000	0.01	9.81	0.002	NonUniform
65	SA4	4134	3836	-0.24	26.39	0.000	-1.16	40.31	0.000	0.01	27.08	0.000	NonUniform
66	SA4	4134	3836	-0.40	64.83	0.000	-1.32	43.78	0.000	0.01	22.98	0.000	NonUniform

Note: SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.183: Logistic Regression DIF Results on Stage III Speaking Items for the American Indian Language/English Comparison

Focal Group: American Indian Language; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
59	SA4	204	3836	-0.43	9.46	0.002	-0.47	0.56	0.454	0.00	0.00	0.948	Uniform<
60	SA4	204	3836	-0.42	2.31	0.128	-0.40	0.17	0.677	0.00	0.00	0.983	
61	SA4	204	3836	-0.40	6.17	0.013	-0.34	0.25	0.615	0.00	0.01	0.935	
62	SA4	204	3836	-0.64	15.42	0.000	-0.74	1.21	0.272	0.00	0.02	0.881	Uniform<
63	SA4	204	3836	-0.39	5.38	0.020	-0.67	0.97	0.326	0.00	0.18	0.675	
64	SA4	204	3836	-0.46	10.28	0.001	-0.41	0.46	0.496	0.00	0.01	0.943	Uniform<
65	SA4	204	3836	-0.55	15.61	0.000	-1.08	3.25	0.072	0.01	0.82	0.365	Uniform<
66	SA4	204	3836	-0.02	0.01	0.914	0.85	1.62	0.202	-0.01	1.80	0.180	

Note: SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.0005 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.184: Logistic Regression DIF Results on Stage III Speaking Items for the FRL/Non-FRL Comparison

Focal Group: FRL; Reference Group: Non-FRL													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
59	SA4	19713	3174	0.03	0.76	0.384	0.50	10.66	0.001	0.00	9.81	0.002	NonUniform
60	SA4	19713	3174	0.20	7.75	0.005	0.35	2.64	0.104	0.00	0.54	0.462	Uniform>
61	SA4	19713	3174	-0.04	6.87	0.351	0.06	0.14	0.704	0.00	0.43	0.514	
62	SA4	19713	3174	0.02	0.21	0.646	0.05	0.09	0.766	0.00	0.03	0.864	
63	SA4	19713	3174	0.29	40.82	0.000	0.26	2.37	0.124	0.00	0.04	0.834	Uniform>
64	SA4	19713	3174	0.14	12.83	0.000	-0.05	0.13	0.720	0.00	1.85	0.174	Uniform>
65	SA4	19713	3174	0.03	0.78	0.377	0.02	0.01	0.908	0.00	0.02	0.899	
66	SA4	19713	3174	0.19	21.69	0.000	0.27	3.16	0.076	0.00	0.32	0.569	Uniform>

Note: SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.0005 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.185: Logistic Regression DIF Results on Stage IV Reading Items for the Male/Female Comparison

Focal Group: Male; Reference Group: Female													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
15	MC	4335	6251	-0.01	0.10	0.753	-0.18	1.07	0.301	0.00	0.97	0.324	
16	MC	4335	6251	0.12	7.95	0.005	0.25	2.17	0.141	0.00	0.64	0.424	Uniform>
17	MC	4335	6251	0.05	0.61	0.434	-0.11	0.23	0.629	0.00	0.55	0.458	
18	MC	4335	6251	-0.14	5.43	0.020	0.16	0.63	0.429	0.00	2.37	0.124	
19	MC	4335	6251	0.25	8.56	0.003	0.74	5.84	0.016	-0.01	2.75	0.097	Uniform>
20	MC	4335	6251	0.03	0.56	0.454	0.03	0.03	0.867	0.00	0.00	0.997	
21	MC	4335	6251	0.01	0.04	0.851	0.27	1.92	0.166	0.00	1.90	0.169	
22	MC	4335	6251	0.18	18.54	0.000	-0.19	0.94	0.331	0.00	3.85	0.050	Uniform>
23	MC	4335	6251	0.26	30.87	0.000	0.12	0.37	0.543	0.00	0.52	0.470	Uniform>
24	MC	4335	6251	0.32	48.95	0.000	0.00	0.00	0.982	0.00	2.77	0.096	Uniform>
25	MC	4335	6251	0.33	59.97	0.000	0.14	0.57	0.451	0.00	1.09	0.297	Uniform>
26	MC	4335	6251	-0.02	0.11	0.746	0.77	12.31	0.000	-0.01	13.70	0.000	NonUniform
27	MC	4335	6251	0.06	1.99	0.158	0.43	5.60	0.018	0.00	4.39	0.036	
28	MC	4335	6251	0.04	0.86	0.353	0.44	6.13	0.013	0.00	5.39	0.020	
29	MC	4335	6251	-0.26	32.59	0.000	0.03	0.02	0.880	0.00	2.00	0.157	Uniform<
30	MC	4335	6251	-0.09	3.29	0.070	-0.01	0.00	0.947	0.00	0.11	0.739	
31	MC	4335	6251	-0.10	6.43	0.011	0.69	17.15	0.000	-0.01	24.10	0.000	NonUniform
32	MC	4335	6251	-0.31	50.78	0.000	0.38	3.90	0.048	-0.01	13.72	0.000	NonUniform
33	MC	4335	6251	-0.20	20.51	0.000	-0.24	1.30	0.254	0.00	0.03	0.858	Uniform<
34	MC	4335	6251	-0.04	0.68	0.408	0.03	0.03	0.857	0.00	0.14	0.705	
35	MC	4335	6251	-0.01	0.06	0.809	-0.53	6.28	0.012	0.01	6.32	0.012	
36	MC	4335	6251	0.05	1.38	0.240	-0.11	0.27	0.600	0.00	0.63	0.429	
37	MC	4335	6251	0.18	15.10	0.000	0.84	19.38	0.000	-0.01	12.84	0.000	NonUniform
38	MC	4335	6251	-0.09	4.22	0.040	-0.26	2.04	0.154	0.00	0.95	0.329	
39	MC	4335	6251	0.07	2.74	0.098	0.32	3.01	0.083	0.00	1.95	0.162	
40	MC	4335	6251	0.00	0.01	0.930	0.65	14.02	0.000	-0.01	14.70	0.000	NonUniform
61	SA1	4335	6251	-0.31	47.86	0.000	0.09	0.18	0.672	0.00	3.59	0.058	Uniform<
62	SA1	4335	6251	0.11	5.34	0.021	-0.16	0.40	0.529	0.00	1.18	0.276	

Note: MC=Multiple Choice Item, SA1=1 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.186: Logistic Regression DIF Results on Stage IV Reading Items for the Hispanic/Non-Hispanic Comparison

Focal Group: Hispanic; Reference Group: Non-Hispanic													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
15	MC	8970	1629	0.19	10.56	0.001	-0.15	0.47	0.492	0.00	2.62	0.105	Uniform>
16	MC	8970	1629	0.06	0.91	0.341	0.17	0.56	0.455	0.00	0.27	0.606	
17	MC	8970	1629	0.18	4.51	0.034	0.85	8.07	0.004	-0.01	5.45	0.020	
18	MC	8970	1629	0.32	17.90	0.000	-0.07	0.07	0.790	0.00	2.67	0.102	Uniform>
19	MC	8970	1629	-0.10	0.88	0.349	-0.24	0.40	0.529	0.00	0.14	0.706	
20	MC	8970	1629	-0.08	2.04	0.153	-0.26	1.23	0.267	0.00	0.61	0.436	
21	MC	8970	1629	-0.26	18.52	0.000	-0.65	7.33	0.007	0.00	2.77	0.096	Uniform<
22	MC	8970	1629	0.01	0.04	0.842	-0.14	0.34	0.559	0.00	0.42	0.515	
23	MC	8970	1629	0.02	0.11	0.739	-0.08	0.10	0.748	0.00	0.17	0.676	
24	MC	8970	1629	-0.14	5.00	0.025	-0.07	0.07	0.789	0.00	0.08	0.774	
25	MC	8970	1629	-0.01	0.05	0.815	-0.21	0.83	0.363	0.00	0.77	0.380	
26	MC	8970	1629	-0.14	3.54	0.060	-0.69	6.53	0.011	0.01	4.51	0.034	
27	MC	8970	1629	0.06	1.20	0.274	0.16	0.49	0.485	0.00	0.20	0.657	
28	MC	8970	1629	-0.03	0.37	0.543	0.00	0.00	0.991	0.00	0.02	0.884	
29	MC	8970	1629	-0.01	0.01	0.923	-0.53	4.22	0.040	0.01	4.34	0.037	
30	MC	8970	1629	-0.13	4.26	0.039	-0.45	2.83	0.093	0.00	1.48	0.223	
31	MC	8970	1629	-0.01	0.03	0.857	0.53	5.83	0.016	-0.01	6.51	0.011	
32	MC	8970	1629	0.01	0.06	0.806	0.03	0.01	0.918	0.00	0.00	0.965	
33	MC	8970	1629	-0.06	1.01	0.314	-0.48	3.60	0.058	0.00	2.89	0.089	
34	MC	8970	1629	0.02	0.13	0.717	0.69	7.06	0.008	-0.01	7.02	0.008	NonUniform
35	MC	8970	1629	-0.34	30.07	0.000	-1.03	17.22	0.000	0.01	8.25	0.004	NonUniform
36	MC	8970	1629	-0.11	3.42	0.064	-0.07	0.07	0.785	0.00	0.02	0.877	
37	MC	8970	1629	-0.16	6.77	0.009	-0.19	0.63	0.427	0.00	0.02	0.892	Uniform<
38	MC	8970	1629	0.05	0.81	0.367	-0.02	0.01	0.931	0.00	0.11	0.744	
39	MC	8970	1629	-0.11	3.66	0.056	-0.37	2.56	0.109	0.00	1.35	0.246	
40	MC	8970	1629	0.06	1.02	0.312	0.40	3.04	0.081	0.00	2.37	0.124	
61	SA1	8970	1629	-0.03	0.24	0.622	0.69	5.51	0.019	-0.01	6.35	0.012	
62	SA1	8970	1629	0.04	0.35	0.554	0.08	0.06	0.801	0.00	0.02	0.893	

Note: MC=Multiple Choice Item, SA1=1 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.187: Logistic Regression DIF Results on Stage IV Reading Items for the American Indian/ Non-American Indian Comparison

Focal Group: American Indian; Reference Group: Non-American Indian													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
15	MC	913	9686	-0.03	0.15	0.699	-0.84	4.92	0.026	0.01	4.77	0.029	
16	MC	913	9686	0.01	0.03	0.852	-0.81	4.77	0.029	0.01	5.13	0.024	
17	MC	913	9686	-0.10	0.80	0.370	-0.38	0.58	0.448	0.00	0.32	0.571	
18	MC	913	9686	0.33	7.54	0.006	-0.54	1.12	0.289	0.01	3.00	0.083	Uniform>
19	MC	913	9686	0.39	4.59	0.032	0.17	0.05	0.824	0.00	0.09	0.761	
20	MC	913	9686	-0.12	2.47	0.116	-0.48	1.53	0.216	0.00	0.91	0.339	
21	MC	913	9686	0.13	2.79	0.095	-0.47	1.32	0.250	0.01	2.23	0.136	
22	MC	913	9686	0.00	0.00	0.992	-0.29	0.57	0.452	0.00	0.59	0.442	
23	MC	913	9686	-0.16	4.10	0.043	-1.59	13.11	0.000	0.01	10.99	0.001	NonUniform
24	MC	913	9686	-0.10	1.66	0.198	-0.22	0.31	0.576	0.00	0.10	0.751	
25	MC	913	9686	-0.18	5.43	0.020	-0.93	5.27	0.022	0.01	3.63	0.057	
26	MC	913	9686	0.13	1.79	0.180	0.49	1.22	0.268	0.00	0.70	0.402	
27	MC	913	9686	-0.21	8.08	0.004	-0.32	0.70	0.401	0.00	0.08	0.772	Uniform<
28	MC	913	9686	-0.22	9.31	0.002	-1.04	7.22	0.007	0.01	4.68	0.031	Uniform<
29	MC	913	9686	-0.27	10.98	0.001	0.07	0.03	0.872	0.00	0.66	0.418	Uniform<
30	MC	913	9686	-0.14	2.66	0.103	-0.75	2.56	0.109	0.01	1.78	0.182	
31	MC	913	9686	-0.15	4.62	0.032	-0.48	1.90	0.168	0.00	0.93	0.334	
32	MC	913	9686	0.01	0.02	0.885	-0.72	3.25	0.071	0.01	3.47	0.062	
33	MC	913	9686	0.04	0.22	0.642	-0.51	1.54	0.214	0.01	1.83	0.176	
34	MC	913	9686	0.19	6.32	0.012	-0.77	3.58	0.059	0.01	5.77	0.016	
35	MC	913	9686	-0.07	0.83	0.363	-0.76	3.16	0.076	0.01	2.70	0.100	
36	MC	913	9686	0.08	1.18	0.277	-0.35	0.74	0.390	0.00	1.16	0.281	
37	MC	913	9686	-0.26	11.32	0.001	-1.19	8.10	0.004	0.01	5.17	0.023	Uniform<
38	MC	913	9686	-0.07	0.79	0.374	0.16	0.19	0.661	0.00	0.40	0.528	
39	MC	913	9686	-0.14	3.81	0.051	-0.31	0.67	0.412	0.00	0.21	0.649	
40	MC	913	9686	-0.32	16.94	0.000	-0.04	0.01	0.918	0.00	0.59	0.441	Uniform<
61	SA1	913	9686	0.01	0.02	0.875	0.26	0.40	0.527	0.00	0.38	0.540	
62	SA1	913	9686	0.27	11.52	0.001	0.18	0.16	0.690	0.00	0.04	0.843	Uniform>

Note: MC=Multiple Choice Item, SA1=1 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.188: Logistic Regression DIF Results on Stage IV Reading Items for the Special Education/ Non-Special Education Comparison

Focal Group: Special Education; Reference Group: Non-Special Education													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
15	MC	1436	9163	-0.26	18.70	0.000	-0.41	2.28	0.131	0.00	0.31	0.575	Uniform<
16	MC	1436	9163	-0.27	20.57	0.000	-0.72	7.03	0.008	0.00	2.90	0.089	Uniform<
17	MC	1436	9163	-0.24	8.38	0.004	-1.25	10.89	0.001	0.01	7.41	0.006	NonUniform
18	MC	1436	9163	0.03	0.18	0.674	-0.30	0.76	0.384	0.00	0.99	0.319	
19	MC	1436	9163	0.14	1.57	0.210	-0.88	2.62	0.106	0.01	3.62	0.057	
20	MC	1436	9163	0.03	0.20	0.657	0.20	0.54	0.462	0.00	0.43	0.513	
21	MC	1436	9163	-0.20	10.26	0.001	-0.84	7.38	0.007	0.01	4.49	0.034	Uniform<
22	MC	1436	9163	0.12	3.64	0.056	0.64	5.34	0.021	-0.01	3.73	0.054	
23	MC	1436	9163	0.02	0.11	0.743	-0.59	3.76	0.053	0.01	4.20	0.040	
24	MC	1436	9163	-0.12	3.50	0.061	-0.05	0.03	0.874	0.00	0.06	0.808	
25	MC	1436	9163	-0.09	2.16	0.142	0.18	0.40	0.526	0.00	0.97	0.324	
26	MC	1436	9163	-0.12	3.19	0.074	-1.41	15.11	0.000	0.02	12.95	0.000	NonUniform
27	MC	1436	9163	-0.14	5.42	0.020	-0.13	0.21	0.646	0.00	0.00	0.956	
28	MC	1436	9163	-0.08	1.64	0.201	0.03	0.01	0.918	0.00	0.16	0.692	
29	MC	1436	9163	-0.17	6.39	0.011	1.16	14.80	0.000	-0.01	20.10	0.000	NonUniform
30	MC	1436	9163	-0.06	0.71	0.398	0.30	0.84	0.358	0.00	1.27	0.260	
31	MC	1436	9163	-0.20	11.41	0.001	-0.82	9.37	0.002	0.01	5.67	0.017	Uniform<
32	MC	1436	9163	-0.11	3.35	0.067	-0.86	8.15	0.004	0.01	6.44	0.011	
33	MC	1436	9163	-0.03	0.24	0.625	-0.20	0.43	0.514	0.00	0.32	0.573	
34	MC	1436	9163	0.11	3.38	0.066	-0.37	1.58	0.208	0.01	2.82	0.093	
35	MC	1436	9163	0.00	0.00	0.990	-0.37	1.43	0.232	0.00	1.50	0.221	
36	MC	1436	9163	0.15	6.17	0.013	0.15	0.27	0.605	0.00	0.00	0.999	
37	MC	1436	9163	-0.43	48.51	0.000	-0.90	8.80	0.003	0.01	2.49	0.115	Uniform<
38	MC	1436	9163	-0.22	12.61	0.000	-0.04	0.02	0.882	0.00	0.45	0.503	Uniform<
39	MC	1436	9163	0.02	0.12	0.726	0.20	0.52	0.471	0.00	0.44	0.509	
40	MC	1436	9163	-0.22	12.03	0.001	-0.66	5.25	0.022	0.00	2.42	0.120	Uniform<
61	SA1	1436	9163	-0.18	7.33	0.007	-0.19	0.33	0.564	0.00	0.00	0.984	Uniform<
62	SA1	1436	9163	-0.07	0.95	0.330	-0.03	0.01	0.927	0.00	0.01	0.918	

Note: MC=Multiple Choice Item, SA1=1 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.189: Logistic Regression DIF Results on Stage IV Reading Items for the Spanish/Non-Spanish Comparison

Focal Group: Spanish; Reference Group: Non-Spanish													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUi}	Wald χ^2	p-value	β_2^{NUi}	Wald χ^2	p-value	
15	MC	6486	4113	0.24	29.01	0.000	-0.04	0.06	0.801	0.00	2.76	0.096	Uniform>
16	MC	6486	4113	0.06	1.65	0.199	0.03	0.03	0.863	0.00	0.02	0.878	
17	MC	6486	4113	-0.01	0.02	0.897	-0.13	0.36	0.546	0.00	0.35	0.554	
18	MC	6486	4113	0.10	2.56	0.110	-0.11	0.28	0.599	0.00	1.08	0.298	
19	MC	6486	4113	0.01	0.03	0.873	-0.56	3.48	0.062	0.01	3.96	0.046	
20	MC	6486	4113	0.01	0.07	0.791	-0.18	0.90	0.344	0.00	1.07	0.300	
21	MC	6486	4113	-0.18	16.88	0.000	-0.28	2.05	0.152	0.00	0.25	0.616	Uniform<
22	MC	6486	4113	-0.01	0.11	0.737	-0.14	0.54	0.464	0.00	0.45	0.500	
23	MC	6486	4113	0.03	0.52	0.470	0.06	0.11	0.745	0.00	0.03	0.874	
24	MC	6486	4113	-0.11	5.78	0.016	-0.34	2.89	0.089	0.00	1.38	0.241	
25	MC	6486	4113	-0.04	0.90	0.344	-0.12	0.43	0.514	0.00	0.20	0.656	
26	MC	6486	4113	0.01	0.03	0.856	0.05	0.05	0.826	0.00	0.03	0.857	
27	MC	6486	4113	0.14	11.01	0.001	0.08	0.20	0.652	0.00	0.11	0.738	Uniform>
28	MC	6486	4113	0.01	0.04	0.834	0.15	0.67	0.412	0.00	0.63	0.428	
29	MC	6486	4113	0.01	0.05	0.828	-0.19	0.84	0.360	0.00	0.97	0.324	
30	MC	6486	4113	-0.13	7.19	0.007	-0.26	1.49	0.223	0.00	0.41	0.520	Uniform<
31	MC	6486	4113	-0.01	0.10	0.756	-0.06	0.15	0.701	0.00	0.10	0.751	
32	MC	6486	4113	-0.03	0.44	0.506	0.10	0.30	0.582	0.00	0.53	0.469	
33	MC	6486	4113	-0.06	1.92	0.166	0.09	0.21	0.645	0.00	0.61	0.434	
34	MC	6486	4113	-0.04	0.99	0.320	0.36	3.45	0.063	0.00	4.59	0.032	
35	MC	6486	4113	-0.12	7.57	0.006	-0.62	9.11	0.003	0.01	6.13	0.013	Uniform<
36	MC	6486	4113	-0.14	10.45	0.001	-0.17	0.67	0.414	0.00	0.01	0.906	Uniform<
37	MC	6486	4113	0.08	3.46	0.063	-0.21	1.16	0.281	0.00	2.44	0.118	
38	MC	6486	4113	-0.03	0.38	0.535	-0.06	0.11	0.743	0.00	0.03	0.853	
39	MC	6486	4113	-0.09	4.28	0.039	-0.30	2.70	0.100	0.00	1.44	0.230	
40	MC	6486	4113	-0.01	0.04	0.840	-0.07	0.19	0.667	0.00	0.15	0.694	
61	SA1	6486	4113	0.00	0.00	0.987	0.59	7.33	0.007	-0.01	7.70	0.006	NonUniform
62	SA1	6486	4113	-0.04	0.67	0.414	0.02	0.01	0.936	0.00	0.06	0.808	

Note: MC=Multiple Choice Item, SA1=1 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.190: Logistic Regression DIF Results on Stage IV Reading Items for the Spanish/English Comparison

Focal Group: Spanish; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUi}	Wald χ^2	p-value	β_2^{NUi}	Wald χ^2	p-value	
15	MC	6486	1583	0.29	21.82	0.000	0.04	0.02	0.888	0.00	0.78	0.378	Uniform>
16	MC	6486	1583	0.08	1.81	0.179	0.32	1.28	0.257	0.00	0.76	0.384	
17	MC	6486	1583	-0.10	0.94	0.333	-0.34	0.74	0.391	0.00	0.40	0.525	
18	MC	6486	1583	-0.21	4.74	0.029	-0.33	0.76	0.383	0.00	0.11	0.741	
19	MC	6486	1583	-0.03	0.06	0.804	-0.81	2.29	0.131	0.01	2.27	0.132	
20	MC	6486	1583	0.17	8.18	0.004	0.52	2.75	0.098	0.00	1.27	0.259	Uniform>
21	MC	6486	1583	-0.15	6.06	0.014	0.47	2.05	0.152	-0.01	3.76	0.053	
22	MC	6486	1583	0.05	0.74	0.391	0.25	0.64	0.424	0.00	0.42	0.517	
23	MC	6486	1583	0.00	0.01	0.941	0.65	3.97	0.046	-0.01	4.19	0.041	
24	MC	6486	1583	-0.06	0.75	0.387	0.21	0.43	0.512	0.00	0.71	0.400	
25	MC	6486	1583	0.00	0.00	0.978	0.34	1.25	0.264	0.00	1.31	0.252	
26	MC	6486	1583	0.07	0.88	0.349	0.66	3.12	0.077	-0.01	2.59	0.108	
27	MC	6486	1583	0.29	23.50	0.000	0.90	8.37	0.004	-0.01	4.04	0.044	Uniform>
28	MC	6486	1583	0.08	1.83	0.176	0.75	6.31	0.012	-0.01	5.27	0.022	
29	MC	6486	1583	0.18	7.44	0.006	-0.06	0.03	0.869	0.00	0.49	0.484	Uniform>
30	MC	6486	1583	0.05	0.59	0.443	0.51	1.94	0.164	0.00	1.63	0.202	
31	MC	6486	1583	0.15	7.15	0.007	1.01	12.16	0.000	-0.01	9.14	0.002	NonUniform
32	MC	6486	1583	0.00	0.00	0.994	0.87	7.33	0.007	-0.01	7.62	0.006	NonUniform
33	MC	6486	1583	0.03	0.32	0.575	1.35	14.57	0.000	-0.01	14.43	0.000	NonUniform
34	MC	6486	1583	-0.07	1.40	0.237	0.62	3.84	0.050	-0.01	4.99	0.025	
35	MC	6486	1583	0.07	1.18	0.278	0.64	3.42	0.065	-0.01	2.83	0.092	
36	MC	6486	1583	-0.16	6.86	0.009	0.30	0.81	0.368	0.00	1.99	0.158	Uniform<
37	MC	6486	1583	0.38	37.67	0.000	0.83	6.44	0.011	0.00	1.93	0.165	Uniform>
38	MC	6486	1583	-0.01	0.01	0.906	0.33	1.27	0.259	0.00	1.38	0.239	
39	MC	6486	1583	-0.04	0.57	0.449	0.24	0.64	0.424	0.00	0.93	0.335	
40	MC	6486	1583	0.15	6.20	0.013	0.44	2.19	0.139	0.00	0.99	0.321	
61	SA1	6486	1583	0.05	0.62	0.432	0.21	0.41	0.522	0.00	0.25	0.615	
62	SA1	6486	1583	-0.16	6.43	0.011	-0.58	2.62	0.106	0.00	1.39	0.239	

Note: MC=Multiple Choice Item, SA1=1 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.191: Logistic Regression DIF Results on Stage IV Reading Items for the Non-Spanish/English Comparison

