

AZELLA
Arizona English Language Learner Assessment

2016
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. Title III of Every Student Succeeds Act (ESSA) requires standardized entrance and exit assessments in English proficiency. 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 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 students in need of English Language Learner (ELL) services. The AZELLA is used to meet state and federal assessment requirements and assesses 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 where they are monitored using district determined processes, and offered compensatory instruction as needed, for at least two years.

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 (SELP) 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 state-wide assessment systems, 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 was a separate Kindergarten Placement Test (KPT). The KPT was designed to be 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 2016 Spring AZELLA Reassessments. In addition, several committees were involved in the development of AZELLA in prior years. These committees included teachers, curriculum specialists, administrators, and policy makers from across the state.

The committee meetings included:

- A meeting of the ELP Advisory Committee, facilitated by ADE Staff, held 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 meeting of a committee of ELL educators held 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 on ADE's website at www.azed.gov.
- 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 traning sets.Rangefinding eetings to discussed scoring of field-tested writing items and selected the training sets, held annually.

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 (PIs) 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 on ADE's website 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, with input from ELP advisory committees, 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 refined 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%

*Note: Percentages sum to 101 due to rounding.

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 from four domains (Listening, Speaking, Pre-Reading, and Pre-Writing) 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 since speaking items were, generally, scored on a 4-point rubric, the 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 2016 AZELLA Reassessment Test Construction

The Spring 2016 Reassessment test development and review process generally followed the same process as that used for the Spring 2015 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 2016 test was refreshed. The Spring 2015 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 administrations.

In addition to replacement items, the Spring 2016 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 2016 AZELLA Reassessment test. The steps taken for the Spring 2016 Reassessment test construction are outlined below.

Step 1. Item Development

ADE provided field test items for inclusion on the Spring 2016 Reassessments. New items were developed and reviewed by educators under the supervision of ADE. Item writing committee meetings were held in March of 2015. In April, a different group of educators reviewed these newly developed items for fairness, sensitivity to cultural differences, and adhearance 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 2015 item level and test level statistics.
- Preliminary production test maps.

WestEd provided preliminary Spring 2016 production test maps to ADE as a starting place for test construction. The test map included references to the Spring 2015 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 2015 Spring Reassessment item performance was available in May 2015. ADE used this information to inform preliminary item selections for the 2016 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 Forms and Ancillary Materials

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 the general instructions in 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 the Answer Documents, at Stages III, IV, and V, 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 Pyramind, the audio vendor, for recording. After recording, WestEd and ADE completed two rounds of review before signing off on the creation of 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 2015-2016 school year and the Spring 2016 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 2016 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 District 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.

AZELLA District Test Coordinators, Test Administrators, and Proctors are referred 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

Mandatory district test coordinator training is provided by the ADE and Pearson for all AZELLA administrations (Placement and Reassessment). After participating in the state mandated training, test coordinators provide training to all school test coordinators who then train the test administrators. Training covers topics such as test security and test administration procedures. Since Placement Test administrators also are required to score student work, additional scoring training and qualification is required for all Placement Test administrators before districts are allowed to order test materials.

5.3.1 Kindergarten Placement Test Administration and Scorer Training

Prior to administering the Kindergarten Placement Test, test administrators are required to complete the Kindergarten Placement Test Training on the Understand Scoring website. 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 is 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 into 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

Prior to administering the AZELLA Placement Test in Stages II through V, test administrators are required to complete the AZELLA Placement Test Stages II-V Training on the Understand Scoring website. This 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 exactly match the correct score for least 7 of each set of 10 papers with either adjacent or exact scores on the other three. This translates to a lowest possible qualification of 70% exact accuracy and 30% adjacent accuracy over the 20 papers.

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

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

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

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

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

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

The Reading and Writing domains are 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 are captured via the consumable student test book (Stage II) or the answer document (Stages III-V).

The Stages II-V AZELLA Speaking test is delivered via speaker telephone using Pearson Assessment Product Solutions' (Pearson APS) Versant platform. Test administrators enter a unique Speaking test lithocode using the telephone key pad to call up the assigned form for each student. Student responses are captured electronically via the speaker telephone and transmitted back to Pearson for scoring. Stimuli related to the item prompts are included in the Speaking Test Book. After testing, the District Test Coordinator, or their delegate, key enters student responses into 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.

The following test materials summarized in Table 5.3 were provided for AZELLA Spring 2016 AZELLA test administration:

Table 5.3: Test Materials

Stage	Test Book	Speaking Test Book	Answer Document	Listening CD	Test Administrators Directions
Stage I	X	X	N/A	X	X
Stage II	X	X	N/A	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 AZELLA Reassessment Writing and Speaking items and the procedures used by Pearson APS for automated scoring of the Speaking items for the Stages I though V AZELLA Reassessment Tests and Stages II through V Placement Tests. All open-ended items in the Kindergarten Placement Test and open-ended Writing items in AZELLA Placement Tests Stages II through V 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 2016 AZELLA tests, AZELLA Stages I through V writing was scored at a regional site. This procedure was used to score all open-ended items for the Spring 2016 AZELLA assessments.

6.1.2 Rangefinding

Two Rangefinding meetings took place prior to scoring during fiscal year 2016. Two ADE Assessment staff members, an Arizona ELL educator, and one PSC staff member participated in the meetings. The first meeting took place on December 8, 2015, with ADE and PSC staff in Tucson. One operational item (a Stage IV Writing item) was discussed and scored at this meeting. The meeting began with the participants reading the Stage IV Writing item and reviewing the appropriate rubric 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 8, 2016, in San Antonio, with two PSC representatives and two ADE representatives. The committee reviewed the Stage V FT item and rubric. The responses were then scored and 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 are 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 based on the passing standards in Table 6.1 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.

Table 6.1: Passing Standards for Scores and Supervisors

Stage	Domain	Score Points	Qualification %:	Number of Sets
			Perfect/Adjacent Agreement	
I	Speaking	0-1	80/100	1 of 2
		0-2	80/90	1 of 2
	Writing	0-1	80/100	1 of 2
		0-2	80/90	1 of 2
		0-3	70/90	1 of 2
II	Reading	0-1	80/100	1 of 2
		0-3	80/90	1 of 2
	Speaking	0-4	70/90	1 of 2
	Writing	0-3	70/90	1 of 2
III	Reading	0-1	80/100	1 of 2
	Speaking	0-4	70/90	1 of 2
	Writing	0-5	70/90	1 of 2
IV	Reading	0-1	80/100	1 of 2
	Speaking	0-4	70/90	1 of 2
	Writing	0-5	70/90	1 of 2
V	Speaking	0-4	70/90	1 of 2
	Writing	0-5	70/90	1 of 2

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 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 are manually locked out of the system and 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 and all 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 repeated

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 Stages 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 duration data was accumulated 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:

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

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 :

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

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 student'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 2016 spring reassessment testing, Pearson delivered over 68,000 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 fifty 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 150 calls were selected for each Stage and double-rated by human raters at PSC. In total, 750 students' tests were used for the validation analysis, as shown in Table 6.2. The number of speaking items included in the analysis for each Stage with available human and machine scores is shown in Table 6.3.

Table 6.2: Total number of speaking tests included in the validation study

Stage	Total Tests
I	150
II	150
III	150
IV	150
V	150

Table 6.3: Total number of speaking items included in the validation analysis

Stage	Items with Machine Score	Items with Human Scores
I	750	750
II	1200	1200
III	1500	1500
IV	1050	1050
V	1050	1050

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 6.4 is a summary of results for each Stage. The results show that the consistency of machine scoring (average 0.83) is very comparable to human scoring (average 0.87). Both machine scoring and human scoring methods are highly reliable.

Table 6.4: Cronbach alpha across Stages

Stage	Human Cronbach Alpha	Machine Cronbach Alpha
I	0.74	0.68
II	0.89	0.87
III	0.92	0.88
IV	0.85	0.82
V	0.94	0.90
Average	0.87	0.83

6.2.6.3 Candidate-Level Correlation

A candidate-level speaking domain score was calculated by aggregating item scores of all speaking items, except for Repeats, 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, the Pearson product-moment correlation between the two human scores was computed to establish a human baseline measure. Then the correlation between the machine score and the average human score was computed, on the assumption that the average of the two human scores is a more accurate reflection of a test-taker's ability.

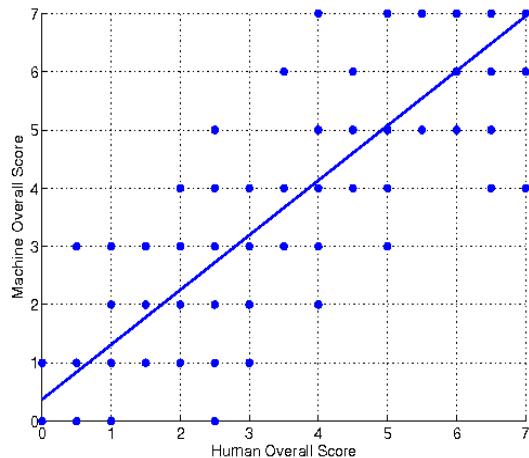
Table 6.5: Candidate-level human-human correlation and machine-human correlation

Stage	Human-Human Correlation	Machine-Human Correlation
I	0.93	0.88
II	0.99	0.94
III	0.98	0.92
IV	0.98	0.94
V	0.98	0.94
Average	0.97	0.92

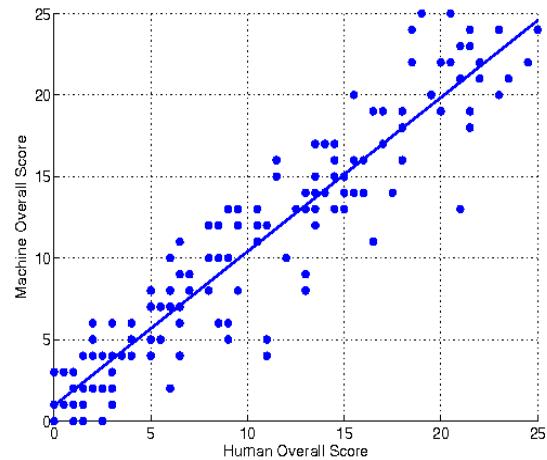
As shown in Table 6.4, on average, the machine-human correlation across Stages is 0.92, which is very high and comparable to human performance (0.97). The result suggests that machine generated scores are strongly correlated with human ratings. To help visualize this correlation, scatterplots for human 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

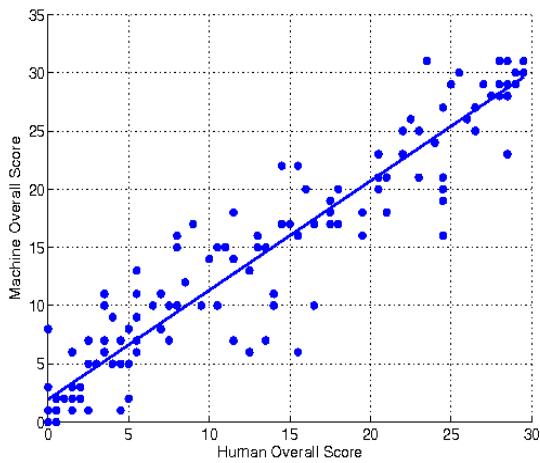
Stage I



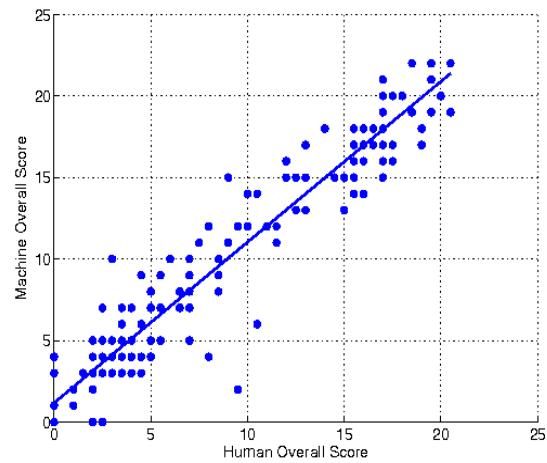
Stage II



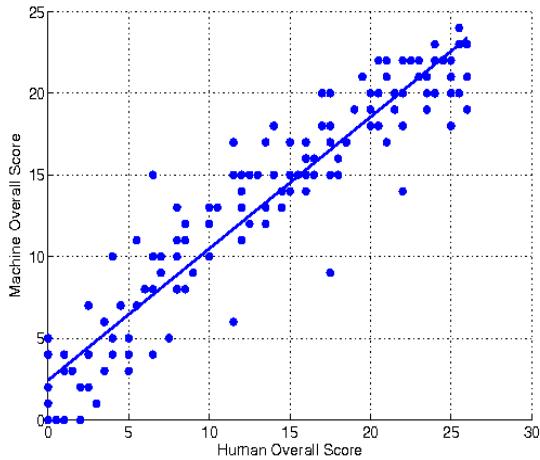
Stage III



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 2016 Reassessment Speaking test. Machine scoring is as reliable (Cronbach $\alpha = 0.83$) as human rating (Cronbach $\alpha = 0.87$). The average candidate-level machine-to-human correlation across Stages is 0.92, which is comparable to human performance ($r = 0.97$). Machine scoring is consistently accurate across all Stages of AZELLA (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 2016 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 2016 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 2016 AZELLA Reassessment was open between February 8, 2016, and March 25, 2016. The classical item analysis for the Spring 2016 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 2016 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. IFEP and non-ELL students did not participate in the spring 2016 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 2016 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		10065	19395	20632	10131	6095
ELL		10065	19395	20632	10131	6095
Gender	Male	5303	10372	11443	5980	3453
	Female	4752	9017	9169	4141	2638
Ethnicity	Hispanic	8904	17041	17987	8574	4514
	Non-Hispanic	1161	2354	2645	1557	1581
Race	Asian	456	821	650	402	384
	American Indian or Alaskan Native	316	862	1368	751	345
	Black or African American	236	481	579	396	513
	Native Hawaiian or Other Pacific Islander	41	68	83	51	33
	Multiple Indication	50	124	144	82	44
	White	8631	16638	17366	8150	4573
Special Ed.	Special Ed.	830	1841	2623	1276	420
	Non-Special Ed.	9235	17554	18009	8855	5675
Free/Reduced Lunch	FRL	7249	14509	15645	7422	4426
	Non-FRL	2771	4823	4901	2659	1645

7.2 Descriptive Statistics by Test

Table 7.2 presents descriptive statistics on Total Combined raw scores for the Spring 2016 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	10065	64	38.42	11.08	0.63	0.40
II		19395	148	87.85	25.12	0.59	0.39
	1	9510	144	76.86	21.83	0.52	0.34
	2	9885	148	98.42	23.49	0.66	0.38
III		20632	160	97.41	26.42	0.57	0.38
	3	7342	152	85.31	22.85	0.49	0.33
	4	7440	160	100.56	24.94	0.59	0.37
	5	5850	160	108.58	26.37	0.65	0.40
IV		10131	162	93.71	26.76	0.54	0.37
	6	4042	159	90.40	24.78	0.51	0.34
	7	3532	161	94.83	27.15	0.54	0.37
	8	2557	162	97.40	28.58	0.56	0.39
V		6095	161	93.83	25.52	0.54	0.37
	9	2288	152	89.13	25.60	0.51	0.36
	10	1876	157	94.39	25.78	0.55	0.37
	11	1120	154	99.46	24.46	0.58	0.36
	12	811	161	98.01	23.63	0.57	0.35

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 A.1 through Table A.20: Item-Level Statistics for Items in Speaking on Stage V in Appendix A. 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 by domain are in the tables. Summary of classical item analysis by domain for each stage is in Table 7.3.

Table 7.3: Classical Item Analysis Summary for the Spring AZELLA Reassessments

Stage	Domain	Number of Items	Number of Points	Mean P-value	Mean Pbis Total	Mean Pbis Domain
I	Listening	14	14	0.70	0.38	0.47
	Speaking	8	14	0.62	0.37	0.54
	Reading	18	18	0.66	0.36	0.43
	Writing	9	18	0.47	0.54	0.64
II	Listening	14	28	0.62	0.34	0.45
	Speaking	8	32	0.66	0.45	0.67
	Reading	23	50	0.56	0.39	0.42
	Writing	15	38	0.57	0.42	0.48
III	Listening	14	28	0.61	0.32	0.42
	Speaking	8	32	0.80	0.49	0.69
	Reading	26	52	0.49	0.35	0.40
	Writing	18	52	0.57	0.43	0.49
IV	Listening	14	28	0.59	0.34	0.44
	Speaking	8	32	0.70	0.52	0.73
	Reading	28	56	0.49	0.35	0.40
	Writing	20	56	0.49	0.36	0.41
V	Listening	14	28	0.55	0.34	0.44
	Speaking	8	32	0.62	0.53	0.75
	Reading	28	56	0.53	0.34	0.39
	Writing	20	56	0.52	0.36	0.41

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 multiple choice items in Stages I and II only have three options where multiple choice items in Stages III, IV, and V have four. The item level statistics for the distractor analysis is presented by stage and domain in

Table A.21 through **Table A.34** in Appendix A.

Table 7.4 presents descriptive statistics in point biserial correlation associate with a correct option and incorrect options. As expected a point biserial correlation for a correct option was around 0.3 or higher while the point biserial correlation for an incorrect option was negative or very close to 0. It shows that higher English proficient students tended to choose a correct option and lower English proficient students tended to choose an incorrect option. In other words, distractors worked appropriately.

Table 7.4: Distractor Analysis Summary for the Spring AZELLA Reassessments

Stage	Domain	Number of Items	Point-biserial Correlation for Correct Option					Point-biserial Correlation for Incorrect Options				
			Min	P25	P50	P75	Max	Min	P25	P50	P75	Max
I	Listening	14	0.34	0.40	0.48	0.53	0.58	-0.44	-0.33	-0.29	-0.22	-0.17
	Reading	18	0.34	0.38	0.41	0.49	0.52	-0.41	-0.29	-0.26	-0.21	-0.15
II	Listening	14	0.37	0.39	0.46	0.48	0.56	-0.39	-0.32	-0.28	-0.22	-0.10
	Reading	20	0.32	0.36	0.41	0.49	0.54	-0.42	-0.30	-0.25	-0.19	0.01
	Writing	13	0.35	0.38	0.43	0.49	0.56	-0.38	-0.30	-0.28	-0.21	-0.11
III	Listening	14	0.31	0.38	0.43	0.46	0.50	-0.29	-0.24	-0.20	-0.18	-0.02
	Reading	23	0.30	0.33	0.41	0.47	0.52	-0.34	-0.23	-0.18	-0.15	0.00
	Writing	16	0.33	0.40	0.47	0.52	0.56	-0.36	-0.27	-0.24	-0.19	-0.03
IV	Listening	14	0.35	0.39	0.46	0.47	0.49	-0.33	-0.26	-0.22	-0.19	0.01
	Reading	26	0.25	0.33	0.41	0.46	0.53	-0.37	-0.23	-0.19	-0.14	0.05
	Writing	18	0.28	0.31	0.36	0.44	0.49	-0.29	-0.22	-0.17	-0.12	0.01
V	Listening	14	0.31	0.41	0.43	0.48	0.57	-0.36	-0.27	-0.22	-0.16	0.03
	Reading	28	0.26	0.35	0.38	0.42	0.54	-0.32	-0.23	-0.19	-0.14	0.07
	Writing	18	0.28	0.31	0.36	0.43	0.53	-0.32	-0.23	-0.17	-0.12	-0.04

Note: Min=Minimum, P25=25th Percentile, P50=50th Percentile (Median), P75=75th Percentile, Max=Maximum

Chapter 8. CALIBRATION, EQUATING, AND SCALING

This chapter of the technical report describes calibration, equating, and scaling procedures that took place for the Spring 2016 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

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

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 2016 AZELLA Reassessment are presented in Table B.1 through Table B.20 in Appendix B. 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. Model 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). The summary of IRT statistics is presented in Table 8.1.

Table 8.1: IRT Statistics Summary for the Spring AZELLA Reassessments

Stage	Domain	Number of Items	Mean Rasch	Number of Flagged Items by Infit	Number of Flagged Items by Outfit
I	Listening	14	-2.76	0	0
	Speaking	8	-2.34	0	3
	Reading	18	-2.58	0	0
	Writing	9	-1.75	0	0
II	Listening	14	-1.26	0	0
	Speaking	8	-1.31	4	5
	Reading	23	-0.93	0	0
	Writing	15	-0.93	0	0
III	Listening	14	-0.32	0	0
	Speaking	8	-0.93	2	7
	Reading	26	0.26	0	0
	Writing	18	-0.06	0	0
IV	Listening	14	0.12	0	0
	Speaking	8	-0.15	0	2
	Reading	28	0.56	0	0
	Writing	20	0.59	0	0
V	Listening	14	0.59	0	0
	Speaking	8	0.89	0	0
	Reading	28	0.64	0	0
	Writing	20	0.84	0	0

Note: Rasch difficulty is on a vertical scale. The average Rasch difficulties for Stage I through V are -2.5234, -0.8670, 0.0000, 0.5263, and 0.7408, respectively.

8.4 Equating

The Spring 2016 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 2015 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 all anchor items stayed within two positions from where they were in the previous year.

A fixed anchor parameter equating was implemented within WINSTEPS in order to link the Spring 2016 tests to the operational reporting scale. This was implemented by constraining the Spring 2015 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. The criterion of 0.3 has been used to flag displaced anchor items under a common item non-equivalent group equating design for many state programs (Miller, Rotou, Twing, 2004). 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. Table 8.2 shows the number of items and points by domain for an initial anchor set and the number of items dropped from the initial anchor set for the Spring 2016 Reassessment. Only one item from Stage II and III was dropped from the initial anchor set for Spring 2016.

Table 8.2: Summary of Anchor Items for the Spring AZELLA Reassessments

Initial Anchor Set				
Stage	Domain	Number of Items	Number of Points	Number of Items/Points Dropped from Anchor
I	Listening	5	5	0/0
	Speaking	2	5	0/0
	Reading	6	6	0/0
	Writing	3	7	0/0
II	Listening	5	10	1/2
	Speaking	1	4	0/0
	Reading	8	16	0/0
	Writing	5	14	0/0
III	Listening	5	10	0/0
	Speaking	1	4	0/0
	Reading	10	20	1/2
	Writing	6	20	0/0
IV	Listening	5	10	0/0
	Speaking	2	8	0/0
	Reading	9	18	0/0
	Writing	9	18	0/0
V	Listening	5	10	0/0
	Speaking	2	8	0/0
	Reading	9	18	0/0
	Writing	7	22	0/0

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 2016 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 2015-2016 are presented in Appendix D. 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 all students by grade for the Spring 2016 AZELLA Reassessments are shown in Table 9.1. 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. 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. The test results for each grade by subgroups are presented in Appendix C.

Table 9.1: AZELLA Stage I Reassessment Test Results on Overall for All Students

Stage	Grade	N	Total Combined Scale Score		*% at Overall Proficiency Levels		
			Mean	SD	PE/E	B	I
I	Kindergarten	10065	2313.86	60.22	10	20	40
II	1	9510	2365.01	44.20	4	26	49
	2	9887	2410.31	52.24	8	22	40
III	3	7342	2417.41	42.44	12	36	41
	4	7442	2447.76	50.60	12	25	39
	5	5853	2466.31	56.91	13	19	30
IV	6	4043	2454.64	45.70	14	24	45
	7	3532	2463.52	51.11	14	18	41
	8	2557	2468.95	54.61	14	15	37
V	9	2288	2473.54	50.67	18	26	40
	10	1876	2484.44	52.59	15	22	43
	11	1120	2494.65	50.63	10	18	44
	12	812	2490.93	52.52	10	21	47

*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 for all students are also presented by domain/subdomain in Table 9.2. Appendix C shows the percentage of students in each proficiency level for each grade and domain/subdomain for subgroups.

Table 9.2: AZELLA Reassessment Test Results by Domain and Subdomain for All Students

Stage	Grade	Domain/ Subdomain	N	PE/E	*% at Proficiency Levels		
					B or PE/E/B	I	P
I	Kindergraten	Listening	10065	10	34	20	46
		Speaking	10065		31	21	48
		Reading	10065		35	19	46
		Writing	10065		38	15	47
		Language	10065		29	30	41
		Oral	10065		28	32	40
		Comprehension	10065		31	26	42
		Literacy	10065		33	24	43
		Total	10065		20	31	39
II	1	Listening	9510	4	35	27	38
		Speaking	9510		21	30	49
		Reading	9510		38	32	29
		Writing	9510		34	28	37
		Language	9510		29	38	33
		Oral	9510		26	37	37
		Comprehension	9510		32	36	32
		Literacy	9510		33	37	30
		Total	9510		26	41	30
	2	Listening	9887		36	25	39
		Speaking	9887		26	38	36

Stage	Grade	Domain/ Subdomain	N	PE/E	*% at Proficiency Levels		
					B or PE/E/B	I	P
III	3	Reading	9887	8	33	25	42
		Writing	9887		30	24	46
		Language	9887		26	36	38
		Oral	9887		28	38	34
		Comprehension	9887		30	28	41
		Literacy	9887		29	29	42
		Total	9887		22	32	39
		Listening	7342		49	26	25
		Speaking	7342		36	37	27
III	4	Reading	7342	12	55	27	18
		Writing	7342		49	24	27
		Language	7342		44	37	19
		Oral	7342		41	38	21
		Comprehension	7342		50	31	19
		Literacy	7342		50	29	22
		Total	7342		36	35	17
		Listening	7442		43	28	29
		Speaking	7442		37	28	35
III	5	Reading	7442	12	39	28	34
		Writing	7442		39	16	44
		Language	7442		36	31	33
		Oral	7442		39	29	32
		Comprehension	7442		42	26	32
		Literacy	7442		39	25	36
		Total	7442		25	30	32
		Listening	5853	13	32	28	40
		Speaking	5853		37	18	46
IV	6	Reading	5853		33	18	49
		Writing	5853		29	13	58
		Language	5853		30	21	49
		Oral	5853		36	25	38
		Comprehension	5853		33	19	48
		Literacy	5853		31	17	52
		Total	5853		19	20	48
		Listening	4043	14	42	27	31
		Speaking	4043		29	28	43
IV	7	Reading	4043		41	29	30
		Writing	4043		44	26	30
		Language	4043		34	27	39
		Oral	4043		34	29	37
		Comprehension	4043		43	26	31
		Literacy	4043		44	25	31
		Total	4043		24	30	33
		Listening	3532	14	37	24	39
		Speaking	3532		32	26	42
IV	8	Reading	3532		33	27	40
		Writing	3532		37	22	41
		Language	3532		31	22	47
		Oral	3532		33	25	42
		Comprehension	3532		35	24	41
		Literacy	3532		35	23	42
		Total	3532		18	25	43
		Listening	2557		32	23	45

Stage	Grade	Domain/ Subdomain	N	PE/E	*% at Proficiency Levels		
					B or PE/E/B	I	P
V	9	Speaking	2557	14	35	27	38
		Reading	2557		30	24	46
		Writing	2557		33	21	46
		Language	2557		31	21	48
		Oral	2557		32	25	43
		Comprehension	2557		32	20	48
		Literacy	2557		32	20	48
		Total	2557		15	22	48
		Listening	2288		51	12	37
		Speaking	2288		36	24	41
10	10	Reading	2288	18	47	27	25
		Writing	2288		40	33	27
		Language	2288		40	29	31
		Oral	2288		41	27	32
		Comprehension	2288		45	31	24
		Literacy	2288		45	28	27
		Total	2288		26	30	25
		Listening	1876	15	46	11	44
		Speaking	1876		34	21	45
11	11	Reading	1876		40	28	33
		Writing	1876		33	32	35
		Language	1876		36	26	39
		Oral	1876		37	26	37
		Comprehension	1876		37	31	32
		Literacy	1876		36	29	35
		Total	1876		22	30	34
		Listening	1120	10	40	12	48
		Speaking	1120		28	23	48
12	12	Reading	1120		32	27	40
		Writing	1120		26	31	43
		Language	1120		27	28	44
		Oral	1120		31	29	41
		Comprehension	1120		31	30	40
		Literacy	1120		29	27	44
		Total	1120		18	29	42
		Listening	812	10	39	11	49
		Speaking	812		29	25	45

*PE/E/B = Pre-Emergent/Emergent/Basic, I = Intermediate, P = Proficient. For Total, proficiency levels are Pre-Emergent/Emergent, Basic, Intermediate, and Proficient. For other domains and subdomains, the proficient levels are Pre-Emergent/Emergent/Basic, Intermediate, and 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 Appendix C\|. 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 **Error!**
Reference source not found. and

Table 11.1, respectively. Table 9.3 shows the frequency distribution statistics for Total Combined scores at Proficiency level cuts.

Table 9.3: AZELLA Reassessment Form Frequency Distribution at Proficiency Level Cuts

Stage	Grade	Proficiency Cut	Raw Score	Scale Score	Freq	%	Cum. Freq	Cum. %
I	Kindergarten	Basic	24	2244	192	1.91	1230	12.22
		Intermediate	33	2284	314	3.12	3336	33.14
		Proficient	43	2330	299	2.97	6434	63.92
II	1	Basic	42	2296	48	0.50	388	4.08
		Intermediate	64	2340	195	2.05	2973	31.26
		Proficient	88	2386	124	1.30	6767	71.16
	2	Basic	63	2338	56	0.57	876	8.86
		Intermediate	87	2384	108	1.09	3054	30.89
		Proficient	109	2428	143	1.45	6221	62.92
III	3	Basic	58	2370	51	0.69	928	12.64
		Intermediate	85	2415	124	1.69	3626	49.39
		Proficient	108	2457	73	0.99	6144	83.68
	4	Basic	71	2392	47	0.63	970	13.03
		Intermediate	96	2434	105	1.41	2876	38.65
		Proficient	115	2472	92	1.24	5124	68.85
	5	Basic	77	2401	27	0.46	772	13.19
		Intermediate	101	2443	54	0.92	1892	32.33
		Proficient	116	2474	143	2.44	3175	54.25
IV	6	Basic	62	2405	18	0.45	577	14.27
		Intermediate	85	2443	51	1.26	1570	38.83
		Proficient	104	2477	73	1.81	2799	69.23
	7	Basic	62	2405	22	0.62	515	14.58
		Intermediate	85	2443	35	0.99	1159	32.81
		Proficient	104	2477	67	1.90	2070	58.61
	8	Basic	62	2405	12	0.47	382	14.94
		Intermediate	85	2443	20	0.78	783	30.62
		Proficient	104	2477	33	1.29	1359	53.15
V	9	Basic	65	2427	22	0.96	437	19.10
		Intermediate	88	2469	28	1.22	1047	45.76
		Proficient	108	2508	29	1.27	1734	75.79
	10	Basic	65	2427	13	0.69	292	15.57
		Intermediate	88	2469	33	1.76	721	38.43
		Proficient	108	2508	29	1.55	1271	67.75
	11	Basic	65	2427	4	0.36	119	10.63
		Intermediate	88	2469	18	1.61	337	30.09
		Proficient	108	2508	24	2.14	670	59.82
	12	Basic	65	2427	3	0.37	81	9.98
		Intermediate	88	2469	12	1.48	262	32.27
		Proficient	108	2508	10	1.23	530	65.27

Chapter 10. VALIDITY EVIDENCE

Chapter 10 of the technical report provides evidence supporting the reliability and validity of scores on the Spring 2016 AZELLA Reassessment. All data presented in this section for the AZELLA Stages I through V assessments in the spring 2016 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 2016 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 Combined	Domain			
		Listening	Speaking	Reading	Writing
I	0.893	0.733	0.682	0.733	0.832
II	0.908	0.699	0.818	0.789	0.776
III	0.913	0.648	0.830	0.789	0.813
IV	0.910	0.675	0.869	0.798	0.757
V	0.907	0.682	0.879	0.785	0.754

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. Ten 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 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):

$$\kappa = \frac{\sum P_{ii} - \sum P_{i\cdot}P_{\cdot i}}{1 - \sum P_{i\cdot}P_{\cdot i}},$$

where $\sum P_{ii}$ is the observed proportion of agreement and $\sum P_{i\cdot}P_{\cdot i}$ 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 presented by stage and domain in Appendix E. Table 10.2 summarize the average Kappa and Interclass correlation by domain.

Table 10.2: Interrater Reliability Statistics for the AZELLA Reassessments

Stage	Domain	Number of Items	Mean Kappa	Mean Intraclass Correlation
I	Speaking	7	0.48	0.69
	Writing	9	0.76	0.91
II	Reading	3	0.46	0.70
	Speaking	7	0.36	0.78
	Writing	2	0.50	0.87
III	Reading	3	0.33	0.48
	Speaking	7	0.32	0.78
	Writing	2	0.45	0.89
IV	Reading	2	0.32	0.47
	Speaking	7	0.31	0.82
	Writing	2	0.44	0.88
V	Speaking	7	0.27	0.78
	Writing	3	0.47	0.90

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 2016 AZELLA Reassessments 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 item development and 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 2016 Reassessment.

Chapter 7 described classical data analysis of the Spring 2016.

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) for all operational items for the Spring 2016 AZELLA Reassessment.

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 2016 AZELLA Reassessment 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 2016 AZELLA Reassessment 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 analyses 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 Spring 2016 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 (ΔMH) was computed. Educational Testing Service (ETS) first developed the ΔMH DIF statistic. To compute the ΔMH 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 ΔMH DIF is the computed as

$$\Delta MH \text{ DIF} = -2.35 \ln(\alpha_{MH}).$$

Positive values of ΔMH DIF indicate items that favor the focal group, whereas negative values of ΔMH DIF indicate items that favor the reference group.

The MH chi-square statistic and the ΔMH 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 10.3: 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 $ \Delta MH \text{ DIF} < 1.0$
B	Weak DIF	Significant Mantel-Haenszel chi-square ($p < .01$) and $1.0 \leq \Delta MH \text{ DIF} < 1.5$
C	Strong DIF	Significant Mantel-Haenszel chi-square ($p < .01$) and $ \Delta MH \text{ 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, conditioned 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, conditioned on the matching variable. The summary of DIF classification criteria for SMD is presented in **Error! Reference source not found.**. An alpha level of .01 was used for all SMD statistics.

Table 10.4: 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 2016 Spring AZELLA Spring Reassessment are presented by stage and domain in Table F.1 through Table F.40 in Appendix F. 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 10.5 summarize the number of items showing strong DIF associated with any group comparison.

Table 10.5: Number of Strong DIF Items by Domain

Stage	Domain	Number of Items	Number of Items with Strong DIF
I	Listening	14	0
	Speaking	8	0
	Reading	18	0
	Writing	9	0
II	Listening	14	0
	Speaking	8	0
	Reading	23	0
	Writing	15	0
III	Listening	14	0
	Speaking	8	1
	Reading	26	0
	Writing	18	0
IV	Listening	14	0
	Speaking	8	2
	Reading	28	0
	Writing	20	0
V	Listening	14	1
	Speaking	8	5
	Reading	28	2
	Writing	20	4

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 Spring 2016 AZELLA Reassessment are presented in Table F.41 through Table F.141 in Appendix F. Please refer to the 2014 Technical Report (Arizona Department of Education, 2014b) for the logistic regression DIF statistics for the AZELLA Placement tests.

Table 10.6 summarizes the number of items flagged as either uniform or non-uniform DIF by the logistic regression DIF analysis by domain.

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 was decided that only the significance test would be used to flag the items for both uniform and non-uniform DIF.

Table 10.6: Number of Uniform or Non-Uniform DIF Items by Domain

Stage	Domain	Number of Items	Number of Items with Uniform or Non-Uniform DIF
I	Listening	14	7
	Speaking	8	5
	Reading	18	11
	Writing	9	8
II	Listening	14	9
	Speaking	8	8
	Reading	23	17
	Writing	15	15
III	Listening	14	13
	Speaking	8	8
	Reading	26	22
	Writing	18	17
IV	Listening	14	11
	Speaking	8	8
	Reading	28	22
	Writing	20	18
V	Listening	14	12
	Speaking	8	8
	Reading	28	26
	Writing	20	16

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 2016 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 **Error! Reference source not found.** through **Error! Reference source not found..** The patterns of correlation are consistent between forms within a stage as well as among stages.

Table 10.7: Correlations between Total Combined and Domains for the AZELLA Stage I Reassessment

Form A	Total Combined	Listening	Reading	Writing	Speaking
Total	1.00	0.80	0.84	0.84	0.68
Listening	0.80	1.00	0.64	0.53	0.43
Reading	0.84	0.64	1.00	0.63	0.40
Writing	0.84	0.53	0.63	1.00	0.40
Speaking	0.68	0.43	0.40	0.40	1.00

Table 10.8: Correlations between Total Combined and Domains for the AZELLA Stage II Reassessment

Form A	Total Combined	Listening	Reading	Writing	Speaking
Total	1.00	0.75	0.91	0.88	0.66
Listening	0.75	1.00	0.59	0.57	0.37
Reading	0.91	0.59	1.00	0.76	0.45
Writing	0.88	0.57	0.76	1.00	0.43
Speaking	0.66	0.37	0.45	0.43	1.00

Table 10.9: Correlations between Total Combined and Domains for the AZELLA Stage III Reassessment

Form A	Total Combined	Listening	Reading	Writing	Speaking
Total	1.00	0.76	0.88	0.89	0.71
Listening	0.76	1.00	0.58	0.56	0.51
Reading	0.88	0.58	1.00	0.73	0.45
Writing	0.89	0.56	0.73	1.00	0.51
Speaking	0.71	0.51	0.45	0.51	1.00

Table 10.10: Correlation between Total Combined and Domains for the AZELLA Stage IV Reassessment

Form A	Total Combined	Listening	Reading	Writing	Speaking
Total	1.00	0.77	0.88	0.88	0.70
Listening	0.77	1.00	0.61	0.57	0.46
Reading	0.88	0.61	1.00	0.70	0.44
Writing	0.88	0.57	0.70	1.00	0.48
Speaking	0.70	0.46	0.44	0.48	1.00

Table 10.11: Correlations between Total Combined and Domains for the AZELLA Stage V Reassessment

Form A	Total Combined	Listening	Reading	Writing	Speaking
Total	1.00	0.77	0.86	0.89	0.71
Listening	0.77	1.00	0.55	0.58	0.48
Reading	0.86	0.55	1.00	0.69	0.42
Writing	0.89	0.58	0.69	1.00	0.56
Speaking	0.71	0.48	0.42	0.56	1.00

Chapter 11. CLASSIFICATION

Part 11 of this technical report provides information regarding classifying students into proficiency categories for the Spring 2016 AZELLA Reassessment Tests. Please refer to the 2015 Technical Report (Arizona Department of Education, 2015) and 2014 Technical Report (Arizona Department of Education, 2014b) for the CSEM at Proficient cut and classification statistics for the Kindergarten Placement Test and AZELLA Stage II through Placement tests, respectively. 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 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, who took the Spring 2016 AZELLA Reassessment were assigned to performance categories.

11.1 Standard Setting Technical Documentation

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 11.1. The final proficiency ranges on the domains 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 11.1: 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 2016 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 Stages I through V Reassessment tests on Total Combined and domains (Listening, Speaking, Reading, and Writing) in Table 11.2. 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 Combined Scale Score for the Stages I through V assessments, please refer to **Error! Reference source not found.**, respectively. The exact Proficient level cut for each of the domains is set at 250. Also note that CSEMs across domains are not comparable as they have their own scale.

Table 11.2: CSEM at Proficient Cut on Total Combined Scale Score for the Stage I through V Reassessments

Stage	Grade(s)	Domain	Scale Score on Proficient Cut	CSEM
I	Kindergarten	Total	2330	18
		Listening	254	19
		Speaking	252	17
		Reading	250	16
		Writing	251	15
II	01	Total	2386	11
		Listening	253	12
		Speaking	250	11
		Reading	251	8
		Writing	250	9
II	02	Total	2428	12
		Listening	251	13
		Speaking	251	11
		Reading	250	8
		Writing	252	11
III	03	Total	2457	12
		Listening	250	13
		Speaking	250	14
		Reading	252	9
		Writing	251	10
III	04	Total	2472	12
		Listening	255	15
		Speaking	250	14
		Reading	250	10
		Writing	251	12
III	05	Total	2474	12
		Listening	256	19
		Speaking	251	23
		Reading	252	12
		Writing	250	14
IV	06 – 08	Total	2477	11
		Listening	256	16
		Speaking	257	18
		Reading	252	11
		Writing	252	12
V	09 - 12	Total	2508	12
		Listening	250	13
		Speaking	253	18
		Reading	251	10
		Writing	252	10

Classification consistency and accuracy for the Spring 2016 AZELLA Reassessment are presented in Table 11.8. These results are for classifying students whether they are Proficient or not based on the calibration sample. 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 one minus Consistency.

Table 11.3: 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	10065	0.86	0.14	0.53	0.71	0.90	0.06	0.04
II	01	9510	0.89	0.11	0.58	0.75	0.93	0.04	0.03
II	02	9885	0.87	0.13	0.53	0.72	0.91	0.05	0.04
III	03	7342	0.91	0.09	0.71	0.69	0.94	0.04	0.03
III	04	7440	0.86	0.14	0.56	0.69	0.90	0.05	0.05
III	05	5850	0.86	0.14	0.50	0.73	0.90	0.05	0.05
IV	06-08	10131	0.87	0.13	0.52	0.72	0.91	0.05	0.05
V	09-12	6095	0.87	0.13	0.56	0.70	0.91	0.05	0.04

Note: Results were computed using BB-CLASS (Brennan, 2004).

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Appendix A. AZELLA REASSESSMENT CTT STATISTICS

The CTT statistics including 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 for the Spring 2016 Reassessment are summarized by domain in the tables.

Table A.1: 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	10065	0.674	0.388	0.439
16	MC	1	10065	0.568	0.391	0.463
17	MC	1	10065	0.761	0.517	0.521
18	MC	1	10065	0.782	0.520	0.523
19	MC	1	10065	0.833	0.402	0.393
20	MC	1	10065	0.632	0.232	0.342
21	MC	1	10065	0.670	0.329	0.398
22	MC	1	10065	0.639	0.425	0.511
23	MC	1	10065	0.635	0.430	0.507
24	MC	1	10065	0.476	0.327	0.417
25	MC	1	10065	0.581	0.414	0.486
26	MC	1	10065	0.591	0.245	0.346
27	MC	1	10065	0.627	0.281	0.355
28	MC	1	10065	0.847	0.334	0.385
29	MC	1	10065	0.600	0.276	0.373
30	MC	1	10065	0.745	0.335	0.386
31	MC	1	10065	0.626	0.382	0.447
32	MC	1	10065	0.557	0.300	0.387

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 A.2: 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	10065	0.608	0.497	0.599
34	SA2	2	10065	0.578	0.360	0.431
35	SA2	2	10065	0.387	0.649	0.784
36	SA2	2	10065	0.554	0.616	0.717
37	SA2	2	10065	0.410	0.664	0.786
38	SA1	1	10065	0.619	0.340	0.389
39	SA1	1	10065	0.466	0.371	0.422
40	SA3	3	10065	0.298	0.644	0.789
41	SA3	3	10065	0.331	0.683	0.821

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 A.3: 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	10065	0.784	0.294	0.344
2	MC	1	10065	0.770	0.337	0.392
3	MC	1	10065	0.674	0.299	0.368
4	MC	1	10065	0.809	0.320	0.402
5	MC	1	10065	0.627	0.348	0.475
6	MC	1	10065	0.622	0.443	0.560
7	MC	1	10065	0.734	0.311	0.410
8	MC	1	10065	0.686	0.487	0.578
9	MC	1	10065	0.727	0.475	0.578
10	MC	1	10065	0.754	0.362	0.454
11	MC	1	10065	0.773	0.417	0.507
12	MC	1	10065	0.611	0.433	0.526
13	MC	1	10065	0.600	0.408	0.531
14	MC	1	10065	0.584	0.347	0.476

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 A.4: 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	10065	0.724	0.217	0.390
43	SA1	1	10065	0.924	0.222	0.370
44	SA1	1	10065	0.630	0.382	0.418
45	SA1	1	10065	0.204	0.301	0.342
46	SA2	2	10065	0.664	0.420	0.699
47	SA2	2	10065	0.714	0.421	0.688
48	SA2	2	10065	0.466	0.454	0.655
49	SA4	4	10065	0.651	0.551	0.744

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 A.5: 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	19395	0.727	0.321	0.331
16	MC	1	19395	0.726	0.344	0.361
17	MC	1	19395	0.714	0.476	0.490
18	MC	1	19395	0.525	0.396	0.405
19	MC	1	19395	0.780	0.343	0.360
20	MC	1	19395	0.714	0.499	0.511
21	MC	1	19395	0.610	0.383	0.423
22	MC	1	19395	0.434	0.325	0.364
23	MC	1	19395	0.612	0.315	0.338
24	MC	1	19395	0.545	0.457	0.486
25	MC	1	19395	0.515	0.455	0.506
26	MC	1	19395	0.556	0.389	0.444
27	MC	1	19395	0.507	0.445	0.495
28	MC	1	19395	0.532	0.291	0.350
29	MC	1	19395	0.440	0.299	0.355
30	MC	1	19395	0.593	0.424	0.484
31	MC	1	19395	0.483	0.480	0.543
32	MC	1	19395	0.443	0.322	0.383
33	MC	1	19395	0.440	0.252	0.317
34	MC	1	19395	0.579	0.425	0.466
50	SA1	1	19395	0.632	0.292	0.313
51	SA1	1	19395	0.522	0.325	0.337
52	SA3	3	19395	0.335	0.606	0.670

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 A.6: 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	19395	0.749	0.508	0.557
36	MC	1	19395	0.566	0.352	0.397
37	MC	1	19395	0.397	0.295	0.346
38	MC	1	19395	0.536	0.317	0.378
39	MC	1	19395	0.645	0.331	0.397
40	MC	1	19395	0.771	0.493	0.543
41	MC	1	19395	0.519	0.420	0.486
42	MC	1	19395	0.511	0.353	0.425
43	MC	1	19395	0.595	0.428	0.491
44	MC	1	19395	0.493	0.426	0.470
45	MC	1	19395	0.587	0.410	0.480
46	MC	1	19395	0.432	0.292	0.363
47	MC	1	19395	0.472	0.311	0.385
48	ER	3	19395	0.614	0.710	0.773
49	ER	3	19395	0.637	0.674	0.741

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 A.7: 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	19395	0.719	0.339	0.460
2	MC	1	19395	0.610	0.359	0.510
3	MC	1	19395	0.625	0.314	0.473
4	MC	1	19395	0.482	0.430	0.557
5	MC	1	19395	0.373	0.296	0.450
6	MC	1	19395	0.381	0.328	0.484
7	MC	1	19395	0.346	0.319	0.470
8	MC	1	19395	0.778	0.290	0.394
9	MC	1	19395	0.723	0.292	0.389
10	MC	1	19395	0.841	0.308	0.387
11	MC	1	19395	0.693	0.395	0.480
12	MC	1	19395	0.744	0.303	0.398
13	MC	1	19395	0.884	0.354	0.373
14	MC	1	19395	0.431	0.431	0.468

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 A.8: 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	19395	0.732	0.432	0.693
54	SA4	4	19395	0.840	0.445	0.700
55	SA4	4	19395	0.370	0.430	0.529
56	SA4	4	19395	0.602	0.441	0.719
57	SA4	4	19395	0.561	0.441	0.692
58	SA4	4	19395	0.694	0.425	0.682
59	SA4	4	19395	0.686	0.393	0.692
60	SA4	4	19395	0.831	0.555	0.655

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 A.9: 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	20632	0.826	0.326	0.312
16	MC	1	20632	0.548	0.407	0.433
17	MC	1	20632	0.651	0.271	0.302
18	MC	1	20632	0.513	0.409	0.435
19	MC	1	20632	0.723	0.495	0.483
20	MC	1	20632	0.486	0.320	0.379
21	MC	1	20632	0.393	0.251	0.312
22	MC	1	20632	0.362	0.235	0.303
23	MC	1	20632	0.349	0.254	0.327
24	MC	1	20632	0.585	0.483	0.519
25	MC	1	20632	0.432	0.404	0.462
26	MC	1	20632	0.658	0.459	0.486
27	MC	1	20632	0.376	0.324	0.378
28	MC	1	20632	0.452	0.271	0.333
29	MC	1	20632	0.578	0.436	0.488
30	MC	1	20632	0.541	0.424	0.483
31	MC	1	20632	0.381	0.325	0.412
32	MC	1	20632	0.341	0.295	0.352
33	MC	1	20632	0.533	0.410	0.471
34	MC	1	20632	0.331	0.272	0.341
35	MC	1	20632	0.449	0.339	0.412
36	MC	1	20632	0.490	0.334	0.403
37	MC	1	20632	0.406	0.360	0.441
56	SA1	1	20632	0.596	0.247	0.239
57	SA1	1	20632	0.358	0.386	0.419
58	SA1	1	20632	0.378	0.429	0.449

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 A.10: 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	20632	0.398	0.348	0.401
39	MC	1	20632	0.498	0.265	0.328
40	MC	1	20632	0.482	0.364	0.435
41	MC	1	20632	0.433	0.302	0.375
42	MC	1	20632	0.477	0.329	0.406
43	MC	1	20632	0.475	0.378	0.457
44	MC	1	20632	0.606	0.483	0.545
45	MC	1	20632	0.744	0.421	0.465
46	MC	1	20632	0.771	0.517	0.562
47	MC	1	20632	0.554	0.483	0.524
48	MC	1	20632	0.528	0.285	0.352
49	MC	1	20632	0.785	0.424	0.480
50	MC	1	20632	0.567	0.413	0.479
51	MC	1	20632	0.636	0.490	0.556
52	MC	1	20632	0.563	0.470	0.511
53	MC	1	20632	0.569	0.440	0.489
54	ER	5	20632	0.546	0.689	0.720
55	ER	5	20632	0.559	0.647	0.698

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 A.11: 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	20632	0.748	0.271	0.359
2	MC	1	20632	0.701	0.292	0.380
3	MC	1	20632	0.596	0.360	0.427
4	MC	1	20632	0.684	0.291	0.411
5	MC	1	20632	0.817	0.371	0.447
6	MC	1	20632	0.284	0.198	0.311
7	MC	1	20632	0.623	0.357	0.470
8	MC	1	20632	0.531	0.351	0.462
9	MC	1	20632	0.652	0.238	0.375
10	MC	1	20632	0.533	0.421	0.499
11	MC	1	20632	0.569	0.323	0.424
12	MC	1	20632	0.718	0.343	0.441
13	MC	1	20632	0.554	0.413	0.496
14	MC	1	20632	0.522	0.299	0.423

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 A.12: 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	20632	0.661	0.517	0.648
60	SA4	4	20632	0.953	0.386	0.608
61	SA4	4	20632	0.770	0.528	0.674
62	SA4	4	20632	0.868	0.526	0.750
63	SA4	4	20632	0.806	0.514	0.747
64	SA4	4	20632	0.758	0.436	0.671
65	SA4	4	20632	0.750	0.456	0.718
66	SA4	4	20632	0.844	0.580	0.724

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 A.13: 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	10131	0.603	0.361	0.399
16	MC	1	10131	0.545	0.287	0.317
17	MC	1	10131	0.797	0.454	0.416
18	MC	1	10131	0.824	0.504	0.471
19	MC	1	10131	0.857	0.527	0.460
20	MC	1	10131	0.726	0.449	0.473
21	MC	1	10131	0.476	0.318	0.371
22	MC	1	10131	0.365	0.301	0.364
23	MC	1	10131	0.591	0.415	0.458
24	MC	1	10131	0.590	0.457	0.499
25	MC	1	10131	0.358	0.232	0.291
26	MC	1	10131	0.708	0.520	0.527
27	MC	1	10131	0.399	0.271	0.326
28	MC	1	10131	0.484	0.313	0.365
29	MC	1	10131	0.280	0.241	0.305
30	MC	1	10131	0.229	0.171	0.248
31	MC	1	10131	0.467	0.239	0.329
32	MC	1	10131	0.523	0.396	0.461
33	MC	1	10131	0.319	0.257	0.331
34	MC	1	10131	0.539	0.377	0.437
35	MC	1	10131	0.474	0.420	0.507
36	MC	1	10131	0.462	0.394	0.464
37	MC	1	10131	0.551	0.434	0.505
38	MC	1	10131	0.363	0.301	0.357
39	MC	1	10131	0.332	0.337	0.411
40	MC	1	10131	0.360	0.242	0.321
61	SA1	1	10131	0.314	0.307	0.329
62	SA1	1	10131	0.235	0.311	0.320

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 A.14: 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	10131	0.623	0.286	0.348
42	MC	1	10131	0.448	0.339	0.393
43	MC	1	10131	0.484	0.362	0.414
44	MC	1	10131	0.467	0.280	0.340
45	MC	1	10131	0.429	0.376	0.436
46	MC	1	10131	0.360	0.208	0.279
47	MC	1	10131	0.626	0.369	0.437
48	MC	1	10131	0.462	0.301	0.345
49	MC	1	10131	0.351	0.219	0.279
50	MC	1	10131	0.365	0.303	0.378
51	MC	1	10131	0.389	0.231	0.307
52	MC	1	10131	0.739	0.444	0.492
53	MC	1	10131	0.651	0.451	0.489
54	MC	1	10131	0.590	0.407	0.457
55	MC	1	10131	0.679	0.445	0.490
56	MC	1	10131	0.511	0.291	0.350
57	MC	1	10131	0.386	0.228	0.287
58	MC	1	10131	0.336	0.259	0.307
59	ER	5	10131	0.471	0.669	0.711
60	ER	5	10131	0.477	0.648	0.697

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 A.15: 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	10131	0.801	0.382	0.460
2	MC	1	10131	0.709	0.412	0.472
3	MC	1	10131	0.717	0.419	0.489
4	MC	1	10131	0.526	0.267	0.394
5	MC	1	10131	0.426	0.236	0.346
6	MC	1	10131	0.578	0.351	0.468
7	MC	1	10131	0.680	0.403	0.495
8	MC	1	10131	0.356	0.232	0.366
9	MC	1	10131	0.723	0.405	0.471
10	MC	1	10131	0.616	0.317	0.426
11	MC	1	10131	0.559	0.356	0.461
12	MC	1	10131	0.575	0.305	0.426
13	MC	1	10131	0.635	0.389	0.488
14	MC	1	10131	0.339	0.290	0.384

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 A.16: 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	10131	0.847	0.466	0.666
64	SA4	4	10131	0.626	0.493	0.710
65	SA4	4	10131	0.815	0.552	0.741
66	SA4	4	10131	0.614	0.547	0.749
67	SA4	4	10131	0.749	0.535	0.798
68	SA4	4	10131	0.564	0.437	0.672
69	SA4	4	10131	0.678	0.525	0.792
70	SA4	4	10131	0.713	0.590	0.732

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 A.17: 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	6095	0.773	0.397	0.405
16	MC	1	6095	0.789	0.377	0.390
17	MC	1	6095	0.707	0.504	0.466
18	MC	1	6095	0.442	0.192	0.265
19	MC	1	6095	0.902	0.406	0.364
20	MC	1	6095	0.906	0.409	0.368
21	MC	1	6095	0.451	0.287	0.354
22	MC	1	6095	0.394	0.325	0.405
23	MC	1	6095	0.518	0.300	0.370
24	MC	1	6095	0.672	0.426	0.475
25	MC	1	6095	0.544	0.378	0.430
26	MC	1	6095	0.543	0.310	0.384
27	MC	1	6095	0.475	0.326	0.407
28	MC	1	6095	0.718	0.511	0.538
29	MC	1	6095	0.390	0.305	0.396
30	MC	1	6095	0.526	0.328	0.416
31	MC	1	6095	0.388	0.293	0.354
32	MC	1	6095	0.698	0.436	0.480
33	MC	1	6095	0.548	0.482	0.514
34	MC	1	6095	0.763	0.423	0.451
35	MC	1	6095	0.408	0.257	0.337
36	MC	1	6095	0.334	0.250	0.327
37	MC	1	6095	0.383	0.290	0.368
38	MC	1	6095	0.254	0.292	0.376
39	MC	1	6095	0.368	0.200	0.272
40	MC	1	6095	0.283	0.195	0.258
41	MC	1	6095	0.367	0.256	0.308
42	MC	1	6095	0.407	0.275	0.333

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 A.18: 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	6095	0.504	0.324	0.390
44	MC	1	6095	0.379	0.205	0.276
45	MC	1	6095	0.863	0.295	0.336
46	MC	1	6095	0.626	0.343	0.396
47	MC	1	6095	0.509	0.284	0.354
48	MC	1	6095	0.692	0.471	0.486
49	MC	1	6095	0.361	0.300	0.359
50	MC	1	6095	0.416	0.252	0.312
51	MC	1	6095	0.531	0.280	0.325
52	MC	1	6095	0.271	0.227	0.283
53	MC	1	6095	0.576	0.490	0.534
54	MC	1	6095	0.567	0.420	0.460
55	MC	1	6095	0.628	0.391	0.426
56	MC	1	6095	0.476	0.309	0.338
57	MC	1	6095	0.570	0.332	0.375
58	MC	1	6095	0.660	0.483	0.523
59	MC	1	6095	0.407	0.243	0.286
60	MC	1	6095	0.354	0.276	0.314
61	ER	5	6095	0.502	0.667	0.709
62	ER	5	6095	0.469	0.661	0.701

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 A.19: 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	6095	0.865	0.471	0.451
2	MC	1	6095	0.706	0.290	0.433
3	MC	1	6095	0.619	0.382	0.464
4	MC	1	6095	0.525	0.281	0.397
5	MC	1	6095	0.632	0.376	0.482
6	MC	1	6095	0.346	0.257	0.363
7	MC	1	6095	0.551	0.432	0.574
8	MC	1	6095	0.466	0.316	0.421
9	MC	1	6095	0.466	0.274	0.413
10	MC	1	6095	0.413	0.165	0.307
11	MC	1	6095	0.410	0.351	0.407
12	MC	1	6095	0.414	0.329	0.416
13	MC	1	6095	0.713	0.439	0.512
14	MC	1	6095	0.613	0.450	0.565

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 A.20: 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	6095	0.709	0.513	0.719
64	SA4	4	6095	0.626	0.504	0.725
65	SA4	4	6095	0.616	0.541	0.772
66	SA4	4	6095	0.664	0.526	0.762
67	SA4	4	6095	0.674	0.523	0.767
68	SA4	4	6095	0.400	0.531	0.721
69	SA4	4	6095	0.672	0.448	0.690
70	SA4	4	6095	0.630	0.627	0.811

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 A.21 through Table A.34 shows the percentages of students selected a correct response option and incorrect response options as well as a point-biserial correlation associated with each option.