Focal Group: Non-Spanish; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUi}	Wald χ^2	p-value	β_2^{NUi}	Wald χ^2	p-value	
15	MC	2530	1583	0.06	0.80	0.372	0.10	0.11	0.738	0.00	0.02	0.896	
16	MC	2530	1583	0.04	0.31	0.580	0.39	1.65	0.199	0.00	1.42	0.234	
17	MC	2530	1583	-0.15	1.80	0.180	-0.22	0.28	0.599	0.00	0.03	0.864	
18	MC	2530	1583	-0.48	21.21	0.000	-0.17	0.20	0.658	0.00	0.65	0.419	Uniform<
19	MC	2530	1583	-0.14	0.88	0.349	-0.26	0.22	0.638	0.00	0.05	0.819	
20	MC	2530	1583	0.26	13.48	0.000	0.88	7.27	0.007	-0.01	3.85	0.050	Uniform>
21	MC	2530	1583	0.04	0.36	0.550	1.00	8.49	0.004	-0.01	8.15	0.004	NonUniform
22	MC	2530	1583	0.10	2.23	0.135	0.52	2.47	0.116	0.00	1.66	0.198	
23	MC	2530	1583	-0.07	0.81	0.368	0.81	5.44	0.020	-0.01	6.70	0.010	NonUniform
24	MC	2530	1583	0.08	1.08	0.299	0.73	4.52	0.034	-0.01	3.80	0.051	
25	MC	2530	1583	0.06	0.73	0.393	0.62	3.66	0.056	-0.01	3.15	0.076	
26	MC	2530	1583	0.10	1.27	0.260	0.80	4.07	0.044	-0.01	3.28	0.070	
27	MC	2530	1583	0.24	12.11	0.001	1.06	10.39	0.001	-0.01	6.55	0.011	Uniform>
28	MC	2530	1583	0.12	3.20	0.074	0.80	6.32	0.012	-0.01	4.77	0.029	
29	MC	2530	1583	0.27	13.23	0.000	0.16	0.19	0.659	0.00	0.10	0.748	Uniform>
30	MC	2530	1583	0.29	14.13	0.000	1.00	6.86	0.009	-0.01	3.65	0.056	Uniform>
31	MC	2530	1583	0.27	16.15	0.000	1.37	20.29	0.000	-0.01	13.87	0.000	NonUniform
32	MC	2530	1583	0.05	0.50	0.481	1.02	9.10	0.003	-0.01	8.63	0.003	NonUniform
33	MC	2530	1583	0.16	5.08	0.024	1.66	20.02	0.000	-0.01	17.14	0.000	NonUniform
34	MC	2530	1583	-0.03	0.19	0.663	0.37	1.16	0.281	0.00	1.44	0.230	
35	MC	2530	1583	0.29	16.59	0.000	1.63	20.32	0.000	-0.01	14.33	0.000	NonUniform
36	MC	2530	1583	-0.03	0.20	0.653	0.64	3.40	0.065	-0.01	3.91	0.048	
37	MC	2530	1583	0.49	43.43	0.000	1.26	13.47	0.000	-0.01	5.35	0.021	Uniform>
38	MC	2530	1583	0.03	0.17	0.683	0.52	2.81	0.094	0.00	2.65	0.103	
39	MC	2530	1583	0.06	0.78	0.378	0.73	5.21	0.022	-0.01	4.62	0.032	
40	MC	2530	1583	0.26	13.63	0.000	0.65	4.24	0.040	0.00	1.60	0.206	Uniform>
61	SA1	2530	1583	0.11	2.11	0.147	-0.55	2.27	0.132	0.01	3.34	0.067	
62	SA1	2530	1583	-0.22	7.90	0.005	-0.92	5.24	0.022	0.01	3.18	0.075	Uniform<

Note: MC=Multiple Choice Item, SA1=1 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.192: Logistic Regression DIF Results on Stage IV Reading Items for the American Indian Language/English Comparison

Focal Group: American Indian Language; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
15	MC	130	1583	0.18	0.82	0.365	0.23	0.06	0.801	0.00	0.00	0.956	
16	MC	130	1583	0.03	0.02	0.884	-0.07	0.01	0.943	0.00	0.01	0.916	
17	MC	130	1583	-0.14	0.24	0.625	0.53	0.21	0.649	-0.01	0.36	0.547	
18	MC	130	1583	0.61	2.91	0.088	-0.61	0.18	0.672	0.02	0.73	0.392	
19	MC	130	1583	0.49	1.16	0.281	0.84	0.24	0.623	-0.01	0.05	0.828	
20	MC	130	1583	-0.12	0.38	0.538	-0.53	0.26	0.612	0.00	0.16	0.689	
21	MC	130	1583	0.20	0.90	0.343	0.33	0.11	0.746	0.00	0.02	0.893	
22	MC	130	1583	-0.14	0.49	0.484	0.13	0.02	0.900	0.00	0.07	0.789	
23	MC	130	1583	-0.19	0.82	0.365	-2.66	4.07	0.044	0.03	3.61	0.057	
24	MC	130	1583	-0.47	5.36	0.021	-0.29	0.08	0.780	0.00	0.03	0.866	
25	MC	130	1583	0.05	0.06	0.814	0.91	0.95	0.330	-0.01	0.89	0.347	
26	MC	130	1583	0.93	10.31	0.001	-0.44	0.10	0.758	0.02	0.95	0.329	Uniform>
27	MC	130	1583	-0.14	0.50	0.478	1.42	2.23	0.136	-0.02	2.77	0.096	
28	MC	130	1583	-0.27	1.97	0.161	0.50	0.27	0.601	-0.01	0.68	0.409	
29	MC	130	1583	-0.04	0.03	0.866	-0.05	0.00	0.963	0.00	0.00	0.989	
30	MC	130	1583	-0.22	0.82	0.364	-2.53	2.49	0.114	0.02	2.20	0.138	
31	MC	130	1583	0.19	0.95	0.331	0.62	0.47	0.492	0.00	0.24	0.623	
32	MC	130	1583	0.37	3.16	0.075	1.33	1.99	0.159	-0.01	1.09	0.296	
33	MC	130	1583	-0.05	0.06	0.801	-0.10	0.01	0.934	0.00	0.00	0.969	
34	MC	130	1583	0.50	5.73	0.017	1.43	2.36	0.125	-0.01	1.05	0.305	
35	MC	130	1583	0.46	4.88	0.027	0.22	0.04	0.839	0.00	0.05	0.827	
36	MC	130	1583	-0.03	0.02	0.887	-0.16	0.02	0.881	0.00	0.02	0.901	
37	MC	130	1583	0.27	1.72	0.189	-0.32	0.09	0.769	0.01	0.31	0.580	
38	MC	130	1583	-0.56	6.91	0.009	0.03	0.00	0.978	-0.01	0.33	0.564	Uniform<
39	MC	130	1583	-0.10	0.28	0.595	0.41	0.18	0.668	-0.01	0.30	0.585	
40	MC	130	1583	-0.33	2.27	0.132	1.02	1.07	0.301	-0.01	1.91	0.167	
61	SA1	130	1583	0.56	8.06	0.005	-1.30	1.28	0.258	0.02	2.73	0.099	Uniform>
62	SA1	130	1583	0.32	2.43	0.119	-1.49	1.42	0.233	0.02	2.19	0.139	

Note: MC=Multiple Choice Item, SA1=1 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.193: Logistic Regression DIF Results on Stage IV Reading Items for the FRL/Non-FRL Comparison

Focal Group: FRL; Reference Group: Non-FRL													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
15	MC	8652	1792	-0.16	7.93	0.005	-0.17	0.59	0.442	0.00	0.00	0.970	Uniform<
16	MC	8652	1792	-0.04	0.59	0.441	-0.04	0.04	0.842	0.00	0.00	0.998	
17	MC	8652	1792	-0.03	0.15	0.695	0.47	2.37	0.123	-0.01	2.93	0.087	
18	MC	8652	1792	0.07	0.75	0.388	-0.87	11.85	0.001	0.01	15.42	0.000	NonUniform
19	MC	8652	1792	0.08	0.53	0.466	-0.15	0.16	0.692	0.00	0.39	0.531	
20	MC	8652	1792	0.00	0.00	0.989	0.07	0.08	0.771	0.00	0.09	0.767	
21	MC	8652	1792	-0.10	2.80	0.094	-0.32	1.67	0.196	0.00	0.85	0.356	
22	MC	8652	1792	0.15	7.21	0.007	0.41	2.56	0.110	0.00	1.07	0.301	Uniform>
23	MC	8652	1792	-0.06	0.96	0.328	-0.44	3.22	0.073	0.00	2.57	0.109	
24	MC	8652	1792	0.17	8.44	0.004	0.27	1.08	0.299	0.00	0.15	0.695	Uniform>
25	MC	8652	1792	-0.02	0.08	0.780	0.35	2.08	0.149	0.00	2.41	0.120	
26	MC	8652	1792	-0.03	0.16	0.693	-0.32	1.32	0.251	0.00	1.17	0.279	
27	MC	8652	1792	-0.24	18.96	0.000	0.43	3.37	0.066	-0.01	8.59	0.003	NonUniform
28	MC	8652	1792	-0.08	2.23	0.136	0.01	0.00	0.982	0.00	0.15	0.694	
29	MC	8652	1792	-0.16	7.61	0.006	0.53	3.82	0.051	-0.01	6.87	0.009	NonUniform
30	MC	8652	1792	-0.19	9.48	0.002	0.19	0.45	0.501	0.00	1.93	0.165	Uniform<
31	MC	8652	1792	-0.19	11.99	0.001	-0.47	5.13	0.024	0.00	2.01	0.157	Uniform<
32	MC	8652	1792	-0.20	11.56	0.001	-0.16	0.43	0.511	0.00	0.03	0.871	Uniform<
33	MC	8652	1792	0.01	0.06	0.800	0.35	1.67	0.196	0.00	1.62	0.203	
34	MC	8652	1792	0.01	0.02	0.892	-0.01	0.00	0.983	0.00	0.00	0.957	
35	MC	8652	1792	-0.02	0.18	0.668	-0.36	1.95	0.162	0.00	1.78	0.182	
36	MC	8652	1792	0.00	0.00	0.950	-0.13	0.26	0.612	0.00	0.26	0.613	
37	MC	8652	1792	-0.29	22.96	0.000	-0.83	12.47	0.000	0.01	5.69	0.017	Uniform<
38	MC	8652	1792	0.00	0.00	0.955	-0.26	1.36	0.244	0.00	1.41	0.235	
39	MC	8652	1792	-0.09	2.42	0.120	0.48	3.86	0.050	-0.01	5.66	0.017	
40	MC	8652	1792	-0.30	30.64	0.000	0.42	3.51	0.061	-0.01	11.18	0.001	NonUniform
61	SA1	8652	1792	0.13	4.96	0.026	0.20	0.52	0.472	0.00	0.06	0.800	
62	SA1	8652	1792	0.15	5.30	0.021	0.23	0.50	0.478	0.00	0.07	0.791	

Note: MC=Multiple Choice Item, SA1=1 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.194: Logistic Regression DIF Results on Stage IV Writing Items for the Female/Male Comparison

Focal Group: Female; Reference Group: Male													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
41	MC	4335	6251	0.16	13.09	0.000	-0.03	0.03	0.872	0.00	1.30	0.254	Uniform>
42	MC	4335	6251	0.05	1.39	0.239	0.00	0.00	0.992	0.00	0.07	0.797	
43	MC	4335	6251	-0.19	19.81	0.000	-0.27	2.00	0.157	0.00	0.17	0.681	Uniform<
44	MC	4335	6251	0.21	23.15	0.000	0.55	10.85	0.001	0.00	4.54	0.033	Uniform>
45	MC	4335	6251	0.21	24.85	0.000	-0.12	0.37	0.542	0.00	3.04	0.081	Uniform>
46	MC	4335	6251	0.00	0.00	0.959	0.10	0.31	0.580	0.00	0.31	0.578	
47	MC	4335	6251	0.09	4.21	0.040	0.30	2.75	0.097	0.00	1.39	0.238	
48	MC	4335	6251	0.13	9.67	0.002	0.15	0.64	0.422	0.00	0.01	0.925	Uniform>
49	MC	4335	6251	0.07	2.65	0.104	-0.48	6.83	0.009	0.01	9.42	0.002	NonUniform
50	MC	4335	6251	0.01	0.08	0.775	-0.11	0.31	0.578	0.00	0.40	0.528	
51	MC	4335	6251	-0.06	1.96	0.161	0.00	0.00	0.986	0.00	0.10	0.752	
52	MC	4335	6251	0.28	28.25	0.000	0.11	0.29	0.589	0.00	0.84	0.358	Uniform>
53	MC	4335	6251	0.06	1.51	0.220	0.65	11.04	0.001	-0.01	9.70	0.002	NonUniform
54	MC	4335	6251	0.06	1.90	0.168	0.10	0.29	0.590	0.00	0.05	0.830	
55	MC	4335	6251	0.28	30.94	0.000	0.68	12.39	0.000	0.00	4.68	0.031	Uniform>
56	MC	4335	6251	-0.15	13.48	0.000	0.60	12.33	0.000	-0.01	20.59	0.000	NonUniform
57	MC	4335	6251	0.02	0.16	0.691	0.73	16.83	0.000	-0.01	16.97	0.000	NonUniform
58	MC	4335	6251	0.13	9.70	0.002	-0.08	0.17	0.679	0.00	1.28	0.258	Uniform>
59	ER	4335	6251	0.45	123.22	0.000	-0.37	5.76	0.016	0.01	30.91	0.000	NonUniform
60	ER	4335	6251	0.34	73.17	0.000	-0.36	5.76	0.016	0.01	23.25	0.000	NonUniform

Note: MC= Multiple-choice Item, ER= Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.195: Logistic Regression DIF Results on Stage IV Writing Items for the Hispanic/Non-Hispanic Comparison

Focal Group: Hispanic; Reference Group: Non-Hispanic													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
41	MC	8970	1629	-0.50	63.99	0.000	0.06	0.08	0.778	-0.01	7.08	0.008	NonUniform
42	MC	8970	1629	0.18	9.26	0.002	-0.50	4.34	0.037	0.01	8.49	0.004	NonUniform
43	MC	8970	1629	-0.09	2.08	0.149	-0.38	2.72	0.099	0.00	1.75	0.185	
44	MC	8970	1629	0.02	0.12	0.728	0.60	7.45	0.006	-0.01	7.48	0.006	NonUniform
45	MC	8970	1629	-0.05	0.82	0.366	-0.30	1.48	0.224	0.00	1.05	0.304	
46	MC	8970	1629	-0.13	4.91	0.027	0.06	0.06	0.802	0.00	0.70	0.404	
47	MC	8970	1629	-0.05	0.69	0.405	0.28	1.45	0.228	0.00	2.18	0.140	
48	MC	8970	1629	0.15	7.00	0.008	-0.26	1.24	0.266	0.00	3.34	0.068	Uniform>
49	MC	8970	1629	-0.06	1.19	0.275	-0.38	2.88	0.090	0.00	2.14	0.144	
50	MC	8970	1629	0.17	8.16	0.004	-0.11	0.19	0.660	0.00	1.29	0.256	Uniform>
51	MC	8970	1629	0.07	1.43	0.231	-0.03	0.02	0.899	0.00	0.19	0.659	
52	MC	8970	1629	0.16	5.88	0.015	-0.47	4.03	0.045	0.01	8.00	0.005	NonUniform
53	MC	8970	1629	0.03	0.23	0.632	-0.47	3.64	0.057	0.01	4.45	0.035	
54	MC	8970	1629	0.19	9.42	0.002	-0.44	3.46	0.063	0.01	7.61	0.006	NonUniform
55	MC	8970	1629	-0.04	0.30	0.584	-0.53	4.93	0.026	0.01	4.64	0.031	
56	MC	8970	1629	-0.21	12.86	0.000	-0.14	0.40	0.529	0.00	0.11	0.740	Uniform<
57	MC	8970	1629	-0.18	10.37	0.001	0.19	0.70	0.402	0.00	2.87	0.090	Uniform<
58	MC	8970	1629	-0.03	0.31	0.580	0.19	0.60	0.438	0.00	0.87	0.351	
59	ER	8970	1629	0.13	6.07	0.014	1.35	48.40	0.000	-0.01	43.18	0.000	NonUniform
60	ER	8970	1629	-0.06	1.23	0.268	0.99	26.02	0.000	-0.01	32.08	0.000	NonUniform

Note: MC= Multiple-choice Item, ER= Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.196: Logistic Regression DIF Results on Stage IV Writing Items for the American Indian/ Non-American Indian Comparison

Focal Group: American Indian; Reference Group: Non-American Indian													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
41	MC	913	9686	0.40	23.89	0.000	0.39	1.14	0.285	0.00	0.00	0.980	Uniform>
42	MC	913	9686	-0.12	2.46	0.116	-0.67	2.81	0.094	0.01	2.00	0.158	
43	MC	913	9686	0.03	0.12	0.728	0.83	5.57	0.018	-0.01	5.47	0.019	
44	MC	913	9686	-0.25	11.37	0.001	-1.20	10.43	0.001	0.01	6.85	0.009	NonUniform
45	MC	913	9686	-0.11	2.11	0.146	-0.41	1.08	0.299	0.00	0.61	0.434	
46	MC	913	9686	-0.21	7.90	0.005	0.03	0.01	0.928	0.00	0.45	0.502	Uniform<
47	MC	913	9686	0.20	6.54	0.011	-0.37	0.93	0.335	0.01	2.32	0.128	
48	MC	913	9686	-0.28	15.15	0.000	-0.59	2.31	0.129	0.00	0.64	0.425	Uniform<
49	MC	913	9686	-0.01	0.04	0.838	-0.09	0.06	0.812	0.00	0.04	0.840	
50	MC	913	9686	0.07	0.87	0.351	0.44	1.35	0.245	0.00	1.00	0.318	
51	MC	913	9686	-0.03	0.16	0.689	0.41	1.40	0.237	0.00	1.66	0.197	
52	MC	913	9686	0.02	0.07	0.799	-0.91	4.24	0.039	0.01	4.62	0.032	
53	MC	913	9686	-0.07	0.63	0.427	-0.31	0.56	0.455	0.00	0.36	0.549	
54	MC	913	9686	-0.15	3.90	0.048	-0.92	5.04	0.025	0.01	3.62	0.057	
55	MC	913	9686	-0.23	7.68	0.006	-1.19	7.65	0.006	0.01	5.15	0.023	Uniform<
56	MC	913	9686	0.15	4.48	0.034	-0.07	0.04	0.842	0.00	0.42	0.516	
57	MC	913	9686	0.07	0.87	0.350	-0.22	0.36	0.551	0.00	0.64	0.424	
58	MC	913	9686	-0.10	1.64	0.201	-0.19	0.23	0.633	0.00	0.06	0.813	
59	ER	913	9686	0.26	13.30	0.000	0.14	0.19	0.663	0.00	0.14	0.711	Uniform>
60	ER	913	9686	0.27	15.45	0.000	0.55	3.03	0.082	0.00	0.81	0.367	Uniform>

Note: MC= Multiple-choice Item, ER= Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.197: Logistic Regression DIF Results on Stage IV Writing Items for the Special Education/Non-Special Education Comparison

Focal Group: Special Education; Reference Group: Non-Special Education													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
41	MC	1436	9163	0.030	0.180	0.668	-0.160	0.350	0.555	0.000	0.500	0.479	
42	MC	1436	9163	-0.140	4.960	0.026	-0.680	5.130	0.023	0.010	3.430	0.064	
43	MC	1436	9163	-0.150	5.820	0.016	0.440	2.610	0.106	-0.010	4.880	0.027	
44	MC	1436	9163	-0.410	46.990	0.000	-1.410	26.070	0.000	0.010	13.900	0.000	NonUniform
45	MC	1436	9163	-0.120	3.530	0.060	-0.440	2.140	0.144	0.000	1.210	0.271	
46	MC	1436	9163	-0.010	0.030	0.864	-0.200	0.540	0.462	0.000	0.510	0.473	
47	MC	1436	9163	-0.050	0.580	0.448	-0.380	1.840	0.175	0.000	1.490	0.223	
48	MC	1436	9163	-0.290	22.970	0.000	-0.350	1.500	0.221	0.000	0.040	0.844	Uniform<
49	MC	1436	9163	0.020	0.090	0.762	0.280	1.090	0.296	0.000	1.000	0.317	
50	MC	1436	9163	-0.020	0.090	0.761	0.180	0.360	0.550	0.000	0.460	0.498	
51	MC	1436	9163	0.090	2.040	0.153	-0.140	0.270	0.604	0.000	0.730	0.393	
52	MC	1436	9163	-0.250	14.080	0.000	-1.060	11.540	0.001	0.010	7.010	0.008	NonUniform
53	MC	1436	9163	0.030	0.250	0.620	-1.700	24.810	0.000	0.020	26.560	0.000	NonUniform
54	MC	1436	9163	-0.210	11.700	0.001	-0.980	10.480	0.001	0.010	6.700	0.010	NonUniform
55	MC	1436	9163	-0.270	16.890	0.000	-1.220	15.200	0.000	0.010	9.690	0.002	NonUniform
56	MC	1436	9163	0.100	2.830	0.093	-0.260	0.950	0.329	0.000	1.920	0.166	
57	MC	1436	9163	-0.120	4.000	0.045	-0.580	4.240	0.040	0.000	2.780	0.095	
58	MC	1436	9163	-0.110	2.900	0.089	-0.010	0.000	0.964	0.000	0.110	0.739	
59	ER	1436	9163	0.020	0.190	0.665	0.350	2.160	0.142	0.000	2.000	0.158	
60	ER	1436	9163	-0.060	0.950	0.330	0.090	0.140	0.707	0.000	0.400	0.525	

Note: MC= Multiple-choice Item, ER= Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.198: Logistic Regression DIF Results on Stage IV Writing Items for the Spanish/Non-Spanish Comparison

Focal Group: Spanish; Reference Group: Non-Spanish													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUmi}	Wald χ^2	p-value	β_2^{NUmi}	Wald χ^2	p-value	
41	MC	6486	4113	-0.20	20.11	0.000	0.05	0.07	0.788	0.00	2.27	0.132	Uniform<
42	MC	6486	4113	0.05	1.53	0.217	-0.29	2.37	0.123	0.00	3.49	0.062	
43	MC	6486	4113	-0.16	13.08	0.000	-0.13	0.46	0.497	0.00	0.03	0.861	Uniform<
44	MC	6486	4113	0.10	4.92	0.027	0.25	2.20	0.138	0.00	0.89	0.345	
45	MC	6486	4113	-0.03	0.61	0.436	-0.27	1.99	0.158	0.00	1.61	0.205	
46	MC	6486	4113	-0.03	0.40	0.527	0.01	0.01	0.938	0.00	0.06	0.815	
47	MC	6486	4113	-0.13	8.02	0.005	0.19	1.10	0.295	0.00	3.31	0.069	Uniform<
48	MC	6486	4113	0.06	1.88	0.170	0.19	1.09	0.296	0.00	0.56	0.454	
49	MC	6486	4113	-0.04	1.06	0.303	-0.16	0.79	0.375	0.00	0.44	0.507	
50	MC	6486	4113	-0.04	0.78	0.376	-0.15	0.56	0.454	0.00	0.32	0.569	
51	MC	6486	4113	0.00	0.00	0.971	0.05	0.07	0.789	0.00	0.07	0.790	
52	MC	6486	4113	0.05	1.06	0.303	-0.32	2.76	0.096	0.00	4.06	0.044	
53	MC	6486	4113	-0.07	2.27	0.132	0.21	1.16	0.283	0.00	2.21	0.137	
54	MC	6486	4113	0.01	0.03	0.854	-0.42	5.09	0.024	0.00	5.63	0.018	
55	MC	6486	4113	0.08	2.81	0.094	-0.26	1.77	0.184	0.00	3.31	0.069	
56	MC	6486	4113	-0.12	8.42	0.004	0.00	0.00	0.986	0.00	0.52	0.472	Uniform<
57	MC	6486	4113	-0.04	0.78	0.377	0.27	2.33	0.127	0.00	3.18	0.074	
58	MC	6486	4113	-0.05	1.49	0.222	-0.17	0.77	0.382	0.00	0.38	0.539	
59	ER	6486	4113	0.09	5.47	0.019	0.50	11.20	0.001	0.00	8.01	0.005	NonUniform
60	ER	6486	4113	0.01	0.03	0.857	0.59	15.32	0.000	-0.01	16.20	0.000	NonUniform

Note: MC= Multiple-choice Item, ER= Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.199: Logistic Regression DIF Results on Stage IV Writing Items for the Spanish/English Comparison

Focal Group: Special Education; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUmi}	Wald χ^2	p-value	β_2^{NUmi}	Wald χ^2	p-value	
41	MC	6486	1583	-0.30	21.34	0.000	-0.24	0.72	0.396	0.00	0.04	0.845	Uniform<
42	MC	6486	1583	0.03	0.18	0.674	-0.03	0.01	0.925	0.00	0.03	0.857	
43	MC	6486	1583	-0.08	1.97	0.160	0.02	0.00	0.949	0.00	0.13	0.723	
44	MC	6486	1583	0.18	8.71	0.003	0.56	3.93	0.048	0.00	1.92	0.166	Uniform>
45	MC	6486	1583	0.02	0.16	0.688	-0.29	0.93	0.334	0.00	1.14	0.287	
46	MC	6486	1583	0.14	5.15	0.023	0.13	0.21	0.648	0.00	0.00	0.998	
47	MC	6486	1583	-0.18	7.49	0.006	0.67	4.72	0.030	-0.01	7.83	0.005	NonUniform
48	MC	6486	1583	0.17	7.84	0.005	0.75	5.87	0.015	-0.01	3.71	0.054	Uniform>
49	MC	6486	1583	0.11	3.55	0.060	0.46	2.29	0.130	0.00	1.37	0.242	
50	MC	6486	1583	-0.13	4.64	0.031	-0.43	2.04	0.154	0.00	1.05	0.306	
51	MC	6486	1583	-0.06	1.04	0.307	-0.04	0.02	0.883	0.00	0.00	0.950	
52	MC	6486	1583	0.00	0.00	0.953	-0.03	0.01	0.927	0.00	0.01	0.936	
53	MC	6486	1583	-0.11	2.55	0.110	0.51	2.33	0.127	-0.01	3.59	0.058	
54	MC	6486	1583	0.04	0.29	0.588	0.43	1.82	0.178	0.00	1.60	0.206	
55	MC	6486	1583	0.12	2.73	0.098	0.31	0.89	0.346	0.00	0.36	0.547	
56	MC	6486	1583	-0.11	3.35	0.067	0.08	0.07	0.784	0.00	0.45	0.502	
57	MC	6486	1583	0.05	0.88	0.349	0.69	5.38	0.020	-0.01	4.77	0.029	
58	MC	6486	1583	0.04	0.51	0.477	0.24	0.57	0.450	0.00	0.40	0.528	
59	ER	6486	1583	0.05	0.78	0.376	-0.52	3.97	0.046	0.01	5.06	0.025	
60	ER	6486	1583	-0.08	1.92	0.166	-0.52	4.23	0.040	0.00	3.24	0.072	