Table A.21: Distractor Analysis of Multiple Choice Items in Reading on Stage I

Item	Correct Option		Distractor 1		Distractor 2		% Omit
	%	PtBis	%	PtBis	%	PtBis	
15	67.43	0.44	16.47	-0.30	14.79	-0.23	1.30
16	56.84	0.46	25.60	-0.33	16.72	-0.20	0.83
17	76.11	0.52	5.20	-0.28	18.10	-0.39	0.60
18	78.24	0.52	4.52	-0.25	16.67	-0.41	0.57
19	83.34	0.39	9.10	-0.27	6.54	-0.21	1.02
20	63.19	0.34	10.10	-0.28	26.04	-0.16	0.67
21	66.95	0.40	13.15	-0.20	19.09	-0.27	0.80
22	63.94	0.51	13.73	-0.29	21.68	-0.33	0.65
23	63.50	0.51	15.79	-0.26	20.03	-0.34	0.69
24	47.64	0.42	27.42	-0.30	24.12	-0.15	0.81
25	58.14	0.49	25.17	-0.40	15.74	-0.15	0.95
26	59.15	0.35	28.82	-0.21	10.82	-0.18	1.21
27	62.70	0.35	10.43	-0.22	24.99	-0.19	1.88
28	84.70	0.38	9.63	-0.28	4.54	-0.21	1.13
29	59.95	0.37	8.20	-0.28	30.04	-0.19	1.81
30	74.49	0.39	18.38	-0.29	6.19	-0.17	0.94
31	62.63	0.45	15.78	-0.24	20.57	-0.28	1.02
32	55.67	0.39	30.32	-0.22	11.91	-0.22	2.10

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 A.22: Distractor Analysis of Multiple Choice Items in Listening on Stage I

Item	Correct Option		Distractor 1		Distractor 2		% Omit
	%	PtBis	%	PtBis	%	PtBis	
1	78.44	0.34	7.82	-0.25	12.43	-0.17	1.31
2	77.01	0.39	11.06	-0.27	10.84	-0.21	1.09
3	67.44	0.37	23.99	-0.22	7.17	-0.23	1.39
4	80.87	0.40	11.27	-0.26	6.93	-0.24	0.92
5	62.74	0.47	20.53	-0.36	15.51	-0.19	1.22
6	62.17	0.56	29.84	-0.44	6.92	-0.21	1.08
7	73.41	0.41	14.33	-0.30	11.19	-0.18	1.07
8	68.59	0.58	12.19	-0.39	18.13	-0.33	1.08
9	72.71	0.58	15.40	-0.39	10.77	-0.32	1.12
10	75.40	0.45	12.27	-0.37	11.44	-0.18	0.89
11	77.34	0.51	13.96	-0.33	7.62	-0.31	1.08
12	61.07	0.53	17.50	-0.30	20.56	-0.32	0.87
13	59.98	0.53	16.33	-0.29	22.91	-0.33	0.77
14	58.44	0.48	19.27	-0.31	21.18	-0.24	1.10

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 A.23: Distractor Analysis of Multiple Choice Items in Reading on Stage II

Item	Correct Option		Distractor 1		Distractor 2		% Omit
	%	PtBis	%	PtBis	%	PtBis	
15	72.70	0.33	13.54	-0.18	13.24	-0.24	0.53
16	72.60	0.36	23.78	-0.30	3.45	-0.17	0.16
17	71.36	0.49	16.61	-0.42	11.87	-0.20	0.16
18	52.52	0.41	19.57	-0.29	27.75	-0.19	0.15
19	78.00	0.36	14.90	-0.25	6.86	-0.23	0.24
20	71.44	0.51	14.62	-0.35	13.56	-0.30	0.39
21	61.04	0.42	18.42	-0.27	20.19	-0.24	0.36
22	43.38	0.36	27.99	-0.36	28.43	-0.04	0.2
23	61.20	0.34	26.31	-0.17	12.06	-0.26	0.43
24	54.50	0.49	20.39	-0.39	24.58	-0.18	0.52
25	51.50	0.51	25.18	-0.29	22.59	-0.28	0.74
26	55.59	0.44	21.96	-0.21	21.65	-0.30	0.8
27	50.70	0.49	22.24	-0.17	26.31	-0.38	0.75
28	53.22	0.35	14.41	-0.25	31.50	-0.17	0.87
29	44.03	0.36	31.22	-0.14	24.03	-0.24	0.72
30	59.32	0.48	16.34	-0.31	23.54	-0.27	0.8
31	48.33	0.54	24.09	-0.36	26.02	-0.24	1.56
32	44.33	0.38	24.07	-0.19	29.97	-0.21	1.63
33	44.03	0.32	27.41	-0.35	27.11	0.01	1.45
34	57.86	0.47	17.47	-0.26	23.19	-0.29	1.48

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 A.24: Distractor Analysis of Multiple Choice Items in Writing on Stage II

Item	Correct Option		Distractor 1		Distractor 2		% Omit
	%	PtBis	%	PtBis	%	PtBis	
35	74.87	0.56	13.36	-0.34	11.47	-0.38	0.29
36	56.59	0.40	24.00	-0.29	19.22	-0.18	0.20
37	39.66	0.35	26.00	-0.26	33.92	-0.11	0.42
38	53.64	0.38	22.88	-0.26	23.20	-0.18	0.29
39	64.49	0.40	9.31	-0.35	25.88	-0.20	0.32
40	77.14	0.54	12.07	-0.37	10.35	-0.34	0.44
41	51.95	0.49	28.81	-0.28	18.98	-0.29	0.26
42	51.13	0.43	30.55	-0.17	18.03	-0.34	0.29
43	59.48	0.49	23.39	-0.29	16.57	-0.30	0.56
44	49.33	0.47	29.73	-0.25	20.61	-0.29	0.32
45	58.67	0.48	15.67	-0.30	25.18	-0.28	0.48
46	43.16	0.36	38.94	-0.21	17.62	-0.20	0.27
47	47.22	0.38	34.47	-0.21	17.87	-0.23	0.44

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 A.25: Distractor Analysis of Multiple Choice Items in Listening on Stage II

Item	Correct Option		Distractor 1		Distractor 2		% Omit
	%	PtBis	%	PtBis	%	PtBis	
1	71.93	0.46	18.25	-0.35	9.31	-0.23	0.51
2	61.01	0.51	22.08	-0.36	16.22	-0.25	0.70
3	62.50	0.47	26.12	-0.34	10.71	-0.25	0.67
4	48.16	0.56	18.99	-0.32	31.95	-0.31	0.90
5	37.31	0.45	12.98	-0.19	49.41	-0.30	0.30
6	38.06	0.48	48.06	-0.39	13.51	-0.10	0.36
7	34.59	0.47	7.16	-0.15	57.92	-0.37	0.33
8	77.77	0.39	16.96	-0.32	5.10	-0.19	0.16
9	72.26	0.39	14.16	-0.22	13.34	-0.28	0.24
10	84.06	0.39	8.59	-0.29	7.19	-0.23	0.16
11	69.34	0.48	18.97	-0.30	11.46	-0.31	0.22
12	74.40	0.40	10.54	-0.30	14.92	-0.22	0.14
13	88.43	0.37	7.01	-0.27	4.40	-0.23	0.16
14	43.12	0.47	14.44	-0.21	42.00	-0.31	0.44

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 A.26: 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	82.61	0.31	7.00	-0.18	5.36	-0.16	4.64	-0.16	0.39
16	54.83	0.43	10.54	-0.19	4.99	-0.16	29.54	-0.27	0.10
17	65.11	0.30	17.71	-0.06	7.15	-0.15	9.82	-0.28	0.21
18	51.30	0.44	10.99	-0.26	9.02	-0.17	28.29	-0.18	0.41
19	72.33	0.48	9.29	-0.28	8.96	-0.23	9.01	-0.23	0.42
20	48.60	0.38	16.71	-0.17	13.34	-0.14	20.62	-0.18	0.72
21	39.28	0.31	17.88	-0.32	19.97	-0.07	22.66	0.00	0.21
22	36.20	0.30	19.71	-0.12	24.25	-0.12	19.47	-0.11	0.36
23	34.92	0.33	12.90	-0.18	22.01	-0.17	29.58	-0.04	0.60
24	58.50	0.52	10.52	-0.24	14.58	-0.29	16.20	-0.21	0.20
25	43.16	0.46	23.15	-0.17	16.92	-0.34	16.38	-0.07	0.39
26	65.81	0.49	9.72	-0.26	7.85	-0.23	15.88	-0.23	0.74
27	37.59	0.38	19.55	-0.13	16.30	-0.17	26.29	-0.15	0.27
28	45.25	0.33	15.97	-0.19	10.92	-0.22	27.26	-0.05	0.62
29	57.81	0.49	17.38	-0.26	10.08	-0.21	14.40	-0.22	0.33
30	54.08	0.48	12.97	-0.21	19.34	-0.19	12.98	-0.26	0.63
31	38.13	0.41	28.74	-0.19	16.86	-0.17	15.98	-0.12	0.29
32	34.10	0.35	24.92	-0.17	17.92	-0.18	22.69	-0.05	0.37
33	53.30	0.47	15.33	-0.19	15.71	-0.25	15.10	-0.19	0.57
34	33.06	0.34	24.41	-0.10	18.99	-0.09	22.68	-0.18	0.87
35	44.94	0.41	19.63	-0.23	15.49	-0.14	19.57	-0.15	0.36
36	48.97	0.40	14.62	-0.23	13.83	-0.24	22.18	-0.08	0.40
37	40.59	0.44	22.39	-0.16	18.57	-0.16	17.98	-0.22	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 A.27: 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	39.82	0.40	19.91	-0.10	36.52	-0.24	3.67	-0.21	0.09
39	49.83	0.33	15.51	-0.17	25.35	-0.04	8.75	-0.28	0.55
40	48.20	0.44	23.35	-0.14	13.60	-0.24	14.49	-0.20	0.36
41	43.34	0.37	13.13	-0.27	15.44	-0.17	27.41	-0.05	0.68
42	47.67	0.41	15.44	-0.29	25.85	-0.09	10.86	-0.18	0.18
43	47.52	0.46	16.69	-0.24	17.06	-0.23	18.30	-0.12	0.44
44	60.60	0.55	14.84	-0.24	13.26	-0.27	10.40	-0.27	0.89
45	74.44	0.46	9.90	-0.22	8.37	-0.22	7.07	-0.28	0.22
46	77.13	0.56	7.18	-0.27	11.60	-0.36	3.79	-0.24	0.31
47	55.37	0.52	6.09	-0.23	27.70	-0.31	10.28	-0.20	0.55
48	52.85	0.35	5.22	-0.26	12.45	-0.31	29.27	-0.03	0.21
49	78.54	0.48	5.22	-0.29	9.12	-0.23	6.74	-0.25	0.38
50	56.74	0.48	8.06	-0.30	10.03	-0.20	24.46	-0.20	0.72
51	63.65	0.56	14.27	-0.26	11.64	-0.27	9.98	-0.27	0.46
52	56.34	0.51	15.72	-0.23	15.80	-0.16	11.41	-0.33	0.72
53	56.94	0.49	19.94	-0.27	7.30	-0.27	15.49	-0.16	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 A.28: 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	74.82	0.36	10.75	-0.24	1.71	-0.16	12.57	-0.18	0.16
2	70.11	0.38	5.55	-0.19	10.58	-0.25	13.32	-0.15	0.44
3	59.64	0.43	16.42	-0.19	13.40	-0.25	10.07	-0.15	0.48
4	68.41	0.41	11.46	-0.21	4.66	-0.19	15.29	-0.22	0.17
5	81.72	0.45	3.68	-0.27	6.33	-0.24	7.98	-0.22	0.28
6	28.41	0.31	21.22	-0.02	41.92	-0.19	7.85	-0.12	0.60
7	62.34	0.47	7.90	-0.24	10.66	-0.24	18.65	-0.21	0.47
8	53.12	0.46	12.50	-0.28	10.55	-0.23	23.65	-0.15	0.18
9	65.17	0.38	9.49	-0.19	13.02	-0.20	11.84	-0.16	0.48
10	53.30	0.50	17.83	-0.20	14.42	-0.20	14.27	-0.28	0.18
11	56.85	0.42	13.06	-0.20	24.11	-0.21	5.79	-0.22	0.19
12	71.84	0.44	7.46	-0.27	8.28	-0.21	12.03	-0.20	0.40
13	55.39	0.50	9.57	-0.24	19.09	-0.18	15.83	-0.29	0.12
14	52.15	0.42	13.65	-0.25	20.23	-0.18	13.72	-0.15	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 A.29: 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	60.33	0.40	18.40	-0.23	16.41	-0.21	4.58	-0.14	0.29
16	54.46	0.32	21.42	-0.16	10.54	-0.11	13.27	-0.17	0.32
17	79.71	0.42	14.18	-0.27	3.45	-0.22	2.51	-0.19	0.15
18	82.41	0.47	7.87	-0.24	4.81	-0.26	4.73	-0.26	0.19
19	85.73	0.46	5.42	-0.29	4.16	-0.23	4.43	-0.22	0.27
20	72.63	0.47	6.33	-0.26	4.97	-0.23	15.94	-0.26	0.13
21	47.65	0.37	33.40	-0.12	6.35	-0.24	12.25	-0.20	0.36
22	36.46	0.36	19.22	-0.17	37.71	-0.16	6.51	-0.11	0.10
23	59.06	0.46	13.34	-0.18	12.53	-0.23	14.93	-0.24	0.15
24	59.03	0.50	14.03	-0.22	10.76	-0.22	15.78	-0.27	0.40
25	35.75	0.29	27.55	-0.04	18.95	-0.18	17.19	-0.14	0.55
26	70.78	0.53	16.63	-0.37	7.12	-0.21	5.36	-0.21	0.11
27	39.95	0.33	23.17	-0.09	26.88	-0.16	9.83	-0.16	0.18
28	48.41	0.37	20.01	-0.17	18.62	-0.17	12.60	-0.14	0.38
29	28.01	0.30	17.52	-0.14	28.73	-0.07	25.12	-0.12	0.61
30	22.90	0.25	15.60	-0.22	38.55	0.05	22.72	-0.11	0.23
31	46.66	0.33	7.09	-0.23	6.29	-0.17	39.78	-0.12	0.19
32	52.31	0.46	15.67	-0.19	18.97	-0.27	12.69	-0.15	0.35
33	31.87	0.33	36.81	-0.07	11.30	-0.15	19.35	-0.17	0.67
34	53.91	0.44	21.89	-0.13	17.83	-0.30	6.22	-0.20	0.15
35	47.45	0.51	14.23	-0.25	24.72	-0.22	13.36	-0.21	0.25
36	46.20	0.46	26.82	-0.15	12.00	-0.26	14.62	-0.22	0.36
37	55.09	0.51	11.32	-0.24	12.64	-0.24	20.49	-0.23	0.45
38	36.32	0.36	23.28	-0.17	16.87	-0.09	23.35	-0.15	0.17
39	33.18	0.41	29.98	-0.20	15.51	-0.12	20.98	-0.14	0.37
40	35.97	0.32	15.30	-0.11	25.07	-0.18	22.96	-0.08	0.70

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 A.30: 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	62.34	0.35	9.33	-0.20	3.49	-0.21	24.69	-0.16	0.15
42	44.84	0.39	24.34	-0.12	22.58	-0.20	8.07	-0.22	0.16
43	48.37	0.41	17.12	-0.22	15.41	-0.29	18.87	-0.05	0.24
44	46.73	0.34	16.58	-0.17	22.24	-0.14	14.09	-0.14	0.37
45	42.93	0.44	13.39	-0.29	11.63	-0.12	31.95	-0.17	0.10
46	36.04	0.28	13.69	-0.21	18.05	-0.12	32.07	-0.04	0.15
47	62.60	0.44	16.33	-0.15	10.21	-0.28	10.50	-0.22	0.37
48	46.24	0.34	17.18	-0.18	20.61	-0.14	15.82	-0.12	0.14
49	35.07	0.28	19.96	-0.08	24.06	-0.12	20.75	-0.12	0.16
50	36.51	0.38	17.26	-0.11	15.65	-0.12	30.32	-0.21	0.25
51	38.89	0.31	19.78	-0.25	34.51	0.01	6.39	-0.20	0.43
52	73.94	0.49	6.85	-0.28	8.95	-0.25	9.69	-0.23	0.56
53	65.07	0.49	7.79	-0.28	17.36	-0.22	9.61	-0.25	0.17
54	58.96	0.46	12.00	-0.24	14.26	-0.19	14.58	-0.22	0.20
55	67.89	0.49	13.71	-0.26	6.15	-0.22	11.66	-0.25	0.59
56	51.05	0.35	13.49	-0.15	13.13	-0.16	21.80	-0.16	0.52
57	38.58	0.29	19.87	-0.06	21.15	-0.22	20.07	-0.06	0.33
58	33.61	0.31	32.80	-0.10	18.20	-0.15	15.01	-0.10	0.38

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 A.31: 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	80.08	0.46	5.81	-0.22	4.04	-0.22	9.98	-0.29	0.09
2	70.89	0.47	14.30	-0.33	7.80	-0.15	6.55	-0.22	0.45
3	71.69	0.49	5.69	-0.24	7.18	-0.21	15.29	-0.31	0.16
4	52.57	0.39	18.28	-0.21	20.03	-0.16	8.82	-0.16	0.30
5	42.61	0.35	24.21	0.01	14.79	-0.21	18.25	-0.26	0.14
6	57.83	0.47	8.12	-0.23	14.28	-0.21	19.39	-0.23	0.38
7	68.00	0.49	12.61	-0.26	10.67	-0.27	8.65	-0.21	0.07
8	35.61	0.37	17.72	-0.20	25.90	-0.10	20.49	-0.13	0.28
9	72.28	0.47	13.67	-0.26	3.85	-0.18	9.83	-0.28	0.37
10	61.58	0.43	4.79	-0.19	18.69	-0.20	14.87	-0.24	0.08
11	55.94	0.46	24.91	-0.17	10.13	-0.24	8.79	-0.28	0.23
12	57.55	0.43	16.20	-0.24	17.60	-0.22	8.59	-0.13	0.07
13	63.48	0.49	18.26	-0.22	9.36	-0.28	8.82	-0.23	0.08
14	33.86	0.38	7.14	-0.19	11.28	-0.33	47.56	-0.05	0.17

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 A.32: 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	77.29	0.41	6.83	-0.25	10.19	-0.21	5.50	-0.19	0.20
16	78.92	0.39	6.51	-0.22	6.12	-0.22	8.09	-0.18	0.36
17	70.71	0.47	9.19	-0.26	11.88	-0.25	7.84	-0.19	0.38
18	44.17	0.27	18.33	-0.12	30.86	-0.06	6.19	-0.23	0.46
19	90.19	0.36	5.10	-0.25	2.97	-0.18	1.62	-0.16	0.11
20	90.62	0.37	3.04	-0.23	3.15	-0.19	3.10	-0.20	0.10
21	45.09	0.35	21.71	-0.13	18.57	-0.16	14.32	-0.17	0.31
22	39.38	0.41	23.81	-0.01	15.44	-0.26	21.21	-0.24	0.16
23	51.78	0.37	13.91	-0.17	24.27	-0.16	9.94	-0.18	0.10
24	67.15	0.48	18.51	-0.27	6.25	-0.24	7.79	-0.21	0.30
25	54.44	0.43	20.89	-0.15	10.21	-0.23	13.91	-0.23	0.56
26	54.32	0.38	12.67	-0.18	9.12	-0.24	23.69	-0.14	0.20
27	47.53	0.41	25.94	-0.20	18.21	-0.18	7.99	-0.15	0.33
28	71.76	0.54	6.56	-0.28	13.32	-0.30	8.06	-0.25	0.30
29	39.02	0.40	20.80	-0.07	28.50	-0.27	11.07	-0.14	0.61
30	52.65	0.42	15.98	-0.19	18.56	-0.22	12.68	-0.15	0.13
31	38.75	0.35	22.05	-0.11	19.10	-0.11	19.79	-0.20	0.31
32	69.84	0.48	11.81	-0.32	9.76	-0.21	8.27	-0.19	0.31
33	54.77	0.51	22.28	-0.30	11.07	-0.24	11.50	-0.16	0.38
34	76.34	0.45	5.33	-0.22	6.58	-0.28	11.63	-0.22	0.11
35	40.79	0.34	19.49	-0.06	17.80	-0.24	21.67	-0.12	0.25
36	33.40	0.33	28.27	-0.19	28.50	-0.11	9.34	-0.06	0.49
37	38.28	0.37	26.64	-0.17	23.92	-0.11	10.93	-0.17	0.23
38	25.38	0.38	28.55	-0.19	28.07	-0.01	17.64	-0.19	0.36
39	36.83	0.27	19.03	-0.10	18.85	-0.14	24.89	-0.07	0.39
40	28.32	0.26	16.60	-0.22	38.79	0.07	15.85	-0.18	0.44
41	36.67	0.31	13.13	-0.10	23.68	-0.11	26.27	-0.16	0.26
42	40.74	0.33	22.72	-0.09	11.62	-0.22	24.48	-0.12	0.44

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 A.33: 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	50.39	0.39	30.84	-0.23	11.70	-0.22	6.76	-0.07	0.31
44	37.92	0.28	36.90	-0.04	17.19	-0.22	7.88	-0.12	0.11
45	86.32	0.34	2.20	-0.16	2.61	-0.21	8.65	-0.20	0.23
46	62.58	0.40	11.76	-0.20	16.98	-0.23	8.58	-0.15	0.10
47	50.94	0.35	15.23	-0.21	14.01	-0.15	19.56	-0.11	0.26
48	69.17	0.49	18.34	-0.26	3.89	-0.24	8.48	-0.27	0.11
49	36.06	0.36	40.66	-0.16	12.91	-0.15	10.16	-0.14	0.21
50	41.58	0.31	9.88	-0.19	30.98	-0.14	17.15	-0.09	0.43
51	53.09	0.32	29.96	-0.04	11.62	-0.31	5.00	-0.20	0.33
52	27.10	0.28	20.38	-0.09	28.56	-0.16	23.79	-0.04	0.16
53	57.64	0.53	12.68	-0.27	20.80	-0.24	8.56	-0.26	0.31
54	56.67	0.46	13.06	-0.28	21.31	-0.12	8.61	-0.28	0.34
55	62.84	0.43	13.44	-0.17	6.83	-0.25	16.52	-0.22	0.38
56	47.61	0.34	9.45	-0.27	28.70	-0.07	14.03	-0.16	0.21
57	57.01	0.37	21.69	-0.23	13.37	-0.15	7.74	-0.14	0.18
58	66.04	0.52	9.79	-0.23	11.03	-0.32	12.57	-0.23	0.57
59	40.66	0.29	27.22	-0.07	16.23	-0.17	15.67	-0.12	0.23
60	35.36	0.31	16.96	-0.11	20.94	-0.11	26.35	-0.14	0.39

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 A.34: 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	86.53	0.45	3.40	-0.22	3.87	-0.24	6.09	-0.28	0.11
2	70.60	0.43	3.92	-0.27	5.05	-0.23	20.31	-0.23	0.11
3	61.90	0.46	9.07	-0.27	5.30	-0.24	23.58	-0.22	0.15
4	52.52	0.40	7.14	-0.17	33.88	-0.28	6.27	-0.09	0.20
5	63.20	0.48	5.28	-0.17	8.33	-0.16	23.04	-0.35	0.15
6	34.57	0.36	12.16	-0.11	24.10	-0.14	28.79	-0.17	0.38
7	55.14	0.57	15.29	-0.24	7.79	-0.22	21.61	-0.34	0.16
8	46.63	0.42	26.86	-0.11	8.84	-0.27	17.46	-0.22	0.21
9	46.60	0.41	19.31	-0.15	24.10	-0.23	9.19	-0.15	0.80
10	41.28	0.31	28.68	0.03	16.23	-0.24	13.55	-0.22	0.26
11	40.97	0.41	10.16	-0.20	35.59	-0.14	13.06	-0.21	0.23
12	41.41	0.42	10.53	-0.15	19.23	-0.26	28.45	-0.11	0.38
13	71.34	0.51	12.11	-0.28	8.81	-0.27	7.58	-0.23	0.16
14	61.35	0.56	15.00	-0.19	10.91	-0.28	12.47	-0.36	0.28

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.

Appendix B. AZELLA REASSESSMENT IRT STATISTICS

The IRT statistics including Rasch, infit and outfit statistics for the Spring 2016 Reassessment are presented in the tables below.

Table B.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	-2.63	0.02	0.98	0.98	24	MC	-1.67	0.02	1.05	1.06
16	MC	-2.11	0.02	0.99	0.98	25	MC	-2.07	0.02	0.97	0.95
17	MC	-3.13	0.02	0.85	0.74	26	MC	-2.45	0.02	1.18	1.25
18	MC	-3.04	0.02	0.77	0.65	27	MC	-2.39	0.02	1.09	1.10
19	MC	-3.64	0.03	0.93	0.79	28	MC	-3.75	0.03	0.97	0.90
20	MC	-2.42	0.02	1.13	1.22	29	MC	-2.26	0.02	1.10	1.13
21	MC	-2.68	0.02	1.06	1.06	30	MC	-2.85	0.02	0.95	0.96
22	MC	-2.45	0.02	0.96	0.91	31	MC	-2.39	0.02	1.00	1.01
23	MC	-2.43	0.02	0.95	0.90	32	MC	-2.05	0.02	1.08	1.10

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 B.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	0.02	1.19	1.26	38	SA1	-2.35	0.02	1.04	1.07
34	SA2	-2.89	0.03	1.00	1.00	39	SA1	-1.62	0.02	1.01	1.01
35	SA2	-1.20	0.02	0.83	0.82	40	SA3	-0.84	0.01	0.77	0.75
36	SA2	-2.03	0.02	0.87	0.86	41	SA3	-1.04	0.01	0.81	0.78
37	SA2	-1.28	0.02	0.77	0.76						

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 B.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	-3.28	0.03	1.03	1.06	8	MC	-2.70	0.02	0.89	0.85
2	MC	-3.08	0.02	0.97	0.95	9	MC	-2.92	0.02	0.90	0.83
3	MC	-2.63	0.02	1.06	1.10	10	MC	-3.14	0.03	1.01	1.02
4	MC	-3.45	0.03	1.00	1.02	11	MC	-3.03	0.02	0.87	0.82
5	MC	-2.39	0.02	1.03	1.05	12	MC	-2.36	0.02	0.96	0.93
6	MC	-2.23	0.02	0.93	0.89	13	MC	-2.26	0.02	0.98	0.95
7	MC	-2.97	0.02	1.03	1.07	14	MC	-2.18	0.02	1.03	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 B.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	-2.91	0.02	1.11	1.31	46	SA2	-2.34	0.01	1.26	1.65
43	SA1	-4.60	0.04	0.99	1.08	47	SA2	-2.57	0.01	1.18	1.44
44	SA1	-2.37	0.02	0.99	1.00	48	SA2	-1.69	0.01	1.28	1.58
45	SA1	-0.19	0.03	1.03	1.04	49	SA4	-2.07	0.01	0.94	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 B.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	-1.73	0.02	1.00	1.00	27	MC	-0.58	0.02	0.93	0.93
16	MC	-1.98	0.02	1.10	1.10	28	MC	-0.76	0.02	1.06	1.07
17	MC	-1.66	0.02	0.89	0.81	29	MC	-0.34	0.02	1.05	1.07
18	MC	-0.73	0.02	0.97	0.96	30	MC	-1.05	0.02	0.95	0.91
19	MC	-2.05	0.02	0.97	0.96	31	MC	-0.55	0.02	0.90	0.88
20	MC	-1.53	0.02	0.83	0.75	32	MC	-0.35	0.02	1.03	1.05
21	MC	-1.13	0.02	0.98	0.96	33	MC	-0.34	0.02	1.08	1.12
22	MC	-0.25	0.02	1.04	1.06	34	MC	-0.85	0.02	0.94	0.91
23	MC	-1.14	0.02	1.03	1.04	50	SA1	-1.24	0.02	1.04	1.07
24	MC	-0.82	0.02	0.92	0.90	51	SA1	-0.72	0.02	1.03	1.05
25	MC	-0.68	0.02	0.92	0.90	52	SA3	-0.01	0.01	1.07	1.06
26	MC	-0.97	0.02	0.99	0.98						

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 B.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	-1.86	0.02	0.86	0.74	43	MC	-1.06	0.02	0.94	0.91
36	MC	-0.76	0.02	1.00	0.99	44	MC	-0.59	0.02	0.94	0.93
37	MC	-0.13	0.02	1.05	1.08	45	MC	-1.02	0.02	0.96	0.93
38	MC	-0.78	0.02	1.04	1.04	46	MC	-0.30	0.02	1.05	1.08
39	MC	-1.31	0.02	1.02	1.00	47	MC	-0.32	0.02	1.06	1.09
40	MC	-2.04	0.02	0.89	0.73	48	ER	-1.11	0.01	0.74	0.73
41	MC	-0.71	0.02	0.95	0.95	49	ER	-1.30	0.01	0.74	0.76
42	MC	-0.67	0.02	1.01	1.01						

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 B.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	-1.69	0.02	0.99	0.96	8	MC	-2.04	0.02	1.01	1.01
2	MC	-1.13	0.02	1.00	0.98	9	MC	-1.71	0.02	1.02	1.05
3	MC	-1.20	0.02	1.03	1.03	10	MC	-2.48	0.02	0.97	0.92
4	MC	-0.53	0.02	0.94	0.93	11	MC	-1.84	0.02	1.07	1.07
5	MC	-0.02	0.02	1.04	1.08	12	MC	-1.83	0.02	1.01	1.03
6	MC	-0.13	0.02	1.01	1.03	13	MC	-2.85	0.02	0.90	0.72
7	MC	0.12	0.02	1.02	1.07	14	MC	-0.32	0.02	0.94	0.93

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 B.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	-1.35	0.01	1.09	1.21	57	SA4	-0.98	0.01	1.58	1.90
54	SA4	-1.82	0.01	1.03	1.25	58	SA4	-1.57	0.01	1.36	1.60
55	SA4	-0.52	0.01	1.54	2.06	59	SA4	-1.41	0.01	1.45	1.77
56	SA4	-1.06	0.01	1.56	1.89	60	SA4	-1.80	0.01	0.74	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.

Table B.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	-1.53	0.02	0.97	0.94	28	MC	0.30	0.02	1.07	1.09
16	MC	0.01	0.02	0.96	0.95	29	MC	-0.36	0.02	0.98	0.96
17	MC	-0.40	0.02	1.05	1.07	30	MC	-0.12	0.02	0.97	0.95
18	MC	0.26	0.02	0.96	0.96	31	MC	0.70	0.02	0.99	1.02
19	MC	-0.86	0.02	0.88	0.79	32	MC	0.99	0.02	1.03	1.07
20	MC	0.28	0.02	1.03	1.04	33	MC	0.23	0.02	0.95	0.95
21	MC	0.74	0.02	1.08	1.13	34	MC	1.05	0.02	1.04	1.11
22	MC	0.89	0.02	1.09	1.15	35	MC	0.47	0.02	1.01	1.02
23	MC	0.95	0.02	1.06	1.13	36	MC	0.28	0.02	1.02	1.03
24	MC	-0.16	0.02	0.89	0.87	37	MC	0.60	0.02	0.97	0.99
25	MC	0.55	0.02	0.95	0.96	56	SA1	-0.22	0.02	1.09	1.16
26	MC	-0.52	0.02	0.91	0.88	57	SA1	0.91	0.02	0.98	0.95
27	MC	0.82	0.02	1.01	1.04	58	SA1	0.81	0.02	0.94	0.91

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 B.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	0.71	0.02	0.99	1.02	47	MC	-0.01	0.02	0.89	0.87
39	MC	0.24	0.02	1.08	1.11	48	MC	0.10	0.02	1.06	1.10
40	MC	0.32	0.02	0.99	1.00	49	MC	-1.29	0.02	0.94	0.88
41	MC	0.31	0.02	1.04	1.06	50	MC	-0.08	0.02	0.96	0.95
42	MC	0.23	0.02	1.02	1.03	51	MC	-0.41	0.02	0.89	0.85
43	MC	0.35	0.02	0.98	0.98	52	MC	-0.06	0.02	0.91	0.90
44	MC	-0.26	0.02	0.89	0.86	53	MC	0.00	0.02	0.93	0.92
45	MC	-0.98	0.02	0.93	0.89	54	ER	0.31	0.01	0.76	0.76
46	MC	-1.15	0.02	0.85	0.74	55	ER	0.65	0.01	0.92	0.99

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 B.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	-1.01	0.02	1.04	1.12	8	MC	0.09	0.02	1.01	1.03
2	MC	-0.74	0.02	1.04	1.08	9	MC	-0.49	0.02	1.09	1.17
3	MC	-0.37	0.02	1.03	1.05	10	MC	0.08	0.02	0.95	0.94
4	MC	-0.65	0.02	1.04	1.06	11	MC	-0.14	0.02	1.04	1.06
5	MC	-1.46	0.02	0.94	0.91	12	MC	-0.62	0.02	0.93	0.93
6	MC	1.11	0.02	1.05	1.12	13	MC	-0.02	0.02	0.95	0.94
7	MC	-0.34	0.02	1.00	0.99	14	MC	0.14	0.02	1.05	1.06

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 B.11: IRT Statistics for Items in Listening on Stage III**Table B.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	-0.63	0.01	1.41	2.02	63	SA4	-0.66	0.01	1.29	3.31
60	SA4	-1.49	0.01	0.94	2.23	64	SA4	-0.72	0.01	1.39	2.20
61	SA4	-0.95	0.01	1.30	2.72	65	SA4	-0.58	0.01	1.43	2.52
62	SA4	-1.14	0.01	0.99	1.57	66	SA4	-1.27	0.01	0.83	0.85

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 B.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	0.99	0.99	29	MC	1.60	0.02	1.03	1.12
16	MC	0.14	0.02	1.08	1.09	30	MC	1.90	0.02	1.05	1.25
17	MC	-1.00	0.03	0.89	0.81	31	MC	0.69	0.02	1.07	1.11
18	MC	-1.32	0.03	0.92	0.77	32	MC	0.56	0.02	0.96	0.96
19	MC	-1.47	0.03	0.82	0.61	33	MC	1.40	0.02	1.02	1.12
20	MC	-0.57	0.02	0.91	0.84	34	MC	0.41	0.02	0.97	0.97
21	MC	0.65	0.02	1.02	1.03	35	MC	0.66	0.02	0.93	0.93
22	MC	1.17	0.02	1.01	1.04	36	MC	0.71	0.02	0.95	0.96
23	MC	0.14	0.02	0.94	0.93	37	MC	0.31	0.02	0.93	0.91
24	MC	0.22	0.02	0.90	0.88	38	MC	1.18	0.02	1.01	1.04
25	MC	1.13	0.02	1.05	1.10	39	MC	1.33	0.02	0.97	1.00
26	MC	-0.46	0.02	0.85	0.79	40	MC	1.19	0.02	1.05	1.12
27	MC	1.12	0.02	1.07	1.11	61	SA1	1.42	0.02	1.02	0.99
28	MC	0.55	0.02	1.02	1.03	62	SA1	1.86	0.02	1.00	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 B.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	1.06	1.10	51	MC	1.02	0.02	1.08	1.11
42	MC	0.72	0.02	1.00	1.01	52	MC	-0.64	0.02	0.91	0.85
43	MC	0.61	0.02	0.98	0.98	53	MC	-0.17	0.02	0.91	0.90
44	MC	0.69	0.02	1.04	1.06	54	MC	0.13	0.02	0.95	0.94
45	MC	0.80	0.02	0.96	0.96	55	MC	-0.31	0.02	0.91	0.89
46	MC	0.98	0.02	1.05	1.10	56	MC	0.46	0.02	1.04	1.06
47	MC	-0.05	0.02	0.98	0.97	57	MC	1.07	0.02	1.07	1.13
48	MC	0.71	0.02	1.03	1.04	58	MC	1.29	0.02	1.03	1.09
49	MC	1.24	0.02	1.08	1.13	59	ER	1.08	0.01	0.80	0.82
50	MC	1.24	0.02	1.03	1.06	60	ER	1.08	0.01	0.85	0.88

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 B.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	-1.03	0.03	0.94	0.90	8	MC	1.21	0.02	1.07	1.12
2	MC	-0.55	0.02	0.96	0.95	9	MC	-0.55	0.02	0.94	0.92
3	MC	-0.51	0.02	0.93	0.92	10	MC	0.00	0.02	1.02	1.03
4	MC	0.45	0.02	1.06	1.07	11	MC	0.27	0.02	0.99	1.00
5	MC	0.88	0.02	1.08	1.11	12	MC	0.16	0.02	1.04	1.04
6	MC	0.21	0.02	0.99	1.00	13	MC	-0.09	0.02	0.96	0.94
7	MC	-0.32	0.02	0.95	0.93	14	MC	1.56	0.02	1.11	1.18

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 B.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	-0.86	0.01	0.97	1.08	67	SA4	-0.17	0.01	1.36	2.18
64	SA4	0.10	0.01	1.28	1.36	68	SA4	0.20	0.01	1.19	1.25
65	SA4	-0.55	0.01	1.05	1.31	69	SA4	0.03	0.01	1.34	1.68
66	SA4	0.22	0.01	1.16	1.20	70	SA4	-0.12	0.02	0.81	0.84

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 B.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	-0.51	0.03	0.93	0.91	29	MC	1.39	0.03	1.02	1.05
16	MC	-0.57	0.03	0.92	0.88	30	MC	0.75	0.03	1.02	1.02
17	MC	-0.17	0.03	0.88	0.81	31	MC	1.40	0.03	1.03	1.07
18	MC	1.14	0.03	1.12	1.17	32	MC	-0.08	0.03	0.92	0.87
19	MC	-1.59	0.04	0.89	0.67	33	MC	0.66	0.03	0.89	0.87
20	MC	-1.69	0.05	0.92	0.65	34	MC	-0.45	0.03	0.92	0.85
21	MC	1.10	0.03	1.04	1.08	35	MC	1.03	0.03	1.06	1.08
22	MC	1.21	0.03	0.98	1.01	36	MC	1.66	0.03	1.05	1.12
23	MC	0.77	0.03	1.04	1.06	37	MC	1.47	0.03	1.04	1.09
24	MC	0.06	0.03	0.94	0.89	38	MC	2.10	0.03	0.99	1.07
25	MC	0.57	0.03	0.99	0.99	39	MC	1.49	0.03	1.10	1.17
26	MC	0.68	0.03	1.04	1.03	40	MC	1.93	0.03	1.09	1.17
27	MC	0.99	0.03	1.02	1.02	41	MC	1.50	0.03	1.05	1.11
28	MC	-0.19	0.03	0.86	0.79	42	MC	1.30	0.03	1.05	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 B.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	0.86	0.03	1.03	1.04	53	MC	0.52	0.03	0.89	0.86
44	MC	1.44	0.03	1.11	1.16	54	MC	0.49	0.03	0.96	0.96
45	MC	-1.07	0.04	0.91	0.88	55	MC	0.47	0.03	0.94	0.92
46	MC	0.29	0.03	1.01	1.01	56	MC	0.97	0.03	1.03	1.04
47	MC	0.83	0.03	1.05	1.07	57	MC	0.55	0.03	1.02	1.00
48	MC	-0.05	0.03	0.90	0.86	58	MC	0.26	0.03	0.86	0.82
49	MC	1.53	0.03	1.02	1.05	59	MC	1.31	0.03	1.07	1.12
50	MC	1.26	0.03	1.08	1.11	60	MC	1.56	0.03	1.03	1.09
51	MC	0.66	0.03	1.07	1.08	61	ER	1.28	0.02	0.81	0.83
52	MC	2.00	0.03	1.06	1.15	62	ER	1.66	0.02	0.92	0.93

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 B.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	-1.21	0.04	0.86	0.67	8	MC	1.03	0.03	1.03	1.03
2	MC	0.00	0.03	1.00	1.00	9	MC	1.03	0.03	1.06	1.08
3	MC	0.32	0.03	0.97	0.97	10	MC	1.13	0.03	1.13	1.18
4	MC	0.76	0.03	1.06	1.08	11	MC	1.29	0.03	0.99	1.00
5	MC	0.01	0.03	1.06	1.07	12	MC	1.40	0.03	1.03	1.07
6	MC	1.60	0.03	1.05	1.11	13	MC	-0.16	0.03	0.92	0.88
7	MC	0.77	0.03	0.93	0.92	14	MC	0.35	0.03	0.92	0.90

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 B.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	0.05	0.01	1.09	1.17	67	SA4	1.13	0.02	0.86	0.91
64	SA4	0.90	0.02	1.12	1.26	68	SA4	1.91	0.01	1.15	1.19
65	SA4	1.14	0.02	0.96	1.03	69	SA4	0.97	0.02	1.01	1.39
66	SA4	0.28	0.01	1.20	1.35	70	SA4	0.73	0.02	0.74	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.

Appendix C. AZELLA REASSESSMENT ADMINISTRATION RESULTS

This appendix shows the Spring 2016 AZELLA Reassessment results for all students and subgroups. The statistics include mean and SD of Total Combined scale score and the percentage of students at each Proficiency level on Overall as well as each domain and subdomain.

Table C.1: AZELLA Stage I Reassessment Test Results at Kindergarten

Group	N	Total Combined Scale Score		*% at Overall Proficiency Levels			
		Mean	SD	PE/E	B	I	P
All	10065	2313.86	60.22	10	20	40	30
Hispanic	8904	2314.07	59.25	10	20	41	29
Non-Hispanic	1161	2312.29	67.25	14	19	35	33
White	8631	2315.00	59.29	10	19	41	30
Black or African American	236	2299.49	73.18	20	20	31	29
Asian	456	2323.29	68.16	11	15	33	41
American Indian or Alaskan Native	316	2297.89	59.38	16	25	39	20
Native Hawaiian or Other Pacific Islander	41	2314.63	62.84	15	17	39	29
Multiple Indication	50	2300.54	58.51	14	22	46	18
Special Education	830	2287.11	57.82	20	27	37	16
Low SES	7249	2313.45	59.92	10	20	41	29
Migrant	230	2306.72	55.83	12	22	39	27

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

Table C.2: AZELLA Stage II Reassessment Test Results at Grade 1

Group	N	Total Combined Scale Score		*% at Overall Proficiency Levels			
		Mean	SD	PE/E	B	I	P
All	9510	2365.01	44.20	4	26	49	22
Hispanic	8311	2363.84	42.76	3	26	50	20
Non-Hispanic	1199	2373.16	52.45	5	20	44	31
White	8184	2364.44	43.06	3	26	50	21
Black or African American	250	2364.45	57.10	9	24	41	26
Asian	440	2386.11	53.97	5	13	39	43
American Indian or Alaskan Native	375	2358.45	38.88	3	30	53	14
Native Hawaiian or Other Pacific Islander	36	2358.53	44.53	3	31	44	22
Multiple Indication	54	2360.43	41.40	4	30	50	17
Special Education	882	2346.87	39.73	6	40	43	11
Low SES	7052	2363.74	43.00	4	26	50	20
Migrant	229	2357.05	44.57	7	29	46	17

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

Table C.3: AZELLA Stage II Reassessment Test Results at Grade 2

Group	N	Total Combined Scale Score		*% at Overall Proficiency Levels			
		Mean	SD	PE/E	B	I	P
All	9887	2410.31	52.24	8	22	40	30
Hispanic	8732	2409.89	51.42	8	22	40	30
Non-Hispanic	1155	2413.46	58.02	10	18	36	36
White	8456	2410.17	50.75	8	22	40	30
Black or African American	231	2399.20	70.40	20	20	31	29
Asian	381	2424.89	65.00	7	15	35	42
American Indian or Alaskan Native	487	2409.93	50.88	8	21	41	30
Native Hawaiian or Other Pacific Islander	32	2403.63	58.70	9	28	28	34
Multiple Indication	70	2413.89	60.43	11	17	39	33
Special Education	960	2386.08	50.14	17	32	35	16
Low SES	7460	2409.60	51.77	8	22	41	29
Migrant	231	2396.42	52.67	14	28	37	21

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

Table C.4: AZELLA Stage III Reassessment Test Results at Grade 3

Group	N	Total Combined Scale Score		*% at Overall Proficiency Levels			
		Mean	SD	PE/E	B	I	P
All	7342	2417.41	42.44	12	36	41	11
Hispanic	6401	2417.12	41.43	12	36	41	11
Non-Hispanic	941	2419.36	48.73	14	33	39	14
White	6176	2417.26	41.38	12	36	41	11
Black or African American	202	2408.61	51.30	22	32	38	8
Asian	255	2430.57	53.93	11	26	39	24
American Indian or Alaskan Native	458	2414.64	39.29	11	40	42	8
Native Hawaiian or Other Pacific Islander	31	2420.55	49.72	10	35	39	16
Multiple Indication	53	2421.38	39.72	6	34	51	9
Special Education	883	2398.68	36.55	19	51	26	5
Low SES	5556	2417.15	41.38	11	37	41	11
Migrant	210	2403.23	43.11	24	38	31	7

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

Table C.5: AZELLA Stage III Reassessment Test Results at Grade 4

Group	N	Total Combined Scale Score		*% at Overall Proficiency Levels			
		Mean	SD	PE/E	B	I	P
All	7442	2447.76	50.60	12	25	39	24
Hispanic	6487	2447.91	48.94	12	25	39	23
Non-Hispanic	955	2446.79	60.74	17	21	34	28
White	6267	2448.14	49.39	12	25	39	24
Black or African American	216	2431.20	63.95	28	19	30	23
Asian	229	2460.59	66.31	14	18	30	38
American Indian or Alaskan Native	496	2450.26	43.42	6	27	44	23
Native Hawaiian or Other Pacific Islander	32	2435.56	45.70	16	28	41	16
Multiple Indication	42	2444.10	55.03	14	24	40	21
Special Education	909	2423.49	40.10	20	43	30	7
Low SES	5665	2448.16	49.57	12	25	39	24
Migrant	206	2431.07	49.16	21	32	29	18

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

Table C.5: AZELLA Stage III Reassessment Test Results at Grade 4**Table C.6: AZELLA Stage III Reassessment Test Results at Grade 5**

Group	N	Total Combined Scale Score		*% at Overall Proficiency Levels			
		Mean	SD	PE/E	B	I	P
All	5853	2466.31	56.91	13	19	30	39
Hispanic	5103	2466.21	55.54	12	19	30	39
Non-Hispanic	750	2467.01	65.53	17	15	27	42
White	4927	2467.03	55.91	12	19	29	39
Black or African American	161	2437.83	76.27	36	10	25	29
Asian	166	2471.72	64.62	14	19	23	43
American Indian or Alaskan Native	415	2470.87	46.87	8	16	36	40
Native Hawaiian or Other Pacific Islander	20	2453.00	55.16	15	25	35	25
Multiple Indication	49	2480.47	57.02	10	8	33	49
Special Education	832	2443.27	44.72	17	33	31	19
Low SES	4428	2466.13	55.45	12	19	30	39
Migrant	171	2457.08	59.49	17	19	31	33

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

Table C.7: AZELLA Stage IV Reassessment Test Results at Grade 6

Group	N	Total Combined Scale Score		*% at Overall Proficiency Levels			
		Mean	SD	PE/E	B	I	P
All	4043	2454.64	45.70	14	24	45	18
Hispanic	3473	2455.30	44.61	13	24	46	18
Non-Hispanic	570	2450.60	51.75	18	24	40	18
White	3273	2455.59	44.67	13	24	46	17
Black or African American	130	2432.31	52.11	32	22	36	9
Asian	159	2457.93	59.82	18	23	33	27
American Indian or Alaskan Native	312	2456.60	38.71	9	27	46	18
Native Hawaiian or Other Pacific Islander	20	2445.65	38.13	25	15	50	10
Multiple Indication	31	2453.29	39.54	10	19	58	13
Special Education	557	2439.60	36.17	14	40	40	6
Low SES	3032	2454.25	44.79	14	24	45	17
Migrant	143	2442.62	44.68	22	25	42	11

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

Table C.8: AZELLA Stage IV Reassessment Test Results at Grade 7

Group	N	Total Combined Scale Score		*% at Overall Proficiency Levels			
		Mean	SD	PE/E	B	I	P
All	3532	2463.52	51.11	14	18	41	27
Hispanic	2949	2465.30	49.59	13	17	43	27
Non-Hispanic	583	2454.50	57.39	20	20	33	26
White	2815	2465.40	49.87	13	17	42	28
Black or African American	146	2431.78	63.73	38	18	26	18
Asian	141	2461.52	60.07	18	21	30	30
American Indian or Alaskan Native	264	2466.34	43.59	8	22	43	28
Native Hawaiian or Other Pacific Islander	22	2454.32	45.26	14	23	50	14
Multiple Indication	39	2484.33	44.35	0	10	56	33
Special Education	409	2454.83	41.19	11	26	45	18
Low SES	2581	2463.32	50.30	14	17	42	27

Table C.8: AZELLA Stage IV Reassessment Test Results at Grade 7

Migrant	150	2454.98	50.27	17	21	38	23
*PE/E = Pre-Emergent/Emergent, B = Basic, I = Intermediate, P = Proficient							

Table C.9: AZELLA Stage IV Reassessment Test Results at Grade 8

Group	N	Total Combined Scale Score		**% at Overall Proficiency Levels			
		Mean	SD	PE/E	B	I	P
All	2557	2468.95	54.61	14	15	37	33
Hispanic	2153	2471.06	54.02	14	14	37	35
Non-Hispanic	404	2457.74	56.40	19	21	34	26
White	2063	2471.09	54.23	14	15	37	35
Black or African American	120	2432.78	56.04	38	22	26	14
Asian	102	2468.99	52.12	11	19	41	29
American Indian or Alaskan Native	175	2472.29	42.82	7	17	45	31
Native Hawaiian or Other Pacific Islander	9	*	*	*	*	*	*
Multiple Indication	12	2434.75	54.32	25	17	50	8
Special Education	310	2461.88	42.30	10	23	45	22
Low SES	1810	2469.06	54.81	15	15	36	34
Migrant	108	2470.83	53.91	12	15	41	32

* 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 C.10: AZELLA Stage V Reassessment Test Results at Grade 9

Group	N	Total Combined Scale Score		**% at Overall Proficiency Levels			
		Mean	SD	PE/E	B	I	P
Total	2288	2473.54	50.67	18	26	40	15
Hispanic	1780	2476.11	49.76	16	27	41	16
Non-Hispanic	508	2464.55	52.83	25	24	38	12
White	1781	2476.14	49.67	16	27	41	16
Black or African American	190	2442.08	54.32	44	24	24	8
Asian	107	2481.92	47.93	14	21	45	21
American Indian or Alaskan Native	115	2483.63	38.93	6	30	49	15
Native Hawaiian or Other Pacific Islander	10	*	*	*	*	*	*
Multiple Indication	9	*	*	*	*	*	*
Special Education	154	2463.92	36.64	14	40	42	4
Low SES	1651	2472.08	51.74	19	27	39	15
Migrant	154	2460.52	42.37	23	31	37	8

* 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 C.11: AZELLA Stage V Reassessment Test Results at Grade 10

Group	N	Total Combined Scale Score		**% at Overall Proficiency Levels			
		Mean	SD	PE/E	B	I	P
All	1876	2484.44	52.59	15	22	43	20
Hispanic	1369	2484.21	52.59	15	22	44	20
Non-Hispanic	507	2485.07	52.65	14	22	41	22
White	1404	2485.32	52.97	15	21	43	21
Black or African American	163	2467.25	53.10	23	28	34	15
Asian	119	2495.87	50.30	10	15	52	23
American Indian or Alaskan Native	112	2491.64	42.70	5	30	45	20
Native Hawaiian or Other Pacific Islander	10	2466.00	46.12	*	*	*	*
Multiple Indication	13	2509.00	52.62	0	23	46	31
Special Education	118	2475.90	36.89	9	36	46	8

Table C.11: AZELLA Stage V Reassessment Test Results at Grade 10

Low SES	1363	2481.58	54.36	18	21	43	19
Migrant	88	2480.10	48.37	13	27	40	20

* 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 C.12: AZELLA Stage V Reassessment Test Results at Grade 11

Group	N	Total Combined Scale Score		**% at Overall Proficiency Levels			
		Mean	SD	PE/E	B	I	P
All	1120	2494.65	50.63	10	18	44	28
Hispanic	813	2493.32	51.95	11	19	42	28
Non-Hispanic	307	2498.17	46.87	7	16	48	28
White	830	2493.81	52.33	11	19	42	28
Black or African American	86	2486.85	44.87	10	21	48	21
Asian	80	2507.28	45.68	8	10	40	43
American Indian or Alaskan Native	70	2498.03	41.00	6	16	56	23
Native Hawaiian or Other Pacific Islander	7	*	*	*	*	*	*
Multiple Indication	10	*	*	*	*	*	*
Special Education	94	2475.60	47.69	20	19	49	12
Low SES	828	2494.45	51.60	11	18	44	28
Migrant	62	2484.35	41.50	10	27	45	18

* 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 C.13: AZELLA Stage V Reassessment Test Results at Grade 12

Group	N	Total Combined Scale Score		**% at Overall Proficiency Levels			
		Mean	SD	PE/E	B	I	P
All	812	2490.93	52.52	10	21	47	23
Hispanic	553	2487.79	55.68	12	23	44	22
Non-Hispanic	259	2497.65	44.42	5	18	53	23
White	559	2488.04	55.95	12	22	44	22
Black or African American	74	2490.30	41.95	4	27	54	15
Asian	78	2508.82	41.59	3	12	55	31
American Indian or Alaskan Native	48	2496.67	44.96	6	17	52	25
Native Hawaiian or Other Pacific Islander	6	*	*	*	*	*	*
Multiple Indication	12	2495.33	31.82	0	25	58	17
Special Education	55	2456.11	77.29	24	27	38	11
Low SES	585	2490.69	54.45	10	20	46	24
Migrant	42	2483.86	60.40	17	26	38	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

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

Table C.14: AZELLA Stage I Reassessment Test Results on Listening at Kindergarten

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	10065	34	20	46
Hispanic	8904	33	20	46
Non-Hispanic	1161	39	19	42
White	8631	33	20	47
Black or African American	236	47	20	33
Asian	456	32	19	49
American Indian or Alaskan Native	316	46	18	36
Native Hawaiian or Other Pacific Islander	41	39	12	49
Multiple Indication	50	38	20	42
Special Education	830	50	21	29
Low SES	7249	34	20	46
Migrant	230	40	18	42

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

Table C.15: AZELLA Stage I Reassessment Test Results on Speaking at Kindergarten

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	10065	31	21	48
Hispanic	8904	30	21	48
Non-Hispanic	1161	31	21	48
White	8631	30	21	49
Black or African American	236	29	22	49
Asian	456	31	20	49
American Indian or Alaskan Native	316	34	23	43
Native Hawaiian or Other Pacific Islander	41	24	34	41
Multiple Indication	50	34	14	52
Special Education	830	45	19	36
Low SES	7249	30	21	49
Migrant	230	46	23	30

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

Table C.16: AZELLA Stage I Reassessment Test Results on Reading at Kindergarten

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	10065	35	19	46
Hispanic	8904	35	19	46
Non-Hispanic	1161	38	15	47
White	8631	35	19	46
Black or African American	236	49	12	39
Asian	456	31	15	54
American Indian or Alaskan Native	316	43	20	36
Native Hawaiian or Other Pacific Islander	41	39	20	41
Multiple Indication	50	56	12	32
Special Education	830	51	18	30
Low SES	7249	35	19	46
Migrant	230	32	22	47

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

Table C.17: AZELLA Stage I Reassessment Test Results on Writing at Kindergarten

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	10065	38	15	47
Hispanic	8904	38	15	47
Non-Hispanic	1161	36	15	49
White	8631	38	15	48
Black or African American	236	40	17	43
Asian	456	27	14	59
American Indian or Alaskan Native	316	50	15	35
Native Hawaiian or Other Pacific Islander	41	39	17	44
Multiple Indication	50	46	20	34
Special Education	830	51	16	33
Low SES	7249	39	15	46
Migrant	230	33	14	53

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

Table C.18: AZELLA Stage I Reassessment Test Results on Language at Kindergarten

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	10065	29	30	41
Hispanic	8904	29	30	41
Non-Hispanic	1161	31	27	41
White	8631	29	30	42
Black or African American	236	36	23	40
Asian	456	27	27	46
American Indian or Alaskan Native	316	40	28	32
Native Hawaiian or Other Pacific Islander	41	27	29	44
Multiple Indication	50	32	36	32
Special Education	830	46	30	24
Low SES	7249	30	29	41
Migrant	230	37	29	33

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

Table C.19: AZELLA Stage I Reassessment Test Results on Oral at Kindergarten

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	10065	28	32	40
Hispanic	8904	27	32	41
Non-Hispanic	1161	31	29	40
White	8631	27	32	41
Black or African American	236	33	31	36
Asian	456	28	28	44
American Indian or Alaskan Native	316	39	28	34
Native Hawaiian or Other Pacific Islander	41	27	32	41
Multiple Indication	50	30	28	42
Special Education	830	45	30	24
Low SES	7249	28	32	40
Migrant	230	40	32	28

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

Table C.20: AZELLA Stage I Reassessment Test Results on Comprehension at Kindergarten

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	10065	31	26	42
Hispanic	8904	31	27	42
Non-Hispanic	1161	35	23	42
White	8631	30	27	43
Black or African American	236	49	15	36
Asian	456	28	22	49
American Indian or Alaskan Native	316	43	26	32
Native Hawaiian or Other Pacific Islander	41	34	27	39
Multiple Indication	50	46	24	30
Special Education	830	48	26	25
Low SES	7249	31	27	42
Migrant	230	36	23	42

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

Table C.21: AZELLA Stage I Reassessment Test Results on Literacy at Kindergarten

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	10065	33	24	43
Hispanic	8904	33	24	43
Non-Hispanic	1161	34	21	45
White	8631	32	24	44
Black or African American	236	45	15	39
Asian	456	24	23	53
American Indian or Alaskan Native	316	43	24	33
Native Hawaiian or Other Pacific Islander	41	34	29	37
Multiple Indication	50	48	24	28
Special Education	830	49	23	28
Low SES	7249	34	24	43
Migrant	230	29	23	48

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

Table C.22: AZELLA Stage I Reassessment Test Results on Total Combined at Kindergarten

Group	N	PE/E	*% at Proficiency Level		
			B	I	P
All	10065	10	20	31	39
Hispanic	8904	10	20	31	39
Non-Hispanic	1161	14	19	28	40
White	8631	10	19	31	39
Black or African American	236	20	20	25	35
Asian	456	11	15	27	47
American Indian or Alaskan Native	316	16	25	28	31
Native Hawaiian or Other Pacific Islander	41	15	17	32	37
Multiple Indication	50	14	22	38	26
Special Education	830	20	27	30	23
Low SES	7249	10	20	31	39
Migrant	230	12	22	32	34

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

Table C.23: AZELLA Stage II Reassessment Test Results on Listening at Grade 1

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	9510	35	27	38
Hispanic	8311	35	28	37
Non-Hispanic	1199	34	24	42
White	8184	35	28	38
Black or African American	250	37	27	36
Asian	440	25	22	53
American Indian or Alaskan Native	375	44	25	31
Native Hawaiian or Other Pacific Islander	36	44	36	19
Multiple Indication	54	39	26	35
Special Education	882	49	28	23
Low SES	7052	35	28	37
Migrant	229	32	26	42

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

Table C.24: AZELLA Stage II Reassessment Test Results on Speaking at Grade 1

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	9510	21	30	49
Hispanic	8311	21	31	49
Non-Hispanic	1199	22	25	54
White	8184	21	30	49
Black or African American	250	24	22	54
Asian	440	19	27	55
American Indian or Alaskan Native	375	19	28	53
Native Hawaiian or Other Pacific Islander	36	36	19	44
Multiple Indication	54	30	31	39
Special Education	882	26	34	40
Low SES	7052	21	30	49
Migrant	229	33	29	38

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

Table C.25: AZELLA Stage II Reassessment Test Results on Reading at Grade 1

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	9510	38	32	29
Hispanic	8311	39	33	28
Non-Hispanic	1199	34	27	39
White	8184	39	33	29
Black or African American	250	42	23	36
Asian	440	23	28	50
American Indian or Alaskan Native	375	45	33	22
Native Hawaiian or Other Pacific Islander	36	36	31	33
Multiple Indication	54	39	30	31
Special Education	882	50	34	17
Low SES	7052	39	33	28
Migrant	229	40	34	26

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

Table C.26: AZELLA Stage II Reassessment Test Results on Writing at Grade 1

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	9510	34	28	37
Hispanic	8311	35	29	36
Non-Hispanic	1199	31	24	45
White	8184	35	28	37
Black or African American	250	35	27	38
Asian	440	22	21	58
American Indian or Alaskan Native	375	37	33	29
Native Hawaiian or Other Pacific Islander	36	33	36	31
Multiple Indication	54	33	30	37
Special Education	882	51	28	21
Low SES	7052	35	29	36
Migrant	229	41	27	31

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

Table C.27: AZELLA Stage II Reassessment Test Results on Language at Grade 1

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	9510	29	38	33
Hispanic	8311	29	38	32
Non-Hispanic	1199	26	34	40
White	8184	29	38	33
Black or African American	250	32	33	35
Asian	440	19	30	50
American Indian or Alaskan Native	375	31	42	27
Native Hawaiian or Other Pacific Islander	36	36	36	28
Multiple Indication	54	31	43	26
Special Education	882	46	36	18
Low SES	7052	29	39	32
Migrant	229	35	37	28

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

Table C.28: AZELLA Stage II Reassessment Test Results on Oral at Grade 1

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	12822	9510	26	37
Hispanic	11304	8311	26	38
Non-Hispanic	1518	1199	25	33
White	10866	8184	26	37
Black or African American	245	250	28	33
Asian	542	440	21	29
American Indian or Alaskan Native	577	375	29	40
Native Hawaiian or Other Pacific Islander	38	36	44	25
Multiple Indication	85	54	31	44
Special Education	997	882	38	39
Low SES	10821	7052	26	38
Migrant	282	229	35	35

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

Table C.29: AZELLA Stage II Reassessment Test Results on Comprehension at Grade 1

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	9510	32	36	32
Hispanic	8311	33	36	31
Non-Hispanic	1199	29	31	41
White	8184	32	36	32
Black or African American	250	35	30	35
Asian	440	20	28	53
American Indian or Alaskan Native	375	39	38	23
Native Hawaiian or Other Pacific Islander	36	42	28	31
Multiple Indication	54	31	39	30
Special Education	882	47	35	18
Low SES	7052	33	36	31
Migrant	229	30	40	31

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

Table C.30: AZELLA Stage II Reassessment Test Results on Literacy at Grade 1

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	9510	33	37	30
Hispanic	8311	33	38	28
Non-Hispanic	1199	29	31	40
White	8184	33	38	29
Black or African American	250	36	30	33
Asian	440	20	29	52
American Indian or Alaskan Native	375	38	41	21
Native Hawaiian or Other Pacific Islander	36	36	33	31
Multiple Indication	54	31	46	22
Special Education	882	48	36	16
Low SES	7052	34	38	28
Migrant	229	38	36	26

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

Table C.31: AZELLA Stage II Reassessment Test Results on Total Combined at Grade 1

Group	N	PE/E	*% at Proficiency Level		
			B	I	P
All	9510	4	26	41	30
Hispanic	8311	3	26	41	29
Non-Hispanic	1199	5	20	36	39
White	8184	3	26	41	29
Black or African American	250	9	24	33	34
Asian	440	5	13	28	53
American Indian or Alaskan Native	375	3	30	45	22
Native Hawaiian or Other Pacific Islander	36	3	31	39	28
Multiple Indication	54	4	30	43	24
Special Education	882	6	40	38	16
Low SES	7052	4	26	42	29
Migrant	229	7	29	40	24

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

Table C.32: AZELLA Stage II Reassessment Test Results on Listening at Grade 2

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	9887	36	25	39
Hispanic	8732	36	25	38
Non-Hispanic	1155	37	24	39
White	8456	36	25	39
Black or African American	231	44	24	32
Asian	381	31	24	46
American Indian or Alaskan Native	487	39	26	35
Native Hawaiian or Other Pacific Islander	32	41	28	31
Multiple Indication	70	23	40	37
Special Education	960	52	21	27
Low SES	7460	37	25	38
Migrant	231	39	30	31

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

Table C.33: AZELLA Stage II Reassessment Test Results on Speaking at Grade 2

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	9887	26	38	36
Hispanic	8732	26	38	36
Non-Hispanic	1155	29	38	34
White	8456	26	38	36
Black or African American	231	33	29	38
Asian	381	30	38	32
American Indian or Alaskan Native	487	23	40	38
Native Hawaiian or Other Pacific Islander	32	28	47	25
Multiple Indication	70	29	41	30
Special Education	960	34	39	27
Low SES	7460	26	38	36
Migrant	231	36	29	35

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

Table C.34: AZELLA Stage II Reassessment Test Results on Reading at Grade 2

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	9887	33	25	42
Hispanic	8732	34	25	41
Non-Hispanic	1155	31	20	49
White	8456	34	25	41
Black or African American	231	41	20	39
Asian	381	25	18	57
American Indian or Alaskan Native	487	32	26	43
Native Hawaiian or Other Pacific Islander	32	38	19	44
Multiple Indication	70	34	23	43
Special Education	960	52	21	27
Low SES	7460	34	25	41
Migrant	231	40	31	29

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

Table C.35: AZELLA Stage II Reassessment Test Results on Writing at Grade 2

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	9887	30	24	46
Hispanic	8732	30	24	45
Non-Hispanic	1155	26	23	52
White	8456	30	24	46
Black or African American	231	38	19	43
Asian	381	19	20	60
American Indian or Alaskan Native	487	30	26	44
Native Hawaiian or Other Pacific Islander	32	25	28	47
Multiple Indication	70	27	21	51
Special Education	960	49	25	26
Low SES	7460	30	24	46
Migrant	231	43	22	35

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

Table C.36: AZELLA Stage II Reassessment Test Results on Language at Grade 2

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	9887	26	36	38
Hispanic	8732	26	36	38
Non-Hispanic	1155	27	32	41
White	8456	26	36	38
Black or African American	231	38	24	38
Asian	381	24	28	48
American Indian or Alaskan Native	487	26	37	37
Native Hawaiian or Other Pacific Islander	32	34	38	28
Multiple Indication	70	27	31	41
Special Education	960	45	34	21
Low SES	7460	26	36	38
Migrant	231	42	27	31

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

Table C.37: AZELLA Stage II Reassessment Test Results on Oral at Grade 2

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	9887	28	38	34
Hispanic	8732	28	39	33
Non-Hispanic	1155	32	34	34
White	8456	28	39	34
Black or African American	231	38	31	31
Asian	381	31	28	40
American Indian or Alaskan Native	487	30	38	32
Native Hawaiian or Other Pacific Islander	32	31	47	22
Multiple Indication	70	24	46	30
Special Education	960	44	33	23
Low SES	7460	28	39	33
Migrant	231	37	32	31

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

Table C.38: AZELLA Stage II Reassessment Test Results on Comprehension at Grade 2

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	9887	30	28	41
Hispanic	8732	30	29	41
Non-Hispanic	1155	29	25	46
White	8456	30	29	41
Black or African American	231	41	22	38
Asian	381	23	25	53
American Indian or Alaskan Native	487	30	28	42
Native Hawaiian or Other Pacific Islander	32	38	22	41
Multiple Indication	70	24	34	41
Special Education	960	50	25	25
Low SES	7460	31	29	41
Migrant	231	36	33	30

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

Table C.39: AZELLA Stage II Reassessment Test Results on Literacy at Grade 2

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	9887	29	29	42
Hispanic	8732	30	29	41
Non-Hispanic	1155	26	26	48
White	8456	30	29	41
Black or African American	231	38	22	40
Asian	381	19	24	57
American Indian or Alaskan Native	487	28	31	41
Native Hawaiian or Other Pacific Islander	32	34	25	41
Multiple Indication	70	31	23	46
Special Education	960	48	27	25
Low SES	7460	30	29	41
Migrant	231	38	32	31

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

Table C.40: AZELLA Stage II Reassessment Test Results on Total Combined at Grade 2

Group	N	PE/E	*% at Proficiency Level		
			B	I	P
All	9887	8	22	32	39
Hispanic	8732	8	22	32	38
Non-Hispanic	1155	10	18	29	43
White	8456	8	22	32	38
Black or African American	231	20	20	22	38
Asian	381	7	15	27	51
American Indian or Alaskan Native	487	8	21	34	37
Native Hawaiian or Other Pacific Islander	32	9	28	28	34
Multiple Indication	70	11	17	30	41
Special Education	960	17	32	28	22
Low SES	7460	8	22	32	38
Migrant	231	14	28	29	29

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

Table C.41: AZELLA Stage III Reassessment Test Results on Listening at Grade 3

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	7342	49	26	25
Hispanic	6401	49	27	24
Non-Hispanic	941	46	22	32
White	6176	49	27	25
Black or African American	202	50	22	28
Asian	255	36	25	39
American Indian or Alaskan Native	458	53	24	23
Native Hawaiian or Other Pacific Islander	31	52	32	16
Multiple Indication	53	58	17	25
Special Education	883	64	20	16
Low SES	5556	49	26	25
Migrant	210	60	28	12

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

Table C.42: AZELLA Stage III Reassessment Test Results on Speaking at Grade 3

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	7342	36	37	27
Hispanic	6401	35	37	28
Non-Hispanic	941	41	35	24
White	6176	35	38	27
Black or African American	202	37	35	28
Asian	255	40	34	26
American Indian or Alaskan Native	458	40	37	23
Native Hawaiian or Other Pacific Islander	31	42	29	29
Multiple Indication	53	43	45	11
Special Education	883	50	34	16
Low SES	5556	35	38	27
Migrant	210	49	35	16

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

Table C.43: AZELLA Stage III Reassessment Test Results on Reading at Grade 3

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	7342	55	27	18
Hispanic	6401	56	28	17
Non-Hispanic	941	52	26	22
White	6176	56	27	17
Black or African American	202	57	26	16
Asian	255	41	26	33
American Indian or Alaskan Native	458	61	24	15
Native Hawaiian or Other Pacific Islander	31	48	29	23
Multiple Indication	53	34	51	15
Special Education	883	73	19	8
Low SES	5556	56	28	17
Migrant	210	63	23	14

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

Table C.44: AZELLA Stage III Reassessment Test Results on Writing at Grade 3

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	7342	49	24	27
Hispanic	6401	49	24	27
Non-Hispanic	941	46	23	30
White	6176	49	24	27
Black or African American	202	60	17	23
Asian	255	38	21	41
American Indian or Alaskan Native	458	45	29	25
Native Hawaiian or Other Pacific Islander	31	35	26	39
Multiple Indication	53	40	30	30
Special Education	883	71	17	12
Low SES	5556	49	25	27
Migrant	210	59	20	22

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

Table C.45: AZELLA Stage III Reassessment Test Results on Language at Grade 3

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	7342	44	37	19
Hispanic	6401	44	38	19
Non-Hispanic	941	46	33	22
White	6176	44	38	19
Black or African American	202	51	31	18
Asian	255	38	32	30
American Indian or Alaskan Native	458	45	40	15
Native Hawaiian or Other Pacific Islander	31	45	26	29
Multiple Indication	53	53	30	17
Special Education	883	66	28	6
Low SES	5556	44	38	18
Migrant	210	56	31	12

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

Table C.45: AZELLA Stage III Reassessment Test Results on Oral at Grade 3

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	7342	41	38	21
Hispanic	6401	41	38	21
Non-Hispanic	941	43	35	23
White	6176	41	38	21
Black or African American	202	45	34	22
Asian	255	35	36	29
American Indian or Alaskan Native	458	45	38	17
Native Hawaiian or Other Pacific Islander	31	48	42	10
Multiple Indication	53	49	38	13
Special Education	883	59	30	11
Low SES	5556	41	39	20
Migrant	210	54	34	11

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

Table C.46: AZELLA Stage III Reassessment Test Results on Comprehension at Grade 3

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	7342	50	31	19
Hispanic	6401	51	31	18
Non-Hispanic	941	47	29	24
White	6176	51	31	18
Black or African American	202	53	28	19
Asian	255	37	26	36
American Indian or Alaskan Native	458	55	31	14
Native Hawaiian or Other Pacific Islander	31	52	26	23
Multiple Indication	53	36	47	17
Special Education	883	69	23	8
Low SES	5556	51	31	18
Migrant	210	65	21	14

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

Table C.47: AZELLA Stage III Reassessment Test Results on Literacy at Grade 3

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	7342	50	29	22
Hispanic	6401	50	29	21
Non-Hispanic	941	47	28	26
White	6176	50	28	21
Black or African American	202	53	29	18
Asian	255	37	25	38
American Indian or Alaskan Native	458	50	32	17
Native Hawaiian or Other Pacific Islander	31	45	23	32
Multiple Indication	53	34	45	21
Special Education	883	72	19	9
Low SES	5556	50	29	21
Migrant	210	60	21	19

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

Table C.48: AZELLA Stage III Reassessment Test Results on Total Combined at Grade 3

Group	N	PE/E	*% at Proficiency Level		
			B	I	P
All	7342	12	36	35	17
Hispanic	6401	12	36	35	17
Non-Hispanic	941	14	33	32	21
White	6176	12	36	35	17
Black or African American	202	22	32	28	18
Asian	255	11	26	30	33
American Indian or Alaskan Native	458	11	40	37	13
Native Hawaiian or Other Pacific Islander	31	10	35	29	26
Multiple Indication	53	6	34	47	13
Special Education	883	19	51	24	6
Low SES	5556	11	37	35	17
Migrant	210	24	38	27	11

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

Table C.49: AZELLA Stage III Reassessment Test Results on Listening at Grade 4

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	7442	43	28	29
Hispanic	6487	43	28	29
Non-Hispanic	955	41	27	33
White	6267	43	28	29
Black or African American	216	49	27	25
Asian	229	34	24	42
American Indian or Alaskan Native	496	37	31	32
Native Hawaiian or Other Pacific Islander	32	47	34	19
Multiple Indication	42	36	38	26
Special Education	909	58	24	18
Low SES	5665	42	28	29
Migrant	206	57	25	18

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

Table C.50: AZELLA Stage III Reassessment Test Results on Speaking at Grade 4

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	7442	37	28	35
Hispanic	6487	36	28	36
Non-Hispanic	955	44	27	28
White	6267	36	28	36
Black or African American	216	45	24	31
Asian	229	44	31	26
American Indian or Alaskan Native	496	40	31	29
Native Hawaiian or Other Pacific Islander	32	41	31	28
Multiple Indication	42	38	24	38
Special Education	909	51	26	23
Low SES	5665	36	28	36
Migrant	206	49	28	23

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

Table C.51: AZELLA Stage III Reassessment Test Results on Reading at Grade 4

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	7442	39	28	34
Hispanic	6487	39	28	33
Non-Hispanic	955	37	24	38
White	6267	38	28	33
Black or African American	216	49	19	33
Asian	229	28	24	48
American Indian or Alaskan Native	496	38	30	32
Native Hawaiian or Other Pacific Islander	32	41	41	19
Multiple Indication	42	40	24	36
Special Education	909	61	23	15
Low SES	5665	38	28	34
Migrant	206	50	26	24

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

Table C.52: AZELLA Stage III Reassessment Test Results on Writing at Grade 4

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	7442	39	16	44
Hispanic	6487	40	16	44
Non-Hispanic	955	39	15	46
White	6267	40	16	44
Black or African American	216	49	13	38
Asian	229	34	11	55
American Indian or Alaskan Native	496	34	19	47
Native Hawaiian or Other Pacific Islander	32	41	25	34
Multiple Indication	42	48	19	33
Special Education	909	63	14	22
Low SES	5665	39	16	44
Migrant	206	50	17	33

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

Table C.53: AZELLA Stage III Reassessment Test Results on Language at Grade 4

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	7442	36	31	33
Hispanic	6487	35	32	33
Non-Hispanic	955	40	28	33
White	6267	35	32	33
Black or African American	216	44	27	28
Asian	229	36	25	39
American Indian or Alaskan Native	496	34	33	33
Native Hawaiian or Other Pacific Islander	32	41	38	22
Multiple Indication	42	38	31	31
Special Education	909	60	27	13
Low SES	5665	35	32	34
Migrant	206	49	29	22

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

Table C.54: AZELLA Stage III Reassessment Test Results on Oral at Grade 4

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	7442	39	29	32
Hispanic	6487	39	29	32
Non-Hispanic	955	42	26	32
White	6267	39	29	32
Black or African American	216	49	23	28
Asian	229	41	21	38
American Indian or Alaskan Native	496	37	33	30
Native Hawaiian or Other Pacific Islander	32	41	41	19
Multiple Indication	42	36	29	36
Special Education	909	56	25	18
Low SES	5665	39	29	32
Migrant	206	55	28	17

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

Table C.55: AZELLA Stage III Reassessment Test Results on Comprehension at Grade 4

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	7442	42	26	32
Hispanic	6487	42	27	32
Non-Hispanic	955	41	23	37
White	6267	41	27	32
Black or African American	216	52	17	31
Asian	229	33	17	50
American Indian or Alaskan Native	496	38	30	32
Native Hawaiian or Other Pacific Islander	32	50	28	22
Multiple Indication	42	48	12	40
Special Education	909	65	20	15
Low SES	5665	41	27	32
Migrant	206	55	21	24

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

Table C.56: AZELLA Stage III Reassessment Test Results on Literacy at Grade 4

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	7442	39	25	36
Hispanic	6487	40	25	35
Non-Hispanic	955	39	23	39
White	6267	39	25	36
Black or African American	216	50	18	32
Asian	229	31	20	49
American Indian or Alaskan Native	496	36	29	34
Native Hawaiian or Other Pacific Islander	32	50	19	31
Multiple Indication	42	40	29	31
Special Education	909	65	20	15
Low SES	5665	39	25	36
Migrant	206	54	22	24

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

Table C.57: AZELLA Stage III Reassessment Test Results on Total Combined at Grade 4

Group	N	PE/E	*% at Proficiency Level		
			B	I	P
All	7442	12	25	30	32
Hispanic	6487	12	25	31	32
Non-Hispanic	955	17	21	26	36
White	6267	12	25	31	32
Black or African American	216	28	19	25	28
Asian	229	14	18	23	45
American Indian or Alaskan Native	496	6	27	34	33
Native Hawaiian or Other Pacific Islander	32	16	28	31	25
Multiple Indication	42	14	24	29	33
Special Education	909	20	43	25	13
Low SES	5665	12	25	31	33
Migrant	206	21	32	24	23

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

Table C.58: AZELLA Stage III Reassessment Test Results on Listening at Grade 5

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	5853	32	28	40
Hispanic	5103	32	29	40
Non-Hispanic	750	29	26	45
White	4927	31	28	40
Black or African American	161	44	22	34
Asian	166	30	27	43
American Indian or Alaskan Native	415	27	30	43
Native Hawaiian or Other Pacific Islander	20	35	35	30
Multiple Indication	49	20	27	53
Special Education	832	42	28	30
Low SES	4428	30	29	41
Migrant	171	41	29	30

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

Table C.59: AZELLA Stage III Reassessment Test Results on Speaking at Grade 5

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	5853	37	18	46
Hispanic	5103	36	18	47
Non-Hispanic	750	41	19	39
White	4927	36	18	47
Black or African American	161	52	12	35
Asian	166	42	23	36
American Indian or Alaskan Native	415	35	19	46
Native Hawaiian or Other Pacific Islander	20	45	25	30
Multiple Indication	49	39	14	47
Special Education	832	45	20	35
Low SES	4428	36	18	46
Migrant	171	47	16	37

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

Table C.60: AZELLA Stage III Reassessment Test Results on Reading at Grade 5

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	5853	33	18	49
Hispanic	5103	33	19	49
Non-Hispanic	750	31	16	53
White	4927	32	18	49
Black or African American	161	47	14	40
Asian	166	30	18	52
American Indian or Alaskan Native	415	29	21	51
Native Hawaiian or Other Pacific Islander	20	35	15	50
Multiple Indication	49	20	14	65
Special Education	832	51	20	29
Low SES	4428	33	18	49
Migrant	171	34	22	44

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

Table C.61: AZELLA Stage III Reassessment Test Results on Writing at Grade 5

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	5853	29	13	58
Hispanic	5103	29	13	57
Non-Hispanic	750	30	12	59
White	4927	29	13	58
Black or African American	161	47	11	43
Asian	166	26	13	61
American Indian or Alaskan Native	415	22	15	63
Native Hawaiian or Other Pacific Islander	20	35	20	45
Multiple Indication	49	31	8	61
Special Education	832	48	15	38
Low SES	4428	29	13	57
Migrant	171	33	15	53

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

Table C.62: AZELLA Stage III Reassessment Test Results on Language at Grade 5

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	5853	30	21	49
Hispanic	5103	30	21	49
Non-Hispanic	750	32	19	49
White	4927	30	21	49
Black or African American	161	48	11	41
Asian	166	30	18	52
American Indian or Alaskan Native	415	25	24	51
Native Hawaiian or Other Pacific Islander	20	40	35	25
Multiple Indication	49	24	16	59
Special Education	832	47	26	28
Low SES	4428	30	21	49
Migrant	171	36	19	46

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

Table C.63: AZELLA Stage III Reassessment Test Results on Oral at Grade 5

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	5853	36	25	38
Hispanic	5103	36	26	38
Non-Hispanic	750	37	22	41
White	4927	36	26	38
Black or African American	161	50	16	34
Asian	166	38	25	37
American Indian or Alaskan Native	415	33	26	41
Native Hawaiian or Other Pacific Islander	20	45	30	25
Multiple Indication	49	35	16	49
Special Education	832	47	27	26
Low SES	4428	35	26	39
Migrant	171	49	21	30

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

Table C.64: AZELLA Stage III Reassessment Test Results on Comprehension at Grade 5

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	5853	33	19	48
Hispanic	5103	33	19	48
Non-Hispanic	750	31	17	52
White	4927	33	19	48
Black or African American	161	46	16	38
Asian	166	30	18	52
American Indian or Alaskan Native	415	27	21	51
Native Hawaiian or Other Pacific Islander	20	35	20	45
Multiple Indication	49	20	12	67
Special Education	832	51	20	29
Low SES	4428	32	19	49
Migrant	171	36	26	39

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

Table C.65: AZELLA Stage III Reassessment Test Results on Literacy at Grade 5

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	5853	31	17	52
Hispanic	5103	31	18	51
Non-Hispanic	750	30	15	55
White	4927	31	17	52
Black or African American	161	45	14	41
Asian	166	28	16	57
American Indian or Alaskan Native	415	25	21	54
Native Hawaiian or Other Pacific Islander	20	35	20	45
Multiple Indication	49	20	14	65
Special Education	832	50	21	29
Low SES	4428	31	17	52
Migrant	171	35	19	46

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

Table C.66: AZELLA Stage III Reassessment Test Results on Total Combined at Grade 5

Group	N	PE/E	*% at Proficiency Level		
			B	I	P
All	5853	13	19	20	48
Hispanic	5103	12	19	21	48
Non-Hispanic	750	17	15	18	51
White	4927	12	19	20	48
Black or African American	161	36	10	16	38
Asian	166	14	19	14	52
American Indian or Alaskan Native	415	8	16	26	50
Native Hawaiian or Other Pacific Islander	20	15	25	30	30
Multiple Indication	49	10	8	22	59
Special Education	832	17	33	24	25
Low SES	4428	12	19	21	48
Migrant	171	17	19	25	39

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

Table C.67: AZELLA Stage IV Reassessment Test Results on Listening at Grade 6

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	4043	42	27	31
Hispanic	3473	42	27	31
Non-Hispanic	570	44	25	31
White	3273	42	27	31
Black or African American	130	52	27	22
Asian	159	38	23	40
American Indian or Alaskan Native	312	42	31	28
Native Hawaiian or Other Pacific Islander	20	40	25	35
Multiple Indication	31	29	10	61
Special Education	557	52	25	23
Low SES	3032	43	27	31
Migrant	143	49	29	22

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

Table C.68: AZELLA Stage IV Reassessment Test Results on Speaking at Grade 6

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
Total	4043	29	28	43
Hispanic	3473	28	28	44
Non-Hispanic	570	35	28	36
White	3273	28	29	44
Black or African American	130	50	21	29
Asian	159	33	31	36
American Indian or Alaskan Native	312	27	29	44
Native Hawaiian or Other Pacific Islander	20	30	35	35
Multiple Indication	31	19	55	26
Special Education	557	29	34	37
Low SES	3032	29	28	43
Migrant	143	38	33	29

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

Table C.69: AZELLA Stage IV Reassessment Test Results on Reading at Grade 6

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	4043	41	29	30
Hispanic	3473	40	29	31
Non-Hispanic	570	43	27	30
White	3273	40	29	30
Black or African American	130	58	21	21
Asian	159	39	21	40
American Indian or Alaskan Native	312	37	33	30
Native Hawaiian or Other Pacific Islander	20	55	20	25
Multiple Indication	31	35	32	32
Special Education	557	55	30	15
Low SES	3032	41	29	30
Migrant	143	49	26	25

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

Table C.70: AZELLA Stage IV Reassessment Test Results on Writing at Grade 6

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	4043	44	26	30
Hispanic	3473	44	26	30
Non-Hispanic	570	48	22	29
White	3273	44	26	30
Black or African American	130	57	22	21
Asian	159	47	19	33
American Indian or Alaskan Native	312	41	25	33
Native Hawaiian or Other Pacific Islander	20	65	20	15
Multiple Indication	31	55	26	19
Special Education	557	61	26	13
Low SES	3032	45	26	29
Migrant	143	52	27	21

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

Table C.71: AZELLA Stage IV Reassessment Test Results on Language at Grade 6

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	4043	34	27	39
Hispanic	3473	33	27	39
Non-Hispanic	570	41	23	36
White	3273	33	27	39
Black or African American	130	52	19	29
Asian	159	42	20	38
American Indian or Alaskan Native	312	30	30	40
Native Hawaiian or Other Pacific Islander	20	50	20	30
Multiple Indication	31	39	26	35
Special Education	557	47	32	21
Low SES	3032	34	27	39
Migrant	143	45	27	28

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

Table C.72: AZELLA Stage IV Reassessment Test Results on Oral at Grade 6

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	4043	34	29	37
Hispanic	3473	33	30	37
Non-Hispanic	570	40	26	34
White	3273	33	30	37
Black or African American	130	54	24	22
Asian	159	36	24	40
American Indian or Alaskan Native	312	33	30	37
Native Hawaiian or Other Pacific Islander	20	45	15	40
Multiple Indication	31	23	29	48
Special Education	557	40	34	26
Low SES	3032	34	28	37
Migrant	143	47	26	27

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

Table C.73: AZELLA Stage IV Reassessment Test Results on Comprehension at Grade 6

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	4043	43	26	31
Hispanic	3473	43	26	31
Non-Hispanic	570	44	25	31
White	3273	43	26	31
Black or African American	130	58	22	20
Asian	159	40	18	43
American Indian or Alaskan Native	312	40	30	29
Native Hawaiian or Other Pacific Islander	20	45	25	30
Multiple Indication	31	35	23	42
Special Education	557	61	22	17
Low SES	3032	43	26	30
Migrant	143	53	18	29

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

Table C.74: AZELLA Stage IV Reassessment Test Results on Literacy at Grade 6

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	4043	44	25	31
Hispanic	3473	43	26	31
Non-Hispanic	570	47	23	30
White	3273	43	25	32
Black or African American	130	58	22	19
Asian	159	42	21	36
American Indian or Alaskan Native	312	41	28	31
Native Hawaiian or Other Pacific Islander	20	55	25	20
Multiple Indication	31	48	29	23
Special Education	557	62	24	13
Low SES	3032	44	26	30
Migrant	143	49	27	24

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

Table C.75: AZELLA Stage IV Reassessment Test Results on Total Combined at Grade 6

Group	N	PE/E	***% at Proficiency Level		
			B	I	P
All	4043	14	24	30	33
Hispanic	3473	13	24	30	33
Non-Hispanic	570	18	24	28	30
White	3273	13	24	30	33
Black or African American	130	32	22	28	18
Asian	159	18	23	20	40
American Indian or Alaskan Native	312	9	27	35	30
Native Hawaiian or Other Pacific Islander	20	25	15	30	30
Multiple Indication	31	10	19	42	29
Special Education	557	14	40	31	15
Low SES	3032	14	24	30	32
Migrant	143	22	25	28	25

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

Table C.76: AZELLA Stage IV Reassessment Test Results on Listening at Grade 7

Group	N	*% at Proficiency Levels		
		PE/E/B	I	P
All	3532	37	24	39
Hispanic	2949	36	25	40
Non-Hispanic	583	43	21	36
White	2815	35	24	40
Black or African American	146	55	17	28
Asian	141	42	18	40
American Indian or Alaskan Native	264	36	28	37
Native Hawaiian or Other Pacific Islander	22	45	18	36
Multiple Indication	39	23	23	54
Special Education	409	40	24	36
Low SES	2581	36	25	39
Migrant	150	40	24	36

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

Table C.77: AZELLA Stage IV Reassessment Test Results on Speaking at Grade 7

Group	N	*% at Proficiency Levels		
		PE/E/B	I	P
All	3532	32	26	42
Hispanic	2949	30	26	44
Non-Hispanic	583	40	25	35
White	2815	31	26	44
Black or African American	146	50	17	33
Asian	141	40	26	35
American Indian or Alaskan Native	264	28	28	43
Native Hawaiian or Other Pacific Islander	22	50	36	14
Multiple Indication	39	18	33	49
Special Education	409	26	34	40
Low SES	2581	32	25	43
Migrant	150	42	27	31

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

Table C.78: AZELLA Stage IV Reassessment Test Results on Reading at Grade 7

Group	N	*% at Proficiency Levels		
		PE/E/B	I	P
All	3532	33	27	40
Hispanic	2949	32	28	41
Non-Hispanic	583	40	25	36
White	2815	32	27	41
Black or African American	146	54	17	29
Asian	141	34	24	42
American Indian or Alaskan Native	264	31	28	40
Native Hawaiian or Other Pacific Islander	22	27	55	18
Multiple Indication	39	23	23	54
Special Education	409	42	30	28
Low SES	2581	34	27	39
Migrant	150	39	23	39

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

Table C.79: AZELLA Stage IV Reassessment Test Results on Writing at Grade 7

Group	N	*% at Proficiency Levels		
		PE/E/B	I	P
All	3532	37	22	41
Hispanic	2949	36	23	41
Non-Hispanic	583	44	19	37
White	2815	36	22	42
Black or African American	146	58	18	25
Asian	141	43	18	40
American Indian or Alaskan Native	264	36	22	42
Native Hawaiian or Other Pacific Islander	22	45	9	45
Multiple Indication	39	18	33	49
Special Education	409	46	23	31
Low SES	2581	37	22	41
Migrant	150	41	24	35

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

Table C.80: AZELLA Stage IV Reassessment Test Results on Language at Grade 7

Group	N	*% at Proficiency Levels		
		PE/E/B	I	P
All	3532	31	22	47
Hispanic	2949	30	22	48
Non-Hispanic	583	41	20	40
White	2815	30	22	48
Black or African American	146	55	14	30
Asian	141	40	16	43
American Indian or Alaskan Native	264	27	27	47
Native Hawaiian or Other Pacific Islander	22	36	32	32
Multiple Indication	39	15	26	59
Special Education	409	35	27	38
Low SES	2581	31	23	47
Migrant	150	39	24	37

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

Table C.81: AZELLA Stage IV Reassessment Test Results on Oral at Grade 7

Group	N	*% at Proficiency Levels		
		PE/E/B	I	P
All	3532	33	25	42
Hispanic	2949	32	25	43
Non-Hispanic	583	40	25	35
White	2815	32	25	43
Black or African American	146	55	16	29
Asian	141	38	23	38
American Indian or Alaskan Native	264	25	34	41
Native Hawaiian or Other Pacific Islander	22	64	14	23
Multiple Indication	39	15	36	49
Special Education	409	31	33	37
Low SES	2581	32	26	42
Migrant	150	42	27	31

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

Table C.82: AZELLA Stage IV Reassessment Test Results on Comprehension at Grade 7

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	3532	35	24	41
Hispanic	2949	34	25	42
Non-Hispanic	583	43	19	38
White	2815	34	24	42
Black or African American	146	55	17	28
Asian	141	41	13	45
American Indian or Alaskan Native	264	34	27	39
Native Hawaiian or Other Pacific Islander	22	32	36	32
Multiple Indication	39	26	21	54
Special Education	409	41	30	29
Low SES	2581	35	24	40
Migrant	150	39	23	37

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

Table C.83: AZELLA Stage IV Reassessment Test Results on Literacy at Grade 7

Group	N	PE/E/B	*% at Proficiency Levels	
			I	P
All	3532	35	23	42
Hispanic	2949	33	24	43
Non-Hispanic	583	43	19	38
White	2815	34	23	43
Black or African American	146	58	15	27
Asian	141	40	16	43
American Indian or Alaskan Native	264	33	23	43
Native Hawaiian or Other Pacific Islander	22	32	27	41
Multiple Indication	39	18	26	56
Special Education	409	44	24	31
Low SES	2581	35	23	42
Migrant	150	42	19	39

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

Table C.84: AZELLA Stage IV Reassessment Test Results on Total Combined at Grade 7

Group	N	PE/E	*% at Proficiency Level		
			B	I	P
All	3532	14	18	25	43
Hispanic	2949	13	17	26	44
Non-Hispanic	583	20	20	21	38
White	2815	13	17	25	45
Black or African American	146	38	18	18	26
Asian	141	18	21	15	45
American Indian or Alaskan Native	264	8	22	28	43
Native Hawaiian or Other Pacific Islander	22	14	23	32	32
Multiple Indication	39	0	10	33	56
Special Education	409	11	26	32	31
Low SES	2581	14	17	26	43
Migrant	150	17	21	23	38

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

Table C.85: AZELLA Stage IV Reassessment Test Results on Listening at Grade 8

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	2557	32	23	45
Hispanic	2153	30	22	47
Non-Hispanic	404	39	25	36
White	2063	30	22	47
Black or African American	120	58	23	20
Asian	102	29	24	47
American Indian or Alaskan Native	175	30	29	41
Native Hawaiian or Other Pacific Islander	9	*	*	*
Multiple Indication	12	33	25	42
Special Education	310	36	25	39
Low SES	1810	32	22	46
Migrant	108	35	15	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 C.86: AZELLA Stage IV Reassessment Test Results on Speaking at Grade 8

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	2557	35	27	38
Hispanic	2153	34	27	40
Non-Hispanic	404	40	30	30
White	2063	34	27	39
Black or African American	120	53	28	20
Asian	102	38	31	30
American Indian or Alaskan Native	175	28	30	42
Native Hawaiian or Other Pacific Islander	9	*	*	*
Multiple Indication	12	50	17	33
Special Education	310	30	30	40
Low SES	1810	34	27	39
Migrant	108	31	35	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 C.87: AZELLA Stage IV Reassessment Test Results on Reading at Grade 8

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	2557	30	24	46
Hispanic	2153	28	24	47
Non-Hispanic	404	40	23	37
White	2063	29	24	48
Black or African American	120	61	19	20
Asian	102	28	25	46
American Indian or Alaskan Native	175	23	32	45
Native Hawaiian or Other Pacific Islander	9	*	*	*
Multiple Indication	12	67	8	25
Special Education	310	35	31	35
Low SES	1810	30	24	46
Migrant	108	29	23	48

* 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 C.88: AZELLA Stage IV Reassessment Test Results on Writing at Grade 8

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	2557	33	21	46
Hispanic	2153	32	21	47
Non-Hispanic	404	41	21	39
White	2063	32	21	48
Black or African American	120	61	14	25
Asian	102	28	30	41
American Indian or Alaskan Native	175	29	26	46
Native Hawaiian or Other Pacific Islander	9	*	*	*
Multiple Indication	12	75	8	17
Special Education	310	38	26	36
Low SES	1810	32	20	47
Migrant	108	35	21	44

* 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 C.89: AZELLA Stage IV Reassessment Test Results on Language at Grade 8

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	2557	31	21	48
Hispanic	2153	29	21	50
Non-Hispanic	404	39	23	38
White	2063	29	21	50
Black or African American	120	58	17	26
Asian	102	33	25	41
American Indian or Alaskan Native	175	22	29	49
Native Hawaiian or Other Pacific Islander	9	*	*	*
Multiple Indication	12	50	33	17
Special Education	310	32	25	43
Low SES	1810	31	20	49
Migrant	108	29	28	44

* 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 C.90: AZELLA Stage IV Reassessment Test Results on Oral at Grade 8

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	2557	32	25	43
Hispanic	2153	31	24	45
Non-Hispanic	404	39	28	33
White	2063	31	24	45
Black or African American	120	55	25	20
Asian	102	36	25	38
American Indian or Alaskan Native	175	25	35	41
Native Hawaiian or Other Pacific Islander	9	*	*	*
Multiple Indication	12	33	42	25
Special Education	310	31	31	38
Low SES	1810	32	24	44
Migrant	108	34	28	38

* 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 C.91: AZELLA Stage IV Reassessment Test Results on Comprehension at Grade 8

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	2557	32	20	48
Hispanic	2153	30	20	50
Non-Hispanic	404	42	20	38
White	2063	30	19	50
Black or African American	120	63	18	20
Asian	102	28	25	47
American Indian or Alaskan Native	175	27	27	46
Native Hawaiian or Other Pacific Islander	9	*	*	*
Multiple Indication	12	50	25	25
Special Education	310	34	29	38
Low SES	1810	32	20	49
Migrant	108	33	17	50

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

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

Table C.92: AZELLA Stage IV Reassessment Test Results on Literacy at Grade 8

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	2557	32	20	48
Hispanic	2153	30	20	50
Non-Hispanic	404	42	18	40
White	2063	31	19	50
Black or African American	120	63	12	25
Asian	102	31	23	46
American Indian or Alaskan Native	175	27	25	48
Native Hawaiian or Other Pacific Islander	9	*	*	*
Multiple Indication	12	58	25	17
Special Education	310	39	24	38
Low SES	1810	32	19	49
Migrant	108	29	27	44

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

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

Table C.93: AZELLA Stage IV Reassessment Test Results on Total Combined at Grade 8

Group	N	PE/E	**% at Proficiency Level		
			B	I	P
All	2557	14	15	22	48
Hispanic	2153	14	14	22	50
Non-Hispanic	404	19	21	22	38
White	2063	14	15	22	50
Black or African American	120	38	22	19	21
Asian	102	11	19	26	44
American Indian or Alaskan Native	175	7	17	26	50
Native Hawaiian or Other Pacific Islander	9	*	*	*	*
Multiple Indication	12	25	17	50	8
Special Education	310	10	23	29	38
Low SES	1810	15	15	21	49
Migrant	108	12	15	31	43

* 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 C.94: AZELLA Stage V Reassessment Test Results on Listening at Grade 9

Group	N	**% at Proficiency Levels		
		PE/E/B	I	P
All	2288	51	12	37
Hispanic	1780	50	11	39
Non-Hispanic	508	55	13	32
White	1781	50	11	39
Black or African American	190	71	11	18
Asian	107	44	14	42
American Indian or Alaskan Native	115	38	19	43
Native Hawaiian or Other Pacific Islander	10	*	*	*
Multiple Indication	9	*	*	*
Special Education	154	51	14	35
Low SES	1651	50	12	38
Migrant	154	78	8	14

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

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

Table C.95: AZELLA Stage V Reassessment Test Results on Speaking at Grade 9

Group	N	**% at Proficiency Levels		
		PE/E/B	I	P
All	2288	36	24	41
Hispanic	1780	33	24	43
Non-Hispanic	508	43	22	34
White	1781	33	24	43
Black or African American	190	58	19	23
Asian	107	47	25	28
American Indian or Alaskan Native	115	20	27	53
Native Hawaiian or Other Pacific Islander	10	*	*	*
Multiple Indication	9	*	*	*
Special Education	154	26	27	47
Low SES	1651	37	22	41
Migrant	154	43	28	29

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

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

Table C.96: AZELLA Stage V Reassessment Test Results on Reading at Grade 9

Group	N	**% at Proficiency Levels		
		PE/E/B	I	P
All	2288	47	27	25
Hispanic	1780	45	28	27
Non-Hispanic	508	55	26	19
White	1781	45	28	27
Black or African American	190	68	18	14
Asian	107	41	34	25
American Indian or Alaskan Native	115	49	31	20
Native Hawaiian or Other Pacific Islander	10	*	*	*
Multiple Indication	9	*	*	*
Special Education	154	66	23	10
Low SES	1651	48	28	24
Migrant	154	52	27	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 C.97: AZELLA Stage V Reassessment Test Results on Writing at Grade 9

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	2288	40	33	27
Hispanic	1780	39	33	28
Non-Hispanic	508	43	33	24
White	1781	39	33	28
Black or African American	190	62	24	15
Asian	107	27	37	36
American Indian or Alaskan Native	115	28	42	30
Native Hawaiian or Other Pacific Islander	10	*	*	*
Multiple Indication	9	*	*	*
Special Education	154	47	38	15
Low SES	1651	41	33	27
Migrant	154	49	34	17