Note: MC= Multiple-choice Item, ER= Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.200: Logistic Regression DIF Results on Stage IV Writing Items for the Non-Spanish/English Comparison

Focal Group: Special Education; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUmi}	Wald χ^2	p-value	β_2^{NUmi}	Wald χ^2	p-value	
41	MC	2530	1583	-0.14	3.57	0.059	-0.35	1.36	0.243	0.00	0.53	0.468	
42	MC	2530	1583	-0.06	0.87	0.350	0.37	1.31	0.252	0.00	1.89	0.169	
43	MC	2530	1583	0.12	3.10	0.078	0.17	0.29	0.587	0.00	0.02	0.876	
44	MC	2530	1583	0.15	4.44	0.035	0.39	1.66	0.197	0.00	0.67	0.413	
45	MC	2530	1583	0.09	1.60	0.205	-0.04	0.02	0.893	0.00	0.17	0.678	
46	MC	2530	1583	0.27	15.80	0.000	0.12	0.16	0.688	0.00	0.24	0.625	Uniform>
47	MC	2530	1583	-0.06	0.70	0.402	0.66	4.03	0.045	-0.01	5.11	0.024	
48	MC	2530	1583	0.19	7.23	0.007	0.72	4.87	0.027	-0.01	2.82	0.093	Uniform>
49	MC	2530	1583	0.25	13.39	0.000	0.79	6.13	0.013	-0.01	3.00	0.083	Uniform>
50	MC	2530	1583	-0.16	5.02	0.025	-0.39	1.41	0.235	0.00	0.53	0.465	
51	MC	2530	1583	-0.10	2.22	0.136	-0.11	0.13	0.715	0.00	0.00	0.972	
52	MC	2530	1583	-0.13	2.32	0.128	0.41	1.41	0.236	-0.01	2.58	0.108	
53	MC	2530	1583	-0.05	0.32	0.573	0.41	1.35	0.246	0.00	1.75	0.186	
54	MC	2530	1583	0.01	0.01	0.905	1.14	11.47	0.001	-0.01	11.89	0.001	NonUniform
55	MC	2530	1583	0.02	0.07	0.795	0.74	4.73	0.030	-0.01	4.73	0.030	
56	MC	2530	1583	0.03	0.20	0.653	0.10	0.12	0.731	0.00	0.06	0.805	
57	MC	2530	1583	0.17	6.09	0.014	0.54	2.95	0.086	0.00	1.48	0.224	
58	MC	2530	1583	0.15	4.89	0.027	0.53	2.55	0.110	0.00	1.35	0.246	
59	ER	2530	1583	-0.02	0.10	0.754	-1.28	22.03	0.000	0.01	22.90	0.000	NonUniform
60	ER	2530	1583	-0.09	1.98	0.159	-1.42	28.80	0.000	0.01	27.17	0.000	NonUniform

Note: MC= Multiple-choice Item, ER= Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.201: Logistic Regression DIF Results on Stage IV Writing Items for the American Indian Language/English Comparison

Focal Group: American Indian Language; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUmi}	Wald χ^2	p-value	β_2^{NUmi}	Wald χ^2	p-value	
41	MC	130	1583	0.91	12.65	0.000	-0.20	0.03	0.853	0.01	1.11	0.293	Uniform>
42	MC	130	1583	-0.42	4.45	0.035	0.52	0.30	0.587	-0.01	0.99	0.321	
43	MC	130	1583	-0.03	0.03	0.858	-0.30	0.10	0.756	0.00	0.08	0.779	
44	MC	130	1583	0.26	1.65	0.199	-1.15	1.33	0.248	0.01	2.07	0.150	
45	MC	130	1583	0.10	0.29	0.592	-1.33	1.53	0.217	0.01	1.85	0.174	
46	MC	130	1583	-0.22	1.19	0.274	0.55	0.34	0.563	-0.01	0.68	0.409	
47	MC	130	1583	-0.16	0.57	0.450	-0.76	0.54	0.464	0.01	0.35	0.553	
48	MC	130	1583	-0.27	1.89	0.169	0.80	0.69	0.406	-0.01	1.28	0.257	
49	MC	130	1583	0.16	0.72	0.396	0.69	0.56	0.456	-0.01	0.34	0.562	
50	MC	130	1583	-0.54	7.03	0.008	0.18	0.03	0.859	-0.01	0.53	0.468	Uniform<
51	MC	130	1583	-0.02	0.02	0.900	0.68	0.60	0.437	-0.01	0.67	0.412	
52	MC	130	1583	-0.02	0.01	0.936	-0.42	0.15	0.695	0.00	0.15	0.702	
53	MC	130	1583	-0.14	0.39	0.531	0.86	0.78	0.377	-0.01	1.11	0.293	
54	MC	130	1583	-0.13	0.39	0.530	0.81	0.73	0.392	-0.01	1.03	0.309	
55	MC	130	1583	-0.20	0.86	0.353	-0.65	0.37	0.543	0.00	0.18	0.668	
56	MC	130	1583	0.09	0.20	0.654	-2.19	4.18	0.041	0.02	4.68	0.031	
57	MC	130	1583	0.20	1.09	0.297	1.50	2.96	0.085	-0.01	2.31	0.129	
58	MC	130	1583	-0.29	1.90	0.168	-0.42	0.14	0.704	0.00	0.01	0.904	
59	ER	130	1583	0.51	7.53	0.006	0.05	0.00	0.951	0.00	0.32	0.573	Uniform>
60	ER	130	1583	0.69	14.14	0.000	-0.32	0.16	0.689	0.01	1.64	0.200	Uniform>

Note: MC= Multiple-choice Item, ER= Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.202: Logistic Regression DIF Results on Stage IV Writing Items for the FRL/Non-FRL Comparison

Focal Group: American Indian Language; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUmi}	Wald χ^2	p-value	β_2^{NUmi}	Wald χ^2	p-value	
41	MC	8652	1792	0.16	8.08	0.004	-0.04	0.03	0.852	0.00	0.95	0.329	Uniform>
42	MC	8652	1792	0.00	0.00	0.988	0.26	1.09	0.297	0.00	1.15	0.283	
43	MC	8652	1792	0.34	36.80	0.000	0.17	0.50	0.480	0.00	0.53	0.466	Uniform>
44	MC	8652	1792	-0.18	9.48	0.002	-0.65	9.64	0.002	0.01	5.58	0.018	Uniform<
45	MC	8652	1792	-0.07	1.52	0.217	-0.04	0.02	0.878	0.00	0.02	0.896	
46	MC	8652	1792	-0.22	15.70	0.000	-0.07	0.11	0.743	0.00	0.43	0.514	Uniform<
47	MC	8652	1792	0.16	7.41	0.006	0.34	2.04	0.153	0.00	0.60	0.438	Uniform>
48	MC	8652	1792	-0.09	2.76	0.097	-0.24	1.07	0.300	0.00	0.43	0.511	
49	MC	8652	1792	0.02	0.20	0.657	-0.20	0.76	0.383	0.00	1.02	0.313	
50	MC	8652	1792	0.24	17.58	0.000	0.17	0.40	0.525	0.00	0.08	0.771	Uniform>
51	MC	8652	1792	0.10	3.47	0.063	-0.12	0.29	0.591	0.00	1.03	0.310	
52	MC	8652	1792	0.06	0.77	0.381	-0.29	1.36	0.243	0.00	2.14	0.143	
53	MC	8652	1792	0.24	14.66	0.000	-0.38	2.44	0.118	0.01	6.83	0.009	NonUniform
54	MC	8652	1792	-0.03	0.29	0.588	0.15	0.37	0.543	0.00	0.58	0.445	
55	MC	8652	1792	0.00	0.00	0.948	0.35	1.87	0.172	0.00	1.94	0.163	
56	MC	8652	1792	0.07	1.82	0.177	-0.19	0.73	0.393	0.00	1.52	0.217	
57	MC	8652	1792	-0.04	0.54	0.462	0.35	2.24	0.134	0.00	2.97	0.085	
58	MC	8652	1792	-0.08	2.15	0.143	0.07	0.08	0.782	0.00	0.39	0.530	
59	ER	8652	1792	-0.14	7.10	0.008	0.00	0.00	0.982	0.00	0.55	0.459	Uniform<
60	ER	8652	1792	-0.07	1.96	0.162	0.15	0.63	0.426	0.00	1.50	0.221	

Note: MC= Multiple-choice Item, ER= Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.203: Logistic Regression DIF Results on Stage IV Listening Items for the Female/Male Comparison

Focal Group: Female; Reference Group: Male													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUmi}	Wald χ^2	p-value	β_2^{NUmi}	Wald χ^2	p-value	
1	MC	4335	6251	-0.12	2.91	0.088	-0.47	4.52	0.034	0.00	2.77	0.096	
2	MC	4335	6251	-0.09	3.31	0.069	-0.18	0.91	0.340	0.00	0.24	0.625	
3	MC	4335	6251	-0.24	22.47	0.000	-0.40	4.46	0.035	0.00	0.80	0.371	Uniform<
4	MC	4335	6251	-0.16	14.50	0.000	-0.14	0.69	0.405	0.00	0.01	0.913	Uniform<
5	MC	4335	6251	0.06	1.46	0.227	0.49	7.03	0.008	0.00	5.80	0.016	
6	MC	4335	6251	-0.02	0.21	0.647	0.23	1.76	0.185	0.00	2.21	0.137	
7	MC	4335	6251	-0.10	4.76	0.029	0.14	0.55	0.456	0.00	1.84	0.175	
8	MC	4335	6251	-0.11	6.06	0.014	-0.55	8.83	0.003	0.00	6.13	0.013	
9	MC	4335	6251	-0.05	1.29	0.257	0.02	0.02	0.899	0.00	0.20	0.657	
10	MC	4335	6251	-0.18	17.92	0.000	-0.13	0.61	0.435	0.00	0.10	0.757	Uniform<
11	MC	4335	6251	-0.16	14.32	0.000	0.34	3.71	0.054	-0.01	8.63	0.003	NonUniform
12	MC	4335	6251	-0.12	8.28	0.004	0.05	0.10	0.751	0.00	1.12	0.290	Uniform<
13	MC	4335	6251	-0.06	1.79	0.181	0.38	4.42	0.036	0.00	6.32	0.012	
14	MC	4335	6251	-0.18	16.67	0.000	-0.14	0.43	0.512	0.00	0.04	0.840	Uniform<

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.204: Logistic Regression DIF Results on Stage IV Listening Items for the Hispanic/Non-Hispanic Comparison

Focal Group: Hispanic; Reference Group: Non-Hispanic													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
1	MC	8970	1629	0.01	0.01	0.906	-0.10	0.12	0.725	0.00	0.17	0.676	
2	MC	8970	1629	0.11	2.78	0.095	0.08	0.12	0.733	0.00	0.02	0.895	
3	MC	8970	1629	0.06	0.89	0.346	-0.05	0.05	0.821	0.00	0.26	0.607	
4	MC	8970	1629	0.04	0.48	0.487	0.11	0.25	0.618	0.00	0.11	0.744	
5	MC	8970	1629	0.12	2.97	0.085	0.17	0.54	0.464	0.00	0.05	0.817	
6	MC	8970	1629	-0.05	0.68	0.410	0.38	2.78	0.096	0.00	3.78	0.052	
7	MC	8970	1629	-0.20	9.64	0.002	-0.47	4.12	0.042	0.00	1.41	0.235	Uniform<
8	MC	8970	1629	-0.15	6.96	0.008	-0.53	5.67	0.017	0.00	3.06	0.080	Uniform<
9	MC	8970	1629	-0.17	6.71	0.010	0.00	0.00	0.996	0.00	0.59	0.441	Uniform<
10	MC	8970	1629	0.04	0.51	0.477	0.24	1.23	0.268	0.00	0.90	0.342	
11	MC	8970	1629	0.06	1.08	0.300	0.48	4.28	0.039	0.00	3.49	0.062	
12	MC	8970	1629	0.08	1.98	0.160	0.09	0.17	0.678	0.00	0.00	0.963	
13	MC	8970	1629	-0.03	0.25	0.620	-0.53	5.65	0.017	0.01	5.44	0.020	
14	MC	8970	1629	0.26	17.42	0.000	0.00	0.00	0.998	0.00	0.93	0.334	Uniform>

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.205: Logistic Regression DIF Results on Stage IV Listening Items for the American Indian/ Non-American Indian Comparison

Focal Group: American Indian; Reference Group: Non-American Indian													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
1	MC	913	9686	0.11	0.61	0.436	0.35	0.47	0.494	0.00	0.25	0.619	
2	MC	913	9686	0.03	0.15	0.695	-0.29	0.51	0.474	0.00	0.67	0.413	
3	MC	913	9686	0.21	5.11	0.024	0.12	0.09	0.769	0.00	0.05	0.826	
4	MC	913	9686	-0.17	5.96	0.015	-0.07	0.04	0.847	0.00	0.10	0.747	
5	MC	913	9686	-0.21	5.71	0.017	-0.23	0.34	0.560	0.00	0.00	0.968	
6	MC	913	9686	0.09	1.41	0.235	-0.39	1.11	0.293	0.00	1.74	0.187	
7	MC	913	9686	-0.17	4.26	0.039	-0.07	0.03	0.852	0.00	0.07	0.793	
8	MC	913	9686	-0.15	4.13	0.042	0.00	0.00	1.000	0.00	0.17	0.676	
9	MC	913	9686	-0.07	0.61	0.434	0.31	0.69	0.405	0.00	1.07	0.300	
10	MC	913	9686	-0.12	2.65	0.103	-0.66	3.46	0.063	0.01	2.42	0.120	
11	MC	913	9686	-0.21	8.42	0.004	-0.54	2.13	0.145	0.00	0.81	0.368	Uniform<
12	MC	913	9686	-0.23	10.30	0.001	-0.43	1.44	0.230	0.00	0.32	0.574	Uniform<
13	MC	913	9686	-0.25	11.09	0.001	-0.61	2.55	0.110	0.00	0.90	0.342	Uniform<
14	MC	913	9686	-0.21	7.66	0.006	-0.04	0.01	0.915	0.00	0.17	0.678	Uniform<

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.206: Logistic Regression DIF Results on Stage IV Listening Items for the Special Education/ Non-Special Education Comparison

Focal Group: Special Education; Reference Group: Non-Special Education													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
1	MC	1436	9163	0.19	3.77	0.052	-0.26	0.46	0.500	0.01	1.44	0.230	
2	MC	1436	9163	0.11	2.63	0.105	0.69	5.96	0.015	-0.01	4.50	0.034	
3	MC	1436	9163	0.22	9.70	0.002	0.27	0.83	0.362	0.00	0.03	0.855	Uniform>
4	MC	1436	9163	0.00	0.00	0.971	-0.05	0.04	0.836	0.00	0.05	0.825	
5	MC	1436	9163	-0.16	5.58	0.018	-0.74	6.25	0.012	0.01	3.99	0.046	
6	MC	1436	9163	-0.13	4.98	0.026	-0.03	0.01	0.906	0.00	0.16	0.691	
7	MC	1436	9163	0.01	0.04	0.833	-0.13	0.19	0.661	0.00	0.25	0.617	
8	MC	1436	9163	0.10	2.41	0.121	0.58	4.60	0.032	-0.01	3.36	0.067	
9	MC	1436	9163	0.05	0.59	0.443	0.05	0.04	0.851	0.00	0.00	0.994	
10	MC	1436	9163	-0.18	9.39	0.002	-0.87	10.73	0.001	0.01	7.07	0.008	NonUniform
11	MC	1436	9163	-0.12	3.98	0.046	-0.47	2.94	0.087	0.00	1.71	0.191	
12	MC	1436	9163	-0.09	2.50	0.114	0.04	0.02	0.889	0.00	0.26	0.607	
13	MC	1436	9163	-0.12	3.47	0.062	-0.49	3.00	0.084	0.00	1.84	0.175	
14	MC	1436	9163	0.24	13.93	0.000	-0.13	0.17	0.677	0.00	1.47	0.225	Uniform>

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.207: Logistic Regression DIF Results on Stage IV Listening Items for the Spanish/Non-Spanish Comparison

Focal Group: Spanish; Reference Group: Non-Spanish													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
1	MC	6486	4113	-0.16	4.96	0.026	0.09	0.17	0.683	0.00	1.44	0.231	
2	MC	6486	4113	-0.03	0.32	0.569	-0.02	0.01	0.930	0.00	0.00	0.946	
3	MC	6486	4113	-0.10	4.23	0.040	-0.19	1.06	0.302	0.00	0.24	0.622	
4	MC	6486	4113	0.03	0.61	0.435	0.29	3.02	0.082	0.00	2.54	0.111	
5	MC	6486	4113	0.07	1.82	0.177	-0.15	0.72	0.397	0.00	1.65	0.198	
6	MC	6486	4113	-0.04	0.83	0.362	0.13	0.56	0.453	0.00	1.02	0.313	
7	MC	6486	4113	-0.09	3.79	0.052	-0.20	1.18	0.277	0.00	0.35	0.551	
8	MC	6486	4113	-0.04	0.84	0.360	-0.21	1.33	0.250	0.00	0.92	0.337	
9	MC	6486	4113	-0.02	0.23	0.633	-0.05	0.07	0.785	0.00	0.02	0.882	
10	MC	6486	4113	0.02	0.25	0.619	0.12	0.49	0.483	0.00	0.35	0.553	
11	MC	6486	4113	0.11	6.49	0.011	0.33	3.46	0.063	0.00	1.63	0.202	
12	MC	6486	4113	0.06	2.10	0.147	0.20	1.37	0.242	0.00	0.70	0.404	
13	MC	6486	4113	-0.02	0.19	0.665	-0.17	0.84	0.360	0.00	0.69	0.405	
14	MC	6486	4113	-0.07	2.19	0.139	-0.02	0.01	0.926	0.00	0.05	0.820	

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.208: Logistic Regression DIF Results on Stage IV Listening Items for the Spanish/English Comparison

Focal Group: Spanish; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
1	MC	6486	1583	-0.29	6.35	0.012	0.23	0.28	0.599	-0.01	1.53	0.216	
2	MC	6486	1583	-0.08	1.35	0.245	-0.51	2.73	0.099	0.00	2.02	0.155	
3	MC	6486	1583	-0.22	8.30	0.004	-0.23	0.50	0.480	0.00	0.00	0.968	Uniform<
4	MC	6486	1583	0.07	1.52	0.217	0.57	4.19	0.041	0.00	3.35	0.067	
5	MC	6486	1583	0.14	3.36	0.067	-0.26	0.68	0.408	0.00	1.71	0.191	
6	MC	6486	1583	-0.05	0.73	0.394	0.36	1.56	0.212	0.00	2.13	0.144	
7	MC	6486	1583	-0.05	0.44	0.506	0.11	0.13	0.713	0.00	0.28	0.599	
8	MC	6486	1583	0.05	0.69	0.406	0.18	0.35	0.553	0.00	0.19	0.663	
9	MC	6486	1583	0.08	1.49	0.223	-0.10	0.12	0.731	0.00	0.41	0.524	
10	MC	6486	1583	0.11	3.26	0.071	0.62	4.79	0.029	-0.01	3.41	0.065	
11	MC	6486	1583	0.15	6.37	0.012	0.73	6.21	0.013	-0.01	4.09	0.043	
12	MC	6486	1583	0.13	4.96	0.026	0.77	7.02	0.008	-0.01	5.02	0.025	
13	MC	6486	1583	0.14	4.75	0.029	0.49	2.61	0.106	0.00	1.41	0.235	
14	MC	6486	1583	-0.20	10.77	0.001	-0.27	0.75	0.388	0.00	0.06	0.810	Uniform<

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.209: Logistic Regression DIF Results on Stage IV Listening Items for the Non-Spanish/English Comparison

Focal Group: Non-Spanish; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
1	MC	2530	1583	-0.16	1.57	0.211	0.22	0.23	0.629	0.00	0.78	0.376	
2	MC	2530	1583	-0.09	1.05	0.306	-0.64	3.82	0.051	0.01	3.08	0.079	
3	MC	2530	1583	-0.19	4.80	0.028	0.00	0.00	0.997	0.00	0.32	0.574	
4	MC	2530	1583	0.08	1.41	0.235	0.36	1.53	0.216	0.00	0.98	0.322	
5	MC	2530	1583	0.09	1.02	0.312	-0.16	0.24	0.623	0.00	0.62	0.432	
6	MC	2530	1583	-0.01	0.03	0.863	0.31	1.04	0.307	0.00	1.19	0.275	
7	MC	2530	1583	0.07	0.75	0.386	0.40	1.49	0.222	0.00	1.08	0.298	
8	MC	2530	1583	0.14	4.00	0.045	0.50	2.50	0.114	0.00	1.37	0.242	
9	MC	2530	1583	0.18	5.00	0.025	-0.13	0.16	0.693	0.00	0.98	0.323	
10	MC	2530	1583	0.15	4.55	0.033	0.63	4.57	0.033	-0.01	2.83	0.093	
11	MC	2530	1583	0.08	1.34	0.247	0.53	2.92	0.087	0.00	2.22	0.136	
12	MC	2530	1583	0.12	3.18	0.074	0.74	5.78	0.016	-0.01	4.23	0.040	
13	MC	2530	1583	0.25	11.44	0.001	0.82	6.49	0.011	-0.01	3.30	0.069	Uniform>
14	MC	2530	1583	-0.23	10.22	0.001	-0.35	1.05	0.305	0.00	0.14	0.708	Uniform<

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.210: Logistic Regression DIF Results on Stage IV Listening Items for the American Indian Language/English Comparison

Focal Group: American Indian Language; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUUni}	Wald χ^2	p-value	β_2^{NUUni}	Wald χ^2	p-value	
1	MC	130	1583	-0.24	0.49	0.484	0.24	0.04	0.850	-0.01	0.15	0.696	
2	MC	130	1583	0.32	1.73	0.188	-1.85	2.51	0.113	0.03	3.50	0.061	
3	MC	130	1583	-0.15	0.41	0.520	-0.97	0.84	0.359	0.01	0.63	0.428	
4	MC	130	1583	-0.28	2.11	0.147	-0.07	0.01	0.935	0.00	0.05	0.820	
5	MC	130	1583	-0.30	1.83	0.177	-1.65	2.57	0.109	0.02	1.80	0.180	
6	MC	130	1583	0.16	0.62	0.431	-1.28	1.54	0.214	0.02	2.02	0.155	
7	MC	130	1583	-0.42	4.23	0.040	-0.34	0.13	0.721	0.00	0.01	0.933	
8	MC	130	1583	-0.11	0.29	0.589	0.69	0.52	0.470	-0.01	0.73	0.394	
9	MC	130	1583	0.18	0.65	0.422	-0.10	0.01	0.921	0.00	0.08	0.772	
10	MC	130	1583	-0.14	0.50	0.481	-0.88	0.84	0.358	0.01	0.63	0.428	
11	MC	130	1583	-0.30	2.35	0.125	-0.54	0.30	0.582	0.00	0.06	0.800	
12	MC	130	1583	-0.09	0.23	0.635	0.70	0.62	0.429	-0.01	0.84	0.361	
13	MC	130	1583	-0.12	0.38	0.538	-0.29	0.09	0.765	0.00	0.03	0.860	
14	MC	130	1583	-0.35	2.85	0.091	1.29	1.80	0.179	-0.02	2.96	0.085	

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.211: Logistic Regression DIF Results on Stage IV Listening Items for the FRL/Non-FRL Comparison

Focal Group: FRL; Reference Group: Non-FRL													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUUni}	Wald χ^2	p-value	β_2^{NUUni}	Wald χ^2	p-value	
1	MC	8652	1792	0.03	0.12	0.731	-0.06	0.04	0.834	0.00	0.12	0.733	
2	MC	8652	1792	0.04	0.35	0.551	0.06	0.06	0.813	0.00	0.01	0.937	
3	MC	8652	1792	0.12	3.18	0.074	0.16	0.45	0.503	0.00	0.04	0.842	
4	MC	8652	1792	-0.11	4.24	0.040	-0.04	0.03	0.854	0.00	0.13	0.722	
5	MC	8652	1792	-0.08	1.50	0.221	-0.10	0.17	0.680	0.00	0.00	0.953	
6	MC	8652	1792	-0.05	0.68	0.410	0.06	0.07	0.789	0.00	0.24	0.623	
7	MC	8652	1792	0.00	0.01	0.940	0.00	0.00	0.999	0.00	0.00	0.985	
8	MC	8652	1792	-0.05	0.96	0.328	0.69	8.15	0.004	-0.01	10.13	0.001	NonUniform
9	MC	8652	1792	-0.09	2.15	0.143	0.38	2.46	0.117	-0.01	4.11	0.043	
10	MC	8652	1792	-0.07	1.50	0.221	0.15	0.49	0.483	0.00	1.12	0.290	
11	MC	8652	1792	-0.18	10.39	0.001	-0.51	5.44	0.020	0.00	2.40	0.121	Uniform<
12	MC	8652	1792	-0.03	0.36	0.546	0.09	0.15	0.697	0.00	0.31	0.575	
13	MC	8652	1792	-0.06	1.07	0.301	0.34	2.03	0.154	0.00	3.02	0.082	
14	MC	8652	1792	0.10	3.02	0.082	0.29	1.15	0.283	0.00	0.52	0.472	

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.212: Logistic Regression DIF Results on Stage IV Speaking Items for the Female/Male Comparison