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

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

Table C.98: AZELLA Stage V Reassessment Test Results on Language at Grade 9

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	2288	40	29	31
Hispanic	1780	38	30	32
Non-Hispanic	508	47	27	26
White	1781	38	29	33
Black or African American	190	64	18	18
Asian	107	35	37	28
American Indian or Alaskan Native	115	29	43	29
Native Hawaiian or Other Pacific Islander	10	*	*	*
Multiple Indication	9	*	*	*
Special Education	154	42	38	20
Low SES	1651	41	28	31
Migrant	154	47	31	23

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

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

Table C.99: AZELLA Stage V Reassessment Test Results on Oral at Grade 9

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	2288	41	27	32
Hispanic	1780	40	26	34
Non-Hispanic	508	47	28	25
White	1781	40	27	33
Black or African American	190	66	18	16
Asian	107	44	28	28
American Indian or Alaskan Native	115	25	37	38
Native Hawaiian or Other Pacific Islander	10	*	*	*
Multiple Indication	9	*	*	*
Special Education	154	35	34	31
Low SES	1651	41	26	33
Migrant	154	58	33	9

* 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 C.100: AZELLA Stage V Reassessment Test Results on Comprehension at Grade 9

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	2288	45	31	24
Hispanic	1780	43	32	25
Non-Hispanic	508	53	28	19
White	1781	43	31	25
Black or African American	190	70	16	14
Asian	107	35	37	28
American Indian or Alaskan Native	115	39	42	19
Native Hawaiian or Other Pacific Islander	10	*	*	*
Multiple Indication	9	*	*	*
Special Education	154	57	31	12
Low SES	1651	46	30	24
Migrant	154	60	26	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 C.101: AZELLA Stage V Reassessment Test Results on Literacy at Grade 9

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	2288	45	28	27
Hispanic	1780	44	29	28
Non-Hispanic	508	51	27	22
White	1781	43	29	28
Black or African American	190	68	17	15
Asian	107	33	36	31
American Indian or Alaskan Native	115	40	34	26
Native Hawaiian or Other Pacific Islander	10	*	*	*
Multiple Indication	9	*	*	*
Special Education	154	60	32	8
Low SES	1651	47	27	26
Migrant	154	53	27	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 C.102: AZELLA Stage V Reassessment Test Results on Total Combined at Grade 9

Group	N	PE/E	**% at Proficiency Level		
			B	I	P
All	2288	18	26	30	25
Hispanic	1780	16	27	30	27
Non-Hispanic	508	25	24	30	20
White	1781	16	27	31	27
Black or African American	190	44	24	18	14
Asian	107	14	21	36	30
American Indian or Alaskan Native	115	6	30	39	24
Native Hawaiian or Other Pacific Islander	10	*	*	*	*
Multiple Indication	9	*	*	*	*
Special Education	154	14	40	34	11
Low SES	1651	19	27	29	25
Migrant	154	23	31	31	14

* 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 C.103: AZELLA Stage V Reassessment Test Results on Listening at Grade 10

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	1876	46	11	44
Hispanic	1369	47	10	43
Non-Hispanic	507	43	12	45
White	1404	46	11	44
Black or African American	163	62	10	28
Asian	119	39	13	48
American Indian or Alaskan Native	112	32	12	56
Native Hawaiian or Other Pacific Islander	10	*	*	*
Multiple Indication	13	23	15	62
Special Education	118	39	13	48
Low SES	1363	47	11	42
Migrant	88	55	13	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 C.104: AZELLA Stage V Reassessment Test Results on Speaking at Grade 10

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	1876	34	21	45
Hispanic	1369	35	20	44
Non-Hispanic	507	30	24	46
White	1404	34	21	45
Black or African American	163	40	23	37
Asian	119	24	32	44
American Indian or Alaskan Native	112	20	21	60
Native Hawaiian or Other Pacific Islander	10	*	*	*
Multiple Indication	13	31	0	69
Special Education	118	21	22	57
Low SES	1363	35	21	44
Migrant	80	36	22	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 C.105: AZELLA Stage V Reassessment Test Results on Reading at Grade 10

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	1876	40	28	33
Hispanic	1369	39	28	33
Non-Hispanic	507	43	27	30
White	1404	39	27	34
Black or African American	163	50	26	24
Asian	119	29	35	35
American Indian or Alaskan Native	112	42	31	27
Native Hawaiian or Other Pacific Islander	10	*	*	*
Multiple Indication	13	38	8	54
Special Education	118	58	26	16
Low SES	1363	41	28	30
Migrant	88	36	31	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 C.106: AZELLA Stage V Reassessment Test Results on Writing at Grade 10

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	1876	33	32	35
Hispanic	1369	34	32	34
Non-Hispanic	507	31	31	38
White	1404	33	32	35
Black or African American	163	46	26	28
Asian	119	21	39	40
American Indian or Alaskan Native	112	27	29	44
Native Hawaiian or Other Pacific Islander	10	*	*	*
Multiple Indication	13	23	38	38
Special Education	118	41	38	21
Low SES	1363	35	31	33
Migrant	88	36	33	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 C.107: AZELLA Stage V Reassessment Test Results on Language at Grade 10

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	1876	34	21	45
Hispanic	1369	35	20	44
Non-Hispanic	507	30	24	46
White	1404	34	21	45
Black or African American	163	40	23	37
Asian	119	24	32	44
American Indian or Alaskan Native	112	20	21	60
Native Hawaiian or Other Pacific Islander	10	*	*	*
Multiple Indication	13	31	0	69
Special Education	118	21	22	57
Low SES	1363	35	21	44
Migrant	88	36	22	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 C.108: AZELLA Stage V Reassessment Test Results on Oral at Grade 10

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	1876	37	26	37
Hispanic	1369	38	25	37
Non-Hispanic	507	34	28	38
White	1404	37	25	38
Black or African American	163	53	22	25
Asian	119	26	35	39
American Indian or Alaskan Native	112	19	37	45
Native Hawaiian or Other Pacific Islander	10	*	*	*
Multiple Indication	13	15	31	54
Special Education	118	20	40	40
Low SES	1363	39	25	36
Migrant	88	40	33	27

* 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 C.109: AZELLA Stage V Reassessment Test Results on Comprehension at Grade 10

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	1876	37	31	32
Hispanic	1369	37	31	32
Non-Hispanic	507	39	30	31
White	1404	36	31	33
Black or African American	163	50	28	22
Asian	119	29	32	39
American Indian or Alaskan Native	112	35	36	29
Native Hawaiian or Other Pacific Islander	10	*	*	*
Multiple Indication	13	31	23	46
Special Education	118	45	35	20
Low SES	1363	39	31	30
Migrant	88	39	36	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 C.110: AZELLA Stage V Reassessment Test Results on Literacy at Grade 10

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	1876	36	29	35
Hispanic	1369	37	29	34
Non-Hispanic	507	36	28	35
White	1404	36	29	35
Black or African American	163	49	24	27
Asian	119	22	34	45
American Indian or Alaskan Native	112	38	29	32
Native Hawaiian or Other Pacific Islander	10	*	*	*
Multiple Indication	13	31	23	46
Special Education	118	52	34	14
Low SES	1363	39	29	32
Migrant	88	38	32	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 C.111: AZELLA Stage V Reassessment Test Results on Total Combined at Grade 10

Group	N	PE/E	**% at Proficiency Level		
			B	I	P
All	1876	15	22	30	34
Hispanic	1369	15	22	30	33
Non-Hispanic	507	14	22	28	35
White	1404	15	21	30	34
Black or African American	163	23	28	27	22
Asian	119	10	15	32	43
American Indian or Alaskan Native	112	5	30	23	41
Native Hawaiian or Other Pacific Islander	10	*	*	*	*
Multiple Indication	13	0	23	31	46
Special Education	118	9	36	33	21
Low SES	1363	18	21	30	32
Migrant	88	13	27	30	31

* 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 C.112: AZELLA Stage V Reassessment Test Results on Listening at Grade 11

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	1120	40	12	48
Hispanic	813	41	12	47
Non-Hispanic	307	38	11	51
White	830	40	12	48
Black or African American	86	45	10	44
Asian	80	41	10	49
American Indian or Alaskan Native	70	37	10	53
Native Hawaiian or Other Pacific Islander	7	*	*	*
Multiple Indication	10	*	*	*
Special Education	94	41	12	47
Low SES	828	41	11	48
Migrant	62	50	21	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 C.113: AZELLA Stage V Reassessment Test Results on Speaking at Grade 11

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	1120	28	23	48
Hispanic	813	31	22	48
Non-Hispanic	307	21	29	50
White	830	30	22	48
Black or African American	86	24	30	45
Asian	80	14	39	48
American Indian or Alaskan Native	70	29	13	59
Native Hawaiian or Other Pacific Islander	7	*	*	*
Multiple Indication	10	*	*	*
Special Education	94	20	24	55
Low SES	828	28	25	47
Migrant	62	32	21	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 C.114: AZELLA Stage V Reassessment Test Results on Reading at Grade 11

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	1120	32	27	40
Hispanic	813	34	25	42
Non-Hispanic	307	29	34	37
White	830	33	26	41
Black or African American	86	35	38	27
Asian	80	21	24	55
American Indian or Alaskan Native	70	36	26	39
Native Hawaiian or Other Pacific Islander	7	*	*	*
Multiple Indication	10	*	*	*
Special Education	94	50	29	21
Low SES	828	32	28	40
Migrant	62	37	27	35

* 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 C.115: AZELLA Stage V Reassessment Test Results on Writing at Grade 11

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	1120	26	31	43
Hispanic	813	28	31	41
Non-Hispanic	307	21	30	49
White	830	27	31	42
Black or African American	86	27	34	40
Asian	80	16	26	58
American Indian or Alaskan Native	70	23	31	46
Native Hawaiian or Other Pacific Islander	7	*	*	*
Multiple Indication	10	*	*	*
Special Education	94	41	36	22
Low SES	828	26	31	43
Migrant	62	35	32	32

* 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 C.116: AZELLA Stage V Reassessment Test Results on Language at Grade 11

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	1120	27	28	44
Hispanic	813	29	28	42
Non-Hispanic	307	21	28	50
White	830	29	28	43
Black or African American	86	23	34	43
Asian	80	18	29	54
American Indian or Alaskan Native	70	26	23	51
Native Hawaiian or Other Pacific Islander	7	*	*	*
Multiple Indication	10	*	*	*
Special Education	94	34	31	35
Low SES	828	28	28	44
Migrant	62	32	34	34

* 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 C.117: AZELLA Stage V Reassessment Test Results on Oral at Grade 11

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	1120	31	29	41
Hispanic	813	33	27	40
Non-Hispanic	307	24	33	42
White	830	32	27	41
Black or African American	86	31	36	33
Asian	80	21	40	39
American Indian or Alaskan Native	70	21	30	49
Native Hawaiian or Other Pacific Islander	7	*	*	*
Multiple Indication	10	*	*	*
Special Education	94	29	31	40
Low SES	828	32	27	41
Migrant	62	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 C.118: AZELLA Stage V Reassessment Test Results on Comprehension at Grade 11

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	1120	31	30	40
Hispanic	813	32	28	40
Non-Hispanic	307	26	36	38
White	830	32	28	40
Black or African American	86	34	41	26
Asian	80	21	30	49
American Indian or Alaskan Native	70	27	31	41
Native Hawaiian or Other Pacific Islander	7	*	*	*
Multiple Indication	10	*	*	*
Special Education	94	44	30	27
Low SES	828	31	29	40
Migrant	62	39	29	32

* 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 C.119: AZELLA Stage V Reassessment Test Results on Literacy at Grade 11

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	1120	29	27	44
Hispanic	813	31	26	43
Non-Hispanic	307	24	31	46
White	830	31	26	43
Black or African American	86	33	35	33
Asian	80	14	29	58
American Indian or Alaskan Native	70	24	27	49
Native Hawaiian or Other Pacific Islander	7	*	*	*
Multiple Indication	10	*	*	*
Special Education	94	48	30	22
Low SES	828	29	27	44
Migrant	62	32	31	37

* 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 C.120: AZELLA Stage V Reassessment Test Results on Total Combined at Grade 11

Group	N	PE/E	**% at Proficiency Level		
			B	I	P
All	1120	10	18	29	42
Hispanic	813	11	19	29	41
Non-Hispanic	307	7	16	31	46
White	830	11	19	29	41
Black or African American	86	10	21	35	34
Asian	80	8	10	28	55
American Indian or Alaskan Native	70	6	16	30	49
Native Hawaiian or Other Pacific Islander	7	*	*	*	*
Multiple Indication	10	*	*	*	*
Special Education	94	20	19	36	24
Low SES	828	11	18	29	42
Migrant	62	10	27	31	32

* 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 C.121: AZELLA Stage V Reassessment Test Results on Listening at Grade 12

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	812	39	11	49
Hispanic	553	43	10	47
Non-Hispanic	259	31	15	54
White	559	43	10	47
Black or African American	74	36	14	50
Asian	78	22	14	64
American Indian or Alaskan Native	48	29	15	56
Native Hawaiian or Other Pacific Islander	6	*	*	*
Multiple Indication	12	42	25	33
Special Education	55	49	15	36
Low SES	585	39	11	50
Migrant	42	62	5	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 C.122: AZELLA Stage V Reassessment Test Results on Speaking at Grade 12

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	812	29	25	45
Hispanic	553	31	26	42
Non-Hispanic	259	25	23	51
White	559	31	26	43
Black or African American	74	24	28	47
Asian	78	28	24	47
American Indian or Alaskan Native	48	17	25	58
Native Hawaiian or Other Pacific Islander	6	*	*	*
Multiple Indication	12	8	8	83
Special Education	55	22	31	47
Low SES	585	30	25	45
Migrant	42	33	38	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 C.123: AZELLA Stage V Reassessment Test Results on Reading at Grade 12

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	812	33	30	37
Hispanic	553	34	27	39
Non-Hispanic	259	31	35	34
White	559	35	27	38
Black or African American	74	38	34	28
Asian	78	18	37	45
American Indian or Alaskan Native	48	38	31	31
Native Hawaiian or Other Pacific Islander	6	*	*	*
Multiple Indication	12	17	67	17
Special Education	55	62	22	16
Low SES	585	32	31	36
Migrant	42	36	29	36

* 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 C.124: AZELLA Stage V Reassessment Test Results on Writing at Grade 12

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	812	27	33	39
Hispanic	553	31	34	35
Non-Hispanic	259	19	32	49
White	559	31	35	35
Black or African American	74	26	36	38
Asian	78	12	33	55
American Indian or Alaskan Native	48	23	15	63
Native Hawaiian or Other Pacific Islander	6	*	*	*
Multiple Indication	12	25	25	50
Special Education	55	45	35	20
Low SES	585	26	33	41
Migrant	42	43	24	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 C.125: AZELLA Stage V Reassessment Test Results on Language at Grade 12

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	812	33	28	39
Hispanic	553	37	28	35
Non-Hispanic	259	25	27	48
White	559	35	28	36
Black or African American	74	34	23	43
Asian	78	19	37	44
American Indian or Alaskan Native	48	19	27	54
Native Hawaiian or Other Pacific Islander	6	*	*	*
Multiple Indication	12	17	17	67
Special Education	55	44	33	24
Low SES	585	32	27	41
Migrant	42	40	31	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 C.126: AZELLA Stage V Reassessment Test Results on Oral at Grade 12

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	812	30	28	41
Hispanic	553	34	27	40
Non-Hispanic	259	24	31	45
White	559	33	27	40
Black or African American	74	30	31	39
Asian	78	17	37	46
American Indian or Alaskan Native	48	19	31	50
Native Hawaiian or Other Pacific Islander	6	*	*	*
Multiple Indication	12	25	33	42
Special Education	55	38	20	42
Low SES	585	30	29	42
Migrant	42	43	31	26

* 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 C.127: AZELLA Stage V Reassessment Test Results on Comprehension at Grade 12

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	812	32	31	37
Hispanic	553	35	28	37
Non-Hispanic	259	26	37	37
White	559	34	29	37
Black or African American	74	32	35	32
Asian	78	18	31	51
American Indian or Alaskan Native	48	29	42	29
Native Hawaiian or Other Pacific Islander	6	*	*	*
Multiple Indication	12	33	33	33
Special Education	55	55	25	20
Low SES	585	32	31	37
Migrant	42	45	19	36

* 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 C.128: AZELLA Stage V Reassessment Test Results on Literacy at Grade 12

Group	N	PE/E/B	**% at Proficiency Levels	
			I	P
All	812	31	30	39
Hispanic	553	34	30	36
Non-Hispanic	259	24	31	44
White	559	34	30	36
Black or African American	74	30	34	36
Asian	78	17	27	56
American Indian or Alaskan Native	48	27	29	44
Native Hawaiian or Other Pacific Islander	6	*	*	*
Multiple Indication	12	25	33	42
Special Education	55	58	27	15
Low SES	585	30	30	39
Migrant	42	43	21	36

* 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 C.129: AZELLA Stage V Reassessment Test Results on Total Combined at Grade 12

Group	N	PE/E	**% at Proficiency Level		
			B	I	P
All	812	10	21	33	36
Hispanic	553	12	23	32	33
Non-Hispanic	259	5	18	35	41
White	559	12	22	33	34
Black or African American	74	4	27	32	36
Asian	78	3	12	36	50
American Indian or Alaskan Native	48	6	17	38	40
Native Hawaiian or Other Pacific Islander	6	*	*	*	*
Multiple Indication	12	0	25	25	50
Special Education	55	24	27	29	20
Low SES	585	10	20	33	37
Migrant	42	17	26	33	24

* 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 the score distribution tables below, 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.

Table C.130: 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	2371	303	3.01	8556	85.01
1	2000	1	0.01	1	0.01	51	2378	254	2.52	8810	87.53
2	2036	2	0.02	3	0.03	52	2386	246	2.44	9056	89.98
3	2067	0	0.00	3	0.03	53	2394	199	1.98	9255	91.95
4	2089	3	0.03	6	0.06	54	2402	183	1.82	9438	93.77
5	2106	4	0.04	10	0.10	55	2411	143	1.42	9581	95.19
6	2121	3	0.03	13	0.13	56	2421	145	1.44	9726	96.63
7	2133	3	0.03	16	0.16	57	2433	97	0.96	9823	97.60
8	2144	4	0.04	20	0.20	58	2445	87	0.86	9910	98.46
9	2154	10	0.10	30	0.30	59	2459	68	0.68	9978	99.14
10	2163	15	0.15	45	0.45	60	2477	40	0.40	10018	99.53
11	2171	19	0.19	64	0.64	61	2498	22	0.22	10040	99.75
12	2178	20	0.20	84	0.83	62	2527	21	0.21	10061	99.96
13	2185	32	0.32	116	1.15	63	2574	2	0.02	10063	99.98
14	2192	57	0.57	173	1.72	64	3000	2	0.02	10065	100.00
15	2198	56	0.56	229	2.28						
16	2204	54	0.54	283	2.81						
17	2210	77	0.77	360	3.58						
18	2215	67	0.67	427	4.24						
19	2220	78	0.77	505	5.02						
20	2226	114	1.13	619	6.15						
21	2230	121	1.20	740	7.35						
22	2235	134	1.33	874	8.68						
23	2240	164	1.63	1038	10.31						
24	2244	192	1.91	1230	12.22						
25	2249	187	1.86	1417	14.08						
26	2253	188	1.87	1605	15.95						
27	2258	203	2.02	1808	17.96						
28	2262	228	2.27	2036	20.23						
29	2267	203	2.02	2239	22.25						
30	2271	284	2.82	2523	25.07						
31	2275	245	2.43	2768	27.50						
32	2280	254	2.52	3022	30.02						
33	2284	314	3.12	3336	33.14						
34	2288	276	2.74	3612	35.89						
35	2293	343	3.41	3955	39.29						
36	2297	315	3.13	4270	42.42						
37	2302	327	3.25	4597	45.67						
38	2306	303	3.01	4900	48.68						
39	2311	295	2.93	5195	51.61						
40	2315	304	3.02	5499	54.63						
41	2320	316	3.14	5815	57.77						
42	2325	320	3.18	6135	60.95						
43	2330	299	2.97	6434	63.92						
44	2336	310	3.08	6744	67.00						
45	2341	317	3.15	7061	70.15						
46	2346	311	3.09	7372	73.24						
47	2352	314	3.12	7686	76.36						
48	2358	277	2.75	7963	79.12						
49	2365	290	2.88	8253	82.00						

Table C.131: 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	2312	107	1.13	990	10.41
1	2039	0	0.00	0	0.00	51	2314	96	1.01	1086	11.42
2	2084	0	0.00	0	0.00	52	2316	96	1.01	1182	12.43
3	2111	0	0.00	0	0.00	53	2318	120	1.26	1302	13.69
4	2130	0	0.00	0	0.00	54	2320	112	1.18	1414	14.87
5	2144	0	0.00	0	0.00	55	2322	124	1.30	1538	16.17
6	2157	0	0.00	0	0.00	56	2324	129	1.36	1667	17.53
7	2167	0	0.00	0	0.00	57	2326	155	1.63	1822	19.16
8	2176	0	0.00	0	0.00	58	2328	145	1.52	1967	20.68
9	2184	0	0.00	0	0.00	59	2330	164	1.72	2131	22.41
10	2191	1	0.01	1	0.01	60	2332	133	1.40	2264	23.81
11	2198	2	0.02	3	0.03	61	2334	156	1.64	2420	25.45
12	2204	1	0.01	4	0.04	62	2336	187	1.97	2607	27.41
13	2209	0	0.00	4	0.04	63	2338	171	1.80	2778	29.21
14	2214	0	0.00	4	0.04	64	2340	195	2.05	2973	31.26
15	2219	0	0.00	4	0.04	65	2342	173	1.82	3146	33.08
16	2223	1	0.01	5	0.05	66	2344	173	1.82	3319	34.90
17	2228	0	0.00	5	0.05	67	2346	203	2.13	3522	37.03
18	2232	2	0.02	7	0.07	68	2348	172	1.81	3694	38.84
19	2236	2	0.02	9	0.09	69	2350	173	1.82	3867	40.66
20	2239	1	0.01	10	0.11	70	2352	180	1.89	4047	42.56
21	2243	3	0.03	13	0.14	71	2353	174	1.83	4221	44.38
22	2246	4	0.04	17	0.18	72	2355	186	1.96	4407	46.34
23	2249	1	0.01	18	0.19	73	2357	166	1.75	4573	48.09
24	2252	2	0.02	20	0.21	74	2359	164	1.72	4737	49.81
25	2255	3	0.03	23	0.24	75	2361	165	1.74	4902	51.55
26	2258	11	0.12	34	0.36	76	2363	185	1.95	5087	53.49
27	2261	4	0.04	38	0.40	77	2365	162	1.70	5249	55.19
28	2264	8	0.08	46	0.48	78	2367	165	1.74	5414	56.93
29	2266	8	0.08	54	0.57	79	2369	136	1.43	5550	58.36
30	2269	13	0.14	67	0.70	80	2371	137	1.44	5687	59.80
31	2271	15	0.16	82	0.86	81	2373	158	1.66	5845	61.46
32	2274	14	0.15	96	1.01	82	2374	150	1.58	5995	63.04
33	2276	7	0.07	103	1.08	83	2376	134	1.41	6129	64.45
34	2279	20	0.21	123	1.29	84	2378	120	1.26	6249	65.71
35	2281	17	0.18	140	1.47	85	2380	130	1.37	6379	67.08
36	2283	33	0.35	173	1.82	86	2382	135	1.42	6514	68.50
37	2285	29	0.30	202	2.12	87	2384	129	1.36	6643	69.85
38	2288	27	0.28	229	2.41	88	2386	124	1.30	6767	71.16
39	2290	24	0.25	253	2.66	89	2388	121	1.27	6888	72.43
40	2292	38	0.40	291	3.06	90	2390	115	1.21	7003	73.64
41	2294	49	0.52	340	3.58	91	2392	114	1.20	7117	74.84
42	2296	48	0.50	388	4.08	92	2393	102	1.07	7219	75.91
43	2298	39	0.41	427	4.49	93	2395	113	1.19	7332	77.10
44	2300	61	0.64	488	5.13	94	2397	105	1.10	7437	78.20
45	2302	57	0.60	545	5.73	95	2399	94	0.99	7531	79.19
46	2304	72	0.76	617	6.49	96	2401	92	0.97	7623	80.16
47	2306	81	0.85	698	7.34	97	2403	109	1.15	7732	81.30
48	2308	81	0.85	779	8.19	98	2405	99	1.04	7831	82.34
49	2310	104	1.09	883	9.28	99	2407	104	1.09	7935	83.44

Table C.131: AZELLA Stage II Reassessment Form Frequency Distribution at Grade 1

100	2409	88	0.93	8023	84.36
101	2411	96	1.01	8119	85.37
102	2413	69	0.73	8188	86.10
103	2415	85	0.89	8273	86.99
104	2417	66	0.69	8339	87.69
105	2419	87	0.91	8426	88.60
106	2421	70	0.74	8496	89.34
107	2423	62	0.65	8558	89.99
108	2425	63	0.66	8621	90.65
109	2428	66	0.69	8687	91.35
110	2430	55	0.58	8742	91.92
111	2432	58	0.61	8800	92.53
112	2434	52	0.55	8852	93.08
113	2436	56	0.59	8908	93.67
114	2439	52	0.55	8960	94.22
115	2441	43	0.45	9003	94.67
116	2444	49	0.52	9052	95.18
117	2446	39	0.41	9091	95.59
118	2448	40	0.42	9131	96.01
119	2451	39	0.41	9170	96.42
120	2454	41	0.43	9211	96.86
121	2456	30	0.32	9241	97.17
122	2459	35	0.37	9276	97.54
123	2462	29	0.30	9305	97.84
124	2465	20	0.21	9325	98.05
125	2468	22	0.23	9347	98.29
126	2471	20	0.21	9367	98.50
127	2475	23	0.24	9390	98.74
128	2478	11	0.12	9401	98.85
129	2482	25	0.26	9426	99.12
130	2486	11	0.12	9437	99.23
131	2490	16	0.17	9453	99.40
132	2494	8	0.08	9461	99.48
133	2498	11	0.12	9472	99.60
134	2503	6	0.06	9478	99.66
135	2508	8	0.08	9486	99.75
136	2514	5	0.05	9491	99.80
137	2520	6	0.06	9497	99.86
138	2527	3	0.03	9500	99.89
139	2534	3	0.03	9503	99.93
140	2542	2	0.02	9505	99.95
141	2551	1	0.01	9506	99.96
142	2561	3	0.03	9509	99.99
143	2574	0	0.00	9509	99.99
144	2588	1	0.01	9510	100.00
145	2607	0	0.00	9510	100.00
146	2634	0	0.00	9510	100.00
147	2679	0	0.00	9510	100.00
148	3000	0	0.00	9510	100.00

Table C.132: 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	0	0.00	0	0.00	50	2312	30	0.30	332	3.36
1	2039	0	0.00	0	0.00	51	2314	27	0.27	359	3.63
2	2084	0	0.00	0	0.00	52	2316	26	0.26	385	3.89
3	2111	0	0.00	0	0.00	53	2318	28	0.28	413	4.18
4	2130	0	0.00	0	0.00	54	2320	36	0.36	449	4.54
5	2144	0	0.00	0	0.00	55	2322	35	0.35	484	4.90
6	2157	0	0.00	0	0.00	56	2324	45	0.46	529	5.35
7	2167	0	0.00	0	0.00	57	2326	43	0.43	572	5.79
8	2176	0	0.00	0	0.00	58	2328	49	0.50	621	6.28
9	2184	0	0.00	0	0.00	59	2330	43	0.43	664	6.72
10	2191	0	0.00	0	0.00	60	2332	53	0.54	717	7.25
11	2198	0	0.00	0	0.00	61	2334	49	0.50	766	7.75
12	2204	0	0.00	0	0.00	62	2336	54	0.55	820	8.29
13	2209	0	0.00	0	0.00	63	2338	56	0.57	876	8.86
14	2214	1	0.01	1	0.01	64	2340	60	0.61	936	9.47
15	2219	0	0.00	1	0.01	65	2342	59	0.60	995	10.06
16	2223	0	0.00	1	0.01	66	2344	68	0.69	1063	10.75
17	2228	0	0.00	1	0.01	67	2346	72	0.73	1135	11.48
18	2232	0	0.00	1	0.01	68	2348	62	0.63	1197	12.11
19	2236	1	0.01	2	0.02	69	2350	75	0.76	1272	12.87
20	2239	1	0.01	3	0.03	70	2352	79	0.80	1351	13.66
21	2243	1	0.01	4	0.04	71	2353	75	0.76	1426	14.42
22	2246	2	0.02	6	0.06	72	2355	79	0.80	1505	15.22
23	2249	1	0.01	7	0.07	73	2357	94	0.95	1599	16.17
24	2252	0	0.00	7	0.07	74	2359	84	0.85	1683	17.02
25	2255	1	0.01	8	0.08	75	2361	88	0.89	1771	17.91
26	2258	4	0.04	12	0.12	76	2363	95	0.96	1866	18.87
27	2261	4	0.04	16	0.16	77	2365	111	1.12	1977	20.00
28	2264	2	0.02	18	0.18	78	2367	107	1.08	2084	21.08
29	2266	3	0.03	21	0.21	79	2369	95	0.96	2179	22.04
30	2269	4	0.04	25	0.25	80	2371	98	0.99	2277	23.03
31	2271	4	0.04	29	0.29	81	2373	113	1.14	2390	24.17
32	2274	10	0.10	39	0.39	82	2374	104	1.05	2494	25.23
33	2276	5	0.05	44	0.45	83	2376	129	1.30	2623	26.53
34	2279	10	0.10	54	0.55	84	2378	116	1.17	2739	27.70
35	2281	14	0.14	68	0.69	85	2380	106	1.07	2845	28.78
36	2283	7	0.07	75	0.76	86	2382	101	1.02	2946	29.80
37	2285	10	0.10	85	0.86	87	2384	108	1.09	3054	30.89
38	2288	9	0.09	94	0.95	88	2386	105	1.06	3159	31.95
39	2290	10	0.10	104	1.05	89	2388	133	1.35	3292	33.30
40	2292	12	0.12	116	1.17	90	2390	121	1.22	3413	34.52
41	2294	7	0.07	123	1.24	91	2392	129	1.30	3542	35.82
42	2296	10	0.10	133	1.35	92	2393	124	1.25	3666	37.08
43	2298	14	0.14	147	1.49	93	2395	126	1.27	3792	38.35
44	2300	20	0.20	167	1.69	94	2397	123	1.24	3915	39.60
45	2302	25	0.25	192	1.94	95	2399	156	1.58	4071	41.18
46	2304	22	0.22	214	2.16	96	2401	137	1.39	4208	42.56
47	2306	31	0.31	245	2.48	97	2403	157	1.59	4365	44.15
48	2308	26	0.26	271	2.74	98	2405	150	1.52	4515	45.67
49	2310	31	0.31	302	3.05	99	2407	132	1.34	4647	47.00

Table C.132: AZELLA Stage II Reassessment Form Frequency Distribution at Grade 2

100	2409	143	1.45	4790	48.45
101	2411	139	1.41	4929	49.85
102	2413	164	1.66	5093	51.51
103	2415	164	1.66	5257	53.17
104	2417	159	1.61	5416	54.78
105	2419	165	1.67	5581	56.45
106	2421	177	1.79	5758	58.24
107	2423	178	1.80	5936	60.04
108	2425	142	1.44	6078	61.47
109	2428	143	1.45	6221	62.92
110	2430	162	1.64	6383	64.56
111	2432	164	1.66	6547	66.22
112	2434	171	1.73	6718	67.95
113	2436	182	1.84	6900	69.79
114	2439	154	1.56	7054	71.35
115	2441	173	1.75	7227	73.10
116	2444	162	1.64	7389	74.73
117	2446	154	1.56	7543	76.29
118	2448	173	1.75	7716	78.04
119	2451	144	1.46	7860	79.50
120	2454	171	1.73	8031	81.23
121	2456	140	1.42	8171	82.64
122	2459	153	1.55	8324	84.19
123	2462	136	1.38	8460	85.57
124	2465	136	1.38	8596	86.94
125	2468	120	1.21	8716	88.16
126	2471	130	1.31	8846	89.47
127	2475	131	1.32	8977	90.80
128	2478	122	1.23	9099	92.03
129	2482	101	1.02	9200	93.05
130	2486	92	0.93	9292	93.98
131	2490	84	0.85	9376	94.83
132	2494	74	0.75	9450	95.58
133	2498	75	0.76	9525	96.34
134	2503	65	0.66	9590	97.00
135	2508	41	0.41	9631	97.41
136	2514	56	0.57	9687	97.98
137	2520	45	0.46	9732	98.43
138	2527	47	0.48	9779	98.91
139	2534	29	0.29	9808	99.20
140	2542	27	0.27	9835	99.47
141	2551	18	0.18	9853	99.66
142	2561	12	0.12	9865	99.78
143	2574	6	0.06	9871	99.84
144	2588	7	0.07	9878	99.91
145	2607	2	0.02	9880	99.93
146	2634	4	0.04	9884	99.97
147	2679	2	0.02	9886	99.99
148	3000	1	0.01	9887	100.00

Table C.133: 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	2356	42	0.57	510	6.95
1	2095	0	0.00	0	0.00	51	2358	44	0.60	554	7.55
2	2140	1	0.01	1	0.01	52	2360	30	0.41	584	7.95
3	2167	0	0.00	1	0.01	53	2362	41	0.56	625	8.51
4	2186	0	0.00	1	0.01	54	2363	57	0.78	682	9.29
5	2200	0	0.00	1	0.01	55	2365	59	0.80	741	10.09
6	2212	1	0.01	2	0.03	56	2367	56	0.76	797	10.86
7	2223	0	0.00	2	0.03	57	2369	80	1.09	877	11.94
8	2231	0	0.00	2	0.03	58	2370	51	0.69	928	12.64
9	2239	0	0.00	2	0.03	59	2372	64	0.87	992	13.51
10	2246	0	0.00	2	0.03	60	2374	63	0.86	1055	14.37
11	2252	0	0.00	2	0.03	61	2375	73	0.99	1128	15.36
12	2258	2	0.03	4	0.05	62	2377	54	0.74	1182	16.10
13	2263	0	0.00	4	0.05	63	2378	93	1.27	1275	17.37
14	2268	1	0.01	5	0.07	64	2380	91	1.24	1366	18.61
15	2272	0	0.00	5	0.07	65	2382	81	1.10	1447	19.71
16	2276	1	0.01	6	0.08	66	2383	79	1.08	1526	20.78
17	2280	0	0.00	6	0.08	67	2385	84	1.14	1610	21.93
18	2284	1	0.01	7	0.10	68	2387	97	1.32	1707	23.25
19	2287	0	0.00	7	0.10	69	2388	98	1.33	1805	24.58
20	2291	4	0.05	11	0.15	70	2390	91	1.24	1896	25.82
21	2294	1	0.01	12	0.16	71	2392	98	1.33	1994	27.16
22	2297	2	0.03	14	0.19	72	2393	114	1.55	2108	28.71
23	2300	5	0.07	19	0.26	73	2395	106	1.44	2214	30.16
24	2303	6	0.08	25	0.34	74	2396	120	1.63	2334	31.79
25	2305	4	0.05	29	0.39	75	2398	104	1.42	2438	33.21
26	2308	7	0.10	36	0.49	76	2400	104	1.42	2542	34.62
27	2310	7	0.10	43	0.59	77	2401	118	1.61	2660	36.23
28	2313	12	0.16	55	0.75	78	2403	123	1.68	2783	37.91
29	2315	8	0.11	63	0.86	79	2405	116	1.58	2899	39.49
30	2318	6	0.08	69	0.94	80	2406	113	1.54	3012	41.02
31	2320	4	0.05	73	0.99	81	2408	124	1.69	3136	42.71
32	2322	15	0.20	88	1.20	82	2410	115	1.57	3251	44.28
33	2324	10	0.14	98	1.33	83	2411	120	1.63	3371	45.91
34	2326	13	0.18	111	1.51	84	2413	131	1.78	3502	47.70
35	2328	12	0.16	123	1.68	85	2415	124	1.69	3626	49.39
36	2330	11	0.15	134	1.83	86	2416	141	1.92	3767	51.31
37	2332	30	0.41	164	2.23	87	2418	124	1.69	3891	53.00
38	2334	24	0.33	188	2.56	88	2420	125	1.70	4016	54.70
39	2336	14	0.19	202	2.75	89	2421	121	1.65	4137	56.35
40	2338	20	0.27	222	3.02	90	2423	121	1.65	4258	58.00
41	2340	15	0.20	237	3.23	91	2425	121	1.65	4379	59.64
42	2342	19	0.26	256	3.49	92	2427	122	1.66	4501	61.30
43	2344	24	0.33	280	3.81	93	2428	122	1.66	4623	62.97
44	2346	21	0.29	301	4.10	94	2430	104	1.42	4727	64.38
45	2348	31	0.42	332	4.52	95	2432	129	1.76	4856	66.14
46	2349	22	0.30	354	4.82	96	2434	118	1.61	4974	67.75
47	2351	38	0.52	392	5.34	97	2436	116	1.58	5090	69.33
48	2353	38	0.52	430	5.86	98	2437	120	1.63	5210	70.96
49	2355	38	0.52	468	6.37	99	2439	115	1.57	5325	72.53

Table C.133: AZELLA Stage III Reassessment Form Frequency Distribution at Grade 3

100	2441	101	1.38	5426	73.90	150	2593	0	0.00	7340	99.97
101	2443	98	1.33	5524	75.24	151	2599	1	0.01	7341	99.99
102	2445	110	1.50	5634	76.74	152	2606	1	0.01	7342	100.00
103	2447	89	1.21	5723	77.95	153	2614	0	0.00	7342	100.00
104	2449	96	1.31	5819	79.26	154	2621	0	0.00	7342	100.00
105	2451	90	1.23	5909	80.48	155	2630	0	0.00	7342	100.00
106	2453	96	1.31	6005	81.79	156	2640	0	0.00	7342	100.00
107	2455	66	0.90	6071	82.69	157	2650	0	0.00	7342	100.00
108	2457	73	0.99	6144	83.68	158	2662	0	0.00	7342	100.00
109	2459	90	1.23	6234	84.91	159	2677	0	0.00	7342	100.00
110	2461	75	1.02	6309	85.93	160	2693	0	0.00	7342	100.00
111	2463	51	0.69	6360	86.62	161	2715	0	0.00	7342	100.00
112	2465	83	1.13	6443	87.76	162	2744	0	0.00	7342	100.00
113	2468	77	1.05	6520	88.80	163	2792	0	0.00	7342	100.00
114	2470	67	0.91	6587	89.72	164	3000	0	0.00	7342	100.00
115	2472	63	0.86	6650	90.57						
116	2474	72	0.98	6722	91.56						
117	2477	46	0.63	6768	92.18						
118	2479	55	0.75	6823	92.93						
119	2482	38	0.52	6861	93.45						
120	2484	39	0.53	6900	93.98						
121	2486	37	0.50	6937	94.48						
122	2489	54	0.74	6991	95.22						
123	2492	26	0.35	7017	95.57						
124	2494	43	0.59	7060	96.16						
125	2497	19	0.26	7079	96.42						
126	2499	33	0.45	7112	96.87						
127	2502	23	0.31	7135	97.18						
128	2505	34	0.46	7169	97.64						
129	2508	21	0.29	7190	97.93						
130	2511	22	0.30	7212	98.23						
131	2514	13	0.18	7225	98.41						
132	2517	24	0.33	7249	98.73						
133	2520	10	0.14	7259	98.87						
134	2523	12	0.16	7271	99.03						
135	2527	7	0.10	7278	99.13						
136	2530	10	0.14	7288	99.26						
137	2534	2	0.03	7290	99.29						
138	2537	14	0.19	7304	99.48						
139	2541	4	0.05	7308	99.54						
140	2545	6	0.08	7314	99.62						
141	2549	5	0.07	7319	99.69						
142	2553	9	0.12	7328	99.81						
143	2557	2	0.03	7330	99.84						
144	2562	4	0.05	7334	99.89						
145	2566	1	0.01	7335	99.90						
146	2571	2	0.03	7337	99.93						
147	2576	1	0.01	7338	99.95						
148	2582	2	0.03	7340	99.97						
149	2587	0	0.00	7340	99.97						

Table C.134: 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	2356	15	0.20	311	4.18
1	2095	0	0.00	0	0.00	51	2358	34	0.46	345	4.64
2	2140	0	0.00	0	0.00	52	2360	21	0.28	366	4.92
3	2167	0	0.00	0	0.00	53	2362	22	0.30	388	5.21
4	2186	0	0.00	0	0.00	54	2363	26	0.35	414	5.56
5	2200	0	0.00	0	0.00	55	2365	21	0.28	435	5.85
6	2212	0	0.00	0	0.00	56	2367	26	0.35	461	6.19
7	2223	0	0.00	0	0.00	57	2369	21	0.28	482	6.48
8	2231	0	0.00	0	0.00	58	2370	23	0.31	505	6.79
9	2239	0	0.00	0	0.00	59	2372	26	0.35	531	7.14
10	2246	0	0.00	0	0.00	60	2374	33	0.44	564	7.58
11	2252	0	0.00	0	0.00	61	2375	27	0.36	591	7.94
12	2258	1	0.01	1	0.01	62	2377	33	0.44	624	8.38
13	2263	0	0.00	1	0.01	63	2378	34	0.46	658	8.84
14	2268	1	0.01	2	0.03	64	2380	38	0.51	696	9.35
15	2272	1	0.01	3	0.04	65	2382	31	0.42	727	9.77
16	2276	1	0.01	4	0.05	66	2383	37	0.50	764	10.27
17	2280	0	0.00	4	0.05	67	2385	39	0.52	803	10.79
18	2284	1	0.01	5	0.07	68	2387	46	0.62	849	11.41
19	2287	0	0.00	5	0.07	69	2388	33	0.44	882	11.85
20	2291	6	0.08	11	0.15	70	2390	41	0.55	923	12.40
21	2294	2	0.03	13	0.17	71	2392	47	0.63	970	13.03
22	2297	6	0.08	19	0.26	72	2393	57	0.77	1027	13.80
23	2300	2	0.03	21	0.28	73	2395	52	0.70	1079	14.50
24	2303	5	0.07	26	0.35	74	2396	59	0.79	1138	15.29
25	2305	2	0.03	28	0.38	75	2398	52	0.70	1190	15.99
26	2308	7	0.09	35	0.47	76	2400	57	0.77	1247	16.76
27	2310	1	0.01	36	0.48	77	2401	58	0.78	1305	17.54
28	2313	5	0.07	41	0.55	78	2403	70	0.94	1375	18.48
29	2315	9	0.12	50	0.67	79	2405	55	0.74	1430	19.22
30	2318	11	0.15	61	0.82	80	2406	64	0.86	1494	20.08
31	2320	3	0.04	64	0.86	81	2408	59	0.79	1553	20.87
32	2322	13	0.17	77	1.03	82	2410	78	1.05	1631	21.92
33	2324	7	0.09	84	1.13	83	2411	60	0.81	1691	22.72
34	2326	10	0.13	94	1.26	84	2413	81	1.09	1772	23.81
35	2328	11	0.15	105	1.41	85	2415	64	0.86	1836	24.67
36	2330	11	0.15	116	1.56	86	2416	71	0.95	1907	25.62
37	2332	12	0.16	128	1.72	87	2418	80	1.07	1987	26.70
38	2334	16	0.21	144	1.93	88	2420	104	1.40	2091	28.10
39	2336	14	0.19	158	2.12	89	2421	94	1.26	2185	29.36
40	2338	9	0.12	167	2.24	90	2423	102	1.37	2287	30.73
41	2340	14	0.19	181	2.43	91	2425	90	1.21	2377	31.94
42	2342	11	0.15	192	2.58	92	2427	108	1.45	2485	33.39
43	2344	10	0.13	202	2.71	93	2428	93	1.25	2578	34.64
44	2346	21	0.28	223	3.00	94	2430	103	1.38	2681	36.03
45	2348	19	0.26	242	3.25	95	2432	90	1.21	2771	37.23
46	2349	16	0.21	258	3.47	96	2434	105	1.41	2876	38.65
47	2351	15	0.20	273	3.67	97	2436	95	1.28	2971	39.92
48	2353	14	0.19	287	3.86	98	2437	126	1.69	3097	41.62
49	2355	9	0.12	296	3.98	99	2439	97	1.30	3194	42.92

Table C.134: AZELLA Stage III Reassessment Form Frequency Distribution at Grade 4

100	2441	125	1.68	3319	44.60	150	2593	11	0.15	7425	99.77
101	2443	98	1.32	3417	45.92	151	2599	2	0.03	7427	99.80
102	2445	123	1.65	3540	47.57	152	2606	3	0.04	7430	99.84
103	2447	111	1.49	3651	49.06	153	2614	2	0.03	7432	99.87
104	2449	150	2.02	3801	51.07	154	2621	4	0.05	7436	99.92
105	2451	103	1.38	3904	52.46	155	2630	1	0.01	7437	99.93
106	2453	129	1.73	4033	54.19	156	2640	1	0.01	7438	99.95
107	2455	118	1.59	4151	55.78	157	2650	1	0.01	7439	99.96
108	2457	146	1.96	4297	57.74	158	2662	2	0.03	7441	99.99
109	2459	106	1.42	4403	59.16	159	2677	0	0.00	7441	99.99
110	2461	125	1.68	4528	60.84	160	2693	1	0.01	7442	100.00
111	2463	104	1.40	4632	62.24	161	2715	0	0.00	7442	100.00
112	2465	158	2.12	4790	64.36	162	2744	0	0.00	7442	100.00
113	2468	95	1.28	4885	65.64	163	2792	0	0.00	7442	100.00
114	2470	147	1.98	5032	67.62	164	3000	0	0.00	7442	100.00
115	2472	92	1.24	5124	68.85						
116	2474	164	2.20	5288	71.06						
117	2477	90	1.21	5378	72.27						
118	2479	140	1.88	5518	74.15						
119	2482	112	1.50	5630	75.65						
120	2484	142	1.91	5772	77.56						
121	2486	96	1.29	5868	78.85						
122	2489	135	1.81	6003	80.66						
123	2492	95	1.28	6098	81.94						
124	2494	140	1.88	6238	83.82						
125	2497	74	0.99	6312	84.82						
126	2499	119	1.60	6431	86.41						
127	2502	71	0.95	6502	87.37						
128	2505	121	1.63	6623	88.99						
129	2508	67	0.90	6690	89.90						
130	2511	87	1.17	6777	91.06						
131	2514	47	0.63	6824	91.70						
132	2517	92	1.24	6916	92.93						
133	2520	55	0.74	6971	93.67						
134	2523	75	1.01	7046	94.68						
135	2527	42	0.56	7088	95.24						
136	2530	57	0.77	7145	96.01						
137	2534	24	0.32	7169	96.33						
138	2537	41	0.55	7210	96.88						
139	2541	19	0.26	7229	97.14						
140	2545	39	0.52	7268	97.66						
141	2549	17	0.23	7285	97.89						
142	2553	38	0.51	7323	98.40						
143	2557	10	0.13	7333	98.54						
144	2562	22	0.30	7355	98.83						
145	2566	17	0.23	7372	99.06						
146	2571	21	0.28	7393	99.34						
147	2576	1	0.01	7394	99.36						
148	2582	11	0.15	7405	99.50						
149	2587	9	0.12	7414	99.62						

Table C.135: 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	2356	8	0.14	225	3.84
1	2095	0	0.00	0	0.00	51	2358	13	0.22	238	4.07
2	2140	0	0.00	0	0.00	52	2360	14	0.24	252	4.31
3	2167	0	0.00	0	0.00	53	2362	11	0.19	263	4.49
4	2186	0	0.00	0	0.00	54	2363	19	0.32	282	4.82
5	2200	0	0.00	0	0.00	55	2365	15	0.26	297	5.07
6	2212	0	0.00	0	0.00	56	2367	15	0.26	312	5.33
7	2223	0	0.00	0	0.00	57	2369	18	0.31	330	5.64
8	2231	0	0.00	0	0.00	58	2370	11	0.19	341	5.83
9	2239	0	0.00	0	0.00	59	2372	19	0.32	360	6.15
10	2246	0	0.00	0	0.00	60	2374	17	0.29	377	6.44
11	2252	0	0.00	0	0.00	61	2375	14	0.24	391	6.68
12	2258	1	0.02	1	0.02	62	2377	16	0.27	407	6.95
13	2263	0	0.00	1	0.02	63	2378	22	0.38	429	7.33
14	2268	0	0.00	1	0.02	64	2380	17	0.29	446	7.62
15	2272	0	0.00	1	0.02	65	2382	29	0.50	475	8.12
16	2276	1	0.02	2	0.03	66	2383	16	0.27	491	8.39
17	2280	0	0.00	2	0.03	67	2385	21	0.36	512	8.75
18	2284	3	0.05	5	0.09	68	2387	26	0.44	538	9.19
19	2287	0	0.00	5	0.09	69	2388	23	0.39	561	9.58
20	2291	3	0.05	8	0.14	70	2390	30	0.51	591	10.10
21	2294	0	0.00	8	0.14	71	2392	23	0.39	614	10.49
22	2297	1	0.02	9	0.15	72	2393	35	0.60	649	11.09
23	2300	2	0.03	11	0.19	73	2395	26	0.44	675	11.53
24	2303	7	0.12	18	0.31	74	2396	25	0.43	700	11.96
25	2305	2	0.03	20	0.34	75	2398	16	0.27	716	12.23
26	2308	3	0.05	23	0.39	76	2400	29	0.50	745	12.73
27	2310	7	0.12	30	0.51	77	2401	27	0.46	772	13.19
28	2313	7	0.12	37	0.63	78	2403	38	0.65	810	13.84
29	2315	6	0.10	43	0.73	79	2405	33	0.56	843	14.40
30	2318	10	0.17	53	0.91	80	2406	39	0.67	882	15.07
31	2320	8	0.14	61	1.04	81	2408	26	0.44	908	15.51
32	2322	7	0.12	68	1.16	82	2410	35	0.60	943	16.11
33	2324	5	0.09	73	1.25	83	2411	47	0.80	990	16.91
34	2326	7	0.12	80	1.37	84	2413	34	0.58	1024	17.50
35	2328	4	0.07	84	1.44	85	2415	47	0.80	1071	18.30
36	2330	6	0.10	90	1.54	86	2416	38	0.65	1109	18.95
37	2332	6	0.10	96	1.64	87	2418	40	0.68	1149	19.63
38	2334	11	0.19	107	1.83	88	2420	46	0.79	1195	20.42
39	2336	10	0.17	117	2.00	89	2421	44	0.75	1239	21.17
40	2338	6	0.10	123	2.10	90	2423	43	0.73	1282	21.90
41	2340	14	0.24	137	2.34	91	2425	36	0.62	1318	22.52
42	2342	14	0.24	151	2.58	92	2427	63	1.08	1381	23.59
43	2344	9	0.15	160	2.73	93	2428	58	0.99	1439	24.59
44	2346	10	0.17	170	2.90	94	2430	51	0.87	1490	25.46
45	2348	9	0.15	179	3.06	95	2432	45	0.77	1535	26.23
46	2349	12	0.21	191	3.26	96	2434	58	0.99	1593	27.22
47	2351	8	0.14	199	3.40	97	2436	63	1.08	1656	28.29
48	2353	5	0.09	204	3.49	98	2437	64	1.09	1720	29.39
49	2355	13	0.22	217	3.71	99	2439	53	0.91	1773	30.29

Table C.135: AZELLA Stage III Reassessment Form Frequency Distribution at Grade 5

100	2441	65	1.11	1838	31.40	150	2593	20	0.34	5810	99.27
101	2443	54	0.92	1892	32.33	151	2599	4	0.07	5814	99.33
102	2445	74	1.26	1966	33.59	152	2606	13	0.22	5827	99.56
103	2447	58	0.99	2024	34.58	153	2614	1	0.02	5828	99.57
104	2449	93	1.59	2117	36.17	154	2621	11	0.19	5839	99.76
105	2451	57	0.97	2174	37.14	155	2630	4	0.07	5843	99.83
106	2453	90	1.54	2264	38.68	156	2640	4	0.07	5847	99.90
107	2455	67	1.14	2331	39.83	157	2650	0	0.00	5847	99.90
108	2457	90	1.54	2421	41.36	158	2662	4	0.07	5851	99.97
109	2459	76	1.30	2497	42.66	159	2677	0	0.00	5851	99.97
110	2461	98	1.67	2595	44.34	160	2693	2	0.03	5853	100.00
111	2463	72	1.23	2667	45.57	161	2715	0	0.00	5853	100.00
112	2465	99	1.69	2766	47.26	162	2744	0	0.00	5853	100.00
113	2468	84	1.44	2850	48.69	163	2792	0	0.00	5853	100.00
114	2470	109	1.86	2959	50.56	164	3000	0	0.00	5853	100.00
115	2472	73	1.25	3032	51.80						
116	2474	143	2.44	3175	54.25						
117	2477	86	1.47	3261	55.72						
118	2479	105	1.79	3366	57.51						
119	2482	82	1.40	3448	58.91						
120	2484	129	2.20	3577	61.11						
121	2486	94	1.61	3671	62.72						
122	2489	126	2.15	3797	64.87						
123	2492	90	1.54	3887	66.41						
124	2494	120	2.05	4007	68.46						
125	2497	89	1.52	4096	69.98						
126	2499	150	2.56	4246	72.54						
127	2502	70	1.20	4316	73.74						
128	2505	146	2.49	4462	76.23						
129	2508	80	1.37	4542	77.60						
130	2511	119	2.03	4661	79.63						
131	2514	78	1.33	4739	80.97						
132	2517	136	2.32	4875	83.29						
133	2520	65	1.11	4940	84.40						
134	2523	121	2.07	5061	86.47						
135	2527	52	0.89	5113	87.36						
136	2530	104	1.78	5217	89.13						
137	2534	65	1.11	5282	90.24						
138	2537	98	1.67	5380	91.92						
139	2541	34	0.58	5414	92.50						
140	2545	83	1.42	5497	93.92						
141	2549	25	0.43	5522	94.34						
142	2553	60	1.03	5582	95.37						
143	2557	31	0.53	5613	95.90						
144	2562	56	0.96	5669	96.86						
145	2566	24	0.41	5693	97.27						
146	2571	36	0.62	5729	97.88						
147	2576	17	0.29	5746	98.17						
148	2582	36	0.62	5782	98.79						
149	2587	8	0.14	5790	98.92						

Table C.136: 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	2385	24	0.59	299	7.40
1	2123	0	0.00	0	0.00	51	2386	20	0.49	319	7.89
2	2167	0	0.00	0	0.00	52	2388	27	0.67	346	8.56
3	2194	0	0.00	0	0.00	53	2390	23	0.57	369	9.13
4	2213	0	0.00	0	0.00	54	2392	28	0.69	397	9.82
5	2227	0	0.00	0	0.00	55	2393	21	0.52	418	10.34
6	2239	1	0.02	1	0.02	56	2395	18	0.45	436	10.78
7	2249	0	0.00	1	0.02	57	2397	28	0.69	464	11.48
8	2258	0	0.00	1	0.02	58	2398	25	0.62	489	12.09
9	2266	0	0.00	1	0.02	59	2400	12	0.30	501	12.39
10	2272	0	0.00	1	0.02	60	2402	27	0.67	528	13.06
11	2279	1	0.02	2	0.05	61	2403	31	0.77	559	13.83
12	2284	0	0.00	2	0.05	62	2405	18	0.45	577	14.27
13	2290	0	0.00	2	0.05	63	2407	34	0.84	611	15.11
14	2294	1	0.02	3	0.07	64	2408	34	0.84	645	15.95
15	2299	0	0.00	3	0.07	65	2410	31	0.77	676	16.72
16	2303	0	0.00	3	0.07	66	2411	34	0.84	710	17.56
17	2307	0	0.00	3	0.07	67	2413	34	0.84	744	18.40
18	2311	0	0.00	3	0.07	68	2415	33	0.82	777	19.22
19	2314	0	0.00	3	0.07	69	2416	34	0.84	811	20.06
20	2318	3	0.07	6	0.15	70	2418	37	0.92	848	20.97
21	2321	0	0.00	6	0.15	71	2420	44	1.09	892	22.06
22	2324	1	0.02	7	0.17	72	2421	44	1.09	936	23.15
23	2327	1	0.02	8	0.20	73	2423	45	1.11	981	24.26
24	2330	3	0.07	11	0.27	74	2424	42	1.04	1023	25.30
25	2333	3	0.07	14	0.35	75	2426	39	0.96	1062	26.27
26	2335	6	0.15	20	0.49	76	2428	51	1.26	1113	27.53
27	2338	1	0.02	21	0.52	77	2429	47	1.16	1160	28.69
28	2340	3	0.07	24	0.59	78	2431	43	1.06	1203	29.76
29	2343	3	0.07	27	0.67	79	2433	55	1.36	1258	31.12
30	2345	11	0.27	38	0.94	80	2434	41	1.01	1299	32.13
31	2348	9	0.22	47	1.16	81	2436	58	1.43	1357	33.56
32	2350	5	0.12	52	1.29	82	2438	43	1.06	1400	34.63
33	2352	10	0.25	62	1.53	83	2439	56	1.39	1456	36.01
34	2354	9	0.22	71	1.76	84	2441	63	1.56	1519	37.57
35	2356	8	0.20	79	1.95	85	2443	51	1.26	1570	38.83
36	2358	13	0.32	92	2.28	86	2445	70	1.73	1640	40.56
37	2360	12	0.30	104	2.57	87	2446	43	1.06	1683	41.63
38	2362	16	0.40	120	2.97	88	2448	58	1.43	1741	43.06
39	2364	13	0.32	133	3.29	89	2450	62	1.53	1803	44.60
40	2366	9	0.22	142	3.51	90	2452	73	1.81	1876	46.40
41	2368	12	0.30	154	3.81	91	2453	73	1.81	1949	48.21
42	2370	13	0.32	167	4.13	92	2455	58	1.43	2007	49.64
43	2372	17	0.42	184	4.55	93	2457	65	1.61	2072	51.25
44	2374	7	0.17	191	4.72	94	2459	71	1.76	2143	53.01
45	2376	14	0.35	205	5.07	95	2460	75	1.86	2218	54.86
46	2378	21	0.52	226	5.59	96	2462	52	1.29	2270	56.15
47	2379	21	0.52	247	6.11	97	2464	61	1.51	2331	57.66
48	2381	13	0.32	260	6.43	98	2466	60	1.48	2391	59.14
49	2383	15	0.37	275	6.80	99	2468	72	1.78	2463	60.92

Table C.136: AZELLA Stage IV Reassessment Form Frequency Distribution at Grade 6

100	2470	62	1.53	2525	62.45	150	2594	0	0.00	4038	99.88
101	2471	68	1.68	2593	64.14	151	2599	0	0.00	4038	99.88
102	2473	64	1.58	2657	65.72	152	2603	1	0.02	4039	99.90
103	2475	69	1.71	2726	67.43	153	2607	0	0.00	4039	99.90
104	2477	73	1.81	2799	69.23	154	2612	0	0.00	4039	99.90
105	2479	63	1.56	2862	70.79	155	2617	2	0.05	4041	99.95
106	2481	59	1.46	2921	72.25	156	2622	0	0.00	4041	99.95
107	2483	61	1.51	2982	73.76	157	2627	1	0.02	4042	99.98
108	2485	70	1.73	3052	75.49	158	2633	0	0.00	4042	99.98
109	2487	57	1.41	3109	76.90	159	2638	1	0.02	4043	100.00
110	2489	66	1.63	3175	78.53	160	2645	0	0.00	4043	100.00
111	2491	48	1.19	3223	79.72	161	2652	0	0.00	4043	100.00
112	2493	47	1.16	3270	80.88	162	2659	0	0.00	4043	100.00
113	2495	50	1.24	3320	82.12	163	2667	0	0.00	4043	100.00
114	2497	49	1.21	3369	83.33	164	2675	0	0.00	4043	100.00
115	2499	43	1.06	3412	84.39	165	2685	0	0.00	4043	100.00
116	2501	39	0.96	3451	85.36	166	2696	0	0.00	4043	100.00
117	2503	41	1.01	3492	86.37	167	2709	0	0.00	4043	100.00
118	2505	42	1.04	3534	87.41	168	2724	0	0.00	4043	100.00
119	2507	49	1.21	3583	88.62	169	2744	0	0.00	4043	100.00
120	2510	40	0.99	3623	89.61	170	2771	0	0.00	4043	100.00
121	2512	35	0.87	3658	90.48	171	2816	0	0.00	4043	100.00
122	2514	36	0.89	3694	91.37	172	3000	0	0.00	4043	100.00
123	2516	34	0.84	3728	92.21						
124	2519	37	0.92	3765	93.12						
125	2521	17	0.42	3782	93.54						
126	2523	26	0.64	3808	94.19						
127	2526	27	0.67	3835	94.86						
128	2528	25	0.62	3860	95.47						
129	2530	22	0.54	3882	96.02						
130	2533	25	0.62	3907	96.64						
131	2535	21	0.52	3928	97.16						
132	2538	18	0.45	3946	97.60						
133	2540	10	0.25	3956	97.85						
134	2543	8	0.20	3964	98.05						
135	2546	10	0.25	3974	98.29						
136	2548	5	0.12	3979	98.42						
137	2551	15	0.37	3994	98.79						
138	2554	4	0.10	3998	98.89						
139	2557	6	0.15	4004	99.04						
140	2560	9	0.22	4013	99.26						
141	2563	3	0.07	4016	99.33						
142	2566	3	0.07	4019	99.41						
143	2569	6	0.15	4025	99.55						
144	2573	3	0.07	4028	99.63						
145	2576	1	0.02	4029	99.65						
146	2579	3	0.07	4032	99.73						
147	2583	3	0.07	4035	99.80						
148	2587	2	0.05	4037	99.85						
149	2590	1	0.02	4038	99.88						

Table C.137: 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	2385	16	0.45	273	7.73
1	2123	0	0.00	0	0.00	51	2386	13	0.37	286	8.10
2	2167	0	0.00	0	0.00	52	2388	23	0.65	309	8.75
3	2194	0	0.00	0	0.00	53	2390	19	0.54	328	9.29
4	2213	0	0.00	0	0.00	54	2392	16	0.45	344	9.74
5	2227	0	0.00	0	0.00	55	2393	16	0.45	360	10.19
6	2239	0	0.00	0	0.00	56	2395	22	0.62	382	10.82
7	2249	0	0.00	0	0.00	57	2397	28	0.79	410	11.61
8	2258	0	0.00	0	0.00	58	2398	17	0.48	427	12.09
9	2266	0	0.00	0	0.00	59	2400	27	0.76	454	12.85
10	2272	0	0.00	0	0.00	60	2402	18	0.51	472	13.36
11	2279	0	0.00	0	0.00	61	2403	21	0.59	493	13.96
12	2284	0	0.00	0	0.00	62	2405	22	0.62	515	14.58
13	2290	0	0.00	0	0.00	63	2407	18	0.51	533	15.09
14	2294	0	0.00	0	0.00	64	2408	27	0.76	560	15.86
15	2299	0	0.00	0	0.00	65	2410	19	0.54	579	16.39
16	2303	0	0.00	0	0.00	66	2411	30	0.85	609	17.24
17	2307	1	0.03	1	0.03	67	2413	22	0.62	631	17.87
18	2311	1	0.03	2	0.06	68	2415	20	0.57	651	18.43
19	2314	1	0.03	3	0.08	69	2416	17	0.48	668	18.91
20	2318	4	0.11	7	0.20	70	2418	22	0.62	690	19.54
21	2321	3	0.08	10	0.28	71	2420	27	0.76	717	20.30
22	2324	1	0.03	11	0.31	72	2421	27	0.76	744	21.06
23	2327	1	0.03	12	0.34	73	2423	26	0.74	770	21.80
24	2330	4	0.11	16	0.45	74	2424	28	0.79	798	22.59
25	2333	2	0.06	18	0.51	75	2426	34	0.96	832	23.56
26	2335	3	0.08	21	0.59	76	2428	23	0.65	855	24.21
27	2338	2	0.06	23	0.65	77	2429	30	0.85	885	25.06
28	2340	5	0.14	28	0.79	78	2431	42	1.19	927	26.25
29	2343	7	0.20	35	0.99	79	2433	35	0.99	962	27.24
30	2345	4	0.11	39	1.10	80	2434	23	0.65	985	27.89
31	2348	2	0.06	41	1.16	81	2436	32	0.91	1017	28.79
32	2350	8	0.23	49	1.39	82	2438	27	0.76	1044	29.56
33	2352	5	0.14	54	1.53	83	2439	42	1.19	1086	30.75
34	2354	8	0.23	62	1.76	84	2441	38	1.08	1124	31.82
35	2356	9	0.25	71	2.01	85	2443	35	0.99	1159	32.81
36	2358	8	0.23	79	2.24	86	2445	49	1.39	1208	34.20
37	2360	11	0.31	90	2.55	87	2446	44	1.25	1252	35.45
38	2362	11	0.31	101	2.86	88	2448	52	1.47	1304	36.92
39	2364	15	0.42	116	3.28	89	2450	47	1.33	1351	38.25
40	2366	17	0.48	133	3.77	90	2452	45	1.27	1396	39.52
41	2368	14	0.40	147	4.16	91	2453	46	1.30	1442	40.83
42	2370	14	0.40	161	4.56	92	2455	51	1.44	1493	42.27
43	2372	18	0.51	179	5.07	93	2457	44	1.25	1537	43.52
44	2374	10	0.28	189	5.35	94	2459	44	1.25	1581	44.76
45	2376	18	0.51	207	5.86	95	2460	50	1.42	1631	46.18
46	2378	14	0.40	221	6.26	96	2462	42	1.19	1673	47.37
47	2379	7	0.20	228	6.46	97	2464	41	1.16	1714	48.53
48	2381	13	0.37	241	6.82	98	2466	50	1.42	1764	49.94
49	2383	16	0.45	257	7.28	99	2468	53	1.50	1817	51.44

Table C.137: AZELLA Stage IV Reassessment Form Frequency Distribution at Grade 7

100	2470	48	1.36	1865	52.80	150	2594	5	0.14	3524	99.77
101	2471	46	1.30	1911	54.11	151	2599	0	0.00	3524	99.77
102	2473	44	1.25	1955	55.35	152	2603	1	0.03	3525	99.80
103	2475	48	1.36	2003	56.71	153	2607	3	0.08	3528	99.89
104	2477	67	1.90	2070	58.61	154	2612	1	0.03	3529	99.92
105	2479	69	1.95	2139	60.56	155	2617	0	0.00	3529	99.92
106	2481	54	1.53	2193	62.09	156	2622	0	0.00	3529	99.92
107	2483	58	1.64	2251	63.73	157	2627	1	0.03	3530	99.94
108	2485	56	1.59	2307	65.32	158	2633	1	0.03	3531	99.97
109	2487	58	1.64	2365	66.96	159	2638	0	0.00	3531	99.97
110	2489	55	1.56	2420	68.52	160	2645	0	0.00	3531	99.97
111	2491	56	1.59	2476	70.10	161	2652	1	0.03	3532	100.00
112	2493	47	1.33	2523	71.43	162	2659	0	0.00	3532	100.00
113	2495	52	1.47	2575	72.90	163	2667	0	0.00	3532	100.00
114	2497	46	1.30	2621	74.21	164	2675	0	0.00	3532	100.00
115	2499	44	1.25	2665	75.45	165	2685	0	0.00	3532	100.00
116	2501	58	1.64	2723	77.10	166	2696	0	0.00	3532	100.00
117	2503	57	1.61	2780	78.71	167	2709	0	0.00	3532	100.00
118	2505	37	1.05	2817	79.76	168	2724	0	0.00	3532	100.00
119	2507	46	1.30	2863	81.06	169	2744	0	0.00	3532	100.00
120	2510	49	1.39	2912	82.45	170	2771	0	0.00	3532	100.00
121	2512	37	1.05	2949	83.49	171	2816	0	0.00	3532	100.00
122	2514	45	1.27	2994	84.77	172	3000	0	0.00	3532	100.00
123	2516	34	0.96	3028	85.73						
124	2519	42	1.19	3070	86.92						
125	2521	36	1.02	3106	87.94						
126	2523	35	0.99	3141	88.93						
127	2526	42	1.19	3183	90.12						
128	2528	38	1.08	3221	91.19						
129	2530	26	0.74	3247	91.93						
130	2533	21	0.59	3268	92.53						
131	2535	28	0.79	3296	93.32						
132	2538	18	0.51	3314	93.83						
133	2540	27	0.76	3341	94.59						
134	2543	26	0.74	3367	95.33						
135	2546	19	0.54	3386	95.87						
136	2548	13	0.37	3399	96.23						
137	2551	23	0.65	3422	96.89						
138	2554	12	0.34	3434	97.23						
139	2557	11	0.31	3445	97.54						
140	2560	15	0.42	3460	97.96						
141	2563	10	0.28	3470	98.24						
142	2566	9	0.25	3479	98.50						
143	2569	10	0.28	3489	98.78						
144	2573	10	0.28	3499	99.07						
145	2576	7	0.20	3506	99.26						
146	2579	4	0.11	3510	99.38						
147	2583	4	0.11	3514	99.49						
148	2587	1	0.03	3515	99.52						
149	2590	4	0.11	3519	99.63						

Table C.138: 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	2385	11	0.43	201	7.86
1	2123	0	0.00	0	0.00	51	2386	7	0.27	208	8.13
2	2167	0	0.00	0	0.00	52	2388	10	0.39	218	8.53
3	2194	0	0.00	0	0.00	53	2390	15	0.59	233	9.11
4	2213	0	0.00	0	0.00	54	2392	20	0.78	253	9.89
5	2227	0	0.00	0	0.00	55	2393	23	0.90	276	10.79
6	2239	0	0.00	0	0.00	56	2395	17	0.66	293	11.46
7	2249	0	0.00	0	0.00	57	2397	20	0.78	313	12.24
8	2258	0	0.00	0	0.00	58	2398	16	0.63	329	12.87
9	2266	0	0.00	0	0.00	59	2400	12	0.47	341	13.34
10	2272	0	0.00	0	0.00	60	2402	16	0.63	357	13.96
11	2279	0	0.00	0	0.00	61	2403	13	0.51	370	14.47
12	2284	1	0.04	1	0.04	62	2405	12	0.47	382	14.94
13	2290	0	0.00	1	0.04	63	2407	15	0.59	397	15.53
14	2294	0	0.00	1	0.04	64	2408	10	0.39	407	15.92
15	2299	0	0.00	1	0.04	65	2410	18	0.70	425	16.62
16	2303	0	0.00	1	0.04	66	2411	22	0.86	447	17.48
17	2307	0	0.00	1	0.04	67	2413	16	0.63	463	18.11
18	2311	1	0.04	2	0.08	68	2415	17	0.66	480	18.77
19	2314	0	0.00	2	0.08	69	2416	14	0.55	494	19.32
20	2318	1	0.04	3	0.12	70	2418	14	0.55	508	19.87
21	2321	0	0.00	3	0.12	71	2420	12	0.47	520	20.34
22	2324	1	0.04	4	0.16	72	2421	11	0.43	531	20.77
23	2327	1	0.04	5	0.20	73	2423	12	0.47	543	21.24
24	2330	3	0.12	8	0.31	74	2424	17	0.66	560	21.90
25	2333	1	0.04	9	0.35	75	2426	21	0.82	581	22.72
26	2335	6	0.23	15	0.59	76	2428	14	0.55	595	23.27
27	2338	0	0.00	15	0.59	77	2429	12	0.47	607	23.74
28	2340	4	0.16	19	0.74	78	2431	15	0.59	622	24.33
29	2343	3	0.12	22	0.86	79	2433	21	0.82	643	25.15
30	2345	7	0.27	29	1.13	80	2434	23	0.90	666	26.05
31	2348	5	0.20	34	1.33	81	2436	24	0.94	690	26.98
32	2350	12	0.47	46	1.80	82	2438	22	0.86	712	27.85
33	2352	2	0.08	48	1.88	83	2439	24	0.94	736	28.78
34	2354	2	0.08	50	1.96	84	2441	27	1.06	763	29.84
35	2356	3	0.12	53	2.07	85	2443	20	0.78	783	30.62
36	2358	6	0.23	59	2.31	86	2445	33	1.29	816	31.91
37	2360	10	0.39	69	2.70	87	2446	24	0.94	840	32.85
38	2362	11	0.43	80	3.13	88	2448	26	1.02	866	33.87
39	2364	5	0.20	85	3.32	89	2450	22	0.86	888	34.73
40	2366	9	0.35	94	3.68	90	2452	30	1.17	918	35.90
41	2368	11	0.43	105	4.11	91	2453	29	1.13	947	37.04
42	2370	13	0.51	118	4.61	92	2455	29	1.13	976	38.17
43	2372	8	0.31	126	4.93	93	2457	26	1.02	1002	39.19
44	2374	11	0.43	137	5.36	94	2459	26	1.02	1028	40.20
45	2376	9	0.35	146	5.71	95	2460	37	1.45	1065	41.65
46	2378	9	0.35	155	6.06	96	2462	33	1.29	1098	42.94
47	2379	7	0.27	162	6.34	97	2464	37	1.45	1135	44.39
48	2381	9	0.35	171	6.69	98	2466	32	1.25	1167	45.64
49	2383	19	0.74	190	7.43	99	2468	32	1.25	1199	46.89

Table C.138: AZELLA Stage IV Reassessment Form Frequency Distribution at Grade 8

100	2470	27	1.06	1226	47.95	150	2594	5	0.20	2541	99.37
101	2471	29	1.13	1255	49.08	151	2599	5	0.20	2546	99.57
102	2473	38	1.49	1293	50.57	152	2603	1	0.04	2547	99.61
103	2475	33	1.29	1326	51.86	153	2607	3	0.12	2550	99.73
104	2477	33	1.29	1359	53.15	154	2612	1	0.04	2551	99.77
105	2479	40	1.56	1399	54.71	155	2617	1	0.04	2552	99.80
106	2481	36	1.41	1435	56.12	156	2622	1	0.04	2553	99.84
107	2483	39	1.53	1474	57.65	157	2627	1	0.04	2554	99.88
108	2485	41	1.60	1515	59.25	158	2633	0	0.00	2554	99.88
109	2487	36	1.41	1551	60.66	159	2638	0	0.00	2554	99.88
110	2489	39	1.53	1590	62.18	160	2645	0	0.00	2554	99.88
111	2491	34	1.33	1624	63.51	161	2652	1	0.04	2555	99.92
112	2493	37	1.45	1661	64.96	162	2659	2	0.08	2557	100.00
113	2495	40	1.56	1701	66.52	163	2667	0	0.00	2557	100.00
114	2497	26	1.02	1727	67.54	164	2675	0	0.00	2557	100.00
115	2499	32	1.25	1759	68.79	165	2685	0	0.00	2557	100.00
116	2501	41	1.60	1800	70.39	166	2696	0	0.00	2557	100.00
117	2503	55	2.15	1855	72.55	167	2709	0	0.00	2557	100.00
118	2505	41	1.60	1896	74.15	168	2724	0	0.00	2557	100.00
119	2507	37	1.45	1933	75.60	169	2744	0	0.00	2557	100.00
120	2510	38	1.49	1971	77.08	170	2771	0	0.00	2557	100.00
121	2512	41	1.60	2012	78.69	171	2816	0	0.00	2557	100.00
122	2514	39	1.53	2051	80.21	172	3000	0	0.00	2557	100.00
123	2516	30	1.17	2081	81.38						
124	2519	29	1.13	2110	82.52						
125	2521	40	1.56	2150	84.08						
126	2523	31	1.21	2181	85.30						
127	2526	26	1.02	2207	86.31						
128	2528	31	1.21	2238	87.52						
129	2530	29	1.13	2267	88.66						
130	2533	29	1.13	2296	89.79						
131	2535	24	0.94	2320	90.73						
132	2538	20	0.78	2340	91.51						
133	2540	28	1.10	2368	92.61						
134	2543	20	0.78	2388	93.39						
135	2546	16	0.63	2404	94.02						
136	2548	17	0.66	2421	94.68						
137	2551	8	0.31	2429	94.99						
138	2554	11	0.43	2440	95.42						
139	2557	13	0.51	2453	95.93						
140	2560	16	0.63	2469	96.56						
141	2563	8	0.31	2477	96.87						
142	2566	16	0.63	2493	97.50						
143	2569	7	0.27	2500	97.77						
144	2573	7	0.27	2507	98.04						
145	2576	11	0.43	2518	98.47						
146	2579	7	0.27	2525	98.75						
147	2583	6	0.23	2531	98.98						
148	2587	4	0.16	2535	99.14						
149	2590	1	0.04	2536	99.18						

Table C.139: 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	2400	9	0.39	202	8.83
1	2132	0	0.00	0	0.00	51	2402	15	0.66	217	9.48
2	2177	0	0.00	0	0.00	52	2404	17	0.74	234	10.23
3	2204	0	0.00	0	0.00	53	2406	18	0.79	252	11.01
4	2223	0	0.00	0	0.00	54	2407	8	0.35	260	11.36
5	2238	0	0.00	0	0.00	55	2409	18	0.79	278	12.15
6	2250	0	0.00	0	0.00	56	2411	15	0.66	293	12.81
7	2261	0	0.00	0	0.00	57	2413	11	0.48	304	13.29
8	2270	0	0.00	0	0.00	58	2415	17	0.74	321	14.03
9	2278	0	0.00	0	0.00	59	2416	17	0.74	338	14.77
10	2285	0	0.00	0	0.00	60	2418	17	0.74	355	15.52
11	2291	0	0.00	0	0.00	61	2420	14	0.61	369	16.13
12	2297	0	0.00	0	0.00	62	2422	16	0.70	385	16.83
13	2302	0	0.00	0	0.00	63	2423	22	0.96	407	17.79
14	2308	1	0.04	1	0.04	64	2425	8	0.35	415	18.14
15	2312	0	0.00	1	0.04	65	2427	22	0.96	437	19.10
16	2317	0	0.00	1	0.04	66	2429	21	0.92	458	20.02
17	2321	0	0.00	1	0.04	67	2430	17	0.74	475	20.76
18	2325	0	0.00	1	0.04	68	2432	22	0.96	497	21.72
19	2328	0	0.00	1	0.04	69	2434	23	1.01	520	22.73
20	2332	0	0.00	1	0.04	70	2436	27	1.18	547	23.91
21	2335	0	0.00	1	0.04	71	2438	29	1.27	576	25.17
22	2338	0	0.00	1	0.04	72	2439	23	1.01	599	26.18
23	2341	0	0.00	1	0.04	73	2441	22	0.96	621	27.14
24	2344	4	0.17	5	0.22	74	2443	20	0.87	641	28.02
25	2347	0	0.00	5	0.22	75	2445	31	1.35	672	29.37
26	2350	3	0.13	8	0.35	76	2447	25	1.09	697	30.46
27	2353	2	0.09	10	0.44	77	2448	23	1.01	720	31.47
28	2355	7	0.31	17	0.74	78	2450	26	1.14	746	32.60
29	2358	3	0.13	20	0.87	79	2452	34	1.49	780	34.09
30	2360	6	0.26	26	1.14	80	2454	26	1.14	806	35.23
31	2362	2	0.09	28	1.22	81	2456	30	1.31	836	36.54
32	2365	5	0.22	33	1.44	82	2457	23	1.01	859	37.54
33	2367	5	0.22	38	1.66	83	2459	30	1.31	889	38.85
34	2369	7	0.31	45	1.97	84	2461	24	1.05	913	39.90
35	2371	8	0.35	53	2.32	85	2463	30	1.31	943	41.22
36	2374	7	0.31	60	2.62	86	2465	29	1.27	972	42.48
37	2376	4	0.17	64	2.80	87	2467	47	2.05	1019	44.54
38	2378	6	0.26	70	3.06	88	2469	28	1.22	1047	45.76
39	2380	9	0.39	79	3.45	89	2471	25	1.09	1072	46.85
40	2382	14	0.61	93	4.06	90	2472	35	1.53	1107	48.38
41	2384	5	0.22	98	4.28	91	2474	44	1.92	1151	50.31
42	2386	11	0.48	109	4.76	92	2476	29	1.27	1180	51.57
43	2387	7	0.31	116	5.07	93	2478	25	1.09	1205	52.67
44	2389	15	0.66	131	5.73	94	2480	30	1.31	1235	53.98
45	2391	12	0.52	143	6.25	95	2482	35	1.53	1270	55.51
46	2393	8	0.35	151	6.60	96	2484	30	1.31	1300	56.82
47	2395	9	0.39	160	6.99	97	2486	45	1.97	1345	58.78
48	2397	15	0.66	175	7.65	98	2488	34	1.49	1379	60.27
49	2399	18	0.79	193	8.44	99	2490	33	1.44	1412	61.71

Table C.139: AZELLA Stage V Reassessment Form Frequency Distribution at Grade 9

100	2492	34	1.49	1446	63.20	150	2634	1	0.04	2287	99.96
101	2494	33	1.44	1479	64.64	151	2639	0	0.00	2287	99.96
102	2496	36	1.57	1515	66.22	152	2644	1	0.04	2288	100.00
103	2498	42	1.84	1557	68.05	153	2649	0	0.00	2288	100.00
104	2500	34	1.49	1591	69.54	154	2655	0	0.00	2288	100.00
105	2502	40	1.75	1631	71.28	155	2661	0	0.00	2288	100.00
106	2504	38	1.66	1669	72.95	156	2668	0	0.00	2288	100.00
107	2506	36	1.57	1705	74.52	157	2675	0	0.00	2288	100.00
108	2508	29	1.27	1734	75.79	158	2682	0	0.00	2288	100.00
109	2510	34	1.49	1768	77.27	159	2690	0	0.00	2288	100.00
110	2513	36	1.57	1804	78.85	160	2698	0	0.00	2288	100.00
111	2515	26	1.14	1830	79.98	161	2707	0	0.00	2288	100.00
112	2517	28	1.22	1858	81.21	162	2716	0	0.00	2288	100.00
113	2519	27	1.18	1885	82.39	163	2726	0	0.00	2288	100.00
114	2521	32	1.40	1917	83.78	164	2738	0	0.00	2288	100.00
115	2524	26	1.14	1943	84.92	165	2750	0	0.00	2288	100.00
116	2526	21	0.92	1964	85.84	166	2764	0	0.00	2288	100.00
117	2528	28	1.22	1992	87.06	167	2780	0	0.00	2288	100.00
118	2530	18	0.79	2010	87.85	168	2799	0	0.00	2288	100.00
119	2533	18	0.79	2028	88.64	169	2823	0	0.00	2288	100.00
120	2535	16	0.70	2044	89.34	170	2854	0	0.00	2288	100.00
121	2538	16	0.70	2060	90.03	171	2905	0	0.00	2288	100.00
122	2540	22	0.96	2082	91.00	172	3000	0	0.00	2288	100.00
123	2542	20	0.87	2102	91.87						
124	2545	15	0.66	2117	92.53						
125	2548	14	0.61	2131	93.14						
126	2550	16	0.70	2147	93.84						
127	2553	14	0.61	2161	94.45						
128	2555	12	0.52	2173	94.97						
129	2558	19	0.83	2192	95.80						
130	2561	14	0.61	2206	96.42						
131	2564	8	0.35	2214	96.77						
132	2567	15	0.66	2229	97.42						
133	2570	9	0.39	2238	97.81						
134	2573	8	0.35	2246	98.16						
135	2576	6	0.26	2252	98.43						
136	2579	2	0.09	2254	98.51						
137	2582	7	0.31	2261	98.82						
138	2585	7	0.31	2268	99.13						
139	2589	2	0.09	2270	99.21						
140	2592	5	0.22	2275	99.43						
141	2596	2	0.09	2277	99.52						
142	2599	1	0.04	2278	99.56						
143	2603	0	0.00	2278	99.56						
144	2607	2	0.09	2280	99.65						
145	2611	0	0.00	2280	99.65						
146	2615	2	0.09	2282	99.74						
147	2620	1	0.04	2283	99.78						
148	2624	2	0.09	2285	99.87						
149	2629	1	0.04	2286	99.91						

Table C.140: 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	2400	8	0.43	105	5.60
1	2132	0	0.00	0	0.00	51	2402	8	0.43	113	6.02
2	2177	0	0.00	0	0.00	52	2404	11	0.59	124	6.61
3	2204	0	0.00	0	0.00	53	2406	7	0.37	131	6.98
4	2223	0	0.00	0	0.00	54	2407	14	0.75	145	7.73
5	2238	0	0.00	0	0.00	55	2409	6	0.32	151	8.05
6	2250	0	0.00	0	0.00	56	2411	15	0.80	166	8.85
7	2261	0	0.00	0	0.00	57	2413	13	0.69	179	9.54
8	2270	0	0.00	0	0.00	58	2415	14	0.75	193	10.29
9	2278	0	0.00	0	0.00	59	2416	15	0.80	208	11.09
10	2285	0	0.00	0	0.00	60	2418	13	0.69	221	11.78
11	2291	0	0.00	0	0.00	61	2420	16	0.85	237	12.63
12	2297	0	0.00	0	0.00	62	2422	17	0.91	254	13.54
13	2302	0	0.00	0	0.00	63	2423	11	0.59	265	14.13
14	2308	0	0.00	0	0.00	64	2425	14	0.75	279	14.87
15	2312	0	0.00	0	0.00	65	2427	13	0.69	292	15.57
16	2317	0	0.00	0	0.00	66	2429	14	0.75	306	16.31
17	2321	0	0.00	0	0.00	67	2430	23	1.23	329	17.54
18	2325	1	0.05	1	0.05	68	2432	18	0.96	347	18.50
19	2328	0	0.00	1	0.05	69	2434	13	0.69	360	19.19
20	2332	0	0.00	1	0.05	70	2436	11	0.59	371	19.78
21	2335	0	0.00	1	0.05	71	2438	17	0.91	388	20.68
22	2338	1	0.05	2	0.11	72	2439	14	0.75	402	21.43
23	2341	1	0.05	3	0.16	73	2441	19	1.01	421	22.44
24	2344	3	0.16	6	0.32	74	2443	16	0.85	437	23.29
25	2347	0	0.00	6	0.32	75	2445	20	1.07	457	24.36
26	2350	5	0.27	11	0.59	76	2447	16	0.85	473	25.21
27	2353	0	0.00	11	0.59	77	2448	9	0.48	482	25.69
28	2355	3	0.16	14	0.75	78	2450	11	0.59	493	26.28
29	2358	0	0.00	14	0.75	79	2452	11	0.59	504	26.87
30	2360	2	0.11	16	0.85	80	2454	21	1.12	525	27.99
31	2362	2	0.11	18	0.96	81	2456	15	0.80	540	28.78
32	2365	4	0.21	22	1.17	82	2457	20	1.07	560	29.85
33	2367	1	0.05	23	1.23	83	2459	26	1.39	586	31.24
34	2369	4	0.21	27	1.44	84	2461	21	1.12	607	32.36
35	2371	1	0.05	28	1.49	85	2463	23	1.23	630	33.58
36	2374	3	0.16	31	1.65	86	2465	29	1.55	659	35.13
37	2376	2	0.11	33	1.76	87	2467	29	1.55	688	36.67
38	2378	5	0.27	38	2.03	88	2469	33	1.76	721	38.43
39	2380	5	0.27	43	2.29	89	2471	24	1.28	745	39.71
40	2382	2	0.11	45	2.40	90	2472	19	1.01	764	40.72
41	2384	5	0.27	50	2.67	91	2474	26	1.39	790	42.11
42	2386	4	0.21	54	2.88	92	2476	25	1.33	815	43.44
43	2387	7	0.37	61	3.25	93	2478	23	1.23	838	44.67
44	2389	7	0.37	68	3.62	94	2480	28	1.49	866	46.16
45	2391	4	0.21	72	3.84	95	2482	17	0.91	883	47.07
46	2393	9	0.48	81	4.32	96	2484	26	1.39	909	48.45
47	2395	4	0.21	85	4.53	97	2486	40	2.13	949	50.59
48	2397	6	0.32	91	4.85	98	2488	27	1.44	976	52.03
49	2399	6	0.32	97	5.17	99	2490	29	1.55	1005	53.57

Table C.140: AZELLA Stage V Reassessment Form Frequency Distribution at Grade 10

100	2492	16	0.85	1021	54.42	150	2634	0	0.00	1871	99.73
101	2494	36	1.92	1057	56.34	151	2639	1	0.05	1872	99.79
102	2496	42	2.24	1099	58.58	152	2644	0	0.00	1872	99.79
103	2498	32	1.71	1131	60.29	153	2649	2	0.11	1874	99.89
104	2500	31	1.65	1162	61.94	154	2655	1	0.05	1875	99.95
105	2502	31	1.65	1193	63.59	155	2661	0	0.00	1875	99.95
106	2504	25	1.33	1218	64.93	156	2668	0	0.00	1875	99.95
107	2506	24	1.28	1242	66.20	157	2675	1	0.05	1876	100.00
108	2508	29	1.55	1271	67.75	158	2682	0	0.00	1876	100.00
109	2510	29	1.55	1300	69.30	159	2690	0	0.00	1876	100.00
110	2513	34	1.81	1334	71.11	160	2698	0	0.00	1876	100.00
111	2515	26	1.39	1360	72.49	161	2707	0	0.00	1876	100.00
112	2517	23	1.23	1383	73.72	162	2716	0	0.00	1876	100.00
113	2519	40	2.13	1423	75.85	163	2726	0	0.00	1876	100.00
114	2521	23	1.23	1446	77.08	164	2738	0	0.00	1876	100.00
115	2524	19	1.01	1465	78.09	165	2750	0	0.00	1876	100.00
116	2526	26	1.39	1491	79.48	166	2764	0	0.00	1876	100.00
117	2528	25	1.33	1516	80.81	167	2780	0	0.00	1876	100.00
118	2530	17	0.91	1533	81.72	168	2799	0	0.00	1876	100.00
119	2533	21	1.12	1554	82.84	169	2823	0	0.00	1876	100.00
120	2535	18	0.96	1572	83.80	170	2854	0	0.00	1876	100.00
121	2538	13	0.69	1585	84.49	171	2905	0	0.00	1876	100.00
122	2540	23	1.23	1608	85.71	172	3000	0	0.00	1876	100.00
123	2542	26	1.39	1634	87.10						
124	2545	15	0.80	1649	87.90						
125	2548	19	1.01	1668	88.91						
126	2550	24	1.28	1692	90.19						
127	2553	16	0.85	1708	91.04						
128	2555	19	1.01	1727	92.06						
129	2558	13	0.69	1740	92.75						
130	2561	13	0.69	1753	93.44						
131	2564	12	0.64	1765	94.08						
132	2567	17	0.91	1782	94.99						
133	2570	11	0.59	1793	95.58						
134	2573	7	0.37	1800	95.95						
135	2576	12	0.64	1812	96.59						
136	2579	7	0.37	1819	96.96						
137	2582	6	0.32	1825	97.28						
138	2585	5	0.27	1830	97.55						
139	2589	5	0.27	1835	97.81						
140	2592	4	0.21	1839	98.03						
141	2596	9	0.48	1848	98.51						
142	2599	3	0.16	1851	98.67						
143	2603	5	0.27	1856	98.93						
144	2607	5	0.27	1861	99.20						
145	2611	3	0.16	1864	99.36						
146	2615	3	0.16	1867	99.52						
147	2620	2	0.11	1869	99.63						
148	2624	1	0.05	1870	99.68						
149	2629	1	0.05	1871	99.73						

Table C.141: 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	2400	2	0.18	42	3.75
1	2132	0	0.00	0	0.00	51	2402	8	0.71	50	4.46
2	2177	0	0.00	0	0.00	52	2404	2	0.18	52	4.64
3	2204	0	0.00	0	0.00	53	2406	5	0.45	57	5.09
4	2223	0	0.00	0	0.00	54	2407	4	0.36	61	5.45
5	2238	0	0.00	0	0.00	55	2409	2	0.18	63	5.63
6	2250	0	0.00	0	0.00	56	2411	5	0.45	68	6.07
7	2261	0	0.00	0	0.00	57	2413	4	0.36	72	6.43
8	2270	0	0.00	0	0.00	58	2415	4	0.36	76	6.79
9	2278	0	0.00	0	0.00	59	2416	4	0.36	80	7.14
10	2285	0	0.00	0	0.00	60	2418	12	1.07	92	8.21
11	2291	0	0.00	0	0.00	61	2420	8	0.71	100	8.93
12	2297	0	0.00	0	0.00	62	2422	2	0.18	102	9.11
13	2302	0	0.00	0	0.00	63	2423	6	0.54	108	9.64
14	2308	0	0.00	0	0.00	64	2425	7	0.63	115	10.27
15	2312	0	0.00	0	0.00	65	2427	4	0.36	119	10.63
16	2317	0	0.00	0	0.00	66	2429	7	0.63	126	11.25
17	2321	0	0.00	0	0.00	67	2430	9	0.80	135	12.05
18	2325	0	0.00	0	0.00	68	2432	6	0.54	141	12.59
19	2328	0	0.00	0	0.00	69	2434	4	0.36	145	12.95
20	2332	0	0.00	0	0.00	70	2436	10	0.89	155	13.84
21	2335	0	0.00	0	0.00	71	2438	6	0.54	161	14.38
22	2338	0	0.00	0	0.00	72	2439	9	0.80	170	15.18
23	2341	0	0.00	0	0.00	73	2441	7	0.63	177	15.80
24	2344	1	0.09	1	0.09	74	2443	9	0.80	186	16.61
25	2347	0	0.00	1	0.09	75	2445	12	1.07	198	17.68
26	2350	0	0.00	1	0.09	76	2447	10	0.89	208	18.57
27	2353	0	0.00	1	0.09	77	2448	5	0.45	213	19.02
28	2355	2	0.18	3	0.27	78	2450	2	0.18	215	19.20
29	2358	1	0.09	4	0.36	79	2452	10	0.89	225	20.09
30	2360	2	0.18	6	0.54	80	2454	9	0.80	234	20.89
31	2362	0	0.00	6	0.54	81	2456	15	1.34	249	22.23
32	2365	1	0.09	7	0.63	82	2457	6	0.54	255	22.77
33	2367	0	0.00	7	0.63	83	2459	17	1.52	272	24.29
34	2369	0	0.00	7	0.63	84	2461	10	0.89	282	25.18
35	2371	1	0.09	8	0.71	85	2463	9	0.80	291	25.98
36	2374	1	0.09	9	0.80	86	2465	15	1.34	306	27.32
37	2376	0	0.00	9	0.80	87	2467	13	1.16	319	28.48
38	2378	1	0.09	10	0.89	88	2469	18	1.61	337	30.09
39	2380	0	0.00	10	0.89	89	2471	18	1.61	355	31.70
40	2382	6	0.54	16	1.43	90	2472	15	1.34	370	33.04
41	2384	2	0.18	18	1.61	91	2474	14	1.25	384	34.29
42	2386	4	0.36	22	1.96	92	2476	12	1.07	396	35.36
43	2387	2	0.18	24	2.14	93	2478	11	0.98	407	36.34
44	2389	3	0.27	27	2.41	94	2480	13	1.16	420	37.50
45	2391	2	0.18	29	2.59	95	2482	18	1.61	438	39.11
46	2393	1	0.09	30	2.68	96	2484	17	1.52	455	40.63
47	2395	5	0.45	35	3.13	97	2486	24	2.14	479	42.77
48	2397	1	0.09	36	3.21	98	2488	11	0.98	490	43.75
49	2399	4	0.36	40	3.57	99	2490	20	1.79	510	45.54

Table C.141: AZELLA Stage V Reassessment Form Frequency Distribution at Grade 11

100	2492	14	1.25	524	46.79	150	2634	0	0.00	1118	99.82
101	2494	23	2.05	547	48.84	151	2639	0	0.00	1118	99.82
102	2496	17	1.52	564	50.36	152	2644	1	0.09	1119	99.91
103	2498	15	1.34	579	51.70	153	2649	0	0.00	1119	99.91
104	2500	18	1.61	597	53.30	154	2655	1	0.09	1120	100.00
105	2502	13	1.16	610	54.46	155	2661	0	0.00	1120	100.00
106	2504	19	1.70	629	56.16	156	2668	0	0.00	1120	100.00
107	2506	17	1.52	646	57.68	157	2675	0	0.00	1120	100.00
108	2508	24	2.14	670	59.82	158	2682	0	0.00	1120	100.00
109	2510	19	1.70	689	61.52	159	2690	0	0.00	1120	100.00
110	2513	23	2.05	712	63.57	160	2698	0	0.00	1120	100.00
111	2515	11	0.98	723	64.55	161	2707	0	0.00	1120	100.00
112	2517	20	1.79	743	66.34	162	2716	0	0.00	1120	100.00
113	2519	24	2.14	767	68.48	163	2726	0	0.00	1120	100.00
114	2521	14	1.25	781	69.73	164	2738	0	0.00	1120	100.00
115	2524	17	1.52	798	71.25	165	2750	0	0.00	1120	100.00
116	2526	17	1.52	815	72.77	166	2764	0	0.00	1120	100.00
117	2528	21	1.88	836	74.64	167	2780	0	0.00	1120	100.00
118	2530	21	1.88	857	76.52	168	2799	0	0.00	1120	100.00
119	2533	19	1.70	876	78.21	169	2823	0	0.00	1120	100.00
120	2535	16	1.43	892	79.64	170	2854	0	0.00	1120	100.00
121	2538	21	1.88	913	81.52	171	2905	0	0.00	1120	100.00
122	2540	15	1.34	928	82.86	172	3000	0	0.00	1120	100.00
123	2542	17	1.52	945	84.38						
124	2545	9	0.80	954	85.18						
125	2548	18	1.61	972	86.79						
126	2550	12	1.07	984	87.86						
127	2553	13	1.16	997	89.02						
128	2555	13	1.16	1010	90.18						
129	2558	7	0.63	1017	90.80						
130	2561	14	1.25	1031	92.05						
131	2564	7	0.63	1038	92.68						
132	2567	8	0.71	1046	93.39						
133	2570	4	0.36	1050	93.75						
134	2573	7	0.63	1057	94.38						
135	2576	5	0.45	1062	94.82						
136	2579	8	0.71	1070	95.54						
137	2582	7	0.63	1077	96.16						
138	2585	6	0.54	1083	96.70						
139	2589	5	0.45	1088	97.14						
140	2592	5	0.45	1093	97.59						
141	2596	10	0.89	1103	98.48						
142	2599	3	0.27	1106	98.75						
143	2603	2	0.18	1108	98.93						
144	2607	3	0.27	1111	99.20						
145	2611	3	0.27	1114	99.46						
146	2615	2	0.18	1116	99.64						
147	2620	0	0.00	1116	99.64						
148	2624	1	0.09	1117	99.73						
149	2629	1	0.09	1118	99.82						

Table C.142: 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	1	0.12	1	0.12	50	2400	4	0.49	24	2.96
1	2132	0	0.00	1	0.12	51	2402	3	0.37	27	3.33
2	2177	0	0.00	1	0.12	52	2404	3	0.37	30	3.69
3	2204	0	0.00	1	0.12	53	2406	2	0.25	32	3.94
4	2223	0	0.00	1	0.12	54	2407	3	0.37	35	4.31
5	2238	0	0.00	1	0.12	55	2409	5	0.62	40	4.93
6	2250	0	0.00	1	0.12	56	2411	5	0.62	45	5.54
7	2261	0	0.00	1	0.12	57	2413	6	0.74	51	6.28
8	2270	0	0.00	1	0.12	58	2415	2	0.25	53	6.53
9	2278	0	0.00	1	0.12	59	2416	2	0.25	55	6.77
10	2285	0	0.00	1	0.12	60	2418	5	0.62	60	7.39
11	2291	0	0.00	1	0.12	61	2420	4	0.49	64	7.88
12	2297	0	0.00	1	0.12	62	2422	3	0.37	67	8.25
13	2302	0	0.00	1	0.12	63	2423	4	0.49	71	8.74
14	2308	0	0.00	1	0.12	64	2425	7	0.86	78	9.61
15	2312	0	0.00	1	0.12	65	2427	3	0.37	81	9.98
16	2317	1	0.12	2	0.25	66	2429	3	0.37	84	10.34
17	2321	0	0.00	2	0.25	67	2430	6	0.74	90	11.08
18	2325	0	0.00	2	0.25	68	2432	5	0.62	95	11.70
19	2328	0	0.00	2	0.25	69	2434	8	0.99	103	12.68
20	2332	0	0.00	2	0.25	70	2436	3	0.37	106	13.05
21	2335	0	0.00	2	0.25	71	2438	8	0.99	114	14.04
22	2338	0	0.00	2	0.25	72	2439	8	0.99	122	15.02
23	2341	0	0.00	2	0.25	73	2441	5	0.62	127	15.64
24	2344	0	0.00	2	0.25	74	2443	14	1.72	141	17.36
25	2347	0	0.00	2	0.25	75	2445	6	0.74	147	18.10
26	2350	1	0.12	3	0.37	76	2447	7	0.86	154	18.97
27	2353	0	0.00	3	0.37	77	2448	5	0.62	159	19.58
28	2355	1	0.12	4	0.49	78	2450	5	0.62	164	20.20
29	2358	0	0.00	4	0.49	79	2452	11	1.35	175	21.55
30	2360	1	0.12	5	0.62	80	2454	5	0.62	180	22.17
31	2362	0	0.00	5	0.62	81	2456	14	1.72	194	23.89
32	2365	1	0.12	6	0.74	82	2457	10	1.23	204	25.12
33	2367	2	0.25	8	0.99	83	2459	8	0.99	212	26.11
34	2369	0	0.00	8	0.99	84	2461	10	1.23	222	27.34
35	2371	1	0.12	9	1.11	85	2463	5	0.62	227	27.96
36	2374	1	0.12	10	1.23	86	2465	13	1.60	240	29.56
37	2376	0	0.00	10	1.23	87	2467	10	1.23	250	30.79
38	2378	2	0.25	12	1.48	88	2469	12	1.48	262	32.27
39	2380	0	0.00	12	1.48	89	2471	8	0.99	270	33.25
40	2382	1	0.12	13	1.60	90	2472	10	1.23	280	34.48
41	2384	0	0.00	13	1.60	91	2474	6	0.74	286	35.22
42	2386	1	0.12	14	1.72	92	2476	10	1.23	296	36.45
43	2387	0	0.00	14	1.72	93	2478	16	1.97	312	38.42
44	2389	0	0.00	14	1.72	94	2480	16	1.97	328	40.39
45	2391	1	0.12	15	1.85	95	2482	19	2.34	347	42.73
46	2393	1	0.12	16	1.97	96	2484	14	1.72	361	44.46
47	2395	3	0.37	19	2.34	97	2486	17	2.09	378	46.55
48	2397	1	0.12	20	2.46	98	2488	13	1.60	391	48.15
49	2399	0	0.00	20	2.46	99	2490	11	1.35	402	49.51

Table C.142: AZELLA Stage V Reassessment Form Frequency Distribution at Grade 12

100	2492	15	1.85	417	51.35	150	2634	1	0.12	808	99.51
101	2494	13	1.60	430	52.96	151	2639	2	0.25	810	99.75
102	2496	12	1.48	442	54.43	152	2644	0	0.00	810	99.75
103	2498	13	1.60	455	56.03	153	2649	0	0.00	810	99.75
104	2500	19	2.34	474	58.37	154	2655	0	0.00	810	99.75
105	2502	18	2.22	492	60.59	155	2661	0	0.00	810	99.75
106	2504	14	1.72	506	62.32	156	2668	0	0.00	810	99.75
107	2506	14	1.72	520	64.04	157	2675	0	0.00	810	99.75
108	2508	10	1.23	530	65.27	158	2682	0	0.00	810	99.75
109	2510	15	1.85	545	67.12	159	2690	0	0.00	810	99.75
110	2513	8	0.99	553	68.10	160	2698	1	0.12	811	99.88
111	2515	9	1.11	562	69.21	161	2707	1	0.12	812	100.00
112	2517	8	0.99	570	70.20	162	2716	0	0.00	812	100.00
113	2519	16	1.97	586	72.17	163	2726	0	0.00	812	100.00
114	2521	11	1.35	597	73.52	164	2738	0	0.00	812	100.00
115	2524	16	1.97	613	75.49	165	2750	0	0.00	812	100.00
116	2526	15	1.85	628	77.34	166	2764	0	0.00	812	100.00
117	2528	14	1.72	642	79.06	167	2780	0	0.00	812	100.00
118	2530	13	1.60	655	80.67	168	2799	0	0.00	812	100.00
119	2533	12	1.48	667	82.14	169	2823	0	0.00	812	100.00
120	2535	2	0.25	669	82.39	170	2854	0	0.00	812	100.00
121	2538	14	1.72	683	84.11	171	2905	0	0.00	812	100.00
122	2540	10	1.23	693	85.34	172	3000	0	0.00	812	100.00
123	2542	9	1.11	702	86.45						
124	2545	5	0.62	707	87.07						
125	2548	7	0.86	714	87.93						
126	2550	9	1.11	723	89.04						
127	2553	9	1.11	732	90.15						
128	2555	12	1.48	744	91.63						
129	2558	7	0.86	751	92.49						
130	2561	9	1.11	760	93.60						
131	2564	3	0.37	763	93.97						
132	2567	5	0.62	768	94.58						
133	2570	9	1.11	777	95.69						
134	2573	1	0.12	778	95.81						
135	2576	8	0.99	786	96.80						
136	2579	4	0.49	790	97.29						
137	2582	2	0.25	792	97.54						
138	2585	0	0.00	792	97.54						
139	2589	0	0.00	792	97.54						
140	2592	2	0.25	794	97.78						
141	2596	0	0.00	794	97.78						
142	2599	4	0.49	798	98.28						
143	2603	0	0.00	798	98.28						
144	2607	1	0.12	799	98.40						
145	2611	3	0.37	802	98.77						
146	2615	1	0.12	803	98.89						
147	2620	2	0.25	805	99.14						
148	2624	1	0.12	806	99.26						
149	2629	1	0.12	807	99.38						

Appendix D. AZELLA PLACEMENT ADMINISTRATION RESULTS

This appendix presents the results of the AZELLA 2015-2016 operational administration from July 2015 through May 2016. 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 D.1 through Table D.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 D.5 through Table D.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 D.1: Percent of Students at Each Proficiency Level on Kindergarten Placement Test

Grade	N	*% at Proficiency Level		
		PE/E	B/I	P
Kindergarten	20992	20	32	48

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

Table D.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	2354	40	25	23	12
02	3824	24	11	25	40
03	1895	46	18	21	15
04	1766	51	11	16	22
05	1634	46	11	15	28
06	1608	39	9	20	31
07	1832	43	8	17	32
08	1444	42	8	15	35
09	4960	61	6	12	22
10	1302	28	13	19	40
11	882	17	10	19	54
12	802	13	9	19	59