Focal Group: Female; Reference Group: Male													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUUni}	Wald χ^2	p-value	β_2^{NUUni}	Wald χ^2	p-value	
63	SA4	4335	6251	0.02	0.32	0.571	-0.74	20.61	0.000	0.01	23.21	0.000	NonUniform
64	SA4	4335	6251	0.00	0.00	0.977	-0.53	14.01	0.000	0.01	15.09	0.000	NonUniform
65	SA4	4335	6251	-0.23	28.63	0.000	-0.50	10.28	0.001	0.00	3.26	0.071	Uniform<
66	SA4	4335	6251	-0.18	23.86	0.000	-0.36	5.85	0.016	0.00	1.51	0.219	Uniform<
67	SA4	4335	6251	-0.32	55.48	0.000	-0.67	15.98	0.000	0.00	4.55	0.033	Uniform<
68	SA4	4335	6251	0.23	28.96	0.000	-0.72	19.04	0.000	0.01	35.22	0.000	NonUniform
69	SA4	4335	6251	0.00	0.00	0.970	-0.64	17.26	0.000	0.01	18.39	0.000	NonUniform
70	SA4	4335	6251	-0.18	14.94	0.000	-0.66	19.31	0.000	0.01	11.40	0.001	NonUniform

Note: SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.213: Logistic Regression DIF Results on Stage IV Speaking Items for the Hispanic/Non-Hispanic Comparison

Focal Group: Hispanic; Reference Group: Non-Hispanic													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
63	SA4	8970	1629	0.03	0.39	0.534	-0.72	12.89	0.000	0.01	15.33	0.000	NonUniform
64	SA4	8970	1629	0.23	21.89	0.000	0.08	0.18	0.668	0.00	0.83	0.361	Uniform>
65	SA4	8970	1629	0.08	1.77	0.184	0.40	4.12	0.042	0.00	2.90	0.088	
66	SA4	8970	1629	-0.05	0.80	0.372	-0.09	0.22	0.642	0.00	0.05	0.818	
67	SA4	8970	1629	0.01	0.06	0.799	-0.12	0.33	0.564	0.00	0.46	0.498	
68	SA4	8970	1629	0.20	10.94	0.001	0.13	0.39	0.530	0.00	0.12	0.732	Uniform>
69	SA4	8970	1629	-0.06	1.30	0.254	-0.54	8.18	0.004	0.01	6.95	0.008	NonUniform
70	SA4	8970	1629	-0.25	15.71	0.000	-0.17	0.76	0.382	0.00	0.22	0.639	Uniform<

Note: SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.214: Logistic Regression DIF Results on Stage IV Speaking Items for the American Indian/ Non-American Indian Comparison

Focal Group: American Indian; Reference Group: Non-American Indian													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
63	SA4	913	9686	0.15	4.08	0.043	1.76	28.78	0.000	-0.02	25.43	0.000	NonUniform
64	SA4	913	9686	0.16	6.31	0.012	0.14	0.22	0.637	0.00	0.00	0.945	
65	SA4	913	9686	0.34	18.34	0.000	1.48	19.26	0.000	-0.01	12.20	0.000	NonUniform
66	SA4	913	9686	0.35	28.80	0.000	0.68	4.88	0.027	0.00	1.20	0.274	Uniform>
67	SA4	913	9686	0.33	17.24	0.000	0.70	3.96	0.047	0.00	1.15	0.283	Uniform>
68	SA4	913	9686	0.01	0.01	0.932	1.11	9.39	0.002	-0.01	9.70	0.002	NonUniform
69	SA4	913	9686	0.03	0.18	0.667	1.07	12.13	0.000	-0.01	12.01	0.001	NonUniform
70	SA4	913	9686	0.55	42.64	0.000	1.38	15.18	0.000	-0.01	5.88	0.015	Uniform>

Note: SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.215: Logistic Regression DIF Results on Stage IV Speaking Items for the Special Education/ Non-Special Education Comparison

Focal Group: Special Education; Reference Group: Non-Special Education													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
63	SA4	1436	9163	0.39	43.18	0.000	2.30	88.07	0.000	-0.02	65.06	0.000	NonUniform
64	SA4	1436	9163	0.32	36.64	0.000	1.21	30.29	0.000	-0.01	17.51	0.000	NonUniform
65	SA4	1436	9163	0.36	35.51	0.000	1.47	35.62	0.000	-0.01	21.75	0.000	NonUniform
66	SA4	1436	9163	0.27	26.16	0.000	0.88	15.01	0.000	-0.01	7.60	0.006	NonUniform
67	SA4	1436	9163	0.53	71.87	0.000	1.63	40.53	0.000	-0.01	19.94	0.000	NonUniform
68	SA4	1436	9163	0.48	58.13	0.000	2.35	73.62	0.000	-0.02	49.00	0.000	NonUniform
69	SA4	1436	9163	0.31	31.47	0.000	1.65	51.79	0.000	-0.02	36.73	0.000	NonUniform
70	SA4	1436	9163	0.70	102.07	0.000	2.51	85.43	0.000	-0.02	47.91	0.000	NonUniform

Note: SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.216: Logistic Regression DIF Results on Stage IV Speaking Items for the Spanish/Non-Spanish Comparison

Focal Group: Spanish; Reference Group: Non-Spanish													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
63	SA4	6486	4113	0.09	5.10	0.024	-0.03	0.03	0.873	0.00	0.59	0.443	
64	SA4	6486	4113	0.10	7.71	0.005	0.04	0.09	0.763	0.00	0.19	0.662	Uniform>
65	SA4	6486	4113	0.05	1.49	0.222	0.27	3.04	0.081	0.00	2.11	0.146	
66	SA4	6486	4113	-0.04	0.94	0.331	-0.05	0.12	0.733	0.00	0.01	0.924	
67	SA4	6486	4113	0.06	1.94	0.163	0.02	0.01	0.913	0.00	0.07	0.785	
68	SA4	6486	4113	0.10	4.79	0.029	0.13	0.63	0.428	0.00	0.05	0.824	
69	SA4	6486	4113	0.00	0.00	0.988	-0.31	4.28	0.039	0.00	4.54	0.033	
70	SA4	6486	4113	-0.24	26.69	0.000	0.13	0.78	0.376	0.00	6.96	0.008	NonUniform

Note: SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.217: Logistic Regression DIF Results on Stage IV Speaking Items for the Spanish/English Comparison

Focal Group: Spanish; Reference Group: Non-Spanish													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
63	SA4	6486	1583	-0.04	0.50	0.480	-0.94	12.12	0.000	0.01	11.61	0.001	NonUniform
64	SA4	6486	1583	-0.07	1.72	0.190	-0.21	0.75	0.385	0.00	0.36	0.551	
65	SA4	6486	1583	-0.21	10.88	0.001	-1.11	16.98	0.000	0.01	11.77	0.001	NonUniform
66	SA4	6486	1583	-0.20	13.93	0.000	-0.61	6.13	0.013	0.00	2.94	0.086	Uniform<
67	SA4	6486	1583	-0.09	1.88	0.170	-0.50	3.30	0.069	0.00	2.37	0.123	
68	SA4	6486	1583	-0.12	3.74	0.053	-1.47	25.34	0.000	0.01	22.35	0.000	NonUniform
69	SA4	6486	1583	-0.10	3.33	0.068	-1.17	22.06	0.000	0.01	19.44	0.000	NonUniform
70	SA4	6486	1583	-0.56	65.67	0.000	-1.49	27.48	0.000	0.01	11.51	0.001	NonUniform

Note: SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.218: Logistic Regression DIF Results on Stage IV Speaking Items for the Non-Spanish/English Comparison

Focal Group: Spanish; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
63	SA4	2530	1583	-0.22	10.47	0.001	-1.10	15.01	0.000	0.01	10.17	0.001	NonUniform
64	SA4	2530	1583	-0.29	23.42	0.000	-0.32	1.67	0.196	0.00	0.02	0.889	Uniform<
65	SA4	2530	1583	-0.39	28.70	0.000	-1.68	35.26	0.000	0.01	22.30	0.000	NonUniform
66	SA4	2530	1583	-0.27	19.57	0.000	-0.71	7.55	0.006	0.00	3.08	0.079	Uniform<
67	SA4	2530	1583	-0.24	10.76	0.001	-0.63	4.65	0.031	0.00	1.92	0.166	Uniform<
68	SA4	2530	1583	-0.34	22.63	0.000	-1.98	41.71	0.000	0.02	30.39	0.000	NonUniform
69	SA4	2530	1583	-0.18	7.62	0.006	-1.09	16.99	0.000	0.01	12.67	0.000	NonUniform
70	SA4	2530	1583	-0.39	26.65	0.000	-1.81	38.14	0.000	0.01	25.31	0.000	NonUniform

Note: SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.219: Logistic Regression DIF Results on Stage IV Speaking Items for the American Indian Language/English Comparison

Focal Group: American Indian Language; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
63	SA4	130	1583	0.20	1.11	0.292	3.06	13.34	0.000	-0.03	12.48	0.000	NonUniform
64	SA4	130	1583	-0.11	0.44	0.506	0.05	0.01	0.942	0.00	0.05	0.822	
65	SA4	130	1583	0.01	0.00	0.948	-0.49	0.33	0.568	0.01	0.36	0.547	
66	SA4	130	1583	0.16	0.83	0.361	0.30	0.14	0.706	0.00	0.03	0.853	
67	SA4	130	1583	-0.06	0.11	0.744	-0.01	0.00	0.987	0.00	0.00	0.952	
68	SA4	130	1583	-0.17	0.64	0.422	-0.07	0.01	0.939	0.00	0.01	0.924	
69	SA4	130	1583	-0.43	6.41	0.011	-0.07	0.01	0.925	0.00	0.23	0.635	
70	SA4	130	1583	-0.25	1.29	0.256	0.51	0.31	0.578	-0.01	0.74	0.391	

Note: SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.220: Logistic Regression DIF Results on Stage IV Speaking Items for the FRL/Non-FRL Comparison

Focal Group: FRL; Reference Group: Non-FRL													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
63	SA4	8652	1792	0.02	0.12	0.728	0.06	0.09	0.764	0.00	0.05	0.829	Uniform>
64	SA4	8652	1792	0.13	7.12	0.008	0.28	2.40	0.121	0.00	0.77	0.380	
65	SA4	8652	1792	0.16	8.88	0.003	-0.20	1.02	0.312	0.00	3.68	0.055	
66	SA4	8652	1792	0.10	4.05	0.044	-0.13	0.51	0.477	0.00	1.64	0.200	
67	SA4	8652	1792	0.11	3.54	0.060	-0.07	0.11	0.740	0.00	0.76	0.382	
68	SA4	8652	1792	0.14	6.41	0.011	0.04	0.03	0.864	0.00	0.28	0.595	
69	SA4	8652	1792	0.03	0.41	0.522	0.25	1.57	0.210	0.00	1.26	0.262	
70	SA4	8652	1792	0.51	68.86	0.000	0.38	3.90	0.048	0.00	0.54	0.462	

Note: SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.221: Logistic Regression DIF Results on Stage V Reading Items for the Male/Female Comparison

Focal Group: Male; Reference Group: Female													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
15	MC	2392	3144	0.22	9.61	0.002	0.39	2.18	0.140	0.00	0.43	0.511	Uniform>
16	MC	2392	3144	0.20	7.80	0.005	0.28	1.11	0.291	0.00	0.09	0.760	Uniform>
17	MC	2392	3144	0.01	0.01	0.939	0.41	2.10	0.148	0.00	2.18	0.140	
18	MC	2392	3144	-0.01	0.02	0.880	-0.23	0.97	0.326	0.00	0.95	0.329	
19	MC	2392	3144	-0.19	3.59	0.058	-0.31	0.78	0.377	0.00	0.12	0.730	
20	MC	2392	3144	0.27	6.57	0.010	0.23	0.43	0.514	0.00	0.02	0.898	
21	MC	2392	3144	0.11	3.98	0.046	0.31	1.71	0.190	0.00	0.75	0.388	
22	MC	2392	3144	0.28	23.03	0.000	0.32	1.37	0.242	0.00	0.02	0.889	Uniform>
23	MC	2392	3144	0.29	25.15	0.000	0.09	0.14	0.709	0.00	0.73	0.394	Uniform>
24	MC	2392	3144	0.39	35.50	0.000	-0.26	0.97	0.324	0.01	6.37	0.012	Uniform>
25	MC	2392	3144	0.23	15.75	0.000	0.43	2.93	0.087	0.00	0.64	0.423	Uniform>
26	MC	2392	3144	0.24	17.96	0.000	0.55	5.18	0.023	0.00	1.69	0.194	Uniform>
27	MC	2392	3144	0.17	8.35	0.004	0.74	8.81	0.003	-0.01	5.58	0.018	Uniform>
28	MC	2392	3144	0.43	35.06	0.000	-0.14	0.21	0.646	0.01	3.60	0.058	Uniform>
29	MC	2392	3144	0.05	0.72	0.396	-0.47	3.09	0.079	0.01	3.98	0.046	
30	MC	2392	3144	0.05	0.65	0.422	0.44	3.37	0.066	0.00	2.87	0.090	
31	MC	2392	3144	-0.15	6.62	0.010	0.08	0.09	0.769	0.00	0.81	0.369	
32	MC	2392	3144	0.33	24.64	0.000	0.29	1.17	0.280	0.00	0.03	0.866	Uniform>
33	MC	2392	3144	0.16	7.05	0.008	0.17	0.34	0.557	0.00	0.00	0.988	Uniform>
34	MC	2392	3144	0.34	22.03	0.000	0.43	2.60	0.107	0.00	0.14	0.709	Uniform>
35	MC	2392	3144	0.01	0.01	0.909	0.23	0.89	0.345	0.00	0.89	0.346	
36	MC	2392	3144	-0.07	1.34	0.246	0.18	0.39	0.531	0.00	0.82	0.366	
37	MC	2392	3144	0.20	11.13	0.001	-0.11	0.18	0.672	0.00	1.42	0.234	Uniform>
38	MC	2392	3144	0.15	6.63	0.010	0.18	0.46	0.496	0.00	0.01	0.911	
39	MC	2392	3144	0.25	17.46	0.000	-0.29	1.21	0.271	0.01	4.43	0.035	Uniform>
40	MC	2392	3144	-0.04	0.42	0.515	0.09	0.12	0.731	0.00	0.26	0.613	
41	MC	2392	3144	-0.16	7.44	0.006	-0.58	4.85	0.028	0.00	2.68	0.102	Uniform<
42	MC	2392	3144	-0.08	2.14	0.144	-0.10	0.16	0.685	0.00	0.01	0.937	

Note: MC=Multiple Choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.222: Logistic Regression DIF Results on Stage V Reading Items for the Hispanic/Non-Hispanic Comparison

Focal Group: Hispanic; Reference Group: Non-Hispanic													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{Uni}	Wald χ^2	p-value	
15	MC	3972	1566	0.47	38.21	0.000	1.34	20.06	0.000	-0.01	9.03	0.003	NonUniform
16	MC	3972	1566	0.02	0.07	0.789	0.28	0.93	0.334	0.00	0.86	0.354	
17	MC	3972	1566	0.10	1.79	0.181	0.89	7.52	0.006	-0.01	6.24	0.012	
18	MC	3972	1566	0.07	1.39	0.239	-0.13	0.25	0.614	0.00	0.66	0.416	
19	MC	3972	1566	0.02	0.04	0.847	0.28	0.53	0.467	0.00	0.49	0.483	
20	MC	3972	1566	0.19	2.93	0.087	0.91	5.67	0.017	-0.01	3.84	0.050	
21	MC	3972	1566	0.36	32.53	0.000	-0.05	0.04	0.846	0.00	2.50	0.114	Uniform>
22	MC	3972	1566	0.22	10.78	0.001	0.05	0.03	0.861	0.00	0.29	0.590	Uniform>
23	MC	3972	1566	0.18	8.29	0.004	-0.49	3.56	0.059	0.01	7.08	0.008	NonUniform
24	MC	3972	1566	0.13	3.54	0.060	0.08	0.07	0.788	0.00	0.04	0.844	
25	MC	3972	1566	-0.07	1.34	0.247	-0.57	4.45	0.035	0.01	3.56	0.059	
26	MC	3972	1566	0.37	34.96	0.000	1.17	17.36	0.000	-0.01	8.53	0.003	NonUniform
27	MC	3972	1566	0.21	10.51	0.001	0.14	0.24	0.621	0.00	0.06	0.799	Uniform>
28	MC	3972	1566	-0.20	6.43	0.011	-0.17	0.27	0.605	0.00	0.01	0.932	
29	MC	3972	1566	0.33	24.81	0.000	0.03	0.01	0.906	0.00	1.02	0.313	Uniform>
30	MC	3972	1566	0.19	8.72	0.003	0.87	9.83	0.002	-0.01	6.43	0.011	Uniform>
31	MC	3972	1566	0.26	16.85	0.000	-0.11	0.14	0.709	0.00	1.79	0.181	Uniform>
32	MC	3972	1566	-0.30	15.75	0.000	0.65	4.39	0.036	-0.01	9.84	0.002	NonUniform
33	MC	3972	1566	0.07	1.15	0.284	-0.31	0.98	0.322	0.00	1.57	0.210	
34	MC	3972	1566	-0.23	8.48	0.004	-0.26	0.79	0.376	0.00	0.01	0.917	Uniform<
35	MC	3972	1566	-0.16	6.65	0.010	-0.44	2.65	0.104	0.00	1.10	0.293	Uniform<
36	MC	3972	1566	0.08	1.41	0.236	-0.84	7.77	0.005	0.01	9.85	0.002	NonUniform
37	MC	3972	1566	-0.03	0.21	0.648	0.23	0.63	0.428	0.00	0.84	0.360	
38	MC	3972	1566	0.34	25.82	0.000	0.22	0.51	0.475	0.00	0.17	0.681	Uniform>
39	MC	3972	1566	0.19	8.42	0.004	0.39	1.80	0.180	0.00	0.51	0.477	Uniform>
40	MC	3972	1566	-0.16	5.93	0.015	0.13	0.23	0.633	0.00	1.13	0.287	
41	MC	3972	1566	-0.02	0.14	0.705	-0.60	4.56	0.033	0.01	4.41	0.036	
42	MC	3972	1566	-0.05	0.59	0.442	0.28	0.93	0.334	0.00	1.36	0.243	

Note: MC=Multiple Choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.223: Logistic Regression DIF Results on Stage V Reading Items for the American Indian/ Non-American Indian Comparison

Focal Group: American Indian; Reference Group: Non-American Indian													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
15	MC	343	5195	-0.29	4.33	0.037	-1.57	4.27	0.039	0.01	2.88	0.089	
16	MC	343	5195	0.04	0.07	0.785	-0.74	0.91	0.339	0.01	1.05	0.306	
17	MC	343	5195	0.05	0.13	0.722	-0.92	1.32	0.250	0.01	1.51	0.219	
18	MC	343	5195	0.11	0.97	0.325	0.98	2.79	0.095	-0.01	2.27	0.132	
19	MC	343	5195	-0.42	3.86	0.049	0.94	1.00	0.317	-0.02	2.28	0.131	
20	MC	343	5195	-0.29	1.64	0.201	0.21	0.04	0.837	-0.01	0.26	0.612	
21	MC	343	5195	-0.48	16.57	0.000	-2.77	12.89	0.000	0.02	9.17	0.002	NonUniform
22	MC	343	5195	-0.02	0.02	0.886	-0.44	0.39	0.532	0.00	0.37	0.542	
23	MC	343	5195	-0.39	11.62	0.001	-0.64	1.00	0.318	0.00	0.15	0.694	Uniform<
24	MC	343	5195	-0.53	18.15	0.000	-1.70	5.42	0.020	0.01	2.65	0.104	Uniform<
25	MC	343	5195	-0.50	18.47	0.000	-1.53	4.71	0.030	0.01	2.19	0.139	Uniform<
26	MC	343	5195	-0.13	1.22	0.270	-0.53	0.68	0.409	0.00	0.41	0.524	
27	MC	343	5195	-0.33	8.07	0.004	-1.17	2.88	0.089	0.01	1.53	0.215	Uniform<
28	MC	343	5195	-0.56	17.12	0.000	-1.91	5.13	0.024	0.01	2.60	0.107	Uniform<
29	MC	343	5195	-0.21	3.24	0.072	-0.32	0.22	0.639	0.00	0.02	0.875	
30	MC	343	5195	-0.29	6.27	0.012	0.23	0.14	0.709	-0.01	0.73	0.392	
31	MC	343	5195	-0.04	0.11	0.736	0.41	0.43	0.514	0.00	0.53	0.468	
32	MC	343	5195	-0.34	6.98	0.008	-2.08	7.21	0.007	0.02	5.14	0.023	Uniform<
33	MC	343	5195	-0.30	6.16	0.013	-1.44	3.45	0.063	0.01	2.21	0.137	
34	MC	343	5195	-0.48	12.64	0.000	-1.98	6.63	0.010	0.02	3.87	0.049	Uniform<
35	MC	343	5195	-0.16	1.97	0.160	-1.31	3.54	0.060	0.01	2.81	0.094	
36	MC	343	5195	0.30	5.31	0.021	-2.15	6.50	0.011	0.03	8.55	0.003	NonUniform
37	MC	343	5195	-0.15	1.69	0.194	1.24	3.91	0.048	-0.01	5.06	0.025	
38	MC	343	5195	-0.44	12.51	0.000	1.10	2.73	0.098	-0.02	5.47	0.019	Uniform<
39	MC	343	5195	-0.53	20.34	0.000	-1.60	4.78	0.029	0.01	2.18	0.140	Uniform<
40	MC	343	5195	-0.25	4.20	0.040	-0.44	0.41	0.522	0.00	0.08	0.778	
41	MC	343	5195	-0.18	2.29	0.130	0.46	0.48	0.489	-0.01	0.97	0.325	
42	MC	343	5195	-0.11	0.82	0.364	-1.86	6.35	0.012	0.02	5.86	0.016	

Note: MC=Multiple Choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.224: Logistic Regression DIF Results on Stage V Reading Items for the Special Education/ Non-Special Education Comparison

Focal Group: Special Education; Reference Group: Non-Special Education													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUi}	Wald χ^2	p-value	β_2^{NUi}	Wald χ^2	p-value	
15	MC	496	5042	-0.67	39.79	0.000	-1.77	10.60	0.001	0.01	4.21	0.040	Uniform<
16	MC	496	5042	-0.37	10.93	0.001	-0.42	0.68	0.408	0.00	0.01	0.917	Uniform<
17	MC	496	5042	0.17	2.20	0.138	0.37	0.47	0.493	0.00	0.14	0.707	
18	MC	496	5042	0.02	0.05	0.825	-0.74	2.36	0.125	0.01	2.61	0.106	
19	MC	496	5042	-0.36	5.25	0.022	-0.89	1.71	0.191	0.01	0.64	0.425	
20	MC	496	5042	-0.40	6.49	0.011	-1.60	5.20	0.023	0.02	3.04	0.081	
21	MC	496	5042	-0.25	6.30	0.012	-0.69	1.84	0.174	0.00	0.78	0.377	
22	MC	496	5042	-0.37	11.99	0.001	-0.08	0.02	0.887	0.00	0.28	0.599	Uniform<
23	MC	496	5042	-0.17	2.99	0.084	-0.86	2.96	0.086	0.01	1.99	0.158	
24	MC	496	5042	-0.62	36.96	0.000	-0.42	0.68	0.410	0.00	0.17	0.683	Uniform<
25	MC	496	5042	-0.36	12.71	0.000	-0.87	2.74	0.098	0.01	1.00	0.317	Uniform<
26	MC	496	5042	-0.64	40.14	0.000	-0.92	3.18	0.074	0.00	0.32	0.573	Uniform<
27	MC	496	5042	-0.61	34.75	0.000	-0.74	1.87	0.172	0.00	0.06	0.814	Uniform<
28	MC	496	5042	-0.41	13.93	0.000	-1.31	4.40	0.036	0.01	2.14	0.144	Uniform<
29	MC	496	5042	-0.36	11.26	0.001	1.26	6.42	0.011	-0.02	10.79	0.001	NonUniform
30	MC	496	5042	-0.33	11.49	0.001	-0.33	0.44	0.506	0.00	0.00	0.985	Uniform<
31	MC	496	5042	-0.07	0.53	0.467	0.58	1.41	0.235	-0.01	1.85	0.173	
32	MC	496	5042	-0.61	34.98	0.000	-0.67	1.66	0.198	0.00	0.01	0.908	Uniform<
33	MC	496	5042	-0.36	12.26	0.000	-0.30	0.28	0.600	0.00	0.01	0.906	Uniform<
34	MC	496	5042	-0.68	40.84	0.000	-0.87	2.81	0.094	0.00	0.14	0.712	Uniform<
35	MC	496	5042	-0.39	13.96	0.000	-0.60	1.27	0.260	0.00	0.16	0.687	Uniform<
36	MC	496	5042	-0.01	0.02	0.890	-0.02	0.00	0.969	0.00	0.00	0.990	
37	MC	496	5042	-0.39	13.05	0.000	0.54	1.05	0.304	-0.01	3.22	0.073	Uniform<
38	MC	496	5042	-0.13	1.57	0.210	1.68	12.17	0.000	-0.02	14.44	0.000	NonUniform
39	MC	496	5042	-0.35	12.32	0.000	0.08	0.02	0.878	0.00	0.76	0.385	Uniform<
40	MC	496	5042	-0.26	5.96	0.015	0.42	0.69	0.406	-0.01	1.86	0.172	
41	MC	496	5042	0.08	0.54	0.462	1.44	9.25	0.002	-0.01	8.56	0.003	NonUniform
42	MC	496	5042	-0.15	2.13	0.145	0.22	0.19	0.661	0.00	0.56	0.455	