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

Table D.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	2354	55	18	27
	Speaking	2354	54	16	31
	Reading	2354	67	16	17
	Writing	2354	69	17	14
	Language	2354	65	18	17
	Oral	2354	55	20	25
	Comprehension	2354	65	18	17
	Literacy	2354	71	13	15
02	Listening	3824	37	19	45
	Speaking	3824	32	20	48
	Reading	3824	35	9	56
	Writing	3824	39	16	45
	Language	3824	35	19	46
	Oral	3824	35	19	46
	Comprehension	3824	33	16	51
	Literacy	3824	36	13	51
03	Listening	1895	66	15	19
	Speaking	1895	62	16	22
	Reading	1895	61	17	22
	Writing	1895	63	12	24
	Language	1895	64	15	21
	Oral	1895	62	17	20
	Comprehension	1895	61	18	20
	Literacy	1895	64	15	21
04	Listening	1766	65	9	26

		*% at Proficiency Level		
	Speaking	1766	63	8
	Reading	1766	62	11
	Writing	1766	62	8
	Language	1766	63	9
	Oral	1766	62	16
	Comprehension	1766	62	13
	Literacy	1766	60	12
05	Listening	1634	60	7
	Speaking	1634	58	6
	Reading	1634	56	6
	Writing	1634	55	12
	Language	1634	56	9
	Oral	1634	60	11
	Comprehension	1634	56	9
	Literacy	1634	56	7
06	Listening	1608	55	18
	Speaking	1608	48	11
	Reading	1608	49	14
	Writing	1608	49	9
	Language	1608	47	9
	Oral	1608	51	18
	Comprehension	1608	53	13
	Literacy	1608	49	11
07	Listening	1832	54	16
	Speaking	1832	54	8
	Reading	1832	50	13
	Writing	1832	52	7
	Language	1832	51	7
	Oral	1832	54	13
	Comprehension	1832	52	11
	Literacy	1832	51	8
08	Listening	1444	52	14
	Speaking	1444	55	9
	Reading	1444	48	11
	Writing	1444	50	7
	Language	1444	51	7
	Oral	1444	53	12
	Comprehension	1444	51	9
	Literacy	1444	49	8
09	Listening	4960	66	7
	Speaking	4960	68	7
	Reading	4960	65	8
	Writing	4960	67	6
	Language	4960	67	7
	Oral	4960	68	6
	Comprehension	4960	66	8
	Literacy	4960	66	6
10	Listening	1302	39	13
	Speaking	1302	43	12
	Reading	1302	36	16
	Writing	1302	42	11
	Language	1302	41	14
	Oral	1302	43	12
	Comprehension	1302	37	16
	Literacy	1302	40	12
11	Listening	882	29	12
	Speaking	882	29	13
	Reading	882	23	16
	Writing	882	29	10
	Language	882	27	13
	Oral	882	30	11

		*% at Proficiency Level			
		PE/E	B	I	P
12	Comprehension	882	25	14	60
	Literacy	882	26	11	63
	Listening	802	22	14	64
	Speaking	802	25	13	62
	Reading	802	19	14	67
	Writing	802	22	11	67
	Language	802	22	12	67
	Oral	802	23	13	64
	Comprehension	802	20	14	66
	Literacy	802	20	11	69

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

Table D.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	2354	40	25	19	16
02	3824	24	11	16	49
03	1895	46	18	16	19
04	1766	51	11	12	26
05	1634	46	11	9	34
06	1608	39	9	15	37
07	1832	43	8	11	38
08	1444	42	8	10	40
09	4960	61	6	7	27
10	1302	28	13	12	47
11	882	17	10	12	61
12	802	13	9	11	67

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

Table D.5: Raw Score Descriptive Statistics on Kindergarten Placement Test

Grade	N	Mean	Median	SD	IQR
Kindergarten	20992	29.53	34	11.79	14

Table D.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	2354	12.11	12.0	7.53	12
	Speaking	2354	10.50	12.0	7.01	13
	Reading	2354	16.32	14.0	11.40	14
	Writing	2354	11.75	10.0	9.25	10
	Language	2354	30.31	30.0	19.14	29
	Oral	2354	22.60	23.5	13.37	23
	Comprehension	2354	28.43	26.0	17.70	20
	Literacy	2354	28.07	26.0	19.84	22
	Total Combined	2354	50.68	48.0	31.32	41
02	Listening	3824	18.22	20.0	7.83	10
	Speaking	3824	15.91	18.0	7.14	8
	Reading	3824	30.66	36.0	13.88	22
	Writing	3824	22.51	26.0	11.20	18

Grade	Domain/Subdomain	N	Mean	Median	SD	IQR
	Language	3824	50.96	59.0	21.82	27
	Oral	3824	34.14	38.0	14.05	17
	Comprehension	3824	48.89	56.0	20.81	32
	Literacy	3824	53.17	62.0	24.45	40
	Total Combined	3824	87.31	100.0	37.36	54
03	Listening	1895	11.38	12.0	7.53	12
	Speaking	1895	14.33	18.0	8.91	17
	Reading	1895	18.35	18.0	12.28	18
	Writing	1895	18.88	18.0	14.09	24
	Language	1895	35.09	39.0	23.05	43
	Oral	1895	25.71	29.0	15.32	28
	Comprehension	1895	29.74	28.0	18.71	28
	Literacy	1895	37.24	34.0	25.44	40
	Total Combined	1895	62.95	65.0	39.21	65
04	Listening	1766	12.57	12.0	7.91	14
	Speaking	1766	14.53	18.0	9.22	18
	Reading	1766	21.12	20.0	13.68	20
	Writing	1766	21.31	21.0	15.38	28
	Language	1766	38.13	41.0	24.89	47
	Oral	1766	27.11	31.0	16.18	30
	Comprehension	1766	33.69	32.0	20.65	34
	Literacy	1766	42.43	40.0	28.23	46
	Total Combined	1766	69.53	70.0	43.10	76
05	Listening	1634	13.53	14.0	8.30	14
	Speaking	1634	15.23	19.0	9.35	18
	Reading	1634	24.23	24.0	15.03	26
	Writing	1634	23.77	26.0	16.26	30
	Language	1634	41.54	48.0	26.25	50
	Oral	1634	28.76	33.0	16.79	31
	Comprehension	1634	37.75	38.0	22.53	38
	Literacy	1634	48.00	48.0	30.56	54
	Total Combined	1634	76.76	82.0	46.30	82
06	Listening	1608	13.25	14.0	7.68	12
	Speaking	1608	14.81	19.0	8.92	17
	Reading	1608	23.83	24.0	14.57	20
	Writing	1608	23.48	24.0	16.09	28
	Language	1608	37.79	44.0	23.58	44
	Oral	1608	28.07	33.0	15.61	27
	Comprehension	1608	37.09	38.0	21.40	32
	Literacy	1608	47.31	48.0	29.86	48
	Total Combined	1608	75.38	82.0	44.27	74
07	Listening	1832	13.19	14.0	8.30	14
	Speaking	1832	13.77	17.0	9.22	18
	Reading	1832	23.67	24.0	15.18	24
	Writing	1832	22.97	22.0	16.89	30
	Language	1832	36.11	40.0	24.77	46
	Oral	1832	26.95	31.0	16.63	31
	Comprehension	1832	36.86	36.0	22.64	34
	Literacy	1832	46.64	44.0	31.27	50
	Total Combined	1832	73.59	76.0	46.75	80
08	Listening	1444	13.37	14.0	8.87	16
	Speaking	1444	13.25	16.0	9.42	19
	Reading	1444	24.21	24.0	16.25	26
	Writing	1444	23.57	22.0	17.70	32
	Language	1444	36.09	40.0	25.88	50
	Oral	1444	26.61	31.0	17.49	33
	Comprehension	1444	37.57	38.0	24.43	40
	Literacy	1444	47.78	48.0	33.20	54
	Total Combined	1444	74.39	80.0	49.77	88
09	Listening	4960	8.59	4.0	9.78	18
	Speaking	4960	9.74	3.0	10.87	23

Grade	Domain/Subdomain	N	Mean	Median	SD	IQR
10	Reading	4960	17.68	12.0	19.39	36
	Writing	4960	15.73	6.0	17.99	34
	Language	4960	22.02	10.0	24.31	49
	Oral	4960	18.33	9.0	20.16	40
	Comprehension	4960	26.26	18.0	28.75	54
	Literacy	4960	33.41	20.0	36.96	70
	Total Combined	4960	51.74	31.0	56.62	111
	Listening	1302	15.13	16.0	8.35	14
	Speaking	1302	17.63	21.0	8.41	13
	Reading	1302	32.13	34.0	15.43	24
11	Writing	1302	28.37	32.0	15.30	26
	Language	1302	39.39	45.0	19.05	32
	Oral	1302	32.76	37.0	15.67	26
	Comprehension	1302	47.26	50.0	22.87	36
	Literacy	1302	60.50	66.0	29.89	50
	Total Combined	1302	93.26	104.0	44.49	73
	Listening	882	17.61	20.0	7.65	12
	Speaking	882	20.23	23.0	6.96	7
	Reading	882	37.10	40.0	14.01	20
	Writing	882	33.30	38.0	14.04	20
12	Language	882	45.78	52.0	16.52	20
	Oral	882	37.84	43.0	13.63	18
	Comprehension	882	54.71	59.0	20.68	32
	Literacy	882	70.40	78.0	27.23	38
	Total Combined	882	108.24	120.0	39.70	55
	Listening	802	18.37	20.0	7.32	10
	Speaking	802	20.63	24.0	6.95	5
	Reading	802	38.83	42.0	13.64	20
	Writing	802	35.41	40.0	12.99	14
	Language	802	47.78	53.0	15.75	16
Kindergarten	Oral	802	39.00	43.0	13.23	13
	Comprehension	802	57.20	62.0	20.00	28
	Literacy	802	74.24	82.0	25.80	34
	Total Combined	802	113.24	124.0	37.72	45

Note: Raw score in Language is no present due to unavailability in Student Data

Table D.7: Scale Score Descriptive Statistics on Kindergarten Placement Test

Grade	N	Mean	Median	SD	IQR
Kindergarten	20992	232.79	242	44.81	47

Table D.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	2354	216.22	222.0	57.94	64
	Speaking	2354	213.74	228.0	54.99	66
	Reading	2354	212.24	216.0	50.03	44
	Writing	2354	201.58	209.0	55.57	38
	Language	2354	209.64	216.0	45.82	48
	Oral	2354	217.12	224.0	46.88	58
	Comprehension	2354	214.04	218.0	48.48	37
	Literacy	2354	209.01	216.0	49.02	36
	Total Combined	2354	2297.72	2311.0	108.29	92
	Listening	3824	246.43	244.0	69.49	58
02	Speaking	3824	233.45	245.0	50.45	53

Grade	Domain/Subdomain	N	Mean	Median	SD	IQR
03	Reading	3824	243.30	256.0	52.13	66
	Writing	3824	236.90	245.0	61.67	68
	Language	3824	234.40	247.0	48.78	55
	Oral	3824	235.15	244.0	47.11	53
	Comprehension	3824	240.97	252.0	50.30	64
	Literacy	3824	238.62	251.0	50.81	67
	Total Combined	3824	2395.72	2425.0	114.49	131
	Listening	1895	207.00	218.0	56.62	65
	Speaking	1895	206.88	215.0	56.44	74
	Reading	1895	209.67	219.0	53.20	55
04	Writing	1895	202.00	206.0	60.22	78
	Language	1895	205.40	211.0	53.48	76
	Oral	1895	207.48	214.0	49.24	68
	Comprehension	1895	209.21	215.0	50.84	56
	Literacy	1895	205.62	209.0	54.40	64
	Total Combined	1895	2356.85	2378.0	127.48	134
	Listening	1766	205.54	206.0	59.76	85
	Speaking	1766	201.03	203.0	62.86	100
	Reading	1766	210.33	214.0	58.16	66
	Writing	1766	202.76	202.5	67.46	102
05	Language	1766	203.17	202.0	62.59	99
	Oral	1766	202.01	207.0	55.23	87
	Comprehension	1766	208.48	211.0	55.12	73
	Literacy	1766	205.98	207.0	60.02	81
	Total Combined	1766	2374.53	2388.0	134.13	160
	Listening	1634	208.03	209.0	71.14	104
	Speaking	1634	203.84	199.0	75.44	144
	Reading	1634	219.42	221.0	70.72	103
	Writing	1634	210.13	212.0	82.27	135
	Language	1634	208.43	209.0	78.58	134
06	Oral	1634	202.52	204.0	67.65	114
	Comprehension	1634	214.77	217.0	66.91	98
	Literacy	1634	213.95	213.0	73.62	117
	Total Combined	1634	2391.76	2413.0	148.06	176
	Listening	1608	216.61	224.0	62.00	77
	Speaking	1608	225.19	232.0	74.21	119
	Reading	1608	224.66	232.0	64.79	71
	Writing	1608	229.72	234.0	75.37	103
	Language	1608	227.82	235.0	72.49	112
	Oral	1608	217.95	227.0	59.11	81
07	Comprehension	1608	221.91	229.0	60.80	73
	Literacy	1608	226.87	233.0	67.58	85
	Total Combined	1608	2418.62	2447.0	142.83	143
	Listening	1832	216.56	224.0	68.88	92
	Speaking	1832	217.57	219.0	76.54	107
	Reading	1832	223.01	232.0	68.26	86
	Writing	1832	227.25	227.0	80.17	112
	Language	1832	223.59	225.0	77.75	117
	Oral	1832	214.71	221.0	65.19	95
	Comprehension	1832	220.62	225.0	65.11	79
08	Literacy	1832	224.72	226.0	71.68	90
	Total Combined	1832	2408.43	2435.0	159.46	157
	Listening	1444	217.66	224.0	74.57	108
	Speaking	1444	213.24	214.0	78.45	114
	Reading	1444	223.91	232.0	73.70	93
	Writing	1444	229.32	227.0	85.84	121
	Language	1444	223.79	225.0	82.60	132
	Oral	1444	213.39	221.0	69.59	105
	Comprehension	1444	221.36	229.0	70.98	94
	Literacy	1444	226.06	233.0	77.22	98
	Total Combined	1444	2401.38	2443.0	179.59	176

Grade	Domain/Subdomain	N	Mean	Median	SD	IQR
09	Listening	4960	178.47	170.0	84.21	150
	Speaking	4960	179.86	166.0	85.86	160
	Reading	4960	178.82	182.0	82.52	151
	Writing	4960	177.87	164.0	82.86	157
	Language	4960	177.80	171.0	79.97	154
	Oral	4960	177.97	175.0	79.66	150
	Comprehension	4960	178.06	183.0	80.39	151
	Literacy	4960	177.93	178.0	81.08	153
	Total Combined	4960	2271.89	2366.0	253.52	514
10	Listening	1302	237.51	240.0	65.85	75
	Speaking	1302	241.73	240.0	61.25	79
	Reading	1302	242.16	245.0	60.68	69
	Writing	1302	239.40	249.0	63.51	89
	Language	1302	238.18	242.0	54.92	79
	Oral	1302	237.91	240.0	53.52	74
	Comprehension	1302	239.62	244.0	57.10	66
	Literacy	1302	240.20	247.0	58.80	78
	Total Combined	1302	2481.85	2499.0	123.74	148
11	Listening	882	257.01	262.0	62.05	71
	Speaking	882	260.46	260.0	56.86	81
	Reading	882	261.78	262.0	56.66	62
	Writing	882	260.00	272.0	57.61	76
	Language	882	257.06	265.0	50.07	67
	Oral	882	255.44	261.0	49.31	65
	Comprehension	882	257.97	260.0	51.76	66
	Literacy	882	259.69	267.0	53.53	67
	Total Combined	882	2521.53	2535.0	106.27	130
12	Listening	802	261.65	262.0	59.51	61
	Speaking	802	263.04	278.0	56.26	71
	Reading	802	268.62	269.0	56.88	68
	Writing	802	267.64	280.0	54.76	57
	Language	802	262.30	269.0	48.87	60
	Oral	802	258.68	261.0	48.49	53
	Comprehension	802	263.86	266.0	51.42	62
	Literacy	802	266.49	274.0	51.48	63
	Total Combined	802	2531.98	2546.0	105.97	117

Appendix E. AZELLA REASSESSMENT INTERRATER RELIABILITY

This appendix presents interrater reliability statistics for Spring 2016 AZELLA Reassessment. The Kappa coefficient and intraclass correlation are shown by stage and domain in tables below.

Table E.1: Interrater Reliability Statistics for Items in Writing on Stage I

Item	Item Type	Max	Kappa	Intraclass Correlation
33	SA2	2	0.89	0.97
34	SA2	2	0.55	0.74
35	SA2	2	0.69	0.89
36	SA2	2	0.80	0.94
37	SA2	2	0.75	0.91
38	SA1	1	0.92	0.96
39	SA1	1	0.95	0.97
40	SA3	3	0.65	0.91
41	SA3	3	0.63	0.93

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 E.2: Interrater Reliability Statistics for Items in Speaking on Stage I

Item	Item Type	Max	Kappa	Intraclass Correlation
42	SA1	1	0.21	0.33
43	SA1	1	0.47	0.63
44	SA1	1	0.72	0.83
45	SA1	1	0.62	0.77
46	SA2	2	0.40	0.70
47	SA2	2	0.40	0.74
48	SA2	2	0.53	0.81

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 E.3: Interrater Reliability Statistics for Items in Reading on Stage II

Item	Item Type	Max	Kappa	Intraclass Correlation
50	SA1	1	0.47	0.63
51	SA1	1	0.46	0.62
52	SA3	3	0.47	0.85

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 E.4: Interrater Reliability Statistics for Items in Writing on Stage II

Item	Item Type	Max	Kappa	Intraclass Correlation
48	ER	3	0.51	0.88
49	ER	3	0.48	0.86

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 E.5: Interrater Reliability Statistics for Items in Speaking on Stage II

Item	Item Type	Max	Kappa	Intraclass Correlation
53	SA4	4	0.23	0.78
54	SA4	4	0.21	0.73
55	SA4	4	0.45	0.76
56	SA4	4	0.43	0.85
57	SA4	4	0.37	0.79
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 E.6: Interrater Reliability Statistics for Items in Reading on Stage III

Item	Item Type	Max	Kappa	Intraclass Correlation
56	SA1	1	0.11	0.20
57	SA1	1	0.47	0.64
58	SA1	1	0.42	0.59

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 E.7: Interrater Reliability Statistics for Items in Writing on Stage III

Item	Item Type	Max	Kappa	Intraclass Correlation
54	ER	5	0.44	0.89
55	ER	5	0.45	0.89

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 E.8: Interrater Reliability Statistics for Items in Speaking on Stage III

Item	Item Type	Max	Kappa	Intraclass Correlation
59	SA4	4	0.41	0.84
60	SA4	4	0.11	0.54
61	SA4	4	0.40	0.81
62	SA4	4	0.23	0.74
63	SA4	4	0.28	0.83
64	SA4	4	0.44	0.85
65	SA4	4	0.35	0.84

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 E.9: Interrater Reliability Statistics for Items in Reading on Stage IV

Item	Item Type	Max	Kappa	Intraclass Correlation
61	SA1	1	0.40	0.57
62	SA1	1	0.23	0.38

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 E.10: Interrater Reliability Statistics for Items in Writing on Stage IV

Item	Item Type	Max	Kappa	Intraclass Correlation
59	ER	5	0.44	0.88
60	ER	5	0.43	0.88

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 E.11: Interrater Reliability Statistics for Items in Speaking on Stage IV

Item	Item Type	Max	Kappa	Intraclass Correlation
63	SA4	4	0.26	0.75
64	SA4	4	0.35	0.83
65	SA4	4	0.24	0.83
66	SA4	4	0.36	0.86
67	SA4	4	0.39	0.90
68	SA4	4	0.20	0.69
69	SA4	4	0.35	0.87

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 E.12: Interrater Reliability Statistics for Items in Writing on Stage V

Item	Item Type	Max	Kappa	Intraclass Correlation
61	ER	5	0.46	0.90
62	ER	5	0.48	0.89

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 E.13: Interrater Reliability Statistics for Items in Speaking on Stage V

Item	Item Type	Max	Kappa	Intraclass Correlation
63	SA4	4	0.23	0.73
64	SA4	4	0.25	0.82
65	SA4	4	0.26	0.79
66	SA4	4	0.33	0.77
67	SA4	4	0.17	0.76
68	SA4	4	0.41	0.85
69	SA4	4	0.22	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.

Appendix F. AZELLA REASSESSMENT DIF STATISTICS

This appendix presents DIF statistics for Spring 2016 AZELLA Reassessment. Tables below shows MH and SMD DIF statistics by stage and domain.

Table F.1: 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	ΔMH	SMD	Flag	NF	NR	MH χ^2	ΔMH	SMD	Flag	NF	NR	MH χ^2	ΔMH	SMD	Flag	NF	NR	MH χ^2	ΔMH	SMD	Flag
15	MC	4752	5303	2.95	-0.19	-0.03	A	8904	1161	1.43	0.20	0.04	A	316	9749	0.27	0.16	0.03	A	830	9235	2.34	-0.29	-0.06	A
16	MC	4752	5303	3.74	0.20	0.04	A	8904	1161	2.09	-0.24	-0.04	A	316	9749	0.73	-0.23	-0.04	A	830	9235	3.30	-0.33	-0.06	A
17	MC	4752	5303	15.61	-0.51	-0.07	A	8904	1161	0.08	0.06	0.00	A	316	9749	0.51	-0.25	-0.04	A	830	9235	0.10	-0.07	-0.01	A
18	MC	4752	5303	0.05	-0.03	0.00	A	8904	1161	0.23	-0.10	-0.02	A	316	9749	1.15	-0.37	-0.06	A	830	9235	2.01	-0.30	-0.05	A
19	MC	4752	5303	0.26	0.07	0.01	A	8904	1161	8.14	-0.65	-0.08	A	316	9749	1.83	-0.48	-0.08	A	830	9235	1.32	0.27	0.04	A
20	MC	4752	5303	0.46	0.07	0.01	A	8904	1161	1.12	0.17	0.03	A	316	9749	0.00	-0.02	0.00	A	830	9235	2.08	-0.26	-0.06	A
21	MC	4752	5303	0.00	0.00	0.00	A	8904	1161	2.42	-0.26	-0.05	A	316	9749	0.92	-0.28	-0.05	A	830	9235	3.35	-0.33	-0.07	A
22	MC	4752	5303	32.00	-0.61	-0.10	A	8904	1161	1.05	0.18	0.03	A	316	9749	0.47	0.20	0.04	A	830	9235	7.32	-0.50	-0.09	A
23	MC	4752	5303	9.20	-0.33	-0.05	A	8904	1161	0.60	0.13	0.02	A	316	9749	0.54	0.21	0.04	A	830	9235	1.43	-0.22	-0.04	A
24	MC	4752	5303	37.63	-0.62	-0.11	A	8904	1161	0.45	-0.10	-0.02	A	316	9749	0.31	0.15	0.03	A	830	9235	5.29	-0.43	-0.08	A
25	MC	4752	5303	31.16	0.58	0.10	A	8904	1161	5.39	0.38	0.07	A	316	9749	4.57	0.62	0.11	A	830	9235	1.90	0.26	0.05	A
26	MC	4752	5303	1.84	-0.13	-0.02	A	8904	1161	0.97	-0.15	-0.03	A	316	9749	0.31	0.16	0.03	A	830	9235	8.07	0.51	0.10	A
27	MC	4752	5303	0.71	0.09	0.02	A	8904	1161	0.92	0.15	0.03	A	316	9749	5.10	-0.63	-0.13	A	830	9235	3.14	0.32	0.06	A
28	MC	4752	5303	1.63	-0.18	-0.02	A	8904	1161	7.06	0.54	0.08	A	316	9749	0.07	0.09	0.02	A	830	9235	0.00	0.00	0.00	A
29	MC	4752	5303	9.27	-0.30	-0.06	A	8904	1161	0.04	0.03	0.01	A	316	9749	2.59	0.46	0.09	A	830	9235	0.77	-0.16	-0.03	A
30	MC	4752	5303	4.99	-0.25	-0.04	A	8904	1161	7.36	0.47	0.08	A	316	9749	0.19	-0.13	-0.02	A	830	9235	0.06	-0.05	-0.01	A
31	MC	4752	5303	26.30	-0.54	-0.09	A	8904	1161	6.65	0.42	0.08	A	316	9749	0.31	0.16	0.03	A	830	9235	1.30	-0.21	-0.04	A
32	MC	4752	5303	4.01	0.20	0.04	A	8904	1161	7.05	-0.42	-0.08	A	316	9749	0.01	0.02	0.00	A	830	9235	2.92	-0.30	-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, ΔMH=MH Delta 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 F.2: 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)					
		NF	NR	MH χ^2	Δ MH	SMD	Flag
15	MC	7249	2771	0.89	0.11	0.02	A
16	MC	7249	2771	2.89	-0.20	-0.04	A
17	MC	7249	2771	2.62	-0.23	-0.03	A
18	MC	7249	2771	0.48	-0.10	-0.01	A
19	MC	7249	2771	8.41	-0.46	-0.06	A
20	MC	7249	2771	0.00	0.00	0.00	A
21	MC	7249	2771	4.50	0.25	0.05	A
22	MC	7249	2771	0.03	0.02	0.00	A
23	MC	7249	2771	1.02	-0.12	-0.02	A
24	MC	7249	2771	0.01	0.01	0.00	A
25	MC	7249	2771	0.45	0.08	0.02	A
26	MC	7249	2771	1.96	-0.15	-0.03	A
27	MC	7249	2771	1.63	0.14	0.03	A
28	MC	7249	2771	0.75	0.13	0.02	A
29	MC	7249	2771	14.84	0.42	0.08	A
30	MC	7249	2771	3.07	0.22	0.04	A
31	MC	7249	2771	3.02	0.20	0.04	A
32	MC	7249	2771	0.05	-0.03	-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=MH Delta 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 F.3: 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	ΔMH	SMD	Flag	NF	NR	MH χ^2	ΔMH	SMD	Flag	NF	NR	MH χ^2	ΔMH	SMD	Flag	NF	NR	MH χ^2	ΔMH	SMD	Flag					
33	SA2	4752	5303	9.27	0.05	A	8904	1161	3.25	0.01	A	316	9749	0.28	0.02	A	830	9235	4.62	0.06	A									
34	SA2	4752	5303	71.27	0.16	A	8904	1161	9.40	-0.08	A	316	9749	1.03	0.05	A	830	9235	22.52	-0.11	A									
35	SA2	4752	5303	4.27	0.03	A	8904	1161	5.60	-0.01	A	316	9749	7.28	-0.12	A	830	9235	3.57	-0.02	A									
36	SA2	4752	5303	1.68	0.02	A	8904	1161	3.80	-0.05	A	316	9749	5.68	-0.06	A	830	9235	1.51	-0.04	A									
37	SA2	4752	5303	8.23	0.04	A	8904	1161	4.73	-0.04	A	316	9749	3.42	-0.08	A	830	9235	1.76	-0.02	A									
38	SA1	4752	5303	7.33	0.28	A	8904	1161	14.31	0.60	0.11	A	316	9749	1.82	-0.40	-0.08	A	830	9235	4.99	-0.40	-0.08	A						
39	SA1	4752	5303	1.78	0.14	A	8904	1161	0.00	-0.01	0.00	A	316	9749	0.44	-0.19	-0.03	A	830	9235	0.05	-0.04	-0.01	A						
40	SA3	4752	5303	10.33	0.02	A	8904	1161	6.04	-0.02	A	316	9749	3.05	-0.07	A	830	9235	1.57	-0.01	A									
41	SA3	4752	5303	7.98	0.01	A	8904	1161	15.29	-0.09	A	316	9749	3.89	-0.08	A	830	9235	0.34	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, ΔMH =MH Delta 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 F.4: 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)					
		NF	NR	MH χ^2	ΔMH	SMD	Flag
33	SA2	7249	2771	8.37		-0.03	A
34	SA2	7249	2771	54.27		-0.15	A
35	SA2	7249	2771	4.11		0.00	A
36	SA2	7249	2771	2.85		-0.03	A
37	SA2	7249	2771	9.93		0.00	A
38	SA1	7249	2771	0.24	-0.06	-0.01	A
39	SA1	7249	2771	9.40	-0.35	-0.06	A
40	SA3	7249	2771	24.44		-0.03	A
41	SA3	7249	2771	14.62		-0.01	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, ΔMH =MH Delta 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 F.5: 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	ΔMH	SMD	Flag	NF	NR	MH χ^2	ΔMH	SMD	Flag	NF	NR	MH χ^2	ΔMH	SMD	Flag	NF	NR	MH χ^2	ΔMH	SMD	Flag
1	MC	4752	5303	0.20	-0.05	-0.01	A	8904	1161	0.08	-0.05	-0.01	A	316	9749	2.45	-0.50	-0.09	A	830	9235	0.02	0.03	0.01	A
2	MC	4752	5303	2.21	-0.18	-0.03	A	8904	1161	0.43	-0.12	-0.02	A	316	9749	2.66	-0.50	-0.09	A	830	9235	1.99	0.28	0.06	A
3	MC	4752	5303	3.57	-0.20	-0.04	A	8904	1161	9.79	-0.54	-0.09	A	316	9749	1.48	0.37	0.07	A	830	9235	1.71	0.24	0.05	A
4	MC	4752	5303	0.50	-0.09	-0.01	A	8904	1161	0.28	0.10	0.01	A	316	9749	3.05	-0.57	-0.10	A	830	9235	1.81	0.29	0.05	A
5	MC	4752	5303	9.68	0.32	0.06	A	8904	1161	16.13	0.64	0.12	A	316	9749	0.67	0.24	0.04	A	830	9235	16.43	-0.72	-0.14	A
6	MC	4752	5303	0.03	-0.02	0.00	A	8904	1161	2.04	0.24	0.04	A	316	9749	0.85	0.28	0.05	A	830	9235	0.45	-0.13	-0.02	A
7	MC	4752	5303	5.55	0.26	0.04	A	8904	1161	2.82	0.29	0.05	A	316	9749	0.03	0.05	0.01	A	830	9235	0.60	-0.15	-0.03	A
8	MC	4752	5303	29.43	0.63	0.09	A	8904	1161	44.22	1.16	0.18	B>	316	9749	4.98	-0.70	-0.12	A	830	9235	18.32	-0.81	-0.15	A
9	MC	4752	5303	1.80	0.16	0.02	A	8904	1161	4.51	0.39	0.06	A	316	9749	0.28	-0.17	-0.03	A	830	9235	3.56	-0.37	-0.07	A
10	MC	4752	5303	27.08	0.61	0.09	A	8904	1161	1.09	0.19	0.03	A	316	9749	1.38	0.39	0.07	A	830	9235	7.16	-0.52	-0.10	A
11	MC	4752	5303	4.54	0.26	0.04	A	8904	1161	41.77	1.14	0.19	B>	316	9749	6.34	-0.80	-0.14	A	830	9235	3.49	-0.38	-0.07	A
12	MC	4752	5303	2.41	0.17	0.03	A	8904	1161	9.08	0.50	0.09	A	316	9749	0.57	-0.22	-0.04	A	830	9235	0.31	-0.10	-0.02	A
13	MC	4752	5303	1.22	0.12	0.02	A	8904	1161	11.76	0.57	0.10	A	316	9749	4.06	-0.60	-0.11	A	830	9235	1.13	0.19	0.04	A
14	MC	4752	5303	0.04	-0.02	0.00	A	8904	1161	0.00	0.00	0.00	A	316	9749	6.27	-0.75	-0.14	A	830	9235	1.09	-0.19	-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, ΔMH =MH Delta 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 F.6: 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	ΔMH	SMD	Flag
1	MC	7249	2771	0.54	0.10	0.02	A
2	MC	7249	2771	0.56	0.10	0.02	A
3	MC	7249	2771	6.64	0.30	0.06	A
4	MC	7249	2771	0.76	0.12	0.02	A
5	MC	7249	2771	3.97	0.23	0.04	A
6	MC	7249	2771	0.76	-0.10	-0.02	A
7	MC	7249	2771	0.21	-0.06	-0.01	A
8	MC	7249	2771	0.25	0.06	0.01	A
9	MC	7249	2771	2.17	0.19	0.03	A
10	MC	7249	2771	2.53	0.21	0.03	A
11	MC	7249	2771	2.48	0.21	0.03	A
12	MC	7249	2771	0.29	-0.06	-0.01	A
13	MC	7249	2771	1.19	-0.13	-0.02	A
14	MC	7249	2771	1.03	-0.12	-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, ΔMH =MH Delta 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 F.7: 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	AMH	SMD	Flag	NF	NR	MH χ^2	AMH	SMD	Flag	NF	NR	MH χ^2	AMH	SMD	Flag	NF	NR	MH χ^2	AMH	SMD	Flag
42	SA1	4752	5303	7.15	-0.29	-0.05	A	8904	1161	17.37	0.67	0.13	A	316	9749	0.65	0.25	0.05	A	830	9235	0.68	0.16	0.03	A
43	SA1	4752	5303	0.06	-0.04	0.00	A	8904	1161	8.45	0.74	0.09	A	316	9749	1.53	0.67	0.07	A	830	9235	0.78	0.28	0.03	A
44	SA1	4752	5303	12.81	-0.37	-0.07	A	8904	1161	9.70	-0.53	-0.10	A	316	9749	0.01	-0.03	-0.01	A	830	9235	5.71	0.44	0.09	A
45	SA1	4752	5303	36.93	-0.74	-0.12	A	8904	1161	5.96	-0.45	-0.07	A	316	9749	0.17	-0.15	-0.02	A	830	9235	0.02	0.03	0.00	A
46	SA2	4752	5303	1.99	-0.03	A	8904	1161	0.63	-0.01	A	316	9749	1.05	-0.04	A	830	9235	0.66	-0.01	A				
47	SA2	4752	5303	0.60	0.00	A	8904	1161	12.77	0.07	A	316	9749	0.05	-0.01	A	830	9235	11.91	-0.06	A				
48	SA2	4752	5303	3.30	0.03	A	8904	1161	4.40	0.03	A	316	9749	3.72	0.03	A	830	9235	2.49	-0.05	A				
49	SA4	4752	5303	9.60	-0.01	A	8904	1161	10.69	-0.03	A	316	9749	8.89	0.10	A	830	9235	38.86	-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, AMH=MH Delta 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 F.8: 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	AMH	SMD	Flag
42	SA1	7249	2771	7.25	0.32	0.06	A
43	SA1	7249	2771	1.53	0.25	0.03	A
44	SA1	7249	2771	13.78	0.43	0.08	A
45	SA1	7249	2771	0.32	-0.08	-0.01	A
46	SA2	7249	2771	0.51	-	0.01	A
47	SA2	7249	2771	2.07	-	0.02	A
48	SA2	7249	2771	5.55	-	0.05	A
49	SA4	7249	2771	5.75	-	0.01	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, AMH=MH Delta 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 F.9: 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	ΔMH	SMD	Flag	NF	NR	MH χ^2	ΔMH	SMD	Flag	NF	NR	MH χ^2	ΔMH	SMD	Flag	NF	NR	MH χ^2	ΔMH	SMD	Flag
15	MC	9017	10372	0.04	-0.02	0.00	A	17041	2354	2.61	0.20	0.04	A	862	18533	1.41	0.24	0.04	A	1841	17554	1.82	-0.18	-0.03	A
16	MC	9017	10372	2.44	-0.13	-0.02	A	17041	2354	18.91	-0.58	-0.09	A	862	18533	0.05	0.04	0.01	A	1841	17554	0.01	-0.02	0.00	A
17	MC	9017	10372	9.08	-0.26	-0.04	A	17041	2354	2.04	0.19	0.03	A	862	18533	0.22	0.10	0.01	A	1841	17554	0.09	0.04	0.01	A
18	MC	9017	10372	1.51	0.09	0.02	A	17041	2354	17.29	0.47	0.09	A	862	18533	2.33	-0.27	-0.05	A	1841	17554	1.79	-0.17	-0.03	A
19	MC	9017	10372	4.54	0.19	0.03	A	17041	2354	0.46	-0.09	-0.01	A	862	18533	0.02	0.03	0.00	A	1841	17554	0.00	0.00	0.00	A
20	MC	9017	10372	2.70	-0.14	-0.02	A	17041	2354	23.29	-0.69	-0.10	A	862	18533	0.26	-0.11	-0.02	A	1841	17554	2.80	-0.23	-0.04	A
21	MC	9017	10372	28.51	-0.40	-0.07	A	17041	2354	24.53	-0.60	-0.10	A	862	18533	18.93	0.80	0.14	A	1841	17554	11.24	0.42	0.08	A
22	MC	9017	10372	0.57	-0.05	-0.01	A	17041	2354	0.65	-0.09	-0.02	A	862	18533	1.09	0.18	0.03	A	1841	17554	3.54	0.23	0.05	A
23	MC	9017	10372	15.00	0.28	0.06	A	17041	2354	0.26	0.06	0.01	A	862	18533	3.06	0.31	0.06	A	1841	17554	5.67	0.29	0.06	A
24	MC	9017	10372	7.57	-0.21	-0.03	A	17041	2354	7.94	0.33	0.05	A	862	18533	2.54	-0.29	-0.05	A	1841	17554	0.86	-0.12	-0.02	A
25	MC	9017	10372	5.85	0.18	0.03	A	17041	2354	0.01	0.01	0.00	A	862	18533	2.72	-0.31	-0.05	A	1841	17554	0.16	-0.05	-0.01	A
26	MC	9017	10372	3.05	0.13	0.02	A	17041	2354	2.68	-0.19	-0.03	A	862	18533	0.02	-0.03	0.00	A	1841	17554	2.20	0.19	0.03	A
27	MC	9017	10372	29.11	0.41	0.07	A	17041	2354	0.57	-0.09	-0.02	A	862	18533	0.46	-0.12	-0.02	A	1841	17554	0.23	-0.06	-0.01	A
28	MC	9017	10372	1.26	-0.08	-0.02	A	17041	2354	0.05	-0.02	0.00	A	862	18533	1.36	-0.20	-0.04	A	1841	17554	0.25	-0.06	-0.01	A
29	MC	9017	10372	5.90	-0.17	-0.03	A	17041	2354	6.27	-0.28	-0.04	A	862	18533	3.17	0.31	0.06	A	1841	17554	0.18	-0.05	-0.01	A
30	MC	9017	10372	6.42	0.19	0.03	A	17041	2354	0.81	-0.11	-0.02	A	862	18533	1.29	-0.21	-0.04	A	1841	17554	1.87	-0.17	-0.03	A
31	MC	9017	10372	40.96	0.49	0.08	A	17041	2354	1.02	0.12	0.02	A	862	18533	1.62	-0.24	-0.04	A	1841	17554	6.93	-0.35	-0.06	A
32	MC	9017	10372	7.32	-0.20	-0.04	A	17041	2354	2.09	-0.16	-0.03	A	862	18533	2.06	-0.25	-0.05	A	1841	17554	3.36	0.23	0.04	A
33	MC	9017	10372	9.10	-0.21	-0.04	A	17041	2354	2.41	-0.17	-0.03	A	862	18533	0.96	0.17	0.03	A	1841	17554	0.01	0.01	0.01	A
34	MC	9017	10372	0.29	-0.04	-0.01	A	17041	2354	0.78	-0.10	-0.02	A	862	18533	0.17	-0.08	-0.01	A	1841	17554	3.68	-0.24	-0.04	A
50	SA1	9017	10372	0.04	-0.01	0.00	A	17041	2354	0.10	0.04	0.01	A	862	18533	9.19	0.55	0.10	A	1841	17554	0.56	0.09	0.02	A
51	SA1	9017	10372	0.58	0.05	0.01	A	17041	2354	12.52	0.39	0.08	A	862	18533	3.54	0.33	0.06	A	1841	17554	3.90	-0.24	-0.05	A
52	SA3	9017	10372	137.16	-0.14	A	17041	2354	39.40	-0.09	A	862	18533	1.00	0.01	A	1841	17554	1.01	0.00	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, ΔMH =MH Delta 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 F.10: 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)					
		NF	NR	MH χ^2	Δ MH	SMD	Flag
15	MC	14509	4823	13.37	-0.34	-0.06	A
16	MC	14509	4823	0.98	0.09	0.02	A
17	MC	14509	4823	0.69	0.08	0.01	A
18	MC	14509	4823	0.11	-0.03	-0.01	A
19	MC	14509	4823	1.29	-0.11	-0.02	A
20	MC	14509	4823	1.11	0.11	0.01	A
21	MC	14509	4823	2.06	0.12	0.02	A
22	MC	14509	4823	1.34	-0.10	-0.02	A
23	MC	14509	4823	0.08	-0.02	0.00	A
24	MC	14509	4823	3.21	-0.16	-0.03	A
25	MC	14509	4823	0.30	0.05	0.01	A
26	MC	14509	4823	0.23	-0.04	-0.01	A
27	MC	14509	4823	0.74	-0.08	-0.01	A
28	MC	14509	4823	0.54	-0.06	-0.01	A
29	MC	14509	4823	1.19	0.09	0.02	A
30	MC	14509	4823	0.05	0.02	0.00	A
31	MC	14509	4823	0.27	-0.05	-0.01	A
32	MC	14509	4823	0.05	0.02	0.00	A
33	MC	14509	4823	0.09	0.02	0.00	A
34	MC	14509	4823	0.03	0.02	0.00	A
50	SA1	14509	4823	19.87	-0.38	-0.07	A
51	SA1	14509	4823	5.35	-0.19	-0.04	A
52	SA3	14509	4823	6.69	-0.02	-0.02	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=MH Delta 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 F.11: DIF Statistics based on ELL Students for Items in Writing 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	ΔMH	SMD	Flag	NF	NR	MH χ^2	ΔMH	SMD	Flag	NF	NR	MH χ^2	ΔMH	SMD	Flag	NF	NR	MH χ^2	ΔMH	SMD	Flag
35	MC	9017	10372	7.37	0.25	0.03	A	17041	2354	3.73	-0.29	-0.04	A	862	18533	0.01	-0.03	0.00	A	1841	17554	0.16	0.06	0.01	A
36	MC	9017	10372	0.55	0.05	0.01	A	17041	2354	0.04	0.02	0.01	A	862	18533	0.05	0.04	0.01	A	1841	17554	1.59	0.15	0.03	A
37	MC	9017	10372	53.35	0.53	0.10	A	17041	2354	20.50	-0.49	-0.09	A	862	18533	1.62	-0.22	-0.04	A	1841	17554	1.10	0.13	0.02	A
38	MC	9017	10372	0.00	0.00	0.00	A	17041	2354	0.02	-0.02	0.00	A	862	18533	1.09	0.18	0.03	A	1841	17554	6.01	-0.30	-0.06	A
39	MC	9017	10372	2.57	0.12	0.02	A	17041	2354	1.55	0.14	0.03	A	862	18533	2.51	-0.28	-0.05	A	1841	17554	22.01	-0.56	-0.11	A
40	MC	9017	10372	17.28	0.39	0.05	A	17041	2354	4.15	-0.31	-0.04	A	862	18533	0.00	-0.01	0.00	A	1841	17554	5.03	-0.32	-0.06	A
41	MC	9017	10372	0.36	0.04	0.01	A	17041	2354	15.48	-0.46	-0.08	A	862	18533	0.31	-0.10	-0.02	A	1841	17554	11.09	0.43	0.07	A
42	MC	9017	10372	0.01	-0.01	0.00	A	17041	2354	6.12	0.27	0.05	A	862	18533	2.02	-0.25	-0.05	A	1841	17554	15.20	-0.47	-0.09	A
43	MC	9017	10372	1.83	0.10	0.02	A	17041	2354	0.76	-0.10	-0.02	A	862	18533	1.36	-0.21	-0.04	A	1841	17554	5.69	-0.29	-0.05	A
44	MC	9017	10372	0.48	-0.05	-0.01	A	17041	2354	12.56	-0.41	-0.07	A	862	18533	0.15	-0.07	-0.01	A	1841	17554	0.61	-0.10	-0.02	A
45	MC	9017	10372	5.69	-0.18	-0.03	A	17041	2354	0.10	-0.04	-0.01	A	862	18533	0.78	-0.16	-0.03	A	1841	17554	2.09	-0.18	-0.03	A
46	MC	9017	10372	11.26	-0.24	-0.05	A	17041	2354	0.18	0.05	0.01	A	862	18533	1.99	0.25	0.05	A	1841	17554	3.78	-0.24	-0.05	A
47	MC	9017	10372	7.31	-0.19	-0.04	A	17041	2354	41.13	-0.71	-0.13	A	862	18533	0.34	0.10	0.02	A	1841	17554	2.36	0.19	0.04	A
48	ER	9017	10372	211.72	0.15	A	17041	2354	17.32	0.04	A	862	18533	0.05	0.00	A	1841	17554	66.86	-0.15	A				
49	ER	9017	10372	138.27	0.13	A	17041	2354	9.04	0.01	A	862	18533	3.25	-0.02	A	1841	17554	60.95	-0.15	A				

Note: MC=Multiple-choice Items, 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, ΔMH =MH Delta 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 F.12: 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)				
		NF	NR	MH χ^2	ΔMH	SMD
35	MC	14509	4823	6.50	-0.27	-0.04
36	MC	14509	4823	0.83	-0.08	-0.01
37	MC	14509	4823	14.56	-0.32	-0.06
38	MC	14509	4823	25.22	-0.42	-0.08
39	MC	14509	4823	0.69	0.07	0.01
40	MC	14509	4823	2.52	-0.17	-0.02
41	MC	14509	4823	0.00	0.00	0.00
42	MC	14509	4823	12.25	0.29	0.06
43	MC	14509	4823	1.67	0.11	0.02
44	MC	14509	4823	2.12	0.13	0.02
45	MC	14509	4823	0.00	0.00	0.00
46	MC	14509	4823	1.44	0.10	0.02
47	MC	14509	4823	2.54	-0.13	-0.03
48	ER	14509	4823	27.77	-0.06	A
49	ER	14509	4823	0.29	0.00	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, ΔMH =MH Delta 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 F.13: DIF Statistics based on ELL Students for Items in Listening 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	ΔMH	SMD	Flag	NF	NR	MH χ^2	ΔMH	SMD	Flag	NF	NR	MH χ^2	ΔMH	SMD	Flag	NF	NR	MH χ^2	ΔMH	SMD	Flag
1	MC	9017	10372	0.65	-0.06	-0.01	A	17041	2354	1.07	0.13	0.02	A	862	18533	2.02	-0.27	-0.05	A	1841	17554	10.35	-0.41	-0.08	A
2	MC	9017	10372	0.11	0.02	0.00	A	17041	2354	0.02	-0.02	-0.01	A	862	18533	0.64	-0.14	-0.03	A	1841	17554	5.48	-0.29	-0.06	A
3	MC	9017	10372	0.32	-0.04	-0.01	A	17041	2354	0.47	-0.08	-0.02	A	862	18533	0.43	0.12	0.02	A	1841	17554	1.32	0.14	0.03	A
4	MC	9017	10372	0.12	0.03	0.00	A	17041	2354	0.06	0.03	0.00	A	862	18533	1.85	-0.25	-0.04	A	1841	17554	7.88	-0.36	-0.06	A
5	MC	9017	10372	0.39	0.05	0.01	A	17041	2354	0.13	-0.04	-0.01	A	862	18533	1.21	-0.20	-0.04	A	1841	17554	0.27	0.07	0.01	A
6	MC	9017	10372	3.62	-0.14	-0.03	A	17041	2354	4.87	-0.25	-0.05	A	862	18533	1.62	-0.23	-0.04	A	1841	17554	5.19	0.29	0.05	A
7	MC	9017	10372	3.33	-0.14	-0.03	A	17041	2354	2.44	-0.18	-0.03	A	862	18533	3.61	-0.36	-0.06	A	1841	17554	3.72	0.25	0.04	A
8	MC	9017	10372	15.23	0.33	0.05	A	17041	2354	32.16	0.71	0.12	A	862	18533	25.59	-0.93	-0.17	A	1841	17554	18.36	-0.57	-0.11	A
9	MC	9017	10372	11.41	0.27	0.05	A	17041	2354	15.34	0.46	0.09	A	862	18533	0.10	-0.06	-0.01	A	1841	17554	34.18	-0.74	-0.15	A
10	MC	9017	10372	16.90	0.40	0.05	A	17041	2354	18.92	0.63	0.09	A	862	18533	6.10	-0.54	-0.08	A	1841	17554	74.15	-1.21	-0.23	B<
11	MC	9017	10372	0.10	-0.02	0.00	A	17041	2354	2.58	0.20	0.04	A	862	18533	1.38	-0.22	-0.04	A	1841	17554	8.50	-0.37	-0.07	A
12	MC	9017	10372	0.00	0.00	0.00	A	17041	2354	6.71	0.32	0.06	A	862	18533	0.35	-0.12	-0.02	A	1841	17554	0.03	-0.02	0.00	A
13	MC	9017	10372	0.46	-0.08	-0.01	A	17041	2354	6.63	0.44	0.05	A	862	18533	0.83	-0.24	-0.03	A	1841	17554	9.61	-0.51	-0.08	A
14	MC	9017	10372	0.26	-0.04	-0.01	A	17041	2354	1.02	0.12	0.02	A	862	18533	5.37	-0.43	-0.07	A	1841	17554	8.14	0.38	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, ΔMH =MH Delta 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 F.14: 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)					
		NF	NR	MH χ^2	ΔMH	SMD	Flag
1	MC	14509	4823	2.05	0.13	0.02	A
2	MC	14509	4823	4.40	0.18	0.03	A
3	MC	14509	4823	1.88	0.12	0.02	A
4	MC	14509	4823	0.27	-0.05	-0.01	A
5	MC	14509	4823	1.48	0.10	0.02	A
6	MC	14509	4823	1.64	-0.11	-0.02	A
7	MC	14509	4823	2.52	-0.14	-0.02	A
8	MC	14509	4823	5.25	-0.23	-0.04	A
9	MC	14509	4823	0.08	0.03	0.01	A
10	MC	14509	4823	0.74	-0.10	-0.01	A
11	MC	14509	4823	9.39	0.28	0.05	A
12	MC	14509	4823	0.95	-0.09	-0.02	A
13	MC	14509	4823	0.03	0.02	0.00	A
14	MC	14509	4823	2.34	-0.13	-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, ΔMH =MH Delta 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 F.15: 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	MH χ^2	ΔMH	SMD	Flag	NF	NR	MH χ^2	ΔMH	SMD	Flag	NF	NR	MH χ^2	ΔMH	SMD	Flag	NF	NR	MH χ^2	ΔMH	SMD	Flag		
53	SA4	9017	10372	88.23	-0.12	A	17041	2354	35.75	0.09	A	862	18533	19.22	0.13	A	1841	17554	57.21	0.17	A						
54	SA4	9017	10372	41.43	-0.08	A	17041	2354	29.80	0.07	A	862	18533	11.03	0.08	A	1841	17554	42.35	0.11	A						
55	SA4	9017	10372	47.96	-0.01	A	17041	2354	35.92	-0.02	A	862	18533	3.30	-0.01	A	1841	17554	47.05	-0.01	A						
56	SA4	9017	10372	42.15	0.00	A	17041	2354	6.98	0.05	A	862	18533	9.06	0.07	A	1841	17554	33.39	0.09	A						
57	SA4	9017	10372	9.61	-0.01	A	17041	2354	49.23	0.03	A	862	18533	15.66	0.12	A	1841	17554	10.93	0.04	A						
58	SA4	9017	10372	64.09	0.06	A	17041	2354	85.34	0.18	B>	862	18533	4.66	0.02	A	1841	17554	11.27	0.06	A						
59	SA4	9017	10372	48.08	0.05	A	17041	2354	32.50	0.12	A	862	18533	18.07	-0.05	A	1841	17554	22.53	0.08	A						
60	SA4	9017	10372	11.45	0.02	A	17041	2354	50.22	0.13	A	862	18533	4.80	0.06	A	1841	17554	171.92	-0.21	B<						