Note: MC=Multiple Choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.225: Logistic Regression DIF Results on Stage V Reading Items for the Spanish/Non-Spanish Comparison

Focal Group: Spanish; Reference Group: Non-Spanish													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
15	MC	2745	2793	0.360	25.560	0.000	0.700	7.020	0.008	0.000	1.780	0.182	Uniform>
16	MC	2745	2793	0.160	5.070	0.024	0.050	0.040	0.847	0.000	0.190	0.666	
17	MC	2745	2793	0.030	0.180	0.675	0.500	3.230	0.072	-0.010	3.060	0.080	
18	MC	2745	2793	-0.100	3.100	0.078	-0.420	3.280	0.070	0.000	2.040	0.153	
19	MC	2745	2793	-0.040	0.150	0.695	-0.030	0.010	0.935	0.000	0.000	0.973	
20	MC	2745	2793	0.060	0.340	0.562	0.670	3.860	0.049	-0.010	3.530	0.060	
21	MC	2745	2793	0.200	12.320	0.000	-0.130	0.280	0.594	0.000	1.950	0.162	Uniform>
22	MC	2745	2793	0.200	11.300	0.001	-0.090	0.100	0.752	0.000	1.130	0.288	Uniform>
23	MC	2745	2793	0.070	1.570	0.211	-0.120	0.270	0.603	0.000	0.710	0.399	
24	MC	2745	2793	0.180	8.060	0.005	0.160	0.400	0.529	0.000	0.000	0.944	Uniform>
25	MC	2745	2793	-0.030	0.360	0.549	-0.210	0.740	0.389	0.000	0.550	0.458	
26	MC	2745	2793	0.360	39.460	0.000	0.260	1.200	0.273	0.000	0.170	0.678	Uniform>
27	MC	2745	2793	0.190	11.040	0.001	0.300	1.470	0.225	0.000	0.210	0.646	Uniform>
28	MC	2745	2793	-0.120	3.120	0.077	-0.190	0.400	0.527	0.000	0.050	0.822	
29	MC	2745	2793	0.330	33.100	0.000	-0.010	0.000	0.955	0.000	1.870	0.172	Uniform>
30	MC	2745	2793	0.220	14.990	0.000	0.250	1.060	0.303	0.000	0.010	0.908	Uniform>
31	MC	2745	2793	0.250	18.360	0.000	-0.350	1.920	0.166	0.010	5.840	0.016	Uniform>
32	MC	2745	2793	-0.050	0.510	0.477	0.130	0.230	0.632	0.000	0.460	0.499	
33	MC	2745	2793	0.100	2.750	0.097	-0.170	0.370	0.544	0.000	0.970	0.325	
34	MC	2745	2793	0.010	0.030	0.870	-0.360	1.900	0.168	0.000	2.170	0.141	
35	MC	2745	2793	-0.060	1.100	0.293	-0.620	6.260	0.012	0.010	5.400	0.020	
36	MC	2745	2793	0.070	1.340	0.247	-0.840	8.750	0.003	0.010	10.830	0.001	NonUniform
37	MC	2745	2793	0.160	7.450	0.006	0.270	1.030	0.309	0.000	0.180	0.672	Uniform>
38	MC	2745	2793	0.280	22.800	0.000	-0.280	1.100	0.294	0.010	4.670	0.031	Uniform>
39	MC	2745	2793	0.130	5.120	0.024	0.270	1.110	0.292	0.000	0.300	0.581	
40	MC	2745	2793	-0.130	5.380	0.020	0.150	0.360	0.550	0.000	1.350	0.245	
41	MC	2745	2793	-0.050	0.780	0.378	-0.620	5.780	0.016	0.010	5.130	0.024	
42	MC	2745	2793	0.010	0.020	0.895	0.260	1.060	0.304	0.000	1.050	0.305	

Note: MC=Multiple Choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.226: Logistic Regression DIF Results on Stage V Reading Items for the Spanish/English Comparison

Focal Group: Spanish; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
15	MC	2745	939	0.26	6.51	0.011	0.33	0.64	0.423	0.00	0.03	0.857	
16	MC	2745	939	0.25	6.52	0.011	-0.36	0.82	0.364	0.01	2.54	0.111	
17	MC	2745	939	0.14	2.19	0.139	1.05	5.30	0.021	-0.01	4.13	0.042	
18	MC	2745	939	-0.09	1.25	0.263	-0.52	2.20	0.138	0.00	1.61	0.205	
19	MC	2745	939	-0.13	0.70	0.403	0.21	0.13	0.717	0.00	0.37	0.542	
20	MC	2745	939	0.01	0.01	0.928	0.65	1.34	0.247	-0.01	1.37	0.242	
21	MC	2745	939	0.23	8.04	0.005	0.80	4.15	0.042	-0.01	2.25	0.133	Uniform>
22	MC	2745	939	0.32	15.11	0.000	0.28	0.42	0.516	0.00	0.01	0.921	Uniform>
23	MC	2745	939	0.06	0.53	0.466	-0.03	0.01	0.932	0.00	0.06	0.804	
24	MC	2745	939	0.32	12.73	0.000	1.15	7.20	0.007	-0.01	3.94	0.047	Uniform>
25	MC	2745	939	0.12	2.29	0.130	0.33	0.70	0.403	0.00	0.29	0.591	
26	MC	2745	939	0.36	19.83	0.000	1.10	7.72	0.005	-0.01	3.67	0.055	Uniform>
27	MC	2745	939	0.26	10.72	0.001	0.64	2.60	0.107	0.00	0.94	0.331	Uniform>
28	MC	2745	939	0.09	0.74	0.389	1.22	5.60	0.018	-0.01	5.01	0.025	
29	MC	2745	939	0.30	13.97	0.000	0.19	0.22	0.638	0.00	0.08	0.778	Uniform>
30	MC	2745	939	0.33	16.74	0.000	0.39	1.05	0.305	0.00	0.03	0.870	Uniform>
31	MC	2745	939	0.20	6.26	0.012	-0.42	1.17	0.279	0.01	2.68	0.102	
32	MC	2745	939	0.24	7.06	0.008	1.00	5.36	0.021	-0.01	3.23	0.072	Uniform>
33	MC	2745	939	0.26	9.08	0.003	0.23	0.27	0.606	0.00	0.00	0.948	Uniform>
34	MC	2745	939	0.28	8.25	0.004	0.18	0.18	0.667	0.00	0.06	0.804	Uniform>
35	MC	2745	939	0.09	1.31	0.252	0.08	0.04	0.842	0.00	0.00	0.973	
36	MC	2745	939	0.04	0.16	0.693	0.58	1.51	0.219	-0.01	1.38	0.240	
37	MC	2745	939	0.37	20.19	0.000	0.86	3.99	0.046	0.00	1.34	0.246	Uniform>
38	MC	2745	939	0.29	12.07	0.001	-0.47	1.40	0.237	0.01	3.74	0.053	Uniform>
39	MC	2745	939	0.20	6.27	0.012	-0.14	0.14	0.713	0.00	0.84	0.359	
40	MC	2745	939	0.00	0.00	0.972	-0.03	0.01	0.931	0.00	0.01	0.935	
41	MC	2745	939	-0.03	0.16	0.688	-0.14	0.13	0.721	0.00	0.08	0.778	
42	MC	2745	939	0.01	0.04	0.851	0.04	0.01	0.913	0.00	0.01	0.943	

Note: MC=Multiple Choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.227: Logistic Regression DIF Results on Stage V Reading Items for the Non-Spanish/English Comparison

Focal Group: Non-Spanish; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
15	MC	1854	939	-0.12	1.34	0.248	-0.47	1.26	0.263	0.00	0.74	0.389	
16	MC	1854	939	0.15	1.99	0.158	-0.60	2.13	0.144	0.01	3.55	0.060	
17	MC	1854	939	0.20	3.60	0.058	0.69	2.14	0.143	-0.01	1.15	0.284	
18	MC	1854	939	0.01	0.01	0.932	-0.15	0.16	0.688	0.00	0.19	0.665	
19	MC	1854	939	-0.14	0.67	0.412	0.34	0.33	0.568	-0.01	0.69	0.407	
20	MC	1854	939	-0.01	0.00	0.959	-0.02	0.00	0.969	0.00	0.00	0.980	
21	MC	1854	939	0.02	0.05	0.819	1.23	9.34	0.002	-0.01	9.53	0.002	NonUniform
22	MC	1854	939	0.18	4.10	0.043	0.48	1.18	0.278	0.00	0.49	0.483	
23	MC	1854	939	-0.03	0.11	0.738	0.13	0.11	0.737	0.00	0.18	0.675	
24	MC	1854	939	0.19	4.18	0.041	1.28	8.51	0.004	-0.01	6.45	0.011	
25	MC	1854	939	0.23	7.08	0.008	0.70	2.98	0.084	0.00	1.41	0.235	Uniform>
26	MC	1854	939	-0.02	0.06	0.803	1.11	7.49	0.006	-0.01	8.16	0.004	NonUniform
27	MC	1854	939	0.11	1.71	0.191	0.44	1.17	0.278	0.00	0.69	0.406	
28	MC	1854	939	0.30	8.00	0.005	1.80	11.68	0.001	-0.02	8.42	0.004	NonUniform
29	MC	1854	939	-0.06	0.48	0.486	0.29	0.46	0.500	0.00	0.70	0.404	
30	MC	1854	939	0.16	3.70	0.055	0.17	0.19	0.665	0.00	0.00	0.986	
31	MC	1854	939	-0.09	1.03	0.311	-0.09	0.05	0.831	0.00	0.00	0.998	
32	MC	1854	939	0.45	20.99	0.000	1.06	5.72	0.017	-0.01	1.98	0.159	Uniform>
33	MC	1854	939	0.23	6.20	0.013	0.52	1.26	0.261	0.00	0.42	0.518	
34	MC	1854	939	0.38	13.21	0.000	0.65	2.30	0.129	0.00	0.42	0.515	Uniform>
35	MC	1854	939	0.21	6.02	0.014	0.91	5.12	0.024	-0.01	3.21	0.073	
36	MC	1854	939	-0.10	1.26	0.262	1.86	15.54	0.000	-0.02	17.98	0.000	NonUniform
37	MC	1854	939	0.33	13.64	0.000	0.76	2.92	0.087	0.00	1.00	0.316	Uniform>
38	MC	1854	939	0.00	0.00	0.958	-0.27	0.42	0.517	0.00	0.42	0.516	
39	MC	1854	939	0.12	2.00	0.158	-0.60	2.17	0.141	0.01	3.30	0.069	
40	MC	1854	939	0.21	6.03	0.014	-0.27	0.45	0.502	0.00	1.50	0.221	
41	MC	1854	939	0.01	0.02	0.897	0.64	2.46	0.117	-0.01	2.49	0.114	
42	MC	1854	939	0.02	0.06	0.810	-0.31	0.57	0.450	0.00	0.68	0.410	

Note: MC=Multiple Choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.228: Logistic Regression DIF Results on Stage V Reading Items for the American Indian Language/English Comparison

Focal Group: American Indian Language; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
15	MC	84	939	-0.12	0.17	0.684	-0.40	0.06	0.800	0.00	0.03	0.856	
16	MC	84	939	0.22	0.51	0.476	-2.54	2.00	0.158	0.03	2.32	0.128	
17	MC	84	939	0.14	0.24	0.628	-0.05	0.00	0.977	0.00	0.01	0.908	
18	MC	84	939	0.10	0.19	0.666	0.81	0.41	0.523	-0.01	0.32	0.570	
19	MC	84	939	-0.51	1.31	0.252	-3.25	1.30	0.254	0.03	0.91	0.340	
20	MC	84	939	-0.25	0.28	0.597	-1.33	0.26	0.613	0.01	0.17	0.679	
21	MC	84	939	-0.78	8.67	0.003	-3.67	3.51	0.061	0.03	2.28	0.131	Uniform<
22	MC	84	939	-0.13	0.28	0.600	-4.30	4.55	0.033	0.04	4.45	0.035	
23	MC	84	939	-0.51	4.55	0.033	-2.52	2.70	0.100	0.02	1.79	0.181	
24	MC	84	939	-0.46	3.34	0.068	-0.32	0.05	0.827	0.00	0.01	0.923	
25	MC	84	939	-0.73	8.91	0.003	0.19	0.02	0.894	-0.01	0.44	0.509	Uniform<
26	MC	84	939	-0.06	0.07	0.787	3.04	5.74	0.017	-0.03	6.18	0.013	
27	MC	84	939	-0.31	1.60	0.206	-3.14	3.29	0.070	0.03	2.78	0.095	
28	MC	84	939	-0.61	4.67	0.031	-3.00	2.19	0.139	0.03	1.42	0.234	
29	MC	84	939	-0.39	2.36	0.124	0.23	0.02	0.878	-0.01	0.18	0.673	
30	MC	84	939	-0.16	0.45	0.502	-0.52	0.14	0.707	0.00	0.07	0.791	
31	MC	84	939	-0.30	1.45	0.229	-2.44	2.26	0.132	0.02	1.82	0.177	
32	MC	84	939	-0.03	0.01	0.919	-1.75	1.09	0.296	0.02	1.08	0.299	
33	MC	84	939	-0.13	0.26	0.607	0.28	0.04	0.847	0.00	0.08	0.776	
34	MC	84	939	-0.16	0.34	0.562	-6.34	7.74	0.005	0.07	7.21	0.007	NonUniform
35	MC	84	939	-0.12	0.23	0.633	-0.78	0.28	0.594	0.01	0.21	0.645	
36	MC	84	939	0.29	1.15	0.284	-0.29	0.03	0.859	0.01	0.13	0.720	
37	MC	84	939	0.50	4.42	0.035	1.95	2.16	0.142	-0.01	1.22	0.269	
38	MC	84	939	-0.30	1.38	0.239	4.13	8.76	0.003	-0.05	9.87	0.002	NonUniform
39	MC	84	939	-0.66	7.33	0.007	-2.62	2.61	0.106	0.02	1.52	0.218	Uniform<
40	MC	84	939	-0.29	1.35	0.246	-0.41	0.08	0.781	0.00	0.01	0.937	
41	MC	84	939	-0.04	0.02	0.875	2.03	2.35	0.125	-0.02	2.48	0.115	
42	MC	84	939	-0.30	1.53	0.217	-3.95	4.84	0.028	0.04	4.31	0.038	

Note: MC=Multiple Choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.229: Logistic Regression DIF Results on Stage V Reading Items for the FRL/Non-FRL Comparison

Focal Group: FRL; Reference Group: Non-FRL													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
15	MC	4612	873	-0.01	0.00	0.957	-0.71	4.14	0.042	0.01	4.47	0.035	
16	MC	4612	873	0.05	0.24	0.623	-0.14	0.15	0.694	0.00	0.30	0.583	
17	MC	4612	873	-0.04	0.17	0.679	-0.19	0.24	0.621	0.00	0.16	0.686	
18	MC	4612	873	-0.09	1.37	0.242	-0.46	2.26	0.132	0.00	1.57	0.210	
19	MC	4612	873	0.03	0.04	0.837	-0.46	0.97	0.324	0.01	1.23	0.268	
20	MC	4612	873	-0.25	2.65	0.103	-0.79	2.75	0.097	0.01	1.47	0.225	
21	MC	4612	873	-0.03	0.14	0.711	0.40	1.38	0.240	0.00	1.68	0.195	
22	MC	4612	873	-0.15	3.60	0.058	-0.25	0.46	0.497	0.00	0.07	0.785	
23	MC	4612	873	-0.17	4.71	0.030	-0.50	2.45	0.117	0.00	1.13	0.287	
24	MC	4612	873	0.08	0.94	0.333	0.75	3.90	0.048	-0.01	3.24	0.072	
25	MC	4612	873	-0.02	0.07	0.794	-0.24	0.48	0.486	0.00	0.43	0.514	
26	MC	4612	873	0.05	0.34	0.558	-0.53	2.73	0.098	0.01	3.43	0.064	
27	MC	4612	873	-0.01	0.03	0.873	-0.06	0.04	0.850	0.00	0.02	0.875	
28	MC	4612	873	0.05	0.23	0.632	-0.06	0.02	0.891	0.00	0.07	0.798	
29	MC	4612	873	0.14	3.20	0.074	0.39	1.08	0.300	0.00	0.45	0.503	
30	MC	4612	873	0.08	1.07	0.301	-0.03	0.01	0.923	0.00	0.12	0.725	
31	MC	4612	873	-0.14	3.37	0.066	-0.64	3.65	0.056	0.01	2.31	0.128	
32	MC	4612	873	0.14	2.59	0.108	0.37	0.96	0.327	0.00	0.37	0.541	
33	MC	4612	873	-0.02	0.06	0.812	-0.46	1.42	0.233	0.00	1.36	0.243	
34	MC	4612	873	0.06	0.36	0.548	-0.48	1.83	0.176	0.01	2.49	0.114	
35	MC	4612	873	0.12	2.29	0.130	0.02	0.00	0.961	0.00	0.09	0.758	
36	MC	4612	873	-0.21	5.67	0.017	-0.02	0.00	0.954	0.00	0.23	0.631	
37	MC	4612	873	-0.13	2.87	0.090	-0.03	0.01	0.925	0.00	0.08	0.774	
38	MC	4612	873	0.06	0.58	0.446	-0.12	0.12	0.730	0.00	0.28	0.598	
39	MC	4612	873	-0.06	0.54	0.464	0.28	0.59	0.441	0.00	0.92	0.338	
40	MC	4612	873	0.12	2.11	0.146	-0.19	0.31	0.576	0.00	0.85	0.357	
41	MC	4612	873	0.10	1.41	0.235	0.44	1.45	0.229	0.00	0.94	0.332	
42	MC	4612	873	0.11	2.03	0.154	0.56	2.33	0.127	0.00	1.57	0.210	

Note: MC=Multiple Choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.230: Logistic Regression DIF Results on Stage V Writing Items for the Female/Male Comparison

Focal Group: Female; Reference Group: Male													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
43	MC	2392	3144	0.02	0.10	0.749	-0.06	0.07	0.795	0.00	0.12	0.731	
44	MC	2392	3144	0.06	1.22	0.269	0.14	0.31	0.576	0.00	0.10	0.756	
45	MC	2392	3144	0.23	7.49	0.006	0.41	2.09	0.148	0.00	0.45	0.500	Uniform>
46	MC	2392	3144	0.34	30.74	0.000	0.15	0.38	0.539	0.00	0.63	0.426	Uniform>
47	MC	2392	3144	0.04	0.53	0.467	0.30	1.54	0.215	0.00	1.21	0.271	
48	MC	2392	3144	-0.24	12.49	0.000	0.24	0.79	0.373	-0.01	3.29	0.070	Uniform<
49	MC	2392	3144	-0.11	3.56	0.059	0.73	7.96	0.005	-0.01	11.06	0.001	NonUniform
50	MC	2392	3144	-0.10	2.81	0.093	-0.23	0.86	0.352	0.00	0.31	0.580	
51	MC	2392	3144	0.07	1.51	0.219	-0.29	1.58	0.209	0.00	2.58	0.109	
52	MC	2392	3144	-0.04	0.32	0.572	0.05	0.03	0.862	0.00	0.09	0.758	
53	MC	2392	3144	-0.20	10.42	0.001	0.36	1.78	0.182	-0.01	4.46	0.035	Uniform<
54	MC	2392	3144	-0.08	1.81	0.178	0.34	1.80	0.180	0.00	2.94	0.086	
55	MC	2392	3144	0.01	0.03	0.874	0.20	0.63	0.426	0.00	0.61	0.435	
56	MC	2392	3144	0.18	10.24	0.001	-0.01	0.00	0.958	0.00	0.68	0.409	Uniform>
57	MC	2392	3144	-0.03	0.18	0.674	-0.76	6.51	0.011	0.01	6.37	0.012	
58	MC	2392	3144	0.41	38.80	0.000	0.27	0.89	0.346	0.00	0.26	0.613	Uniform>
59	MC	2392	3144	0.12	4.12	0.042	-0.32	1.67	0.196	0.00	3.27	0.071	
60	MC	2392	3144	0.13	4.94	0.026	0.00	0.00	0.996	0.00	0.27	0.607	
61	ER	2392	3144	0.23	16.16	0.000	0.40	3.28	0.070	0.00	0.63	0.428	Uniform>
62	ER	2392	3144	0.26	23.77	0.000	-0.06	0.09	0.770	0.00	2.64	0.104	Uniform>

Note: MC= Multiple-choice Item, ER= Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.231: Logistic Regression DIF Results on Stage V Writing Items for the Hispanic/Non-Hispanic Comparison

Focal Group: Hispanic; Reference Group: Non-Hispanic													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
43	MC	3972	1566	-0.45	49.69	0.000	0.08	0.09	0.767	-0.01	4.00	0.045	Uniform<
44	MC	3972	1566	-0.18	7.84	0.005	-0.51	3.78	0.052	0.00	1.73	0.188	Uniform<
45	MC	3972	1566	-0.07	0.67	0.414	0.61	3.77	0.052	-0.01	5.13	0.024	
46	MC	3972	1566	0.09	2.06	0.151	0.61	4.99	0.025	-0.01	3.78	0.052	
47	MC	3972	1566	0.09	2.04	0.153	0.31	1.35	0.246	0.00	0.73	0.394	
48	MC	3972	1566	-0.41	28.47	0.000	-0.63	4.51	0.034	0.00	0.62	0.430	Uniform<
49	MC	3972	1566	-0.36	31.22	0.000	0.23	0.61	0.434	-0.01	4.27	0.039	Uniform<
50	MC	3972	1566	-0.06	1.07	0.301	-0.17	0.41	0.523	0.00	0.17	0.684	
51	MC	3972	1566	-0.28	19.89	0.000	-0.75	9.16	0.002	0.01	3.85	0.050	Uniform<
52	MC	3972	1566	0.02	0.10	0.752	0.60	3.62	0.057	-0.01	3.56	0.059	
53	MC	3972	1566	-0.45	43.43	0.000	0.37	1.45	0.229	-0.01	7.39	0.007	NonUniform
54	MC	3972	1566	-0.24	11.63	0.001	-0.77	7.71	0.005	0.01	3.97	0.046	Uniform<
55	MC	3972	1566	0.10	2.31	0.129	-0.26	0.90	0.342	0.00	1.84	0.175	
56	MC	3972	1566	0.34	29.80	0.000	-0.19	0.50	0.479	0.01	4.20	0.040	Uniform>
57	MC	3972	1566	0.20	7.82	0.005	-0.19	0.34	0.557	0.00	1.52	0.218	Uniform>
58	MC	3972	1566	-0.08	1.19	0.275	0.17	0.29	0.593	0.00	0.64	0.423	
59	MC	3972	1566	-0.01	0.03	0.858	0.49	3.07	0.080	-0.01	3.40	0.065	
60	MC	3972	1566	0.00	0.00	0.947	-0.61	4.66	0.031	0.01	4.96	0.026	
61	ER	3972	1566	-0.12	3.39	0.066	1.16	23.13	0.000	-0.01	30.10	0.000	NonUniform
62	ER	3972	1566	-0.33	30.79	0.000	0.90	15.32	0.000	-0.01	30.73	0.000	NonUniform

Note: MC= Multiple-choice Item, ER= Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.232: Logistic Regression DIF Results on Stage V Writing Items for the American Indian/ Non-American Indian Comparison

Focal Group: American Indian; Reference Group: Non-American Indian													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
43	MC	343	5195	1.07	69.12	0.000	0.91	1.93	0.165	0.00	0.06	0.809	Uniform>
44	MC	343	5195	-0.22	3.30	0.069	0.21	0.11	0.742	0.00	0.46	0.499	
45	MC	343	5195	-0.19	1.21	0.272	-2.08	5.86	0.016	0.02	4.88	0.027	
46	MC	343	5195	0.19	2.21	0.137	0.11	0.03	0.863	0.00	0.01	0.907	
47	MC	343	5195	0.16	1.93	0.165	-1.29	3.64	0.056	0.01	4.74	0.029	
48	MC	343	5195	0.88	27.55	0.000	-0.82	0.81	0.369	0.02	3.53	0.060	Uniform>
49	MC	343	5195	-0.35	8.59	0.003	0.11	0.03	0.867	0.00	0.49	0.482	Uniform<
50	MC	343	5195	0.19	2.78	0.096	-0.14	0.05	0.817	0.00	0.30	0.586	
51	MC	343	5195	-0.36	10.08	0.002	0.44	0.55	0.458	-0.01	1.90	0.169	Uniform<
52	MC	343	5195	-0.07	0.30	0.584	-0.14	0.04	0.849	0.00	0.01	0.925	
53	MC	343	5195	0.47	13.67	0.000	-1.33	2.96	0.085	0.02	5.54	0.019	Uniform>
54	MC	343	5195	0.63	20.53	0.000	-0.77	1.01	0.315	0.02	3.41	0.065	Uniform>
55	MC	343	5195	0.13	0.99	0.320	0.61	0.88	0.348	-0.01	0.58	0.447	
56	MC	343	5195	-0.32	7.48	0.006	-0.14	0.05	0.829	0.00	0.08	0.773	Uniform<
57	MC	343	5195	-0.35	6.60	0.010	1.41	3.78	0.052	-0.02	5.94	0.015	
58	MC	343	5195	-0.29	5.02	0.025	-0.81	1.19	0.276	0.01	0.51	0.475	
59	MC	343	5195	-0.01	0.00	0.944	-0.55	0.69	0.408	0.01	0.69	0.407	
60	MC	343	5195	-0.31	6.37	0.012	1.10	2.85	0.092	-0.01	4.77	0.029	
61	ER	343	5195	0.37	10.01	0.002	0.05	0.01	0.936	0.00	0.27	0.601	Uniform>
62	ER	343	5195	0.11	1.03	0.311	0.48	0.71	0.400	0.00	0.43	0.510	

Note: MC= Multiple-choice Item, ER= Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.233: Logistic Regression DIF Results on Stage V Writing Items for the Special Education/ Non-Special Education Comparison

Focal Group: Special Education; Reference Group: Non-Special Education													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
43	MC	496	5042	0.51	27.12	0.000	-0.39	0.61	0.434	0.01	3.42	0.064	Uniform>
44	MC	496	5042	0.01	0.01	0.910	0.59	1.53	0.216	-0.01	1.53	0.216	
45	MC	496	5042	-0.60	24.75	0.000	-1.12	4.61	0.032	0.01	1.07	0.301	Uniform<
46	MC	496	5042	-0.25	6.27	0.012	-0.12	0.07	0.794	0.00	0.07	0.787	
47	MC	496	5042	-0.33	11.24	0.001	0.55	1.39	0.239	-0.01	3.72	0.054	Uniform<
48	MC	496	5042	0.72	35.00	0.000	-0.17	0.08	0.775	0.01	2.40	0.122	Uniform>
49	MC	496	5042	-0.07	0.52	0.470	0.09	0.03	0.864	0.00	0.10	0.748	
50	MC	496	5042	0.11	1.31	0.252	-0.58	1.37	0.242	0.01	2.04	0.153	
51	MC	496	5042	-0.42	18.48	0.000	-0.49	1.07	0.302	0.00	0.02	0.881	Uniform<
52	MC	496	5042	0.06	0.26	0.608	1.01	3.81	0.051	-0.01	3.50	0.061	
53	MC	496	5042	0.45	18.98	0.000	0.21	0.16	0.692	0.00	0.23	0.635	Uniform>
54	MC	496	5042	0.32	9.15	0.002	-0.17	0.11	0.738	0.01	0.94	0.333	Uniform>
55	MC	496	5042	-0.03	0.08	0.783	-0.32	0.40	0.527	0.00	0.35	0.556	
56	MC	496	5042	-0.29	8.59	0.003	0.04	0.01	0.934	0.00	0.49	0.485	Uniform<
57	MC	496	5042	0.13	1.40	0.237	1.22	5.39	0.020	-0.01	4.41	0.036	
58	MC	496	5042	-0.53	25.97	0.000	-1.02	3.06	0.080	0.01	0.72	0.396	Uniform<
59	MC	496	5042	-0.23	5.16	0.023	0.28	0.32	0.570	-0.01	1.12	0.290	
60	MC	496	5042	-0.42	14.23	0.000	-0.25	0.19	0.662	0.00	0.10	0.754	Uniform<
61	ER	496	5042	0.05	0.29	0.592	-0.15	0.12	0.729	0.00	0.23	0.631	
62	ER	496	5042	-0.06	0.46	0.499	0.53	1.61	0.205	-0.01	2.14	0.143	

Note: MC= Multiple-choice Item, ER= Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.234: Logistic Regression DIF Results on Stage V Writing Items for the Spanish/Non-Spanish Comparison

Focal Group: Spanish; Reference Group: Non-Spanish													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
43	MC	2745	2793	-0.38	45.10	0.000	0.22	0.78	0.376	-0.01	6.38	0.012	Uniform<
44	MC	2745	2793	-0.09	2.30	0.130	-0.50	4.18	0.041	0.00	3.02	0.082	
45	MC	2745	2793	0.23	7.73	0.005	0.87	9.64	0.002	-0.01	5.78	0.016	Uniform>
46	MC	2745	2793	0.20	11.21	0.001	0.41	2.86	0.091	0.00	0.79	0.374	Uniform>
47	MC	2745	2793	0.19	11.17	0.001	0.31	1.70	0.192	0.00	0.28	0.595	Uniform>
48	MC	2745	2793	-0.53	63.20	0.000	0.11	0.18	0.676	-0.01	5.98	0.014	Uniform<
49	MC	2745	2793	-0.09	2.47	0.116	-0.04	0.03	0.869	0.00	0.04	0.849	
50	MC	2745	2793	-0.14	6.42	0.011	0.01	0.00	0.958	0.00	0.44	0.506	
51	MC	2745	2793	0.05	0.85	0.357	-0.21	0.82	0.365	0.00	1.36	0.243	
52	MC	2745	2793	0.00	0.00	0.944	0.67	5.85	0.016	-0.01	6.24	0.012	
53	MC	2745	2793	-0.37	38.26	0.000	0.82	9.04	0.003	-0.01	20.15	0.000	NonUniform
54	MC	2745	2793	-0.31	25.72	0.000	-0.10	0.15	0.700	0.00	0.73	0.392	Uniform<
55	MC	2745	2793	0.17	7.54	0.006	-0.07	0.07	0.785	0.00	0.92	0.338	Uniform>
56	MC	2745	2793	0.30	28.67	0.000	-0.35	2.04	0.154	0.01	7.60	0.006	NonUniform
57	MC	2745	2793	0.06	0.97	0.326	0.09	0.09	0.762	0.00	0.01	0.927	
58	MC	2745	2793	0.01	0.01	0.905	0.17	0.34	0.560	0.00	0.33	0.569	
59	MC	2745	2793	0.01	0.03	0.873	0.08	0.10	0.747	0.00	0.09	0.769	
60	MC	2745	2793	0.05	0.68	0.409	-0.39	2.24	0.135	0.00	2.97	0.085	
61	ER	2745	2793	-0.05	0.68	0.410	0.86	15.71	0.000	-0.01	18.88	0.000	NonUniform
62	ER	2745	2793	-0.11	4.30	0.038	0.42	4.18	0.041	-0.01	7.23	0.007	NonUniform

Note: MC= Multiple-choice Item, ER= Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.235: Logistic Regression DIF Results on Stage V Writing Items for the Spanish/English Comparison

Focal Group: Spanish; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUmi}	Wald χ^2	p-value	β_2^{NUmi}	Wald χ^2	p-value	
43	MC	2745	939	-0.47	34.98	0.000	0.04	0.01	0.916	-0.01	1.94	0.164	Uniform<
44	MC	2745	939	-0.10	1.73	0.189	-0.67	3.26	0.071	0.01	2.42	0.120	
45	MC	2745	939	0.28	5.86	0.015	1.31	8.62	0.003	-0.01	5.66	0.017	
46	MC	2745	939	0.27	10.53	0.001	0.83	4.64	0.031	-0.01	2.21	0.137	Uniform>
47	MC	2745	939	0.21	7.22	0.007	0.49	1.65	0.199	0.00	0.55	0.459	Uniform>
48	MC	2745	939	-0.76	56.35	0.000	0.83	3.06	0.080	-0.02	11.56	0.001	NonUniform
49	MC	2745	939	0.17	4.18	0.041	0.46	1.19	0.275	0.00	0.50	0.481	
50	MC	2745	939	-0.18	5.05	0.025	0.33	0.78	0.376	-0.01	1.91	0.167	
51	MC	2745	939	0.22	8.07	0.004	-0.07	0.03	0.855	0.00	0.69	0.407	Uniform>
52	MC	2745	939	-0.06	0.49	0.482	0.63	2.18	0.140	-0.01	2.74	0.098	
53	MC	2745	939	-0.36	18.11	0.000	1.35	9.22	0.002	-0.02	15.29	0.000	NonUniform
54	MC	2745	939	-0.49	30.60	0.000	-0.02	0.00	0.962	-0.01	1.41	0.235	Uniform<
55	MC	2745	939	0.15	3.03	0.082	0.95	5.09	0.024	-0.01	3.77	0.052	
56	MC	2745	939	0.32	15.57	0.000	0.30	0.60	0.439	0.00	0.00	0.965	Uniform>
57	MC	2745	939	0.05	0.28	0.595	0.50	1.23	0.268	0.00	1.05	0.304	
58	MC	2745	939	0.15	2.92	0.088	0.78	2.92	0.087	-0.01	1.96	0.162	
59	MC	2745	939	0.04	0.29	0.592	-0.18	0.22	0.639	0.00	0.35	0.552	
60	MC	2745	939	0.18	4.87	0.027	-0.16	0.16	0.687	0.00	0.75	0.386	
61	ER	2745	939	-0.10	1.51	0.220	0.14	0.15	0.697	0.00	0.48	0.489	
62	ER	2745	939	0.02	0.07	0.784	-0.16	0.24	0.625	0.00	0.33	0.568	

Note: MC= Multiple-choice Item, ER= Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.236: Logistic Regression DIF Results on Stage V Writing Items for the Non-Spanish/English Comparison

Focal Group: Non-Spanish; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUmi}	Wald χ^2	p-value	β_2^{NUmi}	Wald χ^2	p-value	
43	MC	1854	939	-0.12	2.04	0.154	-0.23	0.35	0.555	0.00	0.08	0.777	
44	MC	1854	939	-0.04	0.20	0.658	-0.22	0.35	0.553	0.00	0.26	0.612	
45	MC	1854	939	0.12	1.01	0.315	0.57	1.55	0.213	-0.01	1.02	0.312	
46	MC	1854	939	0.11	1.64	0.200	0.55	1.93	0.164	0.00	1.29	0.256	
47	MC	1854	939	0.04	0.21	0.645	0.23	0.35	0.556	0.00	0.25	0.616	
48	MC	1854	939	-0.32	8.48	0.004	0.96	3.83	0.050	-0.01	7.11	0.008	NonUniform
49	MC	1854	939	0.39	20.59	0.000	0.62	2.10	0.148	0.00	0.29	0.589	Uniform>
50	MC	1854	939	-0.05	0.36	0.550	0.44	1.27	0.260	0.00	1.65	0.198	
51	MC	1854	939	0.25	9.06	0.003	0.16	0.18	0.669	0.00	0.07	0.793	Uniform>
52	MC	1854	939	-0.07	0.63	0.426	-0.06	0.02	0.901	0.00	0.00	0.970	
53	MC	1854	939	0.05	0.34	0.558	0.72	2.35	0.125	-0.01	2.09	0.148	
54	MC	1854	939	-0.27	7.95	0.005	0.13	0.10	0.753	0.00	0.95	0.329	Uniform<
55	MC	1854	939	-0.05	0.34	0.560	1.35	9.86	0.002	-0.01	11.13	0.001	NonUniform
56	MC	1854	939	-0.02	0.04	0.834	0.86	4.76	0.029	-0.01	5.21	0.023	
57	MC	1854	939	-0.03	0.08	0.780	0.57	1.45	0.228	-0.01	1.66	0.197	
58	MC	1854	939	0.23	5.53	0.019	0.79	2.78	0.095	-0.01	1.46	0.226	
59	MC	1854	939	0.06	0.44	0.507	-0.36	0.83	0.362	0.00	1.16	0.281	
60	MC	1854	939	0.19	4.75	0.029	0.29	0.48	0.487	0.00	0.06	0.805	
61	ER	1854	939	-0.02	0.08	0.784	-0.87	6.04	0.014	0.01	6.14	0.013	
62	ER	1854	939	0.23	8.10	0.004	-0.77	5.35	0.021	0.01	9.60	0.002	NonUniform

Note: MC= Multiple-choice Item, ER= Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.237: Logistic Regression DIF Results on Stage V Writing Items for the American Indian Language/English Comparison

Focal Group: American Indian Language; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
43	MC	84	939	1.07	14.45	0.000	2.13	2.03	0.154	-0.01	0.53	0.466	Uniform>
44	MC	84	939	-0.25	1.06	0.303	0.49	0.13	0.714	-0.01	0.31	0.576	
45	MC	84	939	-0.10	0.08	0.774	-2.31	1.38	0.240	0.03	1.26	0.263	
46	MC	84	939	0.33	1.66	0.198	1.47	1.15	0.285	-0.01	0.72	0.396	
47	MC	84	939	0.62	6.47	0.011	-1.82	1.43	0.231	0.03	2.62	0.106	
48	MC	84	939	0.52	1.99	0.159	0.06	0.00	0.978	0.01	0.05	0.823	
49	MC	84	939	-0.23	0.84	0.358	-0.11	0.01	0.943	0.00	0.01	0.933	
50	MC	84	939	0.07	0.09	0.766	2.39	3.57	0.059	-0.02	3.47	0.063	
51	MC	84	939	-0.06	0.08	0.780	-1.33	0.94	0.333	0.01	0.87	0.350	
52	MC	84	939	-0.31	1.32	0.250	0.80	0.27	0.606	-0.01	0.52	0.470	
53	MC	84	939	0.27	1.02	0.313	-1.14	0.46	0.499	0.02	0.71	0.398	
54	MC	84	939	0.18	0.42	0.517	-0.80	0.25	0.618	0.01	0.38	0.537	
55	MC	84	939	0.45	2.75	0.097	3.26	5.39	0.020	-0.03	4.30	0.038	
56	MC	84	939	-0.43	3.16	0.075	1.12	0.69	0.408	-0.02	1.35	0.246	
57	MC	84	939	-0.15	0.31	0.580	4.03	7.57	0.006	-0.04	7.93	0.005	NonUniform
58	MC	84	939	-0.66	6.63	0.010	-5.37	6.02	0.014	0.05	4.72	0.030	
59	MC	84	939	0.04	0.04	0.851	-2.56	2.75	0.097	0.03	2.96	0.085	
60	MC	84	939	-0.28	1.20	0.274	-0.16	0.01	0.917	0.00	0.01	0.933	
61	ER	84	939	0.56	5.62	0.018	1.19	0.76	0.382	-0.01	0.22	0.637	
62	ER	84	939	0.50	4.92	0.027	0.33	0.07	0.795	0.00	0.02	0.890	

Note: MC= Multiple-choice Item, ER= Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.238: Logistic Regression DIF Results on Stage V Writing Items for the FRL/Non-FRL Comparison

Focal Group: FRL; Reference Group: Non-FRL													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
43	MC	4612	873	-0.27	11.92	0.001	-0.19	0.32	0.574	0.00	0.07	0.794	Uniform<
44	MC	4612	873	0.08	1.13	0.287	0.50	2.06	0.151	0.00	1.51	0.219	
45	MC	4612	873	-0.03	0.08	0.775	-0.26	0.45	0.501	0.00	0.38	0.536	
46	MC	4612	873	0.01	0.03	0.870	-0.71	4.93	0.026	0.01	5.50	0.019	
47	MC	4612	873	0.08	1.10	0.293	-0.18	0.31	0.577	0.00	0.69	0.406	
48	MC	4612	873	-0.17	3.32	0.069	0.08	0.04	0.836	0.00	0.45	0.502	
49	MC	4612	873	0.05	0.46	0.498	0.09	0.06	0.803	0.00	0.01	0.919	
50	MC	4612	873	-0.04	0.31	0.578	-0.21	0.42	0.517	0.00	0.28	0.596	
51	MC	4612	873	0.03	0.11	0.736	0.02	0.00	0.962	0.00	0.00	0.972	
52	MC	4612	873	-0.04	0.27	0.602	0.43	1.23	0.267	0.00	1.58	0.209	
53	MC	4612	873	0.03	0.09	0.764	0.94	5.36	0.021	-0.01	5.32	0.021	
54	MC	4612	873	-0.11	1.80	0.180	0.20	0.31	0.575	0.00	0.81	0.368	
55	MC	4612	873	0.03	0.17	0.678	-0.17	0.24	0.623	0.00	0.37	0.542	
56	MC	4612	873	0.00	0.00	0.952	-0.04	0.02	0.896	0.00	0.02	0.882	
57	MC	4612	873	-0.07	0.77	0.379	0.80	3.74	0.053	-0.01	4.73	0.030	
58	MC	4612	873	0.03	0.13	0.715	-0.54	1.99	0.158	0.01	2.38	0.123	
59	MC	4612	873	-0.05	0.47	0.491	-0.10	0.10	0.758	0.00	0.02	0.878	
60	MC	4612	873	-0.07	0.89	0.346	0.42	1.33	0.249	0.00	1.94	0.163	
61	ER	4612	873	0.07	0.74	0.391	0.49	2.74	0.098	0.00	2.22	0.136	
62	ER	4612	873	0.11	2.28	0.131	0.33	1.35	0.245	0.00	0.64	0.423	

Note: MC= Multiple-choice Item, ER= Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.239: Logistic Regression DIF Results on Stage V Listening Items for the Female/Male Comparison

Focal Group: Female; Reference Group: Male													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
1	MC	2392	3144	-0.30	9.95	0.002	-0.31	0.85	0.355	0.00	0.00	0.961	Uniform<
2	MC	2392	3144	-0.44	51.28	0.000	-0.15	0.40	0.528	0.00	1.63	0.202	Uniform<
3	MC	2392	3144	-0.05	0.59	0.444	0.02	0.01	0.943	0.00	0.07	0.790	
4	MC	2392	3144	-0.18	10.46	0.001	-0.29	1.52	0.217	0.00	0.21	0.646	Uniform<
5	MC	2392	3144	-0.35	31.74	0.000	-0.53	4.25	0.039	0.00	0.53	0.469	Uniform<
6	MC	2392	3144	-0.12	4.23	0.040	-0.22	0.66	0.417	0.00	0.13	0.715	
7	MC	2392	3144	-0.41	46.83	0.000	-0.05	0.03	0.856	0.00	1.79	0.182	Uniform<
8	MC	2392	3144	-0.56	92.79	0.000	0.03	0.01	0.904	-0.01	5.95	0.015	Uniform<
9	MC	2392	3144	-0.36	39.79	0.000	0.28	1.40	0.237	-0.01	7.59	0.006	NonUniform
10	MC	2392	3144	-0.05	0.81	0.369	-0.19	0.68	0.411	0.00	0.39	0.532	
11	MC	2392	3144	0.18	10.85	0.001	0.30	1.70	0.192	0.00	0.26	0.610	Uniform>
12	MC	2392	3144	0.12	3.98	0.046	-0.35	1.63	0.202	0.00	3.05	0.081	
13	MC	2392	3144	-0.15	4.50	0.034	-0.36	1.71	0.191	0.00	0.64	0.424	
14	MC	2392	3144	-0.22	12.83	0.000	0.00	0.00	0.989	0.00	0.77	0.380	Uniform<

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.240: Logistic Regression DIF Results on Stage V Listening Items for the Hispanic/Non-Hispanic Comparison

Focal Group: Hispanic; Reference Group: Non-Hispanic													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
1	MC	3972	1566	-0.05	0.23	0.631	0.33	0.78	0.377	-0.01	1.11	0.291	
2	MC	3972	1566	-0.03	0.16	0.692	-0.10	0.15	0.697	0.00	0.09	0.768	
3	MC	3972	1566	0.11	3.07	0.080	0.84	9.11	0.003	-0.01	7.21	0.007	NonUniform
4	MC	3972	1566	0.05	0.64	0.424	-0.23	0.84	0.360	0.00	1.32	0.251	
5	MC	3972	1566	-0.21	9.49	0.002	-0.25	0.82	0.366	0.00	0.02	0.883	Uniform<
6	MC	3972	1566	0.03	0.18	0.669	0.31	1.10	0.295	0.00	0.96	0.328	
7	MC	3972	1566	-0.02	0.11	0.741	-0.29	0.91	0.340	0.00	0.82	0.366	
8	MC	3972	1566	0.05	0.64	0.424	0.10	0.12	0.724	0.00	0.03	0.864	
9	MC	3972	1566	0.19	9.45	0.002	0.02	0.00	0.952	0.00	0.47	0.493	Uniform>
10	MC	3972	1566	-0.14	5.12	0.024	0.23	0.77	0.382	0.00	2.13	0.145	
11	MC	3972	1566	-0.16	7.22	0.007	-0.19	0.60	0.439	0.00	0.01	0.910	Uniform<
12	MC	3972	1566	0.23	12.28	0.000	0.12	0.15	0.697	0.00	0.14	0.710	Uniform>
13	MC	3972	1566	-0.02	0.10	0.748	-1.00	11.89	0.001	0.01	12.20	0.000	NonUniform
14	MC	3972	1566	-0.16	5.62	0.018	0.44	2.12	0.145	-0.01	4.22	0.040	

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.241: Logistic Regression DIF Results on Stage V Listening Items for the American Indian/ Non-American Indian Comparison

Focal Group: American Indian; Reference Group: Non-American Indian													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
1	MC	343	5195	-0.02	0.01	0.918	0.30	0.09	0.767	0.00	0.11	0.743	
2	MC	343	5195	0.86	30.10	0.000	0.85	1.27	0.260	0.00	0.00	0.993	Uniform>
3	MC	343	5195	0.25	4.18	0.041	-0.66	0.94	0.333	0.01	1.86	0.173	
4	MC	343	5195	-0.17	2.24	0.135	-0.42	0.46	0.499	0.00	0.17	0.684	
5	MC	343	5195	0.18	2.04	0.153	0.41	0.37	0.542	0.00	0.12	0.734	
6	MC	343	5195	-0.09	0.61	0.435	-1.81	5.65	0.017	0.02	5.29	0.021	
7	MC	343	5195	0.15	1.61	0.205	0.00	0.00	0.999	0.00	0.05	0.819	
8	MC	343	5195	0.73	33.81	0.000	-1.05	2.13	0.144	0.02	6.26	0.012	Uniform>
9	MC	343	5195	-0.04	0.15	0.701	-0.42	0.45	0.503	0.00	0.37	0.541	
10	MC	343	5195	-0.16	1.92	0.166	0.58	0.91	0.340	-0.01	1.53	0.216	
11	MC	343	5195	-0.27	5.63	0.018	0.43	0.51	0.477	-0.01	1.40	0.236	
12	MC	343	5195	-0.35	8.29	0.004	0.38	0.32	0.570	-0.01	1.21	0.272	Uniform<
13	MC	343	5195	-0.09	0.39	0.530	0.19	0.07	0.793	0.00	0.16	0.693	
14	MC	343	5195	0.38	8.33	0.004	-2.42	8.36	0.004	0.03	11.29	0.001	NonUniform

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.242: Logistic Regression DIF Results on Stage V Listening Items for the Special Education/ Non-Special Education Comparison

Focal Group: Special Education; Reference Group: Non-Special Education													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
1	MC	496	5042	-0.21	1.95	0.162	0.52	0.74	0.391	-0.01	1.54	0.215	
2	MC	496	5042	0.36	10.76	0.001	-0.71	1.95	0.163	0.01	4.57	0.033	Uniform>
3	MC	496	5042	0.23	5.19	0.023	-0.28	0.32	0.571	0.01	1.12	0.290	
4	MC	496	5042	0.31	10.17	0.001	-0.21	0.20	0.651	0.01	1.31	0.252	Uniform>
5	MC	496	5042	0.34	10.33	0.001	-0.90	2.69	0.101	0.01	5.31	0.021	Uniform>
6	MC	496	5042	0.00	0.00	0.974	-1.02	3.25	0.072	0.01	3.43	0.064	
7	MC	496	5042	0.36	12.16	0.000	0.83	2.75	0.097	-0.01	0.94	0.332	Uniform>
8	MC	496	5042	0.53	27.36	0.000	0.12	0.06	0.804	0.00	0.71	0.399	Uniform>
9	MC	496	5042	0.38	15.42	0.000	0.54	1.41	0.235	0.00	0.13	0.719	Uniform>
10	MC	496	5042	0.11	1.39	0.238	-0.16	0.12	0.729	0.00	0.37	0.545	
11	MC	496	5042	-0.33	10.84	0.001	-0.23	0.23	0.628	0.00	0.05	0.827	Uniform<
12	MC	496	5042	-0.16	2.30	0.129	0.85	2.76	0.097	-0.01	4.00	0.045	
13	MC	496	5042	0.27	5.32	0.021	0.78	2.26	0.133	-0.01	1.02	0.314	
14	MC	496	5042	0.46	18.43	0.000	-1.46	5.92	0.015	0.02	10.52	0.001	NonUniform

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.243: Logistic Regression DIF Results on Stage V Listening Items for the Spanish/Non-Spanish Comparison

Focal Group: Spanish; Reference Group: Non-Spanish													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUi}	Wald χ^2	p-value	β_2^{NUi}	Wald χ^2	p-value	
1	MC	2745	2793	-0.01	0.01	0.910	-0.06	0.03	0.859	0.00	0.02	0.879	
2	MC	2745	2793	-0.13	4.41	0.036	0.02	0.01	0.940	0.00	0.42	0.518	
3	MC	2745	2793	-0.01	0.03	0.866	0.43	3.18	0.075	0.00	3.54	0.060	
4	MC	2745	2793	-0.03	0.26	0.611	-0.14	0.38	0.538	0.00	0.26	0.612	
5	MC	2745	2793	-0.27	19.73	0.000	-0.19	0.58	0.447	0.00	0.11	0.740	Uniform<
6	MC	2745	2793	-0.05	0.70	0.403	0.26	0.97	0.325	0.00	1.44	0.229	
7	MC	2745	2793	-0.21	12.34	0.000	-0.23	0.73	0.394	0.00	0.01	0.928	Uniform<
8	MC	2745	2793	-0.16	7.71	0.005	-0.18	0.52	0.473	0.00	0.00	0.944	Uniform<
9	MC	2745	2793	0.01	0.02	0.883	0.16	0.45	0.501	0.00	0.43	0.511	
10	MC	2745	2793	-0.06	1.30	0.254	-0.04	0.02	0.877	0.00	0.02	0.902	
11	MC	2745	2793	0.06	1.07	0.302	-0.09	0.17	0.678	0.00	0.47	0.491	
12	MC	2745	2793	0.12	4.20	0.040	-0.15	0.30	0.582	0.00	1.04	0.309	
13	MC	2745	2793	-0.12	3.20	0.073	-0.63	5.38	0.020	0.01	3.72	0.054	
14	MC	2745	2793	-0.27	19.04	0.000	0.45	2.88	0.089	-0.01	7.82	0.005	NonUniform

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.244: Logistic Regression DIF Results on Stage V Listening Items for the Spanish/English Comparison