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, ΔMH =MH Delta 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 F.16: 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	MH χ^2	ΔMH	SMD	Flag
53	SA4	14509	4823	21.29		0.03	A
54	SA4	14509	4823	19.08		0.06	A
55	SA4	14509	4823	10.90		-0.03	A
56	SA4	14509	4823	18.12		0.06	A
57	SA4	14509	4823	15.45		-0.01	A
58	SA4	14509	4823	32.45		0.08	A
59	SA4	14509	4823	29.58		0.08	A
60	SA4	14509	4823	38.23		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, ΔMH =MH Delta 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 F.17: DIF Statistics based on ELL Students for Items in Reading 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	ΔMH	SMD	Flag	NF	NR	MH χ^2	ΔMH	SMD	Flag	NF	NR	MH χ^2	ΔMH	SMD	Flag	NF	NR	MH χ^2	ΔMH	SMD	Flag
15	MC	9169	11443	0.06	0.02	0.00	A	17987	2645	0.14	-0.05	-0.01	A	1368	19264	2.96	0.33	0.05	A	2623	18009	4.00	-0.25	-0.04	A
16	MC	9169	11443	18.57	0.31	0.06	A	17987	2645	0.66	-0.09	-0.02	A	1368	19264	2.93	-0.25	-0.04	A	2623	18009	29.62	-0.58	-0.10	A
17	MC	9169	11443	0.45	0.05	0.01	A	17987	2645	1.06	-0.11	-0.02	A	1368	19264	3.62	0.27	0.05	A	2623	18009	5.51	-0.24	-0.05	A
18	MC	9169	11443	13.30	-0.26	-0.05	A	17987	2645	31.65	-0.62	-0.11	A	1368	19264	17.23	0.60	0.11	A	2623	18009	5.20	-0.25	-0.05	A
19	MC	9169	11443	11.52	0.29	0.04	A	17987	2645	0.23	0.06	0.00	A	1368	19264	0.03	-0.03	0.00	A	2623	18009	21.38	-0.54	-0.10	A
20	MC	9169	11443	16.74	0.28	0.05	A	17987	2645	1.69	-0.14	-0.03	A	1368	19264	0.00	-0.01	0.00	A	2623	18009	1.43	-0.13	-0.03	A
21	MC	9169	11443	79.85	-0.63	-0.12	A	17987	2645	9.63	-0.32	-0.05	A	1368	19264	0.00	0.00	0.00	A	2623	18009	2.06	0.15	0.03	A
22	MC	9169	11443	6.89	-0.19	-0.04	A	17987	2645	9.78	-0.32	-0.06	A	1368	19264	0.00	-0.01	0.00	A	2623	18009	0.14	-0.04	-0.01	A
23	MC	9169	11443	41.14	-0.46	-0.09	A	17987	2645	3.88	0.21	0.04	A	1368	19264	5.65	-0.34	-0.06	A	2623	18009	0.33	-0.06	-0.01	A
24	MC	9169	11443	64.77	0.62	0.10	A	17987	2645	0.01	0.01	0.00	A	1368	19264	5.61	-0.35	-0.06	A	2623	18009	2.50	0.18	0.03	A
25	MC	9169	11443	0.69	0.06	0.01	A	17987	2645	0.12	-0.04	-0.01	A	1368	19264	0.97	-0.14	-0.03	A	2623	18009	0.41	0.07	0.01	A
26	MC	9169	11443	69.02	0.65	0.10	A	17987	2645	0.00	0.00	0.00	A	1368	19264	2.63	-0.25	-0.04	A	2623	18009	2.08	-0.16	-0.03	A
27	MC	9169	11443	16.61	0.29	0.05	A	17987	2645	6.82	0.28	0.05	A	1368	19264	5.82	-0.35	-0.06	A	2623	18009	0.71	0.09	0.01	A
28	MC	9169	11443	25.34	0.35	0.07	A	17987	2645	19.14	0.45	0.09	A	1368	19264	7.56	-0.37	-0.07	A	2623	18009	2.67	-0.17	-0.03	A
29	MC	9169	11443	1.82	-0.10	-0.02	A	17987	2645	2.14	0.16	0.03	A	1368	19264	0.98	-0.14	-0.03	A	2623	18009	0.02	-0.01	0.00	A
30	MC	9169	11443	2.65	0.12	0.02	A	17987	2645	21.56	-0.51	-0.09	A	1368	19264	0.10	-0.05	-0.01	A	2623	18009	1.61	-0.14	-0.03	A
31	MC	9169	11443	40.19	-0.46	-0.09	A	17987	2645	38.09	-0.66	-0.12	A	1368	19264	0.01	-0.01	0.00	A	2623	18009	0.37	-0.07	-0.01	A
32	MC	9169	11443	8.24	-0.21	-0.04	A	17987	2645	9.29	-0.33	-0.06	A	1368	19264	11.63	-0.50	-0.09	A	2623	18009	3.09	0.20	0.03	A
33	MC	9169	11443	9.10	-0.22	-0.04	A	17987	2645	3.04	0.19	0.03	A	1368	19264	19.72	-0.62	-0.11	A	2623	18009	0.26	-0.05	-0.01	A
34	MC	9169	11443	4.40	-0.15	-0.03	A	17987	2645	29.53	-0.58	-0.11	A	1368	19264	0.35	0.09	0.02	A	2623	18009	0.93	0.11	0.02	A
35	MC	9169	11443	16.07	-0.28	-0.05	A	17987	2645	24.69	-0.53	-0.10	A	1368	19264	0.16	0.06	0.01	A	2623	18009	1.03	0.11	0.02	A
36	MC	9169	11443	11.62	0.24	0.04	A	17987	2645	0.62	-0.08	-0.02	A	1368	19264	2.28	0.21	0.04	A	2623	18009	9.01	0.32	0.06	A
37	MC	9169	11443	0.07	-0.02	0.00	A	17987	2645	5.22	-0.25	-0.04	A	1368	19264	0.41	-0.09	-0.02	A	2623	18009	3.39	-0.21	-0.04	A
56	SA1	9169	11443	4.43	-0.15	-0.03	A	17987	2645	35.09	0.60	0.12	A	1368	19264	3.22	-0.24	-0.05	A	2623	18009	1.30	0.12	0.03	A
57	SA1	9169	11443	128.27	-0.85	-0.15	A	17987	2645	2.42	-0.18	-0.03	A	1368	19264	0.01	-0.02	0.00	A	2623	18009	4.86	-0.26	-0.04	A
58	SA1	9169	11443	91.73	-0.72	-0.12	A	17987	2645	0.12	-0.04	-0.01	A	1368	19264	1.14	-0.16	-0.03	A	2623	18009	14.19	-0.45	-0.07	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, ΔMH =MH Delta 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 F.18: 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)					
		NF	NR	MH χ^2	ΔMH	SMD	Flag
15	MC	15645	4903	0.76	0.09	0.01	A
16	MC	15645	4903	13.89	-0.32	-0.06	A
17	MC	15645	4903	12.56	-0.30	-0.06	A
18	MC	15645	4903	2.40	0.13	0.03	A
19	MC	15645	4903	10.05	-0.32	-0.05	A
20	MC	15645	4903	8.69	-0.24	-0.05	A
21	MC	15645	4903	0.00	-0.01	0.00	A
22	MC	15645	4903	3.58	-0.16	-0.03	A
23	MC	15645	4903	4.53	-0.18	-0.03	A
24	MC	15645	4903	4.09	0.18	0.03	A
25	MC	15645	4903	0.32	0.05	0.01	A
26	MC	15645	4903	1.90	0.12	0.02	A
27	MC	15645	4903	0.03	-0.01	0.00	A
28	MC	15645	4903	0.09	-0.02	0.00	A
29	MC	15645	4903	0.03	-0.02	0.00	A
30	MC	15645	4903	0.01	-0.01	0.00	A
31	MC	15645	4903	0.11	-0.03	-0.01	A
32	MC	15645	4903	0.62	-0.07	-0.01	A
33	MC	15645	4903	2.16	-0.12	-0.02	A
34	MC	15645	4903	0.57	-0.06	-0.01	A
35	MC	15645	4903	1.10	-0.09	-0.02	A
36	MC	15645	4903	2.91	0.14	0.03	A
37	MC	15645	4903	0.01	-0.01	0.00	A
56	SA1	15645	4903	0.00	0.00	0.00	A
57	SA1	15645	4903	0.06	-0.02	0.00	A
58	SA1	15645	4903	2.73	0.15	0.02	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, ΔMH =MH Delta 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 F.19: 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	9169	11443	0.00	0.00	0.00	A	17987	2645	1.86	-0.15	-0.03	A	1368	19264	1.57	-0.18	-0.03	A	2623	18009	13.03	-0.40	-0.07	A
39	MC	9169	11443	43.04	0.45	0.09	A	17987	2645	7.21	-0.27	-0.06	A	1368	19264	3.80	0.27	0.05	A	2623	18009	6.28	-0.26	-0.05	A
40	MC	9169	11443	2.58	0.11	0.02	A	17987	2645	22.00	-0.50	-0.09	A	1368	19264	0.97	0.14	0.03	A	2623	18009	3.86	-0.21	-0.04	A
41	MC	9169	11443	9.97	0.22	0.04	A	17987	2645	4.52	-0.22	-0.05	A	1368	19264	3.43	0.26	0.05	A	2623	18009	1.12	-0.11	-0.02	A
42	MC	9169	11443	14.44	0.27	0.05	A	17987	2645	0.00	-0.01	0.00	A	1368	19264	2.38	0.21	0.04	A	2623	18009	0.60	-0.08	-0.01	A
43	MC	9169	11443	50.45	0.51	0.09	A	17987	2645	0.03	-0.02	0.00	A	1368	19264	0.02	0.02	0.00	A	2623	18009	1.65	-0.14	-0.02	A
44	MC	9169	11443	1.21	0.09	0.01	A	17987	2645	2.39	-0.18	-0.03	A	1368	19264	0.16	0.06	0.01	A	2623	18009	5.43	-0.26	-0.05	A
45	MC	9169	11443	3.53	0.16	0.02	A	17987	2645	11.87	0.41	0.07	A	1368	19264	0.08	-0.05	-0.01	A	2623	18009	5.82	-0.27	-0.05	A
46	MC	9169	11443	0.51	-0.07	-0.01	A	17987	2645	12.28	-0.49	-0.06	A	1368	19264	24.44	0.97	0.12	A	2623	18009	4.85	0.27	0.05	A
47	MC	9169	11443	2.42	0.12	0.02	A	17987	2645	1.20	-0.13	-0.02	A	1368	19264	11.25	0.51	0.08	A	2623	18009	3.71	0.21	0.04	A
48	MC	9169	11443	0.08	0.02	0.01	A	17987	2645	25.17	-0.52	-0.10	A	1368	19264	3.55	0.26	0.05	A	2623	18009	1.48	0.13	0.02	A
49	MC	9169	11443	20.23	0.40	0.06	A	17987	2645	11.68	0.43	0.06	A	1368	19264	2.21	0.27	0.04	A	2623	18009	17.10	-0.49	-0.09	A
50	MC	9169	11443	2.50	-0.11	-0.02	A	17987	2645	3.57	0.21	0.03	A	1368	19264	0.97	-0.14	-0.03	A	2623	18009	2.94	-0.18	-0.03	A
51	MC	9169	11443	29.80	0.43	0.07	A	17987	2645	16.01	0.46	0.07	A	1368	19264	0.29	0.08	0.01	A	2623	18009	7.27	-0.30	-0.05	A
52	MC	9169	11443	23.32	-0.36	-0.06	A	17987	2645	1.18	-0.12	-0.02	A	1368	19264	15.69	0.61	0.10	A	2623	18009	0.09	0.03	0.01	A
53	MC	9169	11443	4.08	0.15	0.03	A	17987	2645	4.73	0.24	0.04	A	1368	19264	2.86	-0.25	-0.04	A	2623	18009	3.98	-0.22	-0.04	A
54	ER	9169	11443	204.21	0.14	A	17987	2645	96.09	0.14	A	1368	19264	18.22	0.01	A	2623	18009	48.58	-0.01	A				
55	ER	9169	11443	237.39	0.14	A	17987	2645	70.30	0.06	A	1368	19264	24.05	0.09	A	2623	18009	45.53	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=MH Delta 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 F.20: 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)					
		NF	NR	MH χ^2	Δ MH	SMD	Flag
38	MC	15645	4903	21.90	-0.39	-0.07	A
39	MC	15645	4903	0.35	-0.05	-0.01	A
40	MC	15645	4903	17.87	-0.35	-0.06	A
41	MC	15645	4903	3.47	-0.15	-0.03	A
42	MC	15645	4903	0.17	0.03	0.01	A
43	MC	15645	4903	1.99	-0.12	-0.02	A
44	MC	15645	4903	0.18	0.04	0.01	A
45	MC	15645	4903	4.06	0.19	0.03	A
46	MC	15645	4903	2.77	0.18	0.02	A
47	MC	15645	4903	0.05	0.02	0.00	A
48	MC	15645	4903	0.73	-0.07	-0.01	A
49	MC	15645	4903	0.49	0.07	0.01	A
50	MC	15645	4903	1.46	0.10	0.02	A
51	MC	15645	4903	1.35	0.11	0.02	A
52	MC	15645	4903	3.99	0.18	0.03	A
53	MC	15645	4903	6.91	0.23	0.04	A
54	ER	15645	4903	56.62		-0.04	A
55	ER	15645	4903	54.58		-0.04	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=MH Delta 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 F.21: DIF Statistics based on ELL Students for Items in Listening 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
1	MC	9169	11443	35.52	-0.47	-0.08	A	17987	2645	44.26	-0.84	-0.13	A	1368	19264	3.44	0.30	0.05	A	2623	18009	31.59	0.66	0.12	A
2	MC	9169	11443	14.82	-0.29	-0.05	A	17987	2645	1.17	0.12	0.02	A	1368	19264	0.26	-0.08	-0.01	A	2623	18009	7.26	-0.29	-0.06	A
3	MC	9169	11443	19.35	-0.32	-0.06	A	17987	2645	0.83	0.10	0.02	A	1368	19264	1.52	0.17	0.03	A	2623	18009	0.40	-0.07	-0.01	A
4	MC	9169	11443	3.44	-0.14	-0.02	A	17987	2645	0.86	0.10	0.02	A	1368	19264	0.17	0.06	0.01	A	2623	18009	2.11	0.16	0.03	A
5	MC	9169	11443	2.56	0.15	0.02	A	17987	2645	5.29	0.31	0.04	A	1368	19264	5.92	0.47	0.06	A	2623	18009	2.22	0.18	0.04	A
6	MC	9169	11443	41.54	-0.48	-0.09	A	17987	2645	108.05	-1.10	-0.21	B<	1368	19264	15.68	0.57	0.11	A	2623	18009	1.05	0.12	0.02	A
7	MC	9169	11443	23.60	-0.35	-0.07	A	17987	2645	2.25	-0.16	-0.03	A	1368	19264	0.86	-0.13	-0.02	A	2623	18009	6.88	0.28	0.05	A
8	MC	9169	11443	16.52	-0.29	-0.05	A	17987	2645	0.47	-0.07	-0.01	A	1368	19264	12.07	-0.48	-0.09	A	2623	18009	1.20	-0.12	-0.02	A
9	MC	9169	11443	9.93	-0.22	-0.04	A	17987	2645	0.94	-0.10	-0.02	A	1368	19264	4.11	0.29	0.06	A	2623	18009	0.65	0.08	0.02	A
10	MC	9169	11443	21.59	-0.34	-0.06	A	17987	2645	7.12	-0.29	-0.05	A	1368	19264	2.41	0.23	0.04	A	2623	18009	4.56	0.23	0.04	A
11	MC	9169	11443	10.99	0.23	0.04	A	17987	2645	2.91	-0.18	-0.03	A	1368	19264	0.26	0.07	0.01	A	2623	18009	0.17	-0.04	-0.01	A
12	MC	9169	11443	0.03	0.01	0.00	A	17987	2645	9.33	0.35	0.06	A	1368	19264	7.02	-0.40	-0.07	A	2623	18009	0.00	0.00	0.00	A
13	MC	9169	11443	8.37	-0.21	-0.04	A	17987	2645	5.37	-0.25	-0.05	A	1368	19264	2.81	-0.24	-0.04	A	2623	18009	1.34	0.12	0.02	A
14	MC	9169	11443	3.95	-0.14	-0.03	A	17987	2645	0.83	-0.09	-0.02	A	1368	19264	12.39	-0.48	-0.09	A	2623	18009	2.86	0.18	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=MH Delta 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 F.22: 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)					
		NF	NR	MH χ^2	Δ MH	SMD	Flag
1	MC	15645	4903	57.39	0.67	0.12	A
2	MC	15645	4903	4.66	0.19	0.03	A
3	MC	15645	4903	5.11	0.19	0.03	A
4	MC	15645	4903	1.89	0.12	0.02	A
5	MC	15645	4903	0.75	0.09	0.01	A
6	MC	15645	4903	9.44	-0.26	-0.05	A
7	MC	15645	4903	0.05	0.02	0.00	A
8	MC	15645	4903	4.45	-0.17	-0.03	A
9	MC	15645	4903	1.72	0.11	0.02	A
10	MC	15645	4903	0.13	-0.03	0.00	A
11	MC	15645	4903	0.60	0.06	0.01	A
12	MC	15645	4903	7.42	-0.25	-0.04	A
13	MC	15645	4903	0.92	-0.08	-0.01	A
14	MC	15645	4903	5.43	-0.19	-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=MH Delta 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 F.23: 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	ΔMH	SMD	Flag	NF	NR	MH χ^2	ΔMH	SMD	Flag	NF	NR	MH χ^2	ΔMH	SMD	Flag	NF	NR	MH χ^2	ΔMH	SMD	Flag
59	SA4	9169	11443	145.50	0.10	A		17987	2645	44.97	0.07	A		1368	19264	33.83	-0.09	A		2623	18009	113.09	0.03	A	
60	SA4	9169	11443	32.42	-0.06	A		17987	2645	46.12	0.12	A		1368	19264	8.17	0.07	A		2623	18009	91.81	0.23	B>	
61	SA4	9169	11443	29.94	-0.03	A		17987	2645	82.62	0.15	A		1368	19264	13.82	-0.01	A		2623	18009	81.06	0.12	A	
62	SA4	9169	11443	14.11	-0.01	A		17987	2645	105.93	0.18	B>		1368	19264	16.08	-0.03	A		2623	18009	83.82	0.14	A	
63	SA4	9169	11443	33.39	-0.06	A		17987	2645	59.18	0.13	A		1368	19264	32.51	0.11	A		2623	18009	188.07	0.28	C>	
64	SA4	9169	11443	93.65	-0.08	A		17987	2645	116.55	0.21	B>		1368	19264	33.69	-0.12	A		2623	18009	83.62	0.12	A	
65	SA4	9169	11443	2.91	0.02	A		17987	2645	72.18	0.15	A		1368	19264	5.75	-0.03	A		2623	18009	56.52	0.12	A	
66	SA4	9169	11443	49.71	-0.07	A		17987	2645	51.51	0.09	A		1368	19264	34.94	0.12	A		2623	18009	61.42	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, ΔMH =MH Delta 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 F.24: DIF Statistics based on FRL Students for Items in Speaking on Stage III

Item	Item Type	Focal Group: FRL (ELL) Reference Group: Non-FRL (ELL)					
		NF	NR	MH χ^2	ΔMH	SMD	Flag
59	SA4	15645	4903	10.65		0.01	A
60	SA4	15645	4903	15.73		0.05	A
61	SA4	15645	4903	1.59		0.01	A
62	SA4	15645	4903	11.18		0.03	A
63	SA4	15645	4903	31.64		0.08	A
64	SA4	15645	4903	19.50		0.06	A
65	SA4	15645	4903	48.29		0.10	A
66	SA4	15645	4903	23.61		0.07	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,

ΔMH =MH Delta 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 F.25: DIF Statistics based on ELL Students for Items in Reading 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
15	MC	4141	5980	0.50	0.07	0.01	A	8574	1557	19.67	0.62	0.11	A	751	9380	3.78	-0.37	-0.07	A	1276	8855	18.58	-0.64	-0.12	A
16	MC	4141	5980	12.88	0.36	0.07	A	8574	1557	0.07	0.04	0.00	A	751	9380	0.11	-0.06	-0.01	A	1276	8855	13.49	-0.54	-0.11	A
17	MC	4141	5980	5.25	-0.30	-0.04	A	8574	1557	18.36	0.72	0.10	A	751	9380	9.96	0.84	0.10	A	1276	8855	7.53	0.51	0.08	A
18	MC	4141	5980	0.90	0.14	0.02	A	8574	1557	7.14	0.49	0.06	A	751	9380	2.88	0.46	0.05	A	1276	8855	0.15	-0.08	-0.01	A
19	MC	4141	5980	2.07	0.23	0.02	A	8574	1557	3.18	0.37	0.03	A	751	9380	12.09	1.19	0.11	B>	1276	8855	19.08	0.98	0.12	A
20	MC	4141	5980	3.42	0.22	0.03	A	8574	1557	6.74	0.41	0.06	A	751	9380	4.11	-0.44	-0.07	A	1276	8855	41.54	-1.07	-0.19	B<
21	MC	4141	5980	13.79	-0.37	-0.07	A	8574	1557	11.12	-0.46	-0.09	A	751	9380	2.31	-0.28	-0.05	A	1276	8855	2.49	0.24	0.04	A
22	MC	4141	5980	1.98	0.15	0.03	A	8574	1557	2.39	0.22	0.04	A	751	9380	0.51	-0.14	-0.03	A	1276	8855	0.25	0.08	0.01	A
23	MC	4141	5980	32.29	0.60	0.10	A	8574	1557	0.21	0.07	0.00	A	751	9380	0.04	-0.04	-0.01	A	1276	8855	0.16	-0.06	-0.01	A
24	MC	4141	5980	36.76	0.66	0.11	A	8574	1557	0.66	-0.12	-0.02	A	751	9380	0.27	-0.10	-0.02	A	1276	8855	1.37	-0.18	-0.03	A
25	MC	4141	5980	55.55	0.76	0.15	A	8574	1557	1.20	-0.15	-0.02	A	751	9380	8.04	-0.56	-0.10	A	1276	8855	0.12	-0.05	-0.01	A
26	MC	4141	5980	1.49	0.15	0.02	A	8574	1557	0.05	-0.04	-0.01	A	751	9380	4.35	0.50	0.07	A	1276	8855	2.75	0.29	0.05	A
27	MC	4141	5980	4.44	0.21	0.04	A	8574	1557	5.86	0.34	0.06	A	751	9380	6.04	-0.47	-0.09	A	1276	8855	1.19	-0.17	-0.03	A
28	MC	4141	5980	4.36	0.21	0.04	A	8574	1557	4.58	-0.29	-0.05	A	751	9380	0.55	-0.14	-0.03	A	1276	8855	19.15	-0.66	-0.13	A
29	MC	4141	5980	13.78	-0.41	-0.07	A	8574	1557	0.01	-0.02	-0.01	A	751	9380	14.20	-0.82	-0.14	A	1276	8855	0.73	-0.14	-0.02	A
30	MC	4141	5980	0.54	-0.08	-0.02	A	8574	1557	3.09	-0.27	-0.05	A	751	9380	0.10	0.07	0.01	A	1276	8855	0.00	0.00	0.00	A
31	MC	4141	5980	7.37	-0.27	-0.05	A	8574	1557	1.30	0.16	0.02	A	751	9380	6.35	-0.47	-0.09	A	1276	8855	18.46	-0.65	-0.13	A
32	MC	4141	5980	69.64	-0.86	-0.16	A	8574	1557	3.35	0.26	0.05	A	751	9380	2.63	0.31	0.06	A	1276	8855	0.26	-0.08	-0.02	A
33	MC	4141	5980	23.74	-0.52	-0.10	A	8574	1557	0.05	-0.03	0.00	A	751	9380	0.28	-0.11	-0.02	A	1276	8855	7.09	0.42	0.07	A
34	MC	4141	5980	9.67	-0.32	-0.06	A	8574	1557	0.52	0.10	0.01	A	751	9380	18.42	0.83	0.15	A	1276	8855	3.88	0.30	0.05	A
35	MC	4141	5980	2.71	0.17	0.03	A	8574	1557	29.44	-0.79	-0.14	A	751	9380	0.63	0.16	0.03	A	1276	8855	0.79	0.14	0.02	A
36	MC	4141	5980	0.89	-0.10	-0.02	A	8574	1557	0.34	0.09	0.01	A	751	9380	0.35	0.11	0.02	A	1276	8855	15.03	0.60	0.11	A
37	MC	4141	5980	0.74	0.09	0.02	A	8574	1557	17.96	-0.62	-0.11	A	751	9380	0.38	-0.12	-0.02	A	1276	8855	13.39	-0.56	-0.10	A
38	MC	4141	5980	0.11	-0.03	-0.01	A	8574	1557	13.03	0.52	0.09	A	751	9380	0.92	-0.18	-0.04	A	1276	8855	0.06	0.04	0.01	A
39	MC	4141	5980	16.98	-0.44	-0.08	A	8574	1557	7.23	-0.39	-0.07	A	751	9380	0.98	0.20	0.04	A	1276	8855	1.20	0.18	0.03	A
40	MC	4141	5980	0.03	-0.02	0.00	A	8574	1557	0.05	0.03	0.01	A	751	9380	0.04	-0.04	-0.01	A	1276	8855	1.97	-0.22	-0.04	A
61	SA1	4141	5980	41.95	-0.70	-0.13	A	8574	1557	1.06	0.16	0.02	A	751	9380	6.05	0.47	0.09	A	1276	8855	24.69	-0.86	-0.14	A
62	SA1	4141	5980	6.23	0.29	0.05	A	8574	1557	5.02	-0.36	-0.07	A	751	9380	5.57	0.49	0.09	A	1276	8855	5.63	-0.45	-0.06	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=MH Delta 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 F.26: 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)					
		NF	NR	MH χ^2	AMH	SMD	Flag
15	MC	7422	2659	1.15	-0.12	-0.02	A
16	MC	7422	2659	1.09	-0.12	-0.02	A
17	MC	7422	2659	0.31	0.08	0.01	A
18	MC	7422	2659	0.58	-0.12	-0.02	A
19	MC	7422	2659	2.13	0.25	0.03	A
20	MC	7422	2659	7.82	-0.37	-0.06	A
21	MC	7422	2659	0.00	-0.01	0.00	A
22	MC	7422	2659	0.28	-0.06	-0.01	A
23	MC	7422	2659	5.27	-0.27	-0.05	A
24	MC	7422	2659	0.36	0.07	0.01	A
25	MC	7422	2659	0.36	0.07	0.01	A
26	MC	7422	2659	1.54	-0.17	-0.02	A
27	MC	7422	2659	19.88	-0.50	-0.10	A
28	MC	7422	2659	0.09	0.03	0.01	A
29	MC	7422	2659	3.12	-0.22	-0.04	A
30	MC	7422	2659	1.97	-0.18	-0.03	A
31	MC	7422	2659	7.31	-0.30	-0.06	A
32	MC	7422	2659	10.51	-0.38	-0.07	A
33	MC	7422	2659	1.98	-0.17	-0.03	A
34	MC	7422	2659	0.63	0.09	0.02	A
35	MC	7422	2659	1.54	0.15	0.02	A
36	MC	7422	2659	0.16	0.05	0.01	A
37	MC	7422	2659	1.06	0.12	0.02	A
38	MC	7422	2659	21.63	-0.53	-0.10	A
39	MC	7422	2659	1.72	-0.16	-0.03	A
40	MC	7422	2659	7.38	-0.31	-0.06	A
61	SA1	7422	2659	0.38	0.07	0.01	A
62	SA1	7422	2659	1.84	0.18	0.03	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, AMH=MH Delta 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 F.27: 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	4141	5980	30.04	0.56	0.11	A	8574	1557	38.69	-0.90	-0.17	A	751	9380	28.41	1.08	0.20	B>	1276	8855	3.07	0.26	0.05	A
42	MC	4141	5980	0.53	-0.07	-0.01	A	8574	1557	1.92	0.19	0.04	A	751	9380	2.89	-0.32	-0.06	A	1276	8855	1.11	0.16	0.03	A
43	MC	4141	5980	6.14	-0.25	-0.05	A	8574	1557	0.02	-0.02	-0.02	A	751	9380	0.95	0.18	0.03	A	1276	8855	3.76	0.29	0.06	A
44	MC	4141	5980	89.82	0.94	0.18	A	8574	1557	0.43	0.09	0.00	A	751	9380	0.05	0.04	0.01	A	1276	8855	16.94	-0.62	-0.12	A
45	MC	4141	5980	26.56	0.53	0.10	A	8574	1557	6.22	0.36	0.07	A	751	9380	0.72	-0.16	-0.03	A	1276	8855	6.57	-0.41	-0.07	A
46	MC	4141	5980	1.16	0.11	0.02	A	8574	1557	2.23	-0.21	-0.05	A	751	9380	1.57	-0.24	-0.05	A	1276	8855	4.89	-0.34	-0.06	A
47	MC	4141	5980	14.47	0.40	0.07	A	8574	1557	0.42	0.09	0.01	A	751	9380	0.00	-0.01	0.00	A	1276	8855	1.04	-0.16	-0.03	A
48	MC	4141	5980	15.41	0.39	0.07	A	8574	1557	3.93	0.27	0.06	A	751	9380	12.24	-0.65	-0.13	A	1276	8855	48.54	-1.08	-0.20	B<
49	MC	4141	5980	0.00	0.01	0.00	A	8574	1557	0.81	-0.13	-0.03	A	751	9380	2.27	0.28	0.06	A	1276	8855	0.39	0.10	0.02	A
50	MC	4141	5980	0.80	-0.09	-0.02	A	8574	1557	3.06	0.25	0.05	A	751	9380	0.01	-0.02	0.00	A	1276	8855	0.52	0.11	0.02	A
51	MC	4141	5980	1.25	-0.11	-0.02	A	8574	1557	0.35	-0.08	-0.01	A	751	9380	0.44	0.12	0.03	A	1276	8855	0.17	0.06	0.01	A
52	MC	4141	5980	29.52	0.66	0.10	A	8574	1557	3.33	0.28	0.05	A	751	9380	0.86	-0.20	-0.03	A	1276	8855	9.69	-0.51	-0.09	A
53	MC	4141	5980	10.39	-0.36	-0.06	A	8574	1557	0.13	0.06	0.00	A	751	9380	1.95	0.29	0.05	A	1276	8855	0.49	0.11	0.02	A
54	MC	4141	5980	0.05	0.02	0.00	A	8574	1557	3.87	0.28	0.05	A	751	9380	0.00	0.01	0.00	A	1276	8855	10.39	-0.49	-0.09	A
55	MC	4141	5980	7.27	0.31	0.05	A	8574	1557	0.09	0.04	0.01	A	751	9380	0.19	-0.09	-0.02	A	1276	8855	1.88	-0.22	-0.04	A
56	MC	4141	5980	6.09	-0.24	-0.05	A	8574	1557	3.77	-0.27	-0.06	A	751	9380	5.19	0.43	0.08	A	1276	8855	5.56	0.35	0.07	A
57	MC	4141	5980	0.05	-0.02	-0.01	A	8574	1557	0.18	-0.06	-0.02	A	751	9380	0.93	-0.18	-0.04	A	1276	8855	0.02	0.02	0.01	A
58	MC	4141	5980	16.96	0.43	0.08	A	8574	1557	2.64	-0.23	-0.05	A	751	9380	0.07	-0.05	-0.01	A	1276	8855	2.97	-0.28	-0.05	A
59	ER	4141	5980	192.72	0.16	A	8574	1557	62.56	0.06	A	751	9380	5.81	0.06	A	1276	8855	40.34	0.03	A				
60	ER	4141	5980	214.21	0.17	B>	8574	1557	59.09	0.01	A	751	9380	10.04	0.09	A	1276	8855	41.81	-0.05	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= Δ H Delta 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 F.28: 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)					
		NF	NR	MH χ^2	Δ MH	SMD	Flag
41	MC	7422	2659	0.18	-0.05	-0.01	A
42	MC	7422	2659	0.67	-0.09	-0.02	A
43	MC	7422	2659	8.82	0.34	0.06	A
44	MC	7422	2659	18.93	-0.48	-0.09	A
45	MC	7422	2659	10.81	0.38	0.07	A
46	MC	7422	2659	0.95	-0.11	-0.02	A
47	MC	7422	2659	6.86	0.30	0.06	A
48	MC	7422	2659	0.00	0.00	0.00	A
49	MC	7422	2659	0.03	0.02	0.01	A
50	MC	7422	2659	16.06	0.47	0.09	A
51	MC	7422	2659	0.89	-0.11	-0.02	A
52	MC	7422	2659	1.03	-0.14	-0.02	A
53	MC	7422	2659	7.85	0.34	0.06	A
54	MC	7422	2659	3.60	-0.23	-0.04	A
55	MC	7422	2659	0.26	-0.07	-0.01	A
56	MC	7422	2659	2.32	0.17	0.03	A
57	MC	7422	2659	0.04	0.02	0.00	A
58	MC	7422	2659	4.62	-0.25	-0.05	A
59	ER	7422	2659	15.43		-0.06	A
60	ER	7422	2659	4.60		-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=MH Delta 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 F.29: DIF Statistics based on ELL Students for Items in Listening 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	ΔMH	SMD	Flag	NF	NR	MH χ^2	ΔMH	SMD	Flag	NF	NR	MH χ^2	ΔMH	SMD	Flag	NF	NR	MH χ^2	ΔMH	SMD	Flag
1	MC	4141	5980	2.94	-0.22	-0.03	A	8574	1557	31.98	0.90	0.15	A	751	9380	2.34	-0.36	-0.05	A	1276	8855	1.48	0.22	0.04	A
2	MC	4141	5980	8.35	-0.33	-0.05	A	8574	1557	0.87	-0.14	-0.02	A	751	9380	5.00	0.49	0.08	A	1276	8855	0.05	0.04	0.01	A
3	MC	4141	5980	30.79	-0.64	-0.10	A	8574	1557	2.18	-0.23	-0.04	A	751	9380	8.86	0.66	0.10	A	1276	8855	24.53	0.83	0.15	A
4	MC	4141	5980	6.54	-0.25	-0.05	A	8574	1557	2.07	0.19	0.04	A	751	9380	1.06	0.19	0.04	A	1276	8855	5.65	0.35	0.07	A
5	MC	4141	5980	38.89	-0.62	-0.12	A	8574	1557	2.21	-0.20	-0.04	A	751	9380	7.44	0.50	0.10	A	1276	8855	19.76	0.65	0.13	A
6	MC	4141	5980	4.31	0.21	0.04	A	8574	1557	0.02	0.02	0.00	A	751	9380	0.79	0.17	0.03	A	1276	8855	4.93	-0.33	-0.06	A
7	MC	4141	5980	8.88	-0.33	-0.05	A	8574	1557	4.89	-0.33	-0.06	A	751	9380	0.12	0.07	0.01	A	1276	8855	0.10	0.05	0.01	A
8	MC	4141	5980	0.35	-0.06	-0.01	A	8574	1557	14.31	-0.51	-0.09	A	751	9380	2.93	-0.33	-0.06	A	1276	8855	3.58	0.29	0.06	A
9	MC	4141	5980	1.35	0.13	0.02	A	8574	1557	0.00	0.00	0.00	A	751	9380	4.58	-0.44	-0.08	A	1276	8855	1.22	0.18	0.03	A
10	MC	4141	5980	5.18	-0.23	-0.04	A	8574	1557	2.12	0.20	0.03	A	751	9380	2.66	-0.30	-0.06	A	1276	8855	2.36	-0.23	-0.05	A
11	MC	4141	5980	7.01	-0.27	-0.05	A	8574	1557	1.20	0.16	0.02	A	751	9380	0.82	-0.17	-0.03	A	1276	8855	0.90	-0.14	-0.03	A
12	MC	4141	5980	3.65	-0.19	-0.04	A	8574	1557	0.24	0.07	0.01	A	751	9380	17.04	-0.76	-0.15	A	1276	8855	0.01	0.02	0.00	A
13	MC	4141	5980	5.98	-0.26	-0.05	A	8574	1557	3.68	-0.28	-0.05	A	751	9380	10.32	-0.63	-0.11	A	1276	8855	0.06	0.04	0.01	A
14	MC	4141	5980	38.88	-0.66	-0.12	A	8574	1557	15.55	0.59	0.10	A	751	9380	1.04	0.20	0.04	A	1276	8855	11.82	0.53	0.10	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, ΔMH =MH Delta 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 F.30: 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)					
		NF	NR	MH χ^2	ΔMH	SMD	Flag
1	MC	7422	2659	0.04	-0.03	0.00	A
2	MC	7422	2659	3.31	0.23	0.04	A
3	MC	7422	2659	6.30	0.32	0.05	A
4	MC	7422	2659	1.53	-0.14	-0.03	A
5	MC	7422	2659	0.02	0.02	0.00	A
6	MC	7422	2659	0.35	-0.07	-0.01	A
7	MC	7422	2659	0.03	0.02	0.00	A
8	MC	7422	2659	7.05	0.31	0.06	A
9	MC	7422	2659	0.45	0.09	0.01	A
10	MC	7422	2659	0.21	-0.05	-0.01	A
11	MC	7422	2659	2.79	-0.19	-0.03	A
12	MC	7422	2659	0.88	0.11	0.02	A
13	MC	7422	2659	3.91	0.24	0.04	A
14	MC	7422	2659	1.26	-0.13	-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, ΔMH =MH Delta 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 F.31: 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	4141	5980	5.63	0.01	A	8574	1557	29.97	0.07	A	751	9380	2.33	0.01	A	1276	8855	44.71	0.19	B>						
64	SA4	4141	5980	37.74	-0.05	A	8574	1557	35.13	0.13	A	751	9380	6.79	0.05	A	1276	8855	54.64	0.18	B>						
65	SA4	4141	5980	59.87	-0.09	A	8574	1557	5.81	0.03	A	751	9380	17.75	0.12	A	1276	8855	49.18	0.17	B>						
66	SA4	4141	5980	64.81	-0.13	A	8574	1557	13.62	0.04	A	751	9380	4.44	0.05	A	1276	8855	43.19	0.11	A						
67	SA4	4141	5980	59.76	-0.13	A	8574	1557	37.19	0.08	A	751	9380	4.27	0.01	A	1276	8855	85.14	0.26	C>						
68	SA4	4141	5980	89.59	0.02	A	8574	1557	17.76	0.05	A	751	9380	14.20	0.02	A	1276	8855	77.55	0.16	A						
69	SA4	4141	5980	47.27	-0.04	A	8574	1557	1.34	-0.01	A	751	9380	4.94	-0.02	A	1276	8855	71.25	0.21	B>						
70	SA4	4141	5980	42.55	-0.08	A	8574	1557	19.25	-0.08	A	751	9380	41.01	0.17	A	1276	8855	170.08	0.28	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=MH Delta 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 F.32: 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)					
		NF	NR	MH χ^2	Δ MH	SMD	Flag
63	SA4	7422	2659	6.30		-0.03	A
64	SA4	7422	2659	17.76		0.03	A
65	SA4	7422	2659	5.07		0.04	A
66	SA4	7422	2659	1.99		-0.01	A
67	SA4	7422	2659	15.24		0.05	A
68	SA4	7422	2659	14.10		0.06	A
69	SA4	7422	2659	17.85		0.06	A
70	SA4	7422	2659	47.04		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=MH Delta 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 F.33: DIF Statistics based on ELL Students for Items in Reading 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	ΔMH	SMD	Flag	NF	NR	MH χ^2	ΔMH	SMD	Flag	NF	NR	MH χ^2	ΔMH	SMD	Flag	NF	NR	MH χ^2	ΔMH	SMD	Flag
15	MC	2638	3453	0.01	0.01	0.00	A	4514	1581	47.65	1.18	0.19	B>	345	5750	0.12	0.12	0.02	A	420	5675	8.40	-0.82	-0.15	A
16	MC	2638	3453	1.85	0.22	0.03	A	4514	1581	4.35	0.37	0.06	A	345	5750	2.76	-0.58	-0.08	A	420	5675	6.88	-0.74	-0.13	A
17	MC	2638	3453	8.57	-0.45	-0.06	A	4514	1581	3.79	0.34	0.05	A	345	5750	3.01	0.61	0.08	A	420	5675	1.93	0.40	0.07	A
18	MC	2638	3453	0.38	0.08	0.02	A	4514	1581	0.68	-0.12	-0.02	A	345	5750	7.19	-0.73	-0.15	A	420	5675	4.12	-0.50	-0.10	A
19	MC	2638	3453	0.74	-0.19	-0.02	A	4514	1581	0.51	0.18	0.02	A	345	5750	1.31	-0.58	-0.05	A	420	5675	0.07	-0.10	-0.01	A
20	MC	2638	3453	0.00	0.00	0.00	A	4514	1581	6.53	0.64	0.07	A	345	5750	2.27	0.97	0.06	A	420	5675	0.59	-0.31	-0.04	A
21	MC	2638	3453	2.11	-0.19	-0.04	A	4514	1581	14.04	0.54	0.10	A	345	5750	8.73	-0.82	-0.16	A	420	5675	2.74	-0.43	-0.08	A
22	MC	2638	3453	2.96	0.23	0.04	A	4514	1581	13.20	0.55	0.10	A	345	5750	0.04	-0.06	-0.01	A	420	5675	9.32	-0.84	-0.14	A
23	MC	2638	3453	29.78	0.70	0.13	A	4514	1581	6.52	0.37	0.07	A	345	5750	0.87	-0.26	-0.05	A	420	5675	10.13	-0.80	-0.16	A
24	MC	2638	3453	39.88	0.91	0.15	A	4514	1581	0.64	0.13	0.02	A	345	5750	6.49	-0.77	-0.13	A	420	5675	11.62	-0.91	-0.17	A
25	MC	2638	3453	5.16	0.30	0.05	A	4514	1581	0.08	-0.04	-0.01	A	345	5750	12.19	-0.96	-0.18	A	420	5675	2.49	-0.40	-0.08	A
26	MC	2638	3453	12.79	0.46	0.09	A	4514	1581	49.90	1.03	0.20	B>	345	5750	7.34	-0.73	-0.15	A	420	5675	13.81	-0.93	-0.18	A
27	MC	2638	3453	18.70	0.55	0.11	A	4514	1581	9.09	0.44	0.08	A	345	5750	1.49	-0.34	-0.07	A	420	5675	12.32	-0.89	-0.17	A
28	MC	2638	3453	32.62	0.90	0.12	A	4514	1581	23.17	-0.89	-0.12	A	345	5750	2.68	-0.53	-0.08	A	420	5675	30.30	-1.58	-0.26	C<
29	MC	2638	3453	1.48	0.16	0.03	A	4514	1581	32.20	0.85	0.16	A	345	5750	10.59	-0.90	-0.17	A	420	5675	12.05	-0.95	-0.16	A
30	MC	2638	3453	8.21	0.37	0.07	A	4514	1581	15.26	0.58	0.11	A	345	5750	0.07	-0.07	-0.01	A	420	5675	32.54	-1.47	-0.28	B<
31	MC	2638	3453	3.49	-0.24	-0.05	A	4514	1581	18.65	0.65	0.12	A	345	5750	0.08	-0.08	-0.02	A	420	5675	0.47	0.18	0.03	A
32	MC	2638	3453	9.58	0.46	0.07	A	4514	1581	1.77	-0.22	-0.03	A	345	5750	31.52	-1.67	-0.28	C<	420	5675	17.82	-1.12	-0.21	B<
33	MC	2638	3453	0.03	-0.03	0.00	A	4514	1581	1.01	0.16	0.03	A	345	5750	4.39	-0.60	-0.10	A	420	5675	3.60	-0.50	-0.09	A
34	MC	2638	3453	7.02	0.42	0.06	A	4514	1581	6.81	-0.47	-0.07	A	345	5750	14.17	-1.19	-0.19	B<	420	5675	19.43	-1.20	-0.22	B<
35	MC	2638	3453	1.19	0.14	0.03	A	4514	1581	12.02	-0.50	-0.10	A	345	5750	0.41	-0.18	-0.04	A	420	5675	4.16	-0.53	-0.10	A
36	MC	2638	3453	11.42	0.45	0.09	A	4514	1581	14.05	0.58	0.11	A	345	5750	6.98	-0.78	-0.14	A	420	5675	13.31	-1.04	-0.17	B<
37	MC	2638	3453	6.01	0.32	0.06	A	4514	1581	0.07	0.04	0.01	A	345	5750	6.92	-0.73	-0.14	A	420	5675	8.80	-0.80	-0.14	A
38	MC	2638	3453	11.54	0.50	0.08	A	4514	1581	11.56	0.57	0.09	A	345	5750	6.08	-0.82	-0.13	A	420	5675	4.71	-0.67	-0.10	A
39	MC	2638	3453	7.65	0.36	0.07	A	4514	1581	60.98	1.17	0.22	B>	345	5750	0.04	-0.06	-0.01	A	420	5675	4.38	-0.55	-0.10	A
40	MC	2638	3453	0.57	0.10	0.02	A	4514	1581	31.06	-0.84	-0.16	A	345	5750	5.11	-0.69	-0.13	A	420	5675	0.65	-0.23	-0.04	A
41	MC	2638	3453	0.15	0.05	0.01	A	4514	1581	0.54	-0.11	-0.02	A	345	5750	0.10	0.09	0.02	A	420	5675	0.01	-0.02	0.00	A
42	MC	2638	3453	2.23	-0.19	-0.04	A	4514	1581	0.25	-0.07	-0.01	A	345	5750	6.35	0.69	0.14	A	420	5675	0.43	0.17	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, ΔMH =MH Delta 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 F.34: 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)					
		NF	NR	MH χ^2	Δ MH	SMD	Flag
15	MC	4426	1645	0.03	0.03	0.00	A
16	MC	4426	1645	9.29	-0.56	-0.09	A
17	MC	4426	1645	1.12	-0.18	-0.04	A
18	MC	4426	1645	4.98	-0.31	-0.06	A
19	MC	4426	1645	0.97	0.25	0.02	A
20	MC	4426	1645	2.41	-0.41	-0.05	A
21	MC	4426	1645	2.51	-0.23	-0.05	A
22	MC	4426	1645	0.02	-0.02	0.00	A
23	MC	4426	1645	0.94	-0.14	-0.03	A
24	MC	4426	1645	0.29	0.09	0.01	A
25	MC	4426	1645	3.85	0.29	0.06	A
26	MC	4426	1645	0.81	-0.13	-0.02	A
27	MC	4426	1645	6.24	-0.36	-0.07	A
28	MC	4426	1645	0.02	0.02	0.00	A
29	MC	4426	1645	5.66	-0.35	-0.07	A
30	MC	4426	1645	0.14	-0.05	-0.01	A
31	MC	4426	1645	3.77	-0.28	-0.05	A
32	MC	4426	1645	0.19	0.07	0.02	A
33	MC	4426	1645	2.94	0.26	0.04	A
34	MC	4426	1645	6.38	0.44	0.07	A
35	MC	4426	1645	4.68	0.31	0.06	A
36	MC	4426	1645	3.37	-0.27	-0.05	A
37	MC	4426	1645	11.78	-0.49	-0.10	A
38	MC	4426	1645	4.92	-0.36	-0.06	A
39	MC	4426	1645	3.34	-0.26	-0.05	A
40	MC	4426	1645	1.42	0.18	0.04	A
41	MC	4426	1645	7.12	-0.38	-0.07	A
42	MC	4426	1645	0.83	0.13	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=MH Delta 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 F.35: 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	ΔMH	SMD	Flag	NF	NR	MH χ^2	ΔMH	SMD	Flag	NF	NR	MH χ^2	ΔMH	SMD	Flag	NF	NR	MH χ^2	ΔMH	SMD	Flag
43	MC	2638	3453	0.35	0.08	0.01	A	4514	1581	10.37	-0.47	-0.09	A	345	5750	87.24	2.88	0.50	C>	420	5675	19.01	1.10	0.21	B>
44	MC	2638	3453	1.00	0.13	0.03	A	4514	1581	5.04	-0.32	-0.06	A	345	5750	0.52	-0.19	-0.04	A	420	5675	0.03	0.04	0.01	A
45	MC	2638	3453	10.20	0.60	0.08	A	4514	1581	0.09	0.06	0.01	A	345	5750	16.31	-1.42	-0.21	B<	420	5675	42.22	-1.89	-0.34	C<
46	MC	2638	3453	23.85	0.65	0.12	A	4514	1581	11.27	0.50	0.09	A	345	5750	4.23	0.61	0.11	A	420	5675	1.54	-0.32	-0.06	A
47	MC	2638	3453	0.00	-0.01	0.00	A	4514	1581	3.39	0.26	0.05	A	345	5750	1.15	0.29	0.06	A	420	5675	1.29	-0.28	-0.05	A
48	MC	2638	3453	9.93	-0.47	-0.07	A	4514	1581	36.05	-1.03	-0.16	B<	345	5750	28.20	2.07	0.26	C>	420	5675	52.89	2.34	0.34	C>
49	MC	2638	3453	7.13	-0.35	-0.07	A	4514	1581	48.95	-1.03	-0.19	B<	345	5750	0.43	-0.18	-0.04	A	420	5675	0.41	0.17	0.03	A
50	MC	2638	3453	2.05	0.18	0.04	A	4514	1581	3.93	-0.28	-0.06	A	345	5750	0.07	0.07	0.01	A	420	5675	0.92	0.24	0.05	A
51	MC	2638	3453	0.83	0.12	0.02	A	4514	1581	13.29	-0.52	-0.10	A	345	5750	10.76	-0.85	-0.18	A	420	5675	3.14	-0.43	-0.09	A
52	MC	2638	3453	2.49	-0.22	-0.04	A	4514	1581	3.92	-0.31	-0.06	A	345	5750	1.75	-0.40	-0.07	A	420	5675	0.76	0.24	0.04	A
53	MC	2638	3453	5.76	-0.34	-0.05	A	4514	1581	0.76	-0.14	-0.02	A	345	5750	0.60	-0.23	-0.04	A	420	5675	0.01	-0.02	0.00	A
54	MC	2638	3453	5.64	-0.32	-0.06	A	4514	1581	43.70	-1.04	-0.18	B<	345	5750	25.01	1.60	0.26	C>	420	5675	21.51	1.23	0.22	B>
55	MC	2638	3453	12.37	-0.48	-0.08	A	4514	1581	5.33	0.35	0.06	A	345	5750	3.01	0.53	0.09	A	420	5675	0.73	0.21	0.04	A
56	MC	2638	3453	0.08	0.04	0.01	A	4514	1581	9.24	0.44	0.08	A	345	5750	0.18	-0.12	-0.02	A	420	5675	6.49	-0.63	-0.12	A
57	MC	2638	3453	30.46	0.72	0.13	A	4514	1581	2.09	-0.21	-0.04	A	345	5750	7.82	-0.76	-0.15	A	420	5675	19.85	-1.06	-0.22	B<
58	MC	2638	3453	40.49	0.94	0.14	A	4514	1581	1.67	-0.22	-0.03	A	345	5750	0.71	-0.26	-0.04	A	420	5675	20.94	-1.18	-0.22	B<
59	MC	2638	3453	3.43	0.24	0.05	A	4514	1581	0.03	-0.02	0.00	A	345	5750	0.77	0.24	0.05	A	420	5675	1.73	-0.33	-0.06	A
60	MC	2638	3453	4.76	0.29	0.05	A	4514	1581	10.20	-0.47	-0.09	A	345	5750	3.18	-0.51	-0.10	A	420	5675	4.18	-0.57	-0.10	A
61	ER	2638	3453	56.95	0.14	A	4514	1581	53.75	0.03	A	345	5750	10.54	0.02	A	420	5675	12.31	-0.03	0.03	A			
62	ER	2638	3453	52.07	0.13	A	4514	1581	57.33	0.03	A	345	5750	12.44	0.13	A	420	5675	20.09	-0.07	0.00	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, ΔMH =MH Delta 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 F.36: 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)					
		NF	NR	MH χ^2	Δ MH	SMD	Flag
43	MC	4426	1645	1.60	-0.18	-0.03	A
44	MC	4426	1645	2.41	0.22	0.04	A
45	MC	4426	1645	0.72	0.17	0.03	A
46	MC	4426	1645	2.65	-0.24	-0.05	A
47	MC	4426	1645	0.06	-0.03	0.00	A
48	MC	4426	1645	0.39	0.10	0.02	A
49	MC	4426	1645	1.94	0.21	0.04	A
50	MC	4426	1645	0.34	-0.08	-0.02	A
51	MC	4426	1645	0.25	0.07	0.01	A
52	MC	4426	1645	0.66	-0.13	-0.02	A
53	MC	4426	1645	6.75	0.40	0.06	A
54	MC	4426	1645	0.25	0.07	0.01	A
55	MC	4426	1645	4.07	-0.31	-0.05	A
56	MC	4426	1645	18.89	-0.62	-0.12	A
57	MC	4426	1645	0.20	0.07	0.01	A
58	MC	4426	1645	0.33	-0.09	-0.02	A
59	MC	4426	1645	3.48	-0.27	-0.05	A
60	MC	4426	1645	0.02	0.02	0.00	A
61	ER	4426	1645	13.57		-0.05	A
62	ER	4426	1645	27.62		-0.08	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=MH Delta 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 F.37: DIF Statistics based on ELL Students for Items in Listening 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
1	MC	2638	3453	7.70	-0.55	-0.06	A	4514	1581	3.16	0.40	0.05	A	345	5750	0.22	-0.21	-0.02	A	420	5675	4.46	0.81	0.10	A
2	MC	2638	3453	27.25	-0.72	-0.13	A	4514	1581	0.13	-0.06	-0.01	A	345	5750	19.45	1.55	0.23	C>	420	5675	18.67	1.26	0.22	B>
3	MC	2638	3453	0.76	-0.12	-0.02	A	4514	1581	10.23	0.49	0.09	A	345	5750	2.04	0.42	0.07	A	420	5675	10.50	0.85	0.16	A
4	MC	2638	3453	17.08	-0.52	-0.10	A	4514	1581	0.24	0.07	0.01	A	345	5750	0.00	-0.01	0.00	A	420	5675	9.31	0.76	0.15	A
5	MC	2638	3453	42.22	-0.88	-0.15	A	4514	1581	13.92	-0.57	-0.10	A	345	5750	16.56	1.27	0.21	B>	420	5675	10.56	0.87	0.16	A
6	MC	2638	3453	0.01	0.01	0.00	A	4514	1581	2.29	-0.23	-0.04	A	345	5750	5.41	0.64	0.13	A	420	5675	0.55	-0.20	-0.04	A
7	MC	2638	3453	96.97	-1.35	-0.23	B<	4514	1581	11.85	-0.52	-0.09	A	345	5750	18.30	1.30	0.22	B>	420	5675	17.60	1.13	0.20	B>
8	MC	2638	3453	0.00	-0.01	0.00	A	4514	1581	10.89	-0.48	-0.09	A	345	5750	0.26	0.14	0.03	A	420	5675	0.81	0.22	0.04	A
9	MC	2638	3453	12.22	-0.44	-0.09	A	4514	1581	9.38	0.44	0.09	A	345	5750	3.54	-0.52	-0.10	A	420	5675	13.84	0.93	0.18	A
10	MC	2638	3453	2.76	-0.21	-0.04	A	4514	1581	22.43	-0.66	-0.14	A	345	5750	1.38	0.31	0.07	A	420	5675	0.29	-0.13	-0.03	A
11	MC	2638	3453	12.26	-0.46	-0.09	A	4514	1581	35.41	0.90	0.16	A	345	5750	1.85	-0.37	-0.07	A	420	5675	5.01	-0.59	-0.11	A
12	MC	2638	3453	0.08	-0.04	0.00	A	4514	1581	12.54	0.53	0.10	A	345	5750	2.88	-0.46	-0.09	A	420	5675	1.14	0.28	0.05	A
13	MC	2638	3453	4.65	-0.32	-0.05	A	4514	1581	2.17	-0.24	-0.04	A	345	5750	0.30	0.18	0.03	A	420	5675	1.50	0.33	0.06	A
14	MC	2638	3453	36.21	-0.84	-0.14	A	4514	1581	14.02	-0.60	-0.10	A	345	5750	13.70	1.21	0.19	B>	420	5675	25.22	1.39	0.24	B>

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=MH Delta 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 F.38: 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)					
		NF	NR	MH χ^2	Δ MH	SMD	Flag
1	MC	4426	1645	0.23	-0.11	-0.01	A
2	MC	4426	1645	0.80	-0.14	-0.03	A
3	MC	4426	1645	0.16	0.06	0.01	A
4	MC	4426	1645	6.35	0.36	0.07	A
5	MC	4426	1645	0.75	0.13	0.02	A
6	MC	4426	1645	0.41	-0.09	-0.02	A
7	MC	4426	1645	0.67	0.12	0.02	A
8	MC	4426	1645	1.80	0.19	0.04	A
9	MC	4426	1645	9.16	-0.42	-0.09	A
10	MC	4426	1645	0.40	0.09	0.02	A
11	MC	4426	1645	0.96	-0.14	-0.03	A
12	MC	4426	1645	1.72	-0.19	-0.03	A
13	MC	4426	1645	0.01	0.02	0.00	A
14	MC	4426	1645	7.92	0.43	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=MH Delta 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 F.39: DIF Statistics based on ELL Students for Items in Speaking 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	AMH	SMD	Flag	NF	NR	MH χ^2	AMH	SMD	Flag	NF	NR	MH χ^2	AMH	SMD	Flag	NF	NR	MH χ^2	AMH	SMD	Flag		
63	SA4	2638	3453	82.05	-0.17	A	4514	1581	1.10	-0.02	A	345	5750	19.47	0.21	B>	420	5675	73.62	0.39	C>						
64	SA4	2638	3453	27.59	-0.10	A	4514	1581	9.34	-0.01	A	345	5750	15.19	-0.05	A	420	5675	4.02	0.01	A						
65	SA4	2638	3453	81.03	-0.14	A	4514	1581	14.13	0.02	A	345	5750	18.80	0.16	A	420	5675	63.89	0.35	C>						
66	SA4	2638	3453	179.80	-0.28	C<	4514	1581	37.63	0.12	A	345	5750	24.31	0.11	A	420	5675	43.99	0.25	C>						
67	SA4	2638	3453	25.05	-0.07	A	4514	1581	18.16	0.06	A	345	5750	5.68	-0.07	A	420	5675	19.04	0.21	B>						
68	SA4	2638	3453	40.06	-0.10	A	4514	1581	19.77	-0.09	A	345	5750	7.57	0.12	A	420	5675	102.20	0.37	C>						
69	SA4	2638	3453	21.34	-0.05	A	4514	1581	13.30	0.06	A	345	5750	31.33	-0.21	B<	420	5675	20.74	0.08	A						
70	SA4	2638	3453	77.39	-0.16	A	4514	1581	40.52	-0.12	A	345	5750	60.60	0.26	C>	420	5675	166.91	0.50	C>						

Note: SA4=4 Point Short Answer, 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=MH Delta 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 F.40: DIF Statistics based on FRL Students for Items in Speaking on Stage V

Item	Item Type	Focal Group: FRL (ELL) Reference Group: Non-FRL (ELL)					
		NF	NR	MH χ^2	AMH	SMD	Flag
63	SA4	4426	1645	11.01		0.04	A
64	SA4	4426	1645	5.86		-0.02	A
65	SA4	4426	1645	19.78		-0.10	A
66	SA4	4426	1645	23.55		-0.08	A
67	SA4	4426	1645	13.25		-0.07	A
68	SA4	4426	1645	3.10		-0.03	A
69	SA4	4426	1645	11.52		-0.03	A
70	SA4	4426	1645	5.50		-0.01	A

Note: SA4=4 Point Short Answer, 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=MH Delta 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.