Focal Group: Spanish; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUi}	Wald χ^2	p-value	β_2^{NUi}	Wald χ^2	p-value	
1	MC	2745	939	-0.07	0.22	0.640	-0.62	1.41	0.235	0.01	1.22	0.269	
2	MC	2745	939	-0.33	13.74	0.000	-0.07	0.03	0.857	0.00	0.51	0.474	Uniform<
3	MC	2745	939	-0.09	1.08	0.298	0.40	1.10	0.294	-0.01	1.71	0.191	
4	MC	2745	939	0.03	0.14	0.707	0.20	0.32	0.574	0.00	0.24	0.622	
5	MC	2745	939	-0.33	14.08	0.000	-0.43	1.21	0.272	0.00	0.07	0.793	Uniform<
6	MC	2745	939	-0.01	0.01	0.934	0.76	3.22	0.073	-0.01	3.42	0.064	
7	MC	2745	939	-0.31	14.06	0.000	-0.18	0.18	0.671	0.00	0.11	0.740	Uniform<
8	MC	2745	939	-0.35	18.84	0.000	-0.18	0.23	0.631	0.00	0.21	0.647	Uniform<
9	MC	2745	939	-0.03	0.14	0.709	0.09	0.07	0.796	0.00	0.12	0.729	
10	MC	2745	939	0.07	0.81	0.368	-0.04	0.01	0.907	0.00	0.10	0.749	
11	MC	2745	939	0.23	8.85	0.003	0.19	0.28	0.594	0.00	0.01	0.905	Uniform>
12	MC	2745	939	0.16	3.91	0.048	0.10	0.05	0.816	0.00	0.02	0.876	
13	MC	2745	939	-0.26	6.46	0.011	-0.51	1.36	0.243	0.00	0.34	0.558	
14	MC	2745	939	-0.36	17.15	0.000	1.60	12.28	0.000	-0.02	19.15	0.000	NonUniform

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.245: Logistic Regression DIF Results on Stage V Listening Items for the Non-Spanish/English Comparison

Focal Group: Non-Spanish; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
1	MC	1854	939	-0.07	0.24	0.625	-0.74	1.89	0.170	0.01	1.67	0.196	
2	MC	1854	939	-0.30	9.85	0.002	-0.08	0.05	0.831	0.00	0.32	0.570	Uniform<
3	MC	1854	939	-0.10	1.27	0.259	-0.03	0.01	0.939	0.00	0.03	0.856	
4	MC	1854	939	0.08	0.93	0.334	0.45	1.49	0.223	0.00	1.06	0.303	
5	MC	1854	939	-0.08	0.75	0.385	-0.31	0.59	0.442	0.00	0.34	0.560	
6	MC	1854	939	0.07	0.63	0.426	0.67	2.33	0.127	-0.01	1.96	0.162	
7	MC	1854	939	-0.16	3.23	0.072	0.09	0.04	0.835	0.00	0.35	0.556	
8	MC	1854	939	-0.29	11.69	0.001	0.01	0.00	0.981	0.00	0.63	0.428	Uniform<
9	MC	1854	939	-0.05	0.40	0.529	-0.08	0.05	0.824	0.00	0.01	0.931	
10	MC	1854	939	0.21	6.17	0.013	-0.03	0.01	0.937	0.00	0.42	0.516	
11	MC	1854	939	0.26	9.79	0.002	0.35	0.92	0.337	0.00	0.07	0.792	Uniform>
12	MC	1854	939	0.05	0.39	0.530	0.33	0.59	0.442	0.00	0.43	0.511	
13	MC	1854	939	-0.22	4.43	0.035	0.19	0.19	0.665	0.00	0.93	0.334	
14	MC	1854	939	-0.13	1.90	0.168	1.52	10.46	0.001	-0.02	12.85	0.000	NonUniform

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.246: Logistic Regression DIF Results on Stage V Listening Items for the American Indian Language/English Comparison

Focal Group: American Indian Language; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
1	MC	84	939	0.60	1.26	0.261	2.11	0.58	0.445	-0.02	0.32	0.569	
2	MC	84	939	0.27	0.87	0.351	-2.32	1.80	0.179	0.03	2.24	0.135	
3	MC	84	939	0.03	0.01	0.909	-1.51	1.03	0.309	0.02	1.09	0.295	
4	MC	84	939	-0.09	0.14	0.708	0.94	0.54	0.463	-0.01	0.67	0.414	
5	MC	84	939	-0.11	0.18	0.668	1.11	0.66	0.416	-0.01	0.84	0.360	
6	MC	84	939	-0.01	0.00	0.979	-2.76	2.44	0.118	0.03	2.53	0.112	
7	MC	84	939	0.18	0.50	0.480	1.63	1.47	0.225	-0.02	1.22	0.269	
8	MC	84	939	0.65	5.92	0.015	-1.08	0.48	0.488	0.02	1.25	0.264	
9	MC	84	939	0.18	0.60	0.440	-0.04	0.00	0.978	0.00	0.03	0.868	
10	MC	84	939	-0.32	1.70	0.193	0.44	0.10	0.746	-0.01	0.32	0.572	
11	MC	84	939	-0.25	1.09	0.296	0.98	0.54	0.464	-0.01	0.87	0.351	
12	MC	84	939	-0.42	2.72	0.099	1.49	1.11	0.291	-0.02	1.85	0.174	
13	MC	84	939	-0.19	0.43	0.512	-0.02	0.00	0.988	0.00	0.01	0.914	
14	MC	84	939	0.46	2.41	0.120	-0.96	0.27	0.600	0.02	0.61	0.435	

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.247: Logistic Regression DIF Results on Stage V Listening Items for the FRL/Non-FRL Comparison

Focal Group: FRL; Reference Group: Non-FRL													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
1	MC	4612	873	-0.14	1.08	0.298	-0.55	1.45	0.228	0.01	0.89	0.345	
2	MC	4612	873	-0.24	7.88	0.005	0.02	0.00	0.946	0.00	0.69	0.406	Uniform<
3	MC	4612	873	0.08	0.99	0.320	-0.33	1.05	0.306	0.00	1.72	0.190	
4	MC	4612	873	0.16	4.39	0.036	0.21	0.45	0.501	0.00	0.03	0.862	
5	MC	4612	873	-0.25	8.27	0.004	0.00	0.00	0.993	0.00	0.51	0.474	Uniform<
6	MC	4612	873	-0.13	2.50	0.114	0.78	4.26	0.039	-0.01	6.07	0.014	
7	MC	4612	873	-0.06	0.50	0.481	-0.03	0.01	0.938	0.00	0.01	0.939	
8	MC	4612	873	-0.27	11.16	0.001	0.42	1.42	0.233	-0.01	4.01	0.045	Uniform<
9	MC	4612	873	-0.13	3.05	0.081	0.11	0.11	0.743	0.00	0.58	0.448	
10	MC	4612	873	-0.14	3.17	0.075	-0.45	2.11	0.147	0.00	1.09	0.296	
11	MC	4612	873	0.00	0.00	0.977	-0.15	0.24	0.627	0.00	0.24	0.622	
12	MC	4612	873	-0.05	0.34	0.560	0.02	0.00	0.967	0.00	0.03	0.865	
13	MC	4612	873	0.12	1.50	0.221	0.00	0.00	0.995	0.00	0.10	0.753	
14	MC	4612	873	0.01	0.02	0.892	-0.09	0.06	0.806	0.00	0.08	0.775	

Note: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.248: Logistic Regression DIF Results on Stage V Speaking Items for the Female/Male Comparison

Focal Group: Female; Reference Group: Male													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
63	SA4	2392	3144	-0.32	38.71	0.000	-0.51	5.87	0.015	0.00	0.83	0.363	Uniform<
64	SA4	2392	3144	-0.05	0.86	0.354	-0.16	0.57	0.452	0.00	0.27	0.604	
65	SA4	2392	3144	-0.32	28.92	0.000	-0.57	6.66	0.010	0.00	1.38	0.241	Uniform<
66	SA4	2392	3144	-0.55	117.11	0.000	-0.70	11.95	0.001	0.00	0.54	0.463	Uniform<
67	SA4	2392	3144	-0.14	2.94	0.086	-0.63	5.15	0.023	0.01	3.43	0.064	
68	SA4	2392	3144	-0.16	9.19	0.002	-0.06	0.08	0.774	0.00	0.20	0.658	Uniform<
69	SA4	2392	3144	0.08	1.19	0.274	-0.82	11.20	0.001	0.01	14.62	0.000	NonUniform
70	SA4	2392	3144	-0.35	38.38	0.000	-0.91	18.93	0.000	0.01	7.66	0.006	NonUniform

Note: SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.249: Logistic Regression DIF Results on Stage V Speaking Items for the Hispanic/Non-Hispanic Comparison

Focal Group: Hispanic; Reference Group: Non-Hispanic													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
63	SA4	3972	1566	-0.10	2.83	0.092	-0.52	5.15	0.023	0.00	3.60	0.058	
64	SA4	3972	1566	0.12	3.47	0.063	-0.37	2.48	0.116	0.01	4.74	0.030	
65	SA4	3972	1566	0.09	2.03	0.154	0.09	0.13	0.720	0.00	0.00	0.977	
66	SA4	3972	1566	0.19	11.86	0.001	-0.06	0.09	0.769	0.00	1.47	0.226	Uniform>
67	SA4	3972	1566	0.13	2.20	0.138	-0.57	3.59	0.058	0.01	6.07	0.014	
68	SA4	3972	1566	-0.29	25.13	0.000	-0.68	7.83	0.005	0.00	2.65	0.104	Uniform<
69	SA4	3972	1566	-0.02	0.07	0.787	-0.21	0.61	0.435	0.00	0.54	0.464	
70	SA4	3972	1566	-0.36	31.51	0.000	-0.81	12.74	0.000	0.01	4.38	0.036	Uniform<

Note: SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.250: Logistic Regression DIF Results on Stage V Speaking Items for the American Indian/ Non-American Indian Comparison

Focal Group: American Indian; Reference Group: Non-American Indian													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
63	SA4	343	5195	0.39	13.66	0.000	2.62	23.88	0.000	-0.02	17.72	0.000	NonUniform
64	SA4	343	5195	0.07	0.32	0.570	0.35	0.34	0.560	0.00	0.23	0.634	
65	SA4	343	5195	0.76	28.37	0.000	1.50	5.05	0.025	-0.01	1.27	0.259	Uniform>
66	SA4	343	5195	0.38	13.04	0.000	1.17	4.62	0.032	-0.01	2.20	0.138	Uniform>
67	SA4	343	5195	-0.15	0.72	0.395	1.37	2.84	0.092	-0.02	3.83	0.050	
68	SA4	343	5195	0.35	10.35	0.001	1.75	9.90	0.002	-0.01	6.60	0.010	Uniform>
69	SA4	343	5195	-0.32	4.62	0.032	1.19	2.94	0.087	-0.02	5.05	0.025	
70	SA4	343	5195	0.93	55.15	0.000	1.33	5.19	0.023	0.00	0.48	0.488	Uniform>

Note: SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.251: Logistic Regression DIF Results on Stage V Speaking Items for the Special Education/ Non-Special Education Comparison

Focal Group: Special Education; Reference Group: Non-Special Education													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
63	SA4	496	5042	0.87	91.41	0.000	1.65	16.21	0.000	-0.01	3.80	0.051	Uniform>
64	SA4	496	5042	0.12	1.47	0.225	0.45	1.07	0.300	0.00	0.61	0.434	
65	SA4	496	5042	0.91	65.02	0.000	0.56	1.44	0.231	0.00	0.62	0.432	Uniform>
66	SA4	496	5042	0.47	28.12	0.000	0.53	1.76	0.185	0.00	0.03	0.867	Uniform>
67	SA4	496	5042	0.66	18.18	0.000	0.45	0.58	0.447	0.00	0.15	0.700	Uniform>
68	SA4	496	5042	0.97	109.57	0.000	1.85	19.74	0.000	-0.01	4.71	0.030	Uniform>
69	SA4	496	5042	-0.20	3.06	0.080	0.16	0.11	0.737	0.00	0.61	0.436	
70	SA4	496	5042	1.43	179.32	0.000	2.14	24.62	0.000	-0.01	2.89	0.089	Uniform>

Note: SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.252: Logistic Regression DIF Results on Stage V Speaking Items for the Spanish/Non-Spanish Comparison

Focal Group: Spanish; Reference Group: Non-Spanish													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
63	SA4	2745	2793	-0.19	13.22	0.000	-0.11	0.28	0.599	0.00	0.15	0.702	Uniform<
64	SA4	2745	2793	0.07	1.46	0.228	-0.21	0.98	0.322	0.00	1.89	0.169	
65	SA4	2745	2793	-0.07	1.52	0.217	0.18	0.66	0.416	0.00	1.41	0.235	
66	SA4	2745	2793	0.04	0.73	0.394	-0.11	0.33	0.566	0.00	0.66	0.416	
67	SA4	2745	2793	0.10	1.45	0.229	-0.35	1.58	0.209	0.01	2.84	0.092	
68	SA4	2745	2793	-0.27	26.62	0.000	-1.08	23.56	0.000	0.01	13.90	0.000	NonUniform
69	SA4	2745	2793	0.10	1.89	0.169	0.14	0.32	0.569	0.00	0.03	0.865	
70	SA4	2745	2793	-0.48	70.44	0.000	-0.18	0.80	0.372	0.00	2.18	0.140	Uniform<

Note: SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.253: Logistic Regression DIF Results on Stage V Speaking Items for the Spanish/English Comparison

Focal Group: Spanish; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
63	SA4	2745	939	-0.43	35.11	0.000	-1.13	12.30	0.000	0.01	4.92	0.027	Uniform<
64	SA4	2745	939	0.09	1.27	0.260	-0.66	3.85	0.050	0.01	5.32	0.021	
65	SA4	2745	939	-0.43	23.44	0.000	-0.72	4.11	0.043	0.00	0.71	0.401	Uniform<
66	SA4	2745	939	-0.19	7.33	0.007	-1.23	15.49	0.000	0.01	11.61	0.001	NonUniform
67	SA4	2745	939	-0.08	0.42	0.517	-0.66	2.14	0.143	0.01	1.80	0.179	
68	SA4	2745	939	-0.43	34.00	0.000	-1.96	35.22	0.000	0.02	22.31	0.000	NonUniform
69	SA4	2745	939	0.12	1.29	0.256	-0.23	0.35	0.556	0.00	0.86	0.354	
70	SA4	2745	939	-0.87	107.45	0.000	-1.06	10.22	0.001	0.00	0.33	0.563	Uniform<

Note: SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.254: Logistic Regression DIF Results on Stage V Speaking Items for the Non-Spanish/English Comparison

Focal Group: Spanish; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
63	SA4	1854	939	-0.35	21.20	0.000	-1.29	14.97	0.000	0.01	8.21	0.004	NonUniform
64	SA4	1854	939	0.02	0.06	0.815	-0.60	3.10	0.078	0.01	3.53	0.060	
65	SA4	1854	939	-0.52	29.78	0.000	-1.10	8.95	0.003	0.01	2.71	0.100	Uniform<
66	SA4	1854	939	-0.36	22.24	0.000	-1.55	22.88	0.000	0.01	14.28	0.000	NonUniform
67	SA4	1854	939	-0.29	4.98	0.026	-0.41	0.84	0.360	0.00	0.09	0.767	
68	SA4	1854	939	-0.27	11.84	0.001	-1.21	12.69	0.000	0.01	8.01	0.005	NonUniform
69	SA4	1854	939	0.02	0.05	0.824	-0.49	1.57	0.210	0.01	1.87	0.171	
70	SA4	1854	939	-0.54	37.58	0.000	-0.91	7.32	0.007	0.00	1.30	0.254	Uniform<

Note: SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.255: Logistic Regression DIF Results on Stage V Speaking Items for the American Indian Language/English Comparison

Focal Group: American Indian Language; Reference Group: English													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
63	SA4	84	939	0.05	0.05	0.830	3.52	9.23	0.002	-0.04	9.16	0.002	NonUniform
64	SA4	84	939	0.50	3.94	0.047	0.07	0.00	0.956	0.00	0.11	0.739	
65	SA4	84	939	0.72	5.39	0.020	0.23	0.02	0.883	0.01	0.11	0.743	
66	SA4	84	939	0.34	2.46	0.117	-1.65	1.74	0.187	0.02	2.57	0.109	
67	SA4	84	939	-0.28	0.60	0.437	0.37	0.04	0.845	-0.01	0.13	0.723	
68	SA4	84	939	-0.05	0.04	0.835	0.16	0.02	0.895	0.00	0.03	0.863	
69	SA4	84	939	-0.09	0.09	0.769	-0.08	0.00	0.960	0.00	0.00	0.994	
70	SA4	84	939	0.81	9.43	0.002	1.01	0.58	0.447	0.00	0.02	0.875	Uniform>

Note: SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005, Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

Table 10.256: Logistic Regression DIF Results on Stage V Speaking Items for the FRL/Non-FRL Comparison

Focal Group: FRL; Reference Group: Non-FRL													
Item	Item Type	NF	NR	Uniform DIF			Non-uniform DIF						Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
63	SA4	4612	873	0.05	0.50	0.479	0.56	3.86	0.050	-0.01	3.35	0.067	
64	SA4	4612	873	0.14	2.86	0.091	0.58	3.96	0.047	0.00	2.52	0.112	
65	SA4	4612	873	0.00	0.00	0.969	0.46	2.31	0.128	-0.01	2.45	0.117	
66	SA4	4612	873	-0.01	0.01	0.933	0.73	6.78	0.009	-0.01	7.31	0.007	NonUniform
67	SA4	4612	873	0.27	6.04	0.014	0.11	0.09	0.765	0.00	0.20	0.657	
68	SA4	4612	873	0.02	0.09	0.768	0.29	0.86	0.353	0.00	0.78	0.378	
69	SA4	4612	873	0.27	7.93	0.005	0.34	1.05	0.307	0.00	0.04	0.836	Uniform>
70	SA4	4612	873	-0.01	0.01	0.912	0.46	2.70	0.101	-0.01	3.00	0.083	

Note: SA4=4 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, Uniform< favors reference group, Uniform> favors focal group, NonUniform: Non-uniform DIF, P-value of 0.000 means that it is smaller than 0.0005 Item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

10.2.2 Correlation among Domains

Correlations were examined between on Total Combined raw score and the domain raw scores (Listening, Speaking, Reading, and Writing) for the Spring 2015 AZELLA Reassessment by stage. The data used to calculate the correlations were based on the calibration sample described in Chapter 7.

All correlations are presented in Table 10.261 through Table 10.265. The patterns of correlation are consistent between forms within a stage as well as among stages.

Table 10.257: Correlations between Total Combined and Domains for the AZELLA Stage I Reassessment

Form A	Total Combined	Listening	Reading	Writing	Speaking
Total Combined	1.00	0.70	0.75	0.82	0.65
Listening	0.70	1.00	0.53	0.46	0.34
Reading	0.75	0.53	1.00	0.53	0.33
Writing	0.82	0.46	0.53	1.00	0.37
Speaking	0.65	0.34	0.33	0.37	1.00

Table 10.258: Correlations between Total Combined and Domains for the AZELLA Stage II Reassessment

Form A	Total Combined	Listening	Reading	Writing	Speaking
Total Combined	1.00	0.62	0.82	0.77	0.48
Listening	0.62	1.00	0.49	0.46	0.24
Reading	0.82	0.49	1.00	0.64	0.32
Writing	0.77	0.46	0.64	1.00	0.29
Speaking	0.48	0.24	0.32	0.29	1.00

Table 10.259: Correlations between Total Combined and Domains for the AZELLA Stage III Reassessment

Form A	Total Combined	Listening	Reading	Writing	Speaking
Total Combined	1.00	0.69	0.89	0.85	0.51
Listening	0.69	1.00	0.54	0.48	0.33
Reading	0.89	0.54	1.00	0.72	0.36
Writing	0.85	0.48	0.72	1.00	0.34
Speaking	0.51	0.33	0.36	0.34	1.00

Table 10.260: Correlation between Total Combined and Domains for the AZELLA Stage IV Reassessment

Form A	Total Combined	Listening	Reading	Writing	Speaking
Total Combined	1.00	0.74	0.89	0.87	0.64
Listening	0.74	1.00	0.58	0.53	0.40
Reading	0.89	0.58	1.00	0.69	0.40
Writing	0.87	0.53	0.69	1.00	0.44
Speaking	0.64	0.40	0.40	0.44	1.00

Table 10.261: Correlations between Total Combined and Domains for the AZELLA Stage V Reassessment

Form A	Total Combined	Listening	Reading	Writing	Speaking
Total Combined	1.00	0.73	0.87	0.88	0.65
Listening	0.73	1.00	0.52	0.53	0.45
Reading	0.87	0.52	1.00	0.67	0.38
Writing	0.88	0.53	0.67	1.00	0.50
Speaking	0.65	0.45	0.38	0.50	1.00

Chapter 11. CLASSIFICATION

Part 11 of this technical report provides information regarding classifying students into proficiency categories for the Spring 2015 AZELLA Reassessment Tests. Please refer to the 2014 Technical Report (Arizona Department of Education, 2014b) for the statistics regarding the classification for the AZELLA Placement Tests. The following 1999 AERA/APA/NCME standards (AERA, APA, NCME, 1999) are covered in this part: 1.5, 1.7, 2.2, 2.14, 2.15, 4.9, 4.19, 4.20, 4.21, and 6.5. The 2014 AERA/APA/NCME standards (AERA, APA, NCME, 2014) addressed by this chapter are: 1.8, 1.9, 2.13, 2.14, 2.16, 5.5, 5.21, 5.22, 5.23, and 7.4.

Scores from the Kindergarten Placement Test are used to classify students into one of three proficiency categories: *Pre-Emergent/Emergent*, *Basic/Intermediate*, and *Proficient*. On the other hand, scores for the AZELLA Stages I through V tests are used to classify students into one of four Overall proficiency categories: *Pre-Emergent/Emergent*, *Basic*, *Intermediate*, and *Proficient*. This part of the technical report provides information regarding classifying students into these four performance categories. Arizona educators made recommendations for cut scores for each category in the standard setting workshops. Analyses were conducted to examine the consistency and accuracy with which students were assigned to performance categories.

11.1 Standard Setting Technical Documentation

Standard setting for the Kindergarten Placement Test was conducted in mid July 2012, using the modified Angoff standard setting procedure. All technical documentation regarding the standard setting is available in the Kindergarten Placement Test standard setting technical report (Arizona Department of Education, 2013a). Three proficiency levels (Pre-Emergent/Emergent, Basic/Intermediate, Proficient) are present for the Kindergarten Placement Test. In May 2014 the cut scores for Kindergarten Placement Test were revisited and revised by the AZELLA Kindergarten Placement Test Cut Score Review Committee, using the evidence-based standard setting review procedure (Arizona Department of Education, 2014a). The updated cut scores are effective starting with the 2014-2015 Placement test administration. The final scale score ranges by proficiency level are summarized in Table 11.1.

Table 11.1: Final Scale Score Ranges by Proficiency Level for the Kindergarten Placement Test

Pre-Emergent/ Emergent	Basic/ Intermediate	Proficient
100-205	206-244	245-300

Standard setting for the AZELLA Stages I through V tests was conducted in early May and late June, 2013, using the bookmark standard setting procedure. All technical documentation regarding the standard setting is available in the bookmark standard setting technical report (Arizona Department of Education, 2013b). Four proficiency levels (Pre-Emergent/Emergent, Basic, Intermediate, Proficient) are present on Overall and Total Combined while three proficiency levels (Pre-Emergent/Emergent/Basic, Intermediate, Proficient) are present on

domains (Listening, Speaking, Reading, and Writing) and subdomains (Language, Oral, Comprehension, and Literacy).

The final proficiency cuts on Total Combined and all domains (Listening, Speaking, Reading, and Writing) and subdomains (Language, Oral, Comprehension, Literacy) vary across grades within a stage for Stages II and III. The final proficiency ranges on Total Combined in scale score are presented in Table 11.2. The final proficiency ranges on the domains and subdomains are 100-229, 230-249, and 250-400 for Pre-Emergent/Emergent/Basic, Intermediate, and Proficient, respectively. Note that the proficiency levels on Overall are based on a combination of proficiency levels on Total Combined, Reading, and Writing therefore there is no scale score associated with it.

Table 11.2: Final Scale Score Ranges by Proficiency Level on Total Combined for the Stage I through V Assessments

Stage	Grade(s)	Pre-Emergent/ Emergent	Basic	Intermediate	Proficient
I	Kindergarten	2000-2240	2241-2282	2283-2326	2327-3000
II	01	2000-2294	2295-2338	2339-2384	2385-3000
II	02	2000-2337	2338-2382	2383-2427	2428-3000
III	03	2000-2369	2370-2413	2414-2456	2457-3000
III	04	2000-2390	2391-2433	2434-2471	2472-3000
III	05	2000-2400	2401-2441	2442-2472	2473-3000
IV	06-08	2000-2403	2404-2442	2443-2476	2477-3000
V	09-12	2000-2425	2426-2467	2468-2507	2508-3000

11.2 Classification Consistency and Accuracy

This section describes the analyses conducted to estimate classification consistency and accuracy for the Spring 2015 AZELLA Reassessment Tests. Classification consistency can be defined as the agreement between examinees' performance category classification from two independent administrations of the same test (or two parallel forms of the test). Classification accuracy can be defined as the agreement between the actual classifications using observed cut scores and true classifications based on known true cut scores (Livingston & Lewis, 1995).

In conjunction with internal consistency, classification consistency is an important type of reliability and is particularly relevant to high-stake decisions such as whether exiting or not exiting the ELL program depending on passing or not passing the AZELLA tests. As a form of reliability, classification consistency represents how reliably students can be classified into performance categories. Please see Chapter 9 of this report for more information on the internal consistency of the AZELLA assessments.

For tests such as the AZELLA assessments, classification consistency is most important for students whose ability is near the Proficient cut score. Students whose ability is far above or far below the value established for Proficient are unlikely to be misclassified because repeated

administration of the test will nearly always result in the same classification. Examinees whose true scores are close to the cut score are a more serious concern. These students' true scores will likely lie within the standard error of measurement of the cut score. For this reason, the measurement error at the cut scores should be considered when evaluating the classification consistency of a test.

Classification consistency and accuracy for the AZELLA tests were estimated on Total Combined for the Proficient cut using procedures described by Livingston and Lewis (1995). Note that a decision of whether a student exits ELL program is made based on the proficiency level in Overall, which is a combination of proficiency levels on Total Combined, Reading, and Writing. However, there is no score associated with Overall. Thus, classification consistency and accuracy for the AZELLA tests were estimated on Total Combined. Classification consistency is calculated as a proportion of students in the diagonal (i.e., students classified consistently between two parallel forms) in Figure 11.1. Similarly, classification accuracy is calculated a proportion of students in the diagonal (i.e., students classified the same between observed scores and true scores) in Figure 11.2. In addition, Cohen's Kappa is calculated. The Cohen's Kappa (κ) coefficient (Cohen, 1960) is another way of expressing overall consistency. This statistic assesses the proportion of consistent classification expected beyond chance; therefore it is most often lower than the unadjusted value of overall consistency.

$$\kappa = \frac{P - P_c}{1 - P_c},$$

where P_c is the probability of consistent classification by chance and P is the probability of consistent classification (unadjusted by chance).

Students can be misclassified in one of two ways for the AZELLA tests. Students who are truly not Proficient but were classified as being Proficient, based on the assessment, are considered to be false positives. Similarly, students who are truly Proficient, but were classified as being not Proficient are considered to be false negatives.

Figure 11.1: Classification Consistency for the Proficient Cut

		Expected Performance on Parallel Form	
		Not Proficient	Proficient
Observed Performance on Actual Form	Not Proficient	Consistent Classification	Inconsistent Classification
	Proficient	Inconsistent Classification	Consistent Classification

Figure 11.2: Classification Accuracy for the Proficient Cut

		Expected Performance	
		Not Proficient	Proficient
Observed Performance	Not Proficient	Accurate Classification	False Negative
	Proficient	False Positive	Accurate Classification

For convenience, the scale score cut at Proficient and associated CSEM are presented for the Kindergarten Placement Test in 11.3 and for the Stages I through V tests on Total Combined and domains (Listening, Speaking, Reading, and Writing) in Table 11.4 through Table 11.8. Note that CSEM on the Proficient cut for the Kindergarten Placement Test is presented because the Proficient cut was updated starting with the 2014-2015 Placement administration based on the Standard Setting Review Committee’s work on May 30, 2014. A complete report of this committee’s work is available at http://www.azed.gov/assessment/files/2014/09/kpt-ebssr_report_final.pdf. Also note that the scale score may not be exact Proficient level cut as it is the lowest scale score that appears in the raw-to-scale score table for the cut. For the exact Proficient level cut on the total scale score for the Kindergarten Placement Test and on the Total Combined Scale Score for the Stages I through V assessments, please refer to Table 11.1 and Table 11.2, respectively. The exact Proficient level cut for each of the domains is set at 250.

Table 11.3: CSEM at Proficient Cut for the Kindergarten Placement Test

Scale Score on Proficient Cut	CSEM
245	9

Table 11.4: CSEM at Proficient Cut on Total Combined Scale Score for the Stage I through V Reassessments

Stage	Grade(s)	Scale Score on Proficient Cut	CSEM
I	Kindergarten	2330	18
II	01	2386	11
	02	2428	12
III	03	2457	12
	04	2473	12
	05	2473	12
IV	06 – 08	2478	11
V	09 - 12	2509	12

Table 11.5: CSEM at Proficient Cut on Listening Scale Score for the Stage I through V Reassessments

Stage	Grade(s)	Scale Score on Proficient Cut	CSEM
I	Kindergarten	257	19
II	01	252	12
	02	250	13
III	03	251	13
	04	255	15
	05	256	19
IV	06 – 08	252	16
V	09 - 12	255	14

Table 11.6: CSEM at Proficient Cut on Speaking Scale Score for the Stage I through V Reassessments

Stage	Grade(s)	Scale Score on Proficient Cut	CSEM
I	Kindergarten	252	17
II	01	251	11
	02	252	11
III	03	252	14
	04	253	19
	05	253	24
IV	06 – 08	251	16
V	09 - 12	254	18

Table 11.7: CSEM at Proficient Cut on Reading Scale Score for the Stage I through V Reassessments

Stage	Grade(s)	Scale Score on Proficient Cut	CSEM
I	Kindergarten	256	17
II	01	251	8
	02	250	8
III	03	252	9
	04	250	10
	05	253	13
IV	06 – 08	250	11
V	09 - 12	250	9

Table 11.8: CSEM at Proficient Cut on Writing Scale Score for the Stage I through V Reassessments

Stage	Grade(s)	Scale Score on Proficient Cut	CSEM
I	Kindergarten	251	15
II	01	250	9
	02	252	11
III	03	250	10
	04	250	12
	05	250	14
IV	06 – 08	250	12
V	09 - 12	252	10

Classification consistency and accuracy for the Kindergarten Placement Test in Table 11.9 and for the AZELLA Spring Reassessment are presented in Table 11.10. These results are for classifying students whether they are Proficient or not based on the calibration sample. Note that the classification consistency and accuracy for the Kindergarten Placement Test was calculated because the Proficiency cut was updated starting with the 2014-2015 Placement test administration. Please refer to the 2014 Technical Report (Arizona Department of Education, 2014b) for the CSEM at Proficient cut and classification statistics for the AZELLA Stage II through Placement tests. Included in the table for each grade and content area are case counts (N), classification consistency (Consistency), classification inconsistency (Inconsistency), probability of consistent classification by chance (Chance), Cohen’s Kappa (κ), classification accuracy (Accuracy), false positive (False Positive), and false negative (False Negative). Inconsistency is defined as 1 - Consistency.

Table 11.9: Consistency and Accuracy for the Kindergarten Placement Test Classification during the School Year 2014-2015

Grade	N	Consistency	Inconsistency	Chance	κ	Accuracy	False Positive	False Negative
Kindergarten	22126	0.86	0.14	0.51	0.72	0.90	0.03	0.06

Note: Results were computed using BB-CLASS (Brennan, 2004).

Table 11.10: Classification Consistency and Accuracy for the Stage I through V Reassessments

Stage	Grade(s)	N	Consistency	Inconsistency	Chance	κ	Accuracy	False Positive	False Negative
I	Kindergarten	11488	0.85	0.15	0.52	0.69	0.90	0.06	0.05
II	01	12818	0.88	0.12	0.53	0.73	0.91	0.05	0.04
	02	10292	0.86	0.14	0.51	0.72	0.90	0.05	0.05
III	03	8292	0.90	0.10	0.67	0.70	0.93	0.04	0.03
	04	8006	0.86	0.14	0.53	0.71	0.90	0.05	0.05
	05	6769	0.87	0.13	0.50	0.75	0.91	0.04	0.05
IV	06-08	10599	0.87	0.13	0.50	0.73	0.90	0.05	0.05
V	09-12	5538	0.87	0.13	0.57	0.70	0.91	0.05	0.04

Note: Results were computed using BB-CLASS (Brennan, 2004).

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Appendix A. AZELLA PLACEMENT ADMINISTRATION RESULTS

This appendix presents the results of the AZELLA 2014-2015 operational administration from July 2014 through May 2015. The Kindergarten Placement Test and Stages II through V tests were used for placement only during this period. A revised AZELLA test form for Stages I through V was developed and used for reassessment at the end of the academic year, and those results are not included here. Analyses are provided for all the reporting strands. For the Kindergarten Placement Test, there is only one strand based on the total score. The following are the reporting strands for the Stages II through V Placement tests:

- Listening,
- Speaking,
- Reading,
- Writing,
- Language,
- Oral Communication (Listening + Speaking),
- Comprehension (Listening + Reading),
- Literacy (Reading + Writing), and
- Total Combined (Listening + Speaking + Reading + Writing).

Overall proficiency levels for the Stages II through V Placement assessments are determined based on the proficiency levels on Total Combined, Reading, and Writing. Students will be Overall Proficient only if they are Proficient on the Total Combined score plus both the Reading and Writing domains.

Table A.1 through Table A.4 show the percentages of students in each of the proficiency categories by grade for each strand. The table also provides the total N-counts corresponding to the proficiency categories.

Table A.5 through Table A.8 provide the raw score and scaled score descriptive statistics by grade. Note that there is no raw or scale score associated with Overall for the Stages II through V tests. The tables include the following information:

- number of students,
- means,
- median,
- standard deviations, and
- inter quartile range (IQR).

Please refer to the 2014 Technical Report (Arizona Department of Education, 2014b) for item level statistics and reliability indices for the AZELLA Placement tests.

Table A.1: Percent of Students at Each Proficiency Level on Kindergarten Placement Test

Grade	N	% at Proficiency Level		
		PE/E	B/I	P
Kindergarten	22126	21	34	45

*PE/E = Pre-Emergent/Emergent, B/I = Basic/Intermediate, P = Proficient

Table A.2: Percent of Students at Each Proficiency Level in Overall by Grade for Stages II through V Tests

Grade	N	% at Proficiency Level			
		PE/E	B	I	P
01	2477	37	27	25	11
02	2241	43	15	21	21
03	1950	43	18	23	16
04	1790	46	12	19	24
05	1709	40	10	17	33
06	1521	37	10	20	33
07	1704	39	7	19	35
08	1481	33	10	16	41
09	3915	62	6	10	22
10	1156	24	11	21	45
11	858	14	11	21	55
12	871	11	9	22	59

*PE/E = Pre-Emergent/Emergent, B = Basic, I = Intermediate, P = Proficient

Table A.3: Percent of Students at Each Proficiency Level in Each Domain and Subdomain by Grade for Stages II through V Tests

Grade	Domain/Subdomain	N	% at Proficiency Level		
			PE/E/B	I	P
01	Listening	2477	53	19	29
	Speaking	2477	51	18	31
	Reading	2477	65	18	17
	Writing	2477	68	18	14
	Language	2477	63	20	17
	Oral	2477	52	23	25
	Comprehension	2477	63	19	18
	Literacy	2477	70	14	16
02	Listening	2241	57	17	27
	Speaking	2241	53	20	28
	Reading	2241	58	10	32
	Writing	2241	60	14	25
	Language	2241	59	18	24
	Oral	2241	57	17	26
	Comprehension	2241	55	16	28
	Literacy	2241	59	12	28
03	Listening	1950	63	16	21
	Speaking	1950	58	18	24
	Reading	1950	59	20	21
	Writing	1950	60	14	26
	Language	1950	60	18	22
	Oral	1950	59	19	23
	Comprehension	1950	58	19	22
	Literacy	1950	60	17	22
04	Listening	1790	62	8	29

Grade	Domain/Subdomain	N	*% at Proficiency Level		
			PE/E/B	I	P
	Speaking	1790	61	8	31
	Reading	1790	56	12	32
	Writing	1790	59	8	33
	Language	1790	59	10	31
	Oral	1790	60	15	25
	Comprehension	1790	56	15	29
	Literacy	1790	56	13	31
05	Listening	1709	53	10	37
	Speaking	1709	52	7	41
	Reading	1709	50	7	43
	Writing	1709	50	12	39
	Language	1709	51	10	39
	Oral	1709	52	14	33
	Comprehension	1709	49	12	40
06	Literacy	1709	50	8	42
	Listening	1521	52	18	30
	Speaking	1521	48	10	41
	Reading	1521	46	15	39
	Writing	1521	47	11	42
	Language	1521	46	10	45
	Oral	1521	50	17	33
07	Comprehension	1521	49	13	38
	Literacy	1521	47	10	42
	Listening	1704	50	18	32
	Speaking	1704	52	7	41
	Reading	1704	45	13	42
	Writing	1704	47	9	45
	Language	1704	47	7	46
08	Oral	1704	51	15	34
	Comprehension	1704	48	12	40
	Literacy	1704	47	8	45
	Listening	1481	45	15	39
	Speaking	1481	49	8	43
	Reading	1481	42	11	47
	Writing	1481	41	9	49
09	Language	1481	43	8	50
	Oral	1481	47	13	40
	Comprehension	1481	43	10	47
	Literacy	1481	42	8	50
	Listening	3915	67	7	26
	Speaking	3915	69	7	24
	Reading	3915	67	8	26
10	Writing	3915	69	6	25
	Language	3915	68	7	25
	Oral	3915	69	6	25
	Comprehension	3915	67	8	25
	Literacy	3915	68	6	26
	Listening	1156	35	13	52
	Speaking	1156	38	14	48
11	Reading	1156	31	15	54
	Writing	1156	35	13	52
	Language	1156	35	13	51
	Oral	1156	38	12	50
	Comprehension	1156	34	14	52
	Literacy	1156	33	12	55
	Listening	858	25	13	62
	Speaking	858	28	15	57
	Reading	858	22	15	63
	Writing	858	26	11	63
	Language	858	26	12	62

Grade	Domain/Subdomain	N	% at Proficiency Level		
			PE/E/B	I	P
12	Oral	858	27	12	61
	Comprehension	858	23	16	61
	Literacy	858	24	11	65
	Listening	871	21	13	67
	Speaking	871	24	17	59
	Reading	871	19	15	66
	Writing	871	20	13	67
	Language	871	20	15	65
	Oral	871	23	13	65
	Comprehension	871	20	15	65
	Literacy	871	20	12	68

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient

Table A.4: Percent of Students at Each Proficiency Level in Total Combined by Grade for Stages II through V Tests

Grade	N	% at Proficiency Level			
		PE/E	B	I	P
01	2477	37	27	20	16
02	2241	43	15	15	27
03	1950	43	18	18	21
04	1790	46	12	13	30
05	1709	40	10	11	39
06	1521	37	10	15	38
07	1704	39	7	13	41
08	1481	33	10	10	47
09	3915	62	6	7	25
10	1156	24	11	13	53
11	858	14	11	13	62
12	871	11	9	14	67

*PE/E = Pre-Emergent/Emergent, B = Basic, I = Intermediate, P = Proficient

Table A.5: Raw Score Descriptive Statistics on Kindergarten Placement Test

Grade	N	Mean	Median	SD	IQR
Kindergarten	22126	29.01	33	11.71	15

Table A.6: Raw Score Descriptive Statistics in Each Domain and Subdomain by Grade for Stages II through V Tests

Grade	Domain/Subdomain	N	Mean	Median	SD	IQR
01	Listening	2477	12.68	12	7.32	10
	Speaking	2477	10.90	12	6.73	11
	Reading	2477	16.92	16	10.98	12
	Writing	2477	12.08	10	9.09	12
	Language	2477	31.63	32	18.40	27
	Oral	2477	23.57	25	12.81	21
	Comprehension	2477	29.60	28	17.08	22
	Literacy	2477	29.00	26	19.16	20
	Total Combined	2477	52.58	49	30.08	39
02	Listening	2241	14.91	16	8.10	14
	Speaking	2241	12.61	15	7.57	14

Grade	Domain/Subdomain	N	Mean	Median	SD	IQR
	Reading	2241	23.86	22	13.79	22
	Writing	2241	17.19	16	11.18	20
	Language	2241	40.06	44	22.53	41
	Oral	2241	27.51	31	14.66	26
	Comprehension	2241	38.76	38	20.93	36
	Literacy	2241	41.05	40	24.29	42
	Total Combined	2241	68.56	71	37.68	66
03	Listening	1950	12.17	12	7.32	12
	Speaking	1950	15.06	19	8.56	15
	Reading	1950	19.17	18	11.88	16
	Writing	1950	20.05	20	13.95	24
	Language	1950	37.22	41	22.44	40
	Oral	1950	27.24	31	14.72	26
	Comprehension	1950	31.34	30	18.14	28
	Literacy	1950	39.23	38	24.93	38
	Total Combined	1950	66.46	71	38.14	63
04	Listening	1790	13.25	14	7.82	14
	Speaking	1790	15.42	20	8.86	16
	Reading	1790	22.80	22	13.65	22
	Writing	1790	22.83	24	15.28	28
	Language	1790	40.59	46	24.50	46
	Oral	1790	28.67	33	15.69	28
	Comprehension	1790	36.05	36	20.53	32
	Literacy	1790	45.63	46	28.09	48
	Total Combined	1790	74.30	79	42.46	74
05	Listening	1709	14.51	16	8.02	14
	Speaking	1709	16.43	21	8.96	16
	Reading	1709	25.83	28	14.44	24
	Writing	1709	25.72	30	15.96	30
	Language	1709	44.90	54	25.50	48
	Oral	1709	30.94	38	16.10	30
	Comprehension	1709	40.34	44	21.62	36
	Literacy	1709	51.55	58	29.69	54
	Total Combined	1709	82.49	96	44.71	81
06	Listening	1521	13.85	14	7.54	12
	Speaking	1521	15.25	19	8.42	15
	Reading	1521	24.80	24	13.55	22
	Writing	1521	24.24	24	15.34	26
	Language	1521	38.88	46	22.37	41
	Oral	1521	29.10	33	14.85	25
	Comprehension	1521	38.65	40	20.10	30
	Literacy	1521	49.04	50	28.07	46
	Total Combined	1521	78.13	84	41.62	72
07	Listening	1704	14.03	14	7.83	12
	Speaking	1704	14.69	18	8.67	17
	Reading	1704	25.45	26	14.58	22
	Writing	1704	24.77	26	16.21	28
	Language	1704	38.68	45	23.78	45
	Oral	1704	28.72	33	15.54	28
	Comprehension	1704	39.48	40	21.57	34
	Literacy	1704	50.22	52	29.96	50
	Total Combined	1704	78.94	86	44.41	76
08	Listening	1481	14.81	16	8.31	14
	Speaking	1481	15.00	19	8.80	16
	Reading	1481	26.58	28	15.31	24
	Writing	1481	26.45	28	16.73	30
	Language	1481	40.60	48	24.35	45
	Oral	1481	29.81	35	16.24	28
	Comprehension	1481	41.39	44	22.85	36
	Literacy	1481	53.03	58	31.18	50
	Total Combined	1481	82.84	93	46.37	79

Grade	Domain/Subdomain	N	Mean	Median	SD	IQR
09	Listening	3915	8.56	4	9.60	18
	Speaking	3915	9.74	4	10.68	22
	Reading	3915	17.71	12	19.28	36
	Writing	3915	15.67	8	17.78	34
	Language	3915	21.98	11	23.96	48
	Oral	3915	18.29	10	19.78	39
	Comprehension	3915	26.27	18	28.45	54
	Literacy	3915	33.38	22	36.69	68
	Total Combined	3915	51.67	32	55.89	108
10	Listening	1156	15.94	18	8.31	12
	Speaking	1156	18.42	22	8.09	12
	Reading	1156	33.81	36	15.28	22
	Writing	1156	30.18	34	15.05	24
	Language	1156	41.56	48	18.47	27
	Oral	1156	34.35	39	15.38	24
	Comprehension	1156	49.74	54	22.62	34
	Literacy	1156	63.99	70	29.47	44
	Total Combined	1156	98.34	111	43.74	69
11	Listening	858	17.81	20	7.56	12
	Speaking	858	20.31	23	7.02	7
	Reading	858	37.43	40	13.95	20
	Writing	858	33.95	38	13.62	18
	Language	858	46.33	51	16.33	20
	Oral	858	38.12	42	13.51	16
	Comprehension	858	55.24	60	20.51	30
	Literacy	858	71.38	78	26.78	36
	Total Combined	858	109.50	120	39.12	51
12	Listening	871	18.65	20	7.10	10
	Speaking	871	20.92	23	6.27	5
	Reading	871	38.51	42	12.89	18
	Writing	871	35.44	38	12.21	14
	Language	871	48.20	52	14.54	14
	Oral	871	39.57	44	12.30	13
	Comprehension	871	57.15	62	18.97	26
	Literacy	871	73.94	80	24.18	32
	Total Combined	871	113.52	122	35.14	44

Note: Raw score in Language is no present due to unavailability in Student Data

Table A.7: Scale Score Descriptive Statistics on Kindergarten Placement Test

Grade	N	Mean	Median	SD	IQR
Kindergarten	23645	229.61	238	43.04	50

Table A.8: Scale Score Descriptive Statistics in Each Domain and Subdomain by Grade for Stages II through V Tests

Grade	Domain/Subdomain	N	Mean	Median	SD	IQR
01	Listening	2477	221.40	222	56.86	51
	Speaking	2477	218.38	228	50.03	53
	Reading	2477	216.47	222	45.27	35
	Writing	2477	204.11	209	53.80	44
	Language	2477	213.72	219	42.46	44
	Oral	2477	221.14	228	43.64	52
	Comprehension	2477	218.11	222	44.82	41
	Literacy	2477	212.82	216	44.79	32
	Total Combined	2477	2306.73	2313	99.01	86

Grade	Domain/Subdomain	N	Mean	Median	SD	IQR
02	Listening	2241	221.20	223	65.17	75
	Speaking	2241	211.94	225	52.40	76
	Reading	2241	220.23	219	50.59	60
	Writing	2241	210.81	211	58.12	71
	Language	2241	211.84	218	48.50	71
	Oral	2241	214.88	224	47.31	69
	Comprehension	2241	218.98	220	49.86	65
	Literacy	2241	215.80	218	50.03	65
	Total Combined	2241	2347.15	2360	113.36	146
03	Listening	1950	213.24	218	53.97	65
	Speaking	1950	212.15	220	52.81	66
	Reading	1950	213.38	219	50.76	47
	Writing	1950	206.60	212	58.92	77
	Language	1950	210.51	214	50.78	70
	Oral	1950	212.71	219	46.07	65
	Comprehension	1950	213.74	219	47.66	54
	Literacy	1950	209.76	216	52.43	60
	Total Combined	1950	2369.95	2390	114.83	130
04	Listening	1790	211.02	217	59.40	85
	Speaking	1790	207.99	215	61.22	91
	Reading	1790	217.48	220	57.49	72
	Writing	1790	209.81	213	67.64	102
	Language	1790	209.97	212	61.72	99
	Oral	1790	207.90	213	53.37	82
	Comprehension	1790	214.92	219	54.17	67
	Literacy	1790	212.87	217	59.84	84
	Total Combined	1790	2392.01	2407	121.83	156
05	Listening	1709	214.68	223	67.44	104
	Speaking	1709	213.53	218	74.33	134
	Reading	1709	226.21	235	67.09	94
	Writing	1709	219.39	230	80.68	138
	Language	1709	218.19	227	77.42	135
	Oral	1709	210.30	225	64.57	115
	Comprehension	1709	221.56	231	63.18	92
	Literacy	1709	221.66	233	70.84	117
	Total Combined	1709	2411.22	2443	132.20	177
06	Listening	1521	221.57	224	59.94	77
	Speaking	1521	227.86	232	69.14	90
	Reading	1521	229.36	232	58.60	77
	Writing	1521	233.62	234	69.81	94
	Language	1521	231.09	241	67.23	105
	Oral	1521	222.10	227	55.40	75
	Comprehension	1521	226.66	233	55.25	68
	Literacy	1521	231.18	236	61.49	81
	Total Combined	1521	2432.01	2451	121.47	140
07	Listening	1704	223.10	224	63.27	77
	Speaking	1704	225.89	225	72.08	119
	Reading	1704	231.82	239	63.56	77
	Writing	1704	236.36	241	74.96	103
	Language	1704	232.37	238	73.37	117
	Oral	1704	221.45	227	58.84	86
	Comprehension	1704	228.62	233	60.39	77
	Literacy	1704	233.80	240	66.77	89
	Total Combined	1704	2432.83	2454	132.69	149
08	Listening	1481	229.36	236	69.72	93
	Speaking	1481	226.35	232	73.05	114
	Reading	1481	235.04	245	67.75	82
	Writing	1481	242.88	248	79.38	112
	Language	1481	237.29	247	77.23	119
	Oral	1481	225.52	234	64.26	89
	Comprehension	1481	232.64	242	65.38	82

Grade	Domain/Subdomain	N	Mean	Median	SD	IQR
	Literacy	1481	238.35	250	70.94	89
	Total Combined	1481	2433.70	2468	153.84	158
09	Listening	3915	178.54	170	81.52	150
	Speaking	3915	181.00	172	84.31	148
	Reading	3915	179.94	182	82.19	151
	Writing	3915	178.29	174	81.84	157
	Language	3915	178.86	173	78.80	151
	Oral	3915	178.88	178	77.73	146
	Comprehension	3915	178.98	183	79.44	151
	Literacy	3915	178.84	182	80.50	150
	Total Combined	3915	2279.13	2368	249.37	508
10	Listening	1156	243.05	250	64.91	64
	Speaking	1156	247.94	248	59.26	99
	Reading	1156	248.38	251	60.89	64
	Writing	1156	246.20	257	62.31	83
	Language	1156	244.13	251	52.80	75
	Oral	1156	243.40	246	52.28	75
	Comprehension	1156	245.24	251	56.86	64
	Literacy	1156	246.17	253	57.83	71
	Total Combined	1156	2494.38	2514	117.99	148
11	Listening	858	256.72	262	60.69	71
	Speaking	858	261.58	260	55.59	81
	Reading	858	262.92	262	57.52	62
	Writing	858	262.13	272	57.79	70
	Language	858	258.61	261	49.96	69
	Oral	858	255.78	257	48.25	60
	Comprehension	858	258.31	262	51.17	62
	Literacy	858	261.16	267	53.72	64
	Total Combined	858	2524.10	2535	104.76	125
12	Listening	871	263.02	262	57.55	61
	Speaking	871	264.03	260	52.15	71
	Reading	871	265.93	269	52.24	57
	Writing	871	267.16	272	51.27	57
	Language	871	262.81	265	45.17	53
	Oral	871	260.28	265	45.16	53
	Comprehension	871	262.70	266	47.76	55
	Literacy	871	265.16	270	47.90	58
	Total Combined	871	2532.43	2540	93.97	112