Tables below shows logistic regression DIF results for both uniform and non-uniform investigations.

Table F.41: Logistic Regression DIF Results on Stage I Reading Items for the Female/Male Comparison

Item	Item Type	Focal Group: Female; Reference Group: Male				Non-uniform DIF				Flag		
		NF	NR	β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value			
15	MC	4752	5303	-0.09	3.83	0.050	0.00	0.00	0.980	0.00	0.33	0.566
16	MC	4752	5303	0.08	3.11	0.078	-0.32	3.45	0.063	0.01	5.68	0.017
17	MC	4752	5303	-0.25	18.95	0.000	-0.12	0.31	0.580	0.00	0.34	0.562
18	MC	4752	5303	-0.03	0.24	0.624	-0.18	0.61	0.436	0.00	0.46	0.499
19	MC	4752	5303	0.02	0.14	0.707	0.01	0.00	0.964	0.00	0.00	0.946
20	MC	4752	5303	0.02	0.22	0.642	-0.04	0.07	0.796	0.00	0.16	0.687
21	MC	4752	5303	-0.01	0.04	0.851	0.08	0.24	0.621	0.00	0.32	0.570
22	MC	4752	5303	-0.27	34.62	0.000	-1.01	30.92	0.000	0.02	17.67	0.000
23	MC	4752	5303	-0.15	11.04	0.001	-1.11	36.78	0.000	0.03	29.25	0.000
24	MC	4752	5303	-0.28	42.09	0.000	-0.73	17.96	0.000	0.01	7.36	0.007
25	MC	4752	5303	0.24	28.39	0.000	0.17	0.89	0.345	0.00	0.17	0.676
26	MC	4752	5303	-0.07	2.68	0.102	-0.29	3.55	0.059	0.01	2.24	0.134
27	MC	4752	5303	0.03	0.41	0.524	-0.05	0.10	0.751	0.00	0.26	0.609
28	MC	4752	5303	-0.08	1.89	0.169	-0.29	2.13	0.145	0.01	1.19	0.275
29	MC	4752	5303	-0.14	11.06	0.001	-0.03	0.05	0.825	0.00	0.50	0.479
30	MC	4752	5303	-0.12	6.10	0.014	0.08	0.24	0.621	-0.01	1.57	0.211
31	MC	4752	5303	-0.24	29.19	0.000	-0.66	14.80	0.000	0.01	6.37	0.012
32	MC	4752	5303	0.08	3.30	0.069	0.20	1.52	0.218	0.00	0.61	0.436

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 F.42: Logistic Regression DIF Results on Stage I Reading Items for the Hispanic/Non-Hispanic Comparison

Item	Item Type	Focal Group: Hispanic; Reference Group: Non-Hispanic				Non-uniform DIF				Flag		
		NF	NR	β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value			
15	MC	8904	1161	0.04	0.37	0.543	-0.01	0.00	0.956	0.00	0.06	0.806
16	MC	8904	1161	-0.15	4.71	0.030	-0.38	2.42	0.120	0.01	0.96	0.327
17	MC	8904	1161	-0.07	0.64	0.425	0.32	0.92	0.337	-0.01	1.47	0.225
18	MC	8904	1161	-0.16	2.93	0.087	0.26	0.54	0.463	-0.01	1.53	0.217
19	MC	8904	1161	-0.40	16.40	0.000	0.11	0.13	0.716	-0.02	3.02	0.082
20	MC	8904	1161	0.06	0.71	0.399	0.58	6.60	0.010	-0.01	5.89	0.015
21	MC	8904	1161	-0.15	4.55	0.033	0.42	2.95	0.086	-0.02	5.97	0.015
22	MC	8904	1161	0.02	0.05	0.829	0.15	0.31	0.575	0.00	0.27	0.602
23	MC	8904	1161	-0.01	0.01	0.932	0.61	4.73	0.030	-0.02	5.19	0.023
24	MC	8904	1161	-0.09	1.75	0.186	0.03	0.02	0.893	0.00	0.26	0.610
25	MC	8904	1161	0.12	3.11	0.078	0.35	1.73	0.188	-0.01	0.78	0.376
26	MC	8904	1161	-0.09	1.94	0.164	0.13	0.33	0.567	-0.01	1.06	0.302
27	MC	8904	1161	0.02	0.06	0.803	-0.28	1.61	0.204	0.01	2.00	0.157
28	MC	8904	1161	0.16	3.28	0.070	-0.30	1.31	0.252	0.01	3.56	0.059
29	MC	8904	1161	-0.02	0.06	0.807	0.31	1.77	0.183	-0.01	2.15	0.143
30	MC	8904	1161	0.16	4.36	0.037	0.17	0.50	0.480	0.00	0.00	0.949
31	MC	8904	1161	0.15	4.57	0.033	0.00	0.00	0.995	0.00	0.41	0.521
32	MC	8904	1161	-0.21	10.17	0.001	0.00	0.00	0.986	-0.01	0.89	0.346

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 F.43: Logistic Regression DIF Results on Stage I Reading Items for the American Indian/Non-American Indian Comparison

Item	Item Type	Focal Group: American Indian; Reference Group: Non-American Indian											
		Uniform DIF				Non-uniform DIF							
		NF	NR	β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	Flag
15	MC	316	9749	0.11	0.69	0.405	0.25	0.32	0.572	0.00	0.11	0.739	
16	MC	316	9749	-0.08	0.44	0.508	1.32	10.85	0.001	-0.04	13.42	0.000	NonUniform
17	MC	316	9749	-0.04	0.06	0.802	-0.08	0.02	0.884	0.00	0.01	0.934	
18	MC	316	9749	-0.09	0.35	0.552	-0.05	0.01	0.929	0.00	0.00	0.944	
19	MC	316	9749	-0.15	0.92	0.339	-0.26	0.25	0.618	0.00	0.05	0.821	
20	MC	316	9749	0.02	0.03	0.870	-0.13	0.11	0.737	0.00	0.16	0.686	
21	MC	316	9749	-0.09	0.49	0.484	-0.59	1.78	0.182	0.02	1.40	0.237	
22	MC	316	9749	0.13	0.93	0.335	1.19	8.15	0.004	-0.03	7.26	0.007	NonUniform
23	MC	316	9749	0.14	1.10	0.294	1.09	6.57	0.010	-0.03	5.57	0.018	
24	MC	316	9749	0.10	0.70	0.402	0.41	0.93	0.335	-0.01	0.57	0.450	
25	MC	316	9749	0.32	6.11	0.013	0.85	3.89	0.049	-0.02	1.68	0.195	
26	MC	316	9749	0.10	0.67	0.414	-0.33	0.66	0.416	0.01	1.21	0.272	
27	MC	316	9749	-0.25	4.22	0.040	0.35	0.81	0.367	-0.02	2.58	0.108	
28	MC	316	9749	0.09	0.34	0.561	0.55	1.29	0.256	-0.02	1.02	0.313	
29	MC	316	9749	0.23	3.53	0.060	0.07	0.03	0.867	0.00	0.17	0.682	
30	MC	316	9749	-0.02	0.02	0.897	-0.46	1.00	0.318	0.01	1.00	0.317	
31	MC	316	9749	0.11	0.72	0.396	0.02	0.00	0.962	0.00	0.04	0.839	
32	MC	316	9749	0.03	0.08	0.775	-0.20	0.22	0.639	0.01	0.33	0.566	

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 F.44: Logistic Regression DIF Results on Stage I Reading Items for the Special Education/Non-Special Education Comparison

Item	Item Type	Focal Group: Special Education; Reference Group: Non-Special Education											
		Uniform DIF				Non-uniform DIF							
		NF	NR	β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	Flag
15	MC	830	9235	-0.06	0.60	0.440	-0.48	2.77	0.096	0.01	2.27	0.132	
16	MC	830	9235	-0.10	1.65	0.198	0.46	2.90	0.089	-0.02	4.71	0.030	
17	MC	830	9235	0.09	0.91	0.341	0.30	0.75	0.387	-0.01	0.40	0.529	
18	MC	830	9235	-0.01	0.01	0.910	0.20	0.32	0.572	-0.01	0.38	0.536	
19	MC	830	9235	0.23	5.19	0.023	-0.03	0.01	0.917	0.01	0.69	0.407	
20	MC	830	9235	-0.06	0.71	0.400	-0.64	6.18	0.013	0.02	5.46	0.019	
21	MC	830	9235	-0.09	1.29	0.257	-0.02	0.01	0.940	0.00	0.08	0.780	
22	MC	830	9235	-0.17	4.20	0.040	0.54	3.96	0.047	-0.02	7.38	0.007	NonUniform
23	MC	830	9235	-0.04	0.20	0.657	1.02	14.73	0.000	-0.03	17.40	0.000	NonUniform
24	MC	830	9235	-0.13	2.79	0.095	0.01	0.00	0.961	0.00	0.30	0.586	
25	MC	830	9235	0.18	4.76	0.029	-0.11	0.14	0.708	0.01	1.01	0.315	
26	MC	830	9235	0.27	11.93	0.001	0.12	0.23	0.632	0.00	0.37	0.542	Uniform>
27	MC	830	9235	0.18	5.46	0.020	0.59	5.76	0.016	-0.01	3.09	0.079	
28	MC	830	9235	0.09	0.77	0.381	0.18	0.37	0.544	0.00	0.12	0.733	
29	MC	830	9235	-0.02	0.06	0.800	-0.12	0.21	0.647	0.00	0.16	0.689	
30	MC	830	9235	0.05	0.30	0.581	-0.12	0.20	0.656	0.01	0.41	0.520	
31	MC	830	9235	-0.03	0.17	0.684	0.47	2.63	0.105	0.01	2.46	0.117	
32	MC	830	9235	-0.09	1.44	0.230	0.21	0.69	0.407	-0.01	1.55	0.213	

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 F.45: Logistic Regression DIF Results on Stage I Reading Items for the FRL/Non-FRL Comparison

Item	Item Type	NF	NR	Focal Group:FRL; Reference Group: Non-FRL				Non-uniform DIF				Flag	
				Uniform DIF			Non-uniform DIF						
				β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	p-value	β_2^{NUni}	Wald	p-value	
15	MC	7249	2771	0.04	0.71	0.399	0.17	0.80	0.372	0.00	0.48	0.490	
16	MC	7249	2771	-0.10	3.94	0.047	0.09	0.20	0.656	0.00	0.97	0.325	
17	MC	7249	2771	-0.11	3.02	0.082	-0.21	0.78	0.377	0.00	0.20	0.656	
18	MC	7249	2771	-0.05	0.59	0.444	-0.35	1.93	0.165	0.01	1.52	0.218	
19	MC	7249	2771	-0.21	9.44	0.002	-0.25	1.16	0.281	0.00	0.03	0.867	Uniform<
20	MC	7249	2771	0.00	0.00	0.981	-0.06	0.13	0.714	0.00	0.14	0.708	
21	MC	7249	2771	0.10	4.07	0.044	0.17	0.87	0.350	0.00	0.15	0.694	
22	MC	7249	2771	0.00	0.01	0.943	0.05	0.07	0.794	0.00	0.08	0.772	
23	MC	7249	2771	-0.07	1.69	0.194	-0.04	0.03	0.860	0.00	0.03	0.867	
24	MC	7249	2771	-0.01	0.05	0.818	0.08	0.16	0.686	0.00	0.23	0.633	
25	MC	7249	2771	0.02	0.23	0.629	0.26	1.68	0.194	-0.01	1.48	0.224	
26	MC	7249	2771	-0.07	2.38	0.123	-0.19	1.26	0.261	0.00	0.53	0.468	
27	MC	7249	2771	0.05	0.98	0.322	-0.08	0.19	0.665	0.00	0.54	0.462	
28	MC	7249	2771	0.05	0.63	0.427	-0.19	0.79	0.373	0.01	1.43	0.232	
29	MC	7249	2771	0.18	13.91	0.000	-0.11	0.39	0.534	0.01	2.91	0.088	Uniform>
30	MC	7249	2771	0.09	2.78	0.096	-0.18	0.88	0.349	0.01	2.20	0.138	
31	MC	7249	2771	0.08	2.78	0.096	0.26	1.81	0.178	0.00	0.89	0.346	
32	MC	7249	2771	-0.02	0.19	0.661	0.04	0.05	0.829	0.00	0.12	0.730	

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 F.46: Logistic Regression DIF Results on Stage I Writing Items for the Female/Male Comparison

Item	Item Type	Focal Group: Female; Reference Group: Male				Non-uniform DIF				Flag			
		NF	NR	β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value				
33	SA2	4752	5303	0.10	6.85	0.009	0.16	1.05	0.306	0.00	0.12	0.726	Uniform>
34	SA2	4752	5303	0.42	62.43	0.000	0.33	2.47	0.116	0.00	0.17	0.677	Uniform>
35	SA2	4752	5303	0.07	2.33	0.127	-0.24	1.68	0.195	0.01	2.85	0.091	
36	SA2	4752	5303	0.04	0.76	0.384	0.30	3.40	0.065	-0.01	2.79	0.095	
37	SA2	4752	5303	0.10	5.50	0.019	0.34	3.47	0.063	-0.01	1.80	0.180	
38	SA1	4752	5303	0.11	6.05	0.014	0.01	0.01	0.937	0.00	0.36	0.548	
39	SA1	4752	5303	0.04	0.96	0.327	-0.10	0.34	0.557	0.00	0.72	0.395	
40	SA3	4752	5303	0.06	1.84	0.175	0.38	4.54	0.033	-0.01	3.47	0.063	
41	SA3	4752	5303	0.03	0.40	0.526	0.23	1.50	0.220	0.00	1.24	0.265	

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 F.47: Logistic Regression DIF Results on Stage I Writing Items for the Hispanic/Non-Hispanic Comparison

Item	Item Type	Focal Group: Hispanic; Reference Group: Non-Hispanic				Non-uniform DIF				Flag		
		NF	NR	β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value			
33	SA2	8904	1161	-0.02	0.09	0.764	-0.15	0.46	0.499	0.00	0.38	0.539
34	SA2	8904	1161	-0.22	7.51	0.006	-0.56	3.57	0.059	0.01	1.46	0.227
35	SA2	8904	1161	-0.03	0.23	0.630	-0.87	10.58	0.001	0.02	10.30	0.001
36	SA2	8904	1161	-0.13	3.93	0.047	-0.25	1.06	0.304	0.00	0.26	0.608
37	SA2	8904	1161	-0.13	3.60	0.058	0.05	0.03	0.858	0.00	0.44	0.505
38	SA1	8904	1161	0.24	12.10	0.001	0.50	4.10	0.043	-0.01	1.22	0.270
39	SA1	8904	1161	-0.05	0.49	0.483	0.25	0.85	0.358	-0.01	1.29	0.255
40	SA3	8904	1161	-0.09	2.00	0.157	-0.67	6.71	0.010	0.01	5.24	0.022
41	SA3	8904	1161	-0.25	15.67	0.000	-0.82	9.25	0.002	0.01	4.63	0.031

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 F.48: Logistic Regression DIF Results on Stage I Writing Items for the American Indian/ Non-American Indian Comparison

Item	Item Type	Focal Group: American Indian; Reference Group: Non-American Indian				Non-uniform DIF				Flag		
		NF	NR	β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value			
33	SA2	316	9749	0.09	0.61	0.434	0.27	0.46	0.497	-0.01	0.22	0.637
34	SA2	316	9749	0.17	1.32	0.251	0.11	0.04	0.839	0.00	0.02	0.897
35	SA2	316	9749	-0.32	5.97	0.015	0.03	0.00	0.960	-0.01	0.45	0.504
36	SA2	316	9749	-0.10	0.71	0.399	0.54	1.69	0.194	-0.02	2.53	0.112
37	SA2	316	9749	-0.17	1.67	0.196	-0.31	0.36	0.550	0.00	0.08	0.774
38	SA1	316	9749	-0.13	1.13	0.288	-1.56	9.60	0.002	0.04	8.59	0.003
39	SA1	316	9749	-0.05	0.16	0.694	0.43	0.90	0.342	-0.01	1.21	0.271
40	SA3	316	9749	-0.14	1.34	0.246	0.43	0.82	0.365	-0.01	1.52	0.218
41	SA3	316	9749	-0.20	2.65	0.103	0.14	0.07	0.794	-0.01	0.44	0.508

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 F.49: Logistic Regression DIF Results on Stage I Writing Items for the Special Education/ Non-Special Education Comparison

Item	Item Type	Focal Group: Special Education; Reference Group: Non-Special Education											
		Uniform DIF			Non-uniform DIF						Flag		
		β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	p-value	β_2^{NUni}	Wald	p-value			
33	SA2	830	9235	0.20	7.76	0.005	0.34	1.92	0.166	0.00	0.36	0.550	Uniform>
34	SA2	830	9235	-0.25	5.87	0.015	-1.56	27.62	0.000	0.04	21.58	0.000	NonUniform
35	SA2	830	9235	0.01	0.00	0.945	0.54	2.89	0.089	-0.01	2.99	0.084	
36	SA2	830	9235	0.00	0.00	0.954	-0.38	1.82	0.178	0.01	1.90	0.168	
37	SA2	830	9235	0.05	0.32	0.572	0.56	3.22	0.073	-0.01	2.88	0.090	
38	SA1	830	9235	-0.12	2.28	0.131	-0.36	1.74	0.187	0.01	0.86	0.353	
39	SA1	830	9235	0.03	0.17	0.684	0.64	5.24	0.022	-0.02	5.10	0.024	
40	SA3	830	9235	0.06	0.60	0.439	-0.16	0.25	0.618	0.01	0.51	0.473	
41	SA3	830	9235	0.10	1.54	0.214	0.02	0.00	0.953	0.00	0.06	0.809	

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 F.50: Logistic Regression DIF Results on Stage I Writing Items for the FRL/Non-FRL Comparison

Item	Item Type	Focal Group: FRL; Reference Group: Non-FRL											
		Uniform DIF			Non-uniform DIF						Flag		
		β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	p-value	β_2^{NUni}	Wald	p-value			
33	SA2	830	9235	0.20	7.76	0.005	0.34	1.92	0.166	0.00	0.36	0.550	Uniform>
34	SA2	830	9235	-0.25	5.87	0.015	-1.56	27.62	0.000	0.04	21.58	0.000	NonUniform
35	SA2	830	9235	0.01	0.00	0.945	0.54	2.89	0.089	-0.01	2.99	0.084	
36	SA2	830	9235	0.00	0.00	0.954	-0.38	1.82	0.178	0.01	1.90	0.168	
37	SA2	830	9235	0.05	0.32	0.572	0.56	3.22	0.073	-0.01	2.88	0.090	
38	SA1	830	9235	-0.12	2.28	0.131	-0.36	1.74	0.187	0.01	0.86	0.353	
39	SA1	830	9235	0.03	0.17	0.684	0.64	5.24	0.022	-0.02	5.10	0.024	
40	SA3	830	9235	0.06	0.60	0.439	-0.16	0.25	0.618	0.01	0.51	0.473	
41	SA3	830	9235	0.10	1.54	0.214	0.02	0.00	0.953	0.00	0.06	0.809	

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 F.51: Logistic Regression DIF Results on Stage I Listening Items for the Female/Male Comparison

Item	Item Type	Focal Group: Female; Reference Group: Male				Non-uniform DIF				Flag		
		NF	NR	β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value			
1	MC	4752	5303	-0.03	0.28	0.597	-0.21	1.47	0.226	0.01	1.22	0.269
2	MC	4752	5303	-0.08	2.41	0.121	0.47	7.29	0.007	-0.02	10.80	0.001
3	MC	4752	5303	-0.09	4.21	0.040	0.02	0.01	0.915	0.00	0.50	0.480
4	MC	4752	5303	-0.05	0.81	0.367	0.04	0.04	0.832	0.00	0.25	0.615
5	MC	4752	5303	0.13	8.44	0.004	0.27	2.70	0.100	0.00	0.80	0.370
6	MC	4752	5303	-0.02	0.27	0.606	-0.17	0.82	0.364	0.00	0.65	0.422
7	MC	4752	5303	0.10	4.62	0.032	0.10	0.38	0.539	0.00	0.00	1.000
8	MC	4752	5303	0.26	27.29	0.000	0.17	0.74	0.388	0.00	0.24	0.626
9	MC	4752	5303	0.06	1.25	0.264	-0.05	0.07	0.784	0.00	0.35	0.557
10	MC	4752	5303	0.26	25.60	0.000	0.42	5.53	0.019	0.00	0.90	0.344
11	MC	4752	5303	0.10	3.77	0.052	0.31	2.66	0.103	-0.01	1.28	0.258
12	MC	4752	5303	0.06	1.78	0.183	-0.06	0.11	0.745	0.00	0.47	0.493
13	MC	4752	5303	0.04	0.97	0.325	-0.54	9.52	0.002	0.02	11.91	0.001
14	MC	4752	5303	-0.01	0.06	0.805	-0.40	5.73	0.017	0.01	5.83	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 F.52: Logistic Regression DIF Results on Stage I Listening Items for the Hispanic/Non-Hispanic Comparison

Item	Item Type	Focal Group: Hispanic; Reference Group: Non-Hispanic				Non-uniform DIF				Flag		
		NF	NR	β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value			
1	MC	8904	1161	-0.07	0.85	0.357	0.05	0.04	0.843	0.00	0.28	0.599
2	MC	8904	1161	-0.11	2.02	0.155	-0.12	0.21	0.644	0.00	0.00	0.998
3	MC	8904	1161	-0.27	13.60	0.000	0.11	0.20	0.652	-0.01	2.74	0.098
4	MC	8904	1161	-0.01	0.03	0.860	0.28	1.20	0.274	-0.01	1.47	0.226
5	MC	8904	1161	0.24	12.71	0.000	0.06	0.06	0.814	0.01	0.69	0.408
6	MC	8904	1161	0.06	0.60	0.438	0.30	1.17	0.278	-0.01	0.83	0.362
7	MC	8904	1161	0.08	1.28	0.259	0.04	0.03	0.859	0.00	0.03	0.853
8	MC	8904	1161	0.46	36.58	0.000	0.35	1.43	0.231	0.00	0.17	0.680
9	MC	8904	1161	0.10	1.54	0.214	0.04	0.02	0.900	0.00	0.06	0.814
10	MC	8904	1161	0.03	0.12	0.724	0.24	0.86	0.354	-0.01	0.74	0.390
11	MC	8904	1161	0.46	33.33	0.000	-0.11	0.18	0.667	0.02	5.35	0.021
12	MC	8904	1161	0.16	5.18	0.023	0.10	0.13	0.717	0.00	0.07	0.793
13	MC	8904	1161	0.19	7.14	0.008	0.10	0.16	0.692	0.00	0.12	0.729
14	MC	8904	1161	-0.05	0.50	0.477	0.05	0.05	0.825	0.00	0.19	0.659

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 F.53: Logistic Regression DIF Results on Stage I Listening Items for the American Indian/ Non-American Indian Comparison

Item	Item Type	Focal Group: American Indian; Reference Group: Non-American Indian										
		NF	NR	Uniform DIF			Non-uniform DIF			Flag		
				β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	p-value			
1	MC	316	9749	-0.18	1.83	0.176	-0.27	0.38	0.535	0.00	0.05	0.830
2	MC	316	9749	-0.19	2.00	0.157	0.43	1.04	0.308	-0.02	2.43	0.119
3	MC	316	9749	0.19	2.09	0.148	-0.14	0.11	0.740	0.01	0.64	0.425
4	MC	316	9749	-0.20	2.04	0.153	-0.51	1.22	0.269	0.01	0.50	0.481
5	MC	316	9749	0.14	1.22	0.270	-0.48	1.11	0.292	0.02	1.99	0.159
6	MC	316	9749	0.17	1.67	0.197	0.05	0.01	0.918	0.00	0.07	0.796
7	MC	316	9749	0.06	0.22	0.637	-0.24	0.28	0.594	0.01	0.50	0.481
8	MC	316	9749	-0.26	3.64	0.056	-0.44	0.69	0.406	0.01	0.13	0.722
9	MC	316	9749	-0.02	0.02	0.879	0.41	0.70	0.402	-0.01	0.85	0.356
10	MC	316	9749	0.21	2.31	0.129	-0.04	0.01	0.925	0.01	0.33	0.566
11	MC	316	9749	-0.30	4.63	0.031	-0.58	1.34	0.247	0.01	0.34	0.558
12	MC	316	9749	-0.06	0.25	0.614	0.70	2.54	0.111	-0.02	3.31	0.069
13	MC	316	9749	-0.23	3.39	0.065	-0.27	0.33	0.566	0.00	0.01	0.936
14	MC	316	9749	-0.29	5.64	0.018	-1.23	6.36	0.012	0.03	4.00	0.046

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 F.54: Logistic Regression DIF Results on Stage I Listening Items for the Special Education/ Non-Special Education Comparison

Item	Item Type	Focal Group: Special Education; Reference Group: Non-Special Education										
		NF	NR	Uniform DIF			Non-uniform DIF			Flag		
				β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	p-value			
1	MC	830	9235	0.07	0.62	0.432	0.44	2.73	0.098	-0.01	2.21	0.137
2	MC	830	9235	0.18	4.35	0.037	0.92	11.84	0.001	-0.02	8.68	0.003
3	MC	830	9235	0.15	3.60	0.058	0.74	8.76	0.003	-0.02	6.22	0.013
4	MC	830	9235	0.21	4.83	0.028	0.01	0.00	0.965	0.01	0.48	0.490
5	MC	830	9235	-0.27	11.63	0.001	0.28	1.14	0.285	-0.02	4.84	0.028
6	MC	830	9235	0.02	0.04	0.847	0.18	0.38	0.539	0.00	0.34	0.560
7	MC	830	9235	0.00	0.00	0.996	-0.26	0.89	0.346	0.01	0.97	0.324
8	MC	830	9235	-0.29	11.35	0.001	0.45	2.30	0.130	-0.02	6.65	0.010
9	MC	830	9235	-0.08	0.81	0.368	0.39	1.67	0.196	-0.01	2.64	0.104
10	MC	830	9235	-0.15	3.43	0.064	-0.28	1.03	0.311	0.00	0.23	0.629
11	MC	830	9235	-0.08	0.77	0.380	-0.46	2.17	0.141	0.01	1.62	0.202
12	MC	830	9235	0.01	0.03	0.873	0.08	0.07	0.790	0.00	0.05	0.818
13	MC	830	9235	0.13	2.67	0.102	0.96	13.21	0.000	-0.02	10.84	0.001
14	MC	830	9235	-0.05	0.40	0.526	0.55	4.63	0.031	-0.02	6.04	0.014

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 F.55: Logistic Regression DIF Results on Stage I Listening Items for the FRL/Non-FRL Comparison

Item	Item Type	Focal Group: FRL; Reference Group: Non-FRL										
		NF	NR	Uniform DIF			Non-uniform DIF			Flag		
				β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	p-value			
1	MC	7249	2771	0.04	0.41	0.525	-0.26	1.81	0.179	0.01	2.59	0.107
2	MC	7249	2771	0.03	0.37	0.541	-0.20	1.10	0.295	0.01	1.65	0.199
3	MC	7249	2771	0.12	5.95	0.015	-0.27	2.28	0.131	0.01	5.25	0.022
4	MC	7249	2771	0.05	0.65	0.419	0.21	1.10	0.294	0.00	0.72	0.397
5	MC	7249	2771	0.09	3.57	0.059	0.10	0.27	0.604	0.00	0.00	0.990
6	MC	7249	2771	-0.05	1.12	0.289	0.16	0.60	0.439	-0.01	1.16	0.281
7	MC	7249	2771	-0.03	0.30	0.584	0.23	1.44	0.229	-0.01	2.00	0.157
8	MC	7249	2771	0.02	0.18	0.668	-0.03	0.02	0.875	0.00	0.08	0.782
9	MC	7249	2771	0.08	1.89	0.169	0.15	0.48	0.489	0.00	0.12	0.731
10	MC	7249	2771	0.08	2.34	0.126	0.20	1.05	0.306	0.00	0.38	0.538
11	MC	7249	2771	0.09	2.41	0.121	-0.16	0.59	0.442	0.01	1.60	0.207
12	MC	7249	2771	-0.04	0.62	0.430	0.14	0.51	0.477	0.00	0.89	0.346
13	MC	7249	2771	-0.07	1.88	0.171	0.13	0.45	0.501	-0.01	1.12	0.290
14	MC	7249	2771	-0.06	1.66	0.198	-0.05	0.09	0.768	0.00	0.00	0.962

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 F.56: Logistic Regression DIF Results on Stage I Speaking Items for the Female/Male Comparison

Item	Item Type	Focal Group: Female; Reference Group: Male				Non-uniform DIF				Flag			
		NF	NR	β_1^{Uni} χ^2	Wald p-value	β_1^{NUni} χ^2	Wald p-value	β_2^{NUni} χ^2	Wald p-value				
42	SA1	4752	5303	-0.13	8.24	0.004	-0.06	0.13	0.716	0.00	0.23	0.629	Uniform<
43	SA1	4752	5303	-0.03	0.18	0.668	-0.08	0.11	0.740	0.00	0.04	0.839	
44	SA1	4752	5303	-0.18	15.37	0.000	-0.21	1.47	0.225	0.00	0.03	0.852	Uniform<
45	SA1	4752	5303	-0.34	40.51	0.000	-0.02	0.01	0.943	-0.01	1.67	0.196	Uniform<
46	SA2	4752	5303	-0.08	3.15	0.076	0.11	0.42	0.517	-0.01	1.35	0.246	
47	SA2	4752	5303	-0.01	0.03	0.865	0.01	0.01	0.943	0.00	0.02	0.902	
48	SA2	4752	5303	0.07	2.68	0.102	-0.03	0.03	0.864	0.00	0.32	0.574	
49	SA4	4752	5303	-0.05	1.58	0.209	0.24	3.14	0.076	-0.01	5.00	0.025	

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 F.57: Logistic Regression DIF Results on Stage I Speaking Items for the Hispanic/Non-Hispanic Comparison

Item	Item Type	Focal Group: Hispanic; Reference Group: Non-Hispanic				Non-uniform DIF				Flag			
		NF	NR	β_1^{Uni} χ^2	Wald p-value	β_1^{NUni} χ^2	Wald p-value	β_2^{NUni} χ^2	Wald p-value				
42	SA1	8904	1161	0.27	15.91	0.000	0.30	1.78	0.183	0.00	0.01	0.921	Uniform>
43	SA1	8904	1161	0.25	5.00	0.025	0.04	0.01	0.908	0.01	0.57	0.450	
44	SA1	8904	1161	-0.26	12.98	0.000	0.05	0.03	0.856	-0.01	1.61	0.205	Uniform<
45	SA1	8904	1161	-0.20	6.39	0.012	-0.07	0.04	0.850	0.00	0.14	0.708	
46	SA2	8904	1161	-0.02	0.07	0.797	0.03	0.01	0.913	0.00	0.04	0.848	
47	SA2	8904	1161	0.12	3.16	0.076	0.19	0.65	0.420	0.00	0.09	0.770	
48	SA2	8904	1161	0.05	0.53	0.468	-0.43	2.40	0.121	0.01	3.19	0.074	
49	SA4	8904	1161	-0.16	6.46	0.011	0.07	0.13	0.722	-0.01	1.52	0.217	

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 F.58: Logistic Regression DIF Results on Stage I Speaking Items for the American Indian/ Non-American Indian Comparison

Item	Item Type	Focal Group: American Indian; Reference Group: Non-American Indian											
		NF	NR	Uniform DIF			Non-uniform DIF			β_2^{NUni}	Wald	p-value	Flag
				β_1^{Uni}	Wald	χ^2	β_1^{NUni}	Wald	χ^2				
42	SA1	316	9749	0.14	1.06	0.302	0.10	0.06	0.815	0.00	0.01	0.925	
43	SA1	316	9749	0.35	2.36	0.124	-0.57	0.69	0.405	0.03	1.91	0.167	
44	SA1	316	9749	0.03	0.05	0.832	-0.15	0.11	0.743	0.01	0.16	0.686	
45	SA1	316	9749	-0.04	0.06	0.814	0.85	1.91	0.167	-0.02	2.16	0.142	
46	SA2	316	9749	0.16	1.58	0.208	-0.08	0.03	0.868	0.01	0.29	0.588	
47	SA2	316	9749	0.04	0.13	0.716	0.19	0.21	0.648	0.00	0.13	0.715	
48	SA2	316	9749	0.12	0.85	0.357	-1.12	3.58	0.058	0.03	4.65	0.031	
49	SA4	316	9749	0.31	7.31	0.007	-0.14	0.17	0.681	0.01	1.85	0.174	

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 F.59: Logistic Regression DIF Results on Stage I Speaking Items for the Special Education/ Non-Special Education Comparison

Item	Item Type	Focal Group: Special Education; Reference Group: Non-Special Education											
		NF	NR	Uniform DIF			Non-uniform DIF			β_2^{NUni}	Wald	p-value	Flag
				β_1^{Uni}	Wald	χ^2	β_1^{NUni}	Wald	χ^2				
42	SA1	830	9235	0.11	1.94	0.164	-0.33	1.61	0.205	0.01	3.19	0.074	
43	SA1	830	9235	0.22	2.79	0.095	-0.99	6.18	0.013	0.05	9.62	0.002	
44	SA1	830	9235	0.26	10.67	0.001	0.43	2.51	0.113	-0.01	0.41	0.522	
45	SA1	830	9235	0.06	0.35	0.557	0.36	0.75	0.386	-0.01	0.54	0.461	
46	SA2	830	9235	0.06	0.61	0.433	-0.11	0.15	0.703	0.01	0.40	0.529	
47	SA2	830	9235	-0.07	0.80	0.370	-0.20	0.62	0.430	0.00	0.30	0.583	
48	SA2	830	9235	-0.07	0.61	0.436	-0.06	0.03	0.856	0.00	0.00	0.988	
49	SA4	830	9235	-0.29	17.12	0.000	-0.34	2.37	0.123	0.00	0.05	0.815	

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 F.60: Logistic Regression DIF Results on Stage I Speaking Items for the FRL/Non-FRL Comparison

Item	Item Type	Focal Group: FRL; Reference Group: Non-FRL											
		NF	NR	Uniform DIF			Non-uniform DIF			β_2^{NUni}	Wald	p-value	Flag
				β_1^{Uni}	Wald	χ^2	β_1^{NUni}	Wald	χ^2				
42	SA1	7249	2771	0.14	7.46	0.006	0.36	4.19	0.041	-0.01	1.74	0.188	
43	SA1	7249	2771	0.10	1.48	0.223	0.60	5.24	0.022	-0.02	3.94	0.047	
44	SA1	7249	2771	0.18	13.68	0.000	0.19	0.99	0.319	0.00	0.00	0.981	
45	SA1	7249	2771	-0.04	0.57	0.448	0.63	4.88	0.027	-0.02	5.87	0.015	
46	SA2	7249	2771	0.01	0.07	0.789	0.25	1.80	0.180	-0.01	1.73	0.189	
47	SA2	7249	2771	0.04	0.63	0.427	0.38	4.44	0.035	-0.01	3.83	0.050	
48	SA2	7249	2771	0.11	4.51	0.034	0.02	0.01	0.936	0.00	0.18	0.674	
49	SA4	7249	2771	0.00	0.00	0.956	0.40	7.00	0.008	-0.01	7.75	0.005	

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 F.61: Logistic Regression DIF Results on Stage II Reading Items for the Female/Male Comparison

Item	Item Type	Focal Group: Female; Reference Group: Male				Non-uniform DIF				Flag		
		NF	NR	β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value			
15	MC	9017	10372	-0.02	0.26	0.612	-0.03	0.06	0.807	0.00	0.01	0.914
16	MC	9017	10372	-0.06	3.47	0.062	0.24	3.55	0.059	0.00	6.20	0.013
17	MC	9017	10372	-0.12	11.46	0.001	0.62	18.33	0.000	-0.01	28.08	0.000
18	MC	9017	10372	0.03	0.81	0.368	0.04	0.12	0.726	0.00	0.02	0.897
19	MC	9017	10372	0.07	3.63	0.057	0.08	0.35	0.554	0.00	0.00	0.947
20	MC	9017	10372	-0.08	4.19	0.041	-0.17	1.19	0.276	0.00	0.37	0.544
21	MC	9017	10372	-0.18	31.89	0.000	0.08	0.38	0.537	0.00	4.68	0.030
22	MC	9017	10372	-0.03	0.96	0.327	0.09	0.50	0.478	0.00	0.97	0.324
23	MC	9017	10372	0.11	13.42	0.000	-0.26	4.91	0.027	0.00	10.98	0.001
24	MC	9017	10372	-0.10	9.81	0.002	-0.50	13.65	0.000	0.00	9.16	0.002
25	MC	9017	10372	0.07	4.08	0.043	-0.07	0.28	0.599	0.00	1.09	0.296
26	MC	9017	10372	0.04	2.01	0.156	-0.15	1.51	0.219	0.00	2.70	0.100
27	MC	9017	10372	0.17	26.37	0.000	0.06	0.23	0.629	0.00	0.62	0.433
28	MC	9017	10372	-0.04	2.01	0.157	0.30	6.85	0.009	0.00	9.61	0.002
29	MC	9017	10372	-0.08	7.60	0.006	-0.27	5.24	0.022	0.00	2.70	0.100
30	MC	9017	10372	0.07	4.86	0.027	0.01	0.01	0.938	0.00	0.25	0.619
31	MC	9017	10372	0.20	35.72	0.000	-0.12	0.76	0.383	0.00	5.43	0.020
32	MC	9017	10372	-0.09	9.07	0.003	-0.49	16.19	0.000	0.00	11.41	0.001
33	MC	9017	10372	-0.10	10.74	0.001	-0.25	4.72	0.030	0.00	1.88	0.171
34	MC	9017	10372	-0.03	0.84	0.360	0.12	0.90	0.342	0.00	1.49	0.223
50	SA1	9017	10372	-0.02	0.25	0.620	-0.11	0.97	0.326	0.00	0.78	0.378
51	SA1	9017	10372	0.01	0.20	0.659	-0.03	0.08	0.774	0.00	0.17	0.678
52	SA3	9017	10372	-0.39	154.44	0.000	-0.37	6.06	0.014	0.00	0.02	0.893
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 F.62: Logistic Regression DIF Results on Stage II Reading Items for the Hispanic/Non-Hispanic Comparison

Item	Item Type	Focal Group: Hispanic; Reference Group: Non-Hispanic				Non-uniform DIF				Flag		
		NF	NR	β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value			
15	MC	17041	2354	0.07	1.79	0.181	0.44	5.64	0.018	0.00	4.30	0.038
16	MC	17041	2354	-0.27	23.82	0.000	0.46	5.41	0.020	-0.01	14.72	0.000
17	MC	17041	2354	0.04	0.55	0.459	-0.32	2.37	0.124	0.00	3.30	0.069
18	MC	17041	2354	0.20	16.58	0.000	0.21	1.23	0.268	0.00	0.01	0.943
19	MC	17041	2354	-0.07	1.39	0.239	-0.31	2.61	0.106	0.00	1.75	0.186
20	MC	17041	2354	-0.36	34.22	0.000	-0.01	0.00	0.966	0.00	2.31	0.129
21	MC	17041	2354	-0.28	30.31	0.000	0.13	0.51	0.474	-0.01	5.24	0.022
22	MC	17041	2354	-0.05	1.05	0.305	-0.32	3.20	0.074	0.00	2.47	0.116
23	MC	17041	2354	0.01	0.06	0.811	-0.05	0.10	0.758	0.00	0.15	0.695
24	MC	17041	2354	0.12	5.88	0.015	-0.02	0.01	0.913	0.00	0.56	0.455
25	MC	17041	2354	-0.01	0.08	0.775	0.18	0.80	0.372	0.00	0.99	0.320
26	MC	17041	2354	-0.10	4.54	0.033	0.08	0.17	0.683	0.00	1.01	0.314
27	MC	17041	2354	-0.05	1.10	0.295	0.06	0.08	0.774	0.00	0.32	0.573
28	MC	17041	2354	-0.02	0.29	0.591	0.38	4.75	0.029	0.00	5.82	0.016
29	MC	17041	2354	-0.14	8.90	0.003	0.34	3.58	0.059	-0.01	7.57	0.006
30	MC	17041	2354	-0.09	2.83	0.093	-0.10	0.30	0.583	0.00	0.01	0.918
31	MC	17041	2354	0.03	0.28	0.600	-0.17	0.65	0.419	0.00	0.93	0.336
32	MC	17041	2354	-0.09	3.57	0.059	-0.15	0.75	0.386	0.00	0.15	0.702
33	MC	17041	2354	-0.10	4.61	0.032	0.04	0.05	0.817	0.00	0.70	0.402
34	MC	17041	2354	-0.07	2.18	0.140	0.17	0.75	0.385	0.00	1.68	0.195
50	SA1	17041	2354	0.01	0.03	0.854	0.09	0.27	0.604	0.00	0.24	0.627
51	SA1	17041	2354	0.17	13.14	0.000	0.42	5.45	0.020	0.00	2.08	0.150
52	SA3	17041	2354	-0.26	31.23	0.000	-0.24	1.19	0.275	0.00	0.01	0.914
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 F.63: Logistic Regression DIF Results on Stage II Reading Items for the American Indian/ Non-American Indian Comparison

Item	Item Type	Focal Group: American Indian; Reference Group: Non-American Indian											
		NF	NR	Uniform DIF			Non-uniform DIF			β_2^{NUni}	Wald	p-value	Flag
				β_1^{Uni}	Wald	χ^2	β_1^{NUni}	Wald	χ^2				
15	MC	862	18533	0.11	1.58	0.209	-0.27	0.71	0.401	0.00	1.46	0.226	
16	MC	862	18533	0.02	0.07	0.793	-0.06	0.03	0.856	0.00	0.07	0.795	
17	MC	862	18533	0.05	0.32	0.569	-0.86	4.72	0.030	0.01	5.50	0.019	
18	MC	862	18533	-0.11	2.15	0.143	-0.58	3.27	0.070	0.01	2.27	0.132	
19	MC	862	18533	0.02	0.04	0.847	-0.26	0.59	0.444	0.00	0.71	0.399	
20	MC	862	18533	-0.04	0.20	0.652	-0.41	1.15	0.283	0.00	0.99	0.321	
21	MC	862	18533	0.35	19.03	0.000	0.31	1.03	0.310	0.00	0.02	0.895	Uniform>
22	MC	862	18533	0.08	1.10	0.295	-0.07	0.05	0.817	0.00	0.26	0.611	
23	MC	862	18533	0.14	3.23	0.072	0.21	0.56	0.454	0.00	0.08	0.781	
24	MC	862	18533	-0.12	2.43	0.119	-0.16	0.23	0.629	0.00	0.01	0.911	
25	MC	862	18533	-0.13	2.65	0.103	-0.60	3.02	0.082	0.01	1.97	0.160	
26	MC	862	18533	-0.01	0.02	0.881	0.16	0.30	0.585	0.00	0.37	0.545	
27	MC	862	18533	-0.05	0.39	0.530	0.25	0.65	0.422	0.00	0.98	0.323	
28	MC	862	18533	-0.09	1.39	0.238	-0.10	0.12	0.732	0.00	0.00	0.971	
29	MC	862	18533	0.12	2.92	0.088	0.31	1.21	0.271	0.00	0.46	0.497	
30	MC	862	18533	-0.09	1.37	0.241	-0.43	1.80	0.179	0.00	1.19	0.275	
31	MC	862	18533	-0.10	1.63	0.202	-0.21	0.37	0.544	0.00	0.10	0.747	
32	MC	862	18533	-0.11	2.21	0.137	0.01	0.00	0.979	0.00	0.17	0.678	
33	MC	862	18533	0.06	0.75	0.387	-0.46	2.53	0.112	0.01	3.49	0.062	
34	MC	862	18533	-0.03	0.17	0.681	-0.43	1.78	0.182	0.00	1.62	0.204	
50	SA1	862	18533	0.24	9.61	0.002	0.22	0.61	0.434	0.00	0.00	0.954	Uniform>
51	SA1	862	18533	0.15	3.94	0.047	-0.23	0.59	0.441	0.00	1.72	0.189	
52	SA3	862	18533	0.03	0.20	0.653	0.01	0.00	0.975	0.00	0.00	0.948	

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 F.64: Logistic Regression DIF Results on Stage II Reading Items for the Special Education/ Non-Special Education Comparison

Item	Item Type	Focal Group: Special Education; Reference Group: Non-Special Education											
		NF	NR	Uniform DIF			Non-uniform DIF			β_2^{NUni}	Wald	p-value	Flag
				β_1^{Uni}	Wald	χ^2	β_1^{NUni}	Wald	χ^2				
15	MC	1841	17554	-0.04	0.58	0.448	-0.31	2.38	0.123	0.00	1.91	0.167	
16	MC	1841	17554	0.03	0.27	0.601	0.50	6.70	0.010	-0.01	6.55	0.010	
17	MC	1841	17554	0.06	1.11	0.293	0.24	1.10	0.294	0.00	0.65	0.421	
18	MC	1841	17554	-0.04	0.44	0.506	-0.23	1.29	0.256	0.00	0.99	0.319	
19	MC	1841	17554	0.03	0.25	0.620	-0.74	10.68	0.001	0.01	12.16	0.000	NonUniform
20	MC	1841	17554	-0.05	0.66	0.416	0.29	1.57	0.211	0.00	2.29	0.130	
21	MC	1841	17554	0.22	16.71	0.000	0.12	0.34	0.557	0.00	0.30	0.585	Uniform>
22	MC	1841	17554	0.13	5.96	0.015	0.78	17.74	0.000	-0.01	13.35	0.000	NonUniform
23	MC	1841	17554	0.15	8.35	0.004	0.05	0.08	0.773	0.00	0.30	0.585	Uniform>
24	MC	1841	17554	-0.01	0.01	0.919	0.27	1.68	0.195	0.00	1.88	0.170	
25	MC	1841	17554	0.03	0.32	0.572	0.35	2.79	0.095	0.00	2.48	0.115	
26	MC	1841	17554	0.12	5.41	0.020	-0.22	1.13	0.289	0.00	3.01	0.083	
27	MC	1841	17554	0.01	0.01	0.915	-0.09	0.17	0.679	0.00	0.21	0.647	
28	MC	1841	17554	0.01	0.04	0.847	0.11	0.36	0.548	0.00	0.32	0.570	
29	MC	1841	17554	0.03	0.24	0.627	0.24	1.68	0.195	0.00	1.46	0.227	
30	MC	1841	17554	-0.03	0.23	0.635	0.10	0.25	0.617	0.00	0.42	0.515	
31	MC	1841	17554	-0.09	2.63	0.105	0.54	6.17	0.013	-0.01	9.07	0.003	NonUniform
32	MC	1841	17554	0.14	7.24	0.007	0.56	9.05	0.003	-0.01	5.47	0.019	Uniform>
33	MC	1841	17554	0.05	0.92	0.336	0.98	30.83	0.000	-0.01	30.06	0.000	NonUniform
34	MC	1841	17554	-0.06	1.06	0.304	0.47	5.75	0.017	-0.01	7.79	0.005	NonUniform
50	SA1	1841	17554	0.07	1.78	0.182	0.15	0.67	0.413	0.00	0.21	0.649	
51	SA1	1841	17554	-0.07	1.93	0.165	0.13	0.47	0.494	0.00	1.25	0.264	
52	SA3	1841	17554	0.05	0.75	0.385	0.09	0.13	0.717	0.00	0.03	0.869	

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 F.65: Logistic Regression DIF Results on Stage II Reading Items for the FRL/Non-FRL Comparison

Item	Item Type	Focal Group: FRL; Reference Group: Non-FRL											
		NF	NR	Uniform DIF			Non-uniform DIF						
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	Flag
15	MC	14509	4823	-0.14	12.96	0.000	0.18	1.50	0.221	0.00	5.33	0.021	Uniform<
16	MC	14509	4823	0.04	0.89	0.346	0.37	6.30	0.012	0.00	5.46	0.019	
17	MC	14509	4823	0.03	0.61	0.436	0.53	9.33	0.002	-0.01	8.69	0.003	NonUniform
18	MC	14509	4823	-0.01	0.11	0.743	-0.10	0.45	0.502	0.00	0.37	0.543	
19	MC	14509	4823	-0.05	1.09	0.296	-0.11	0.47	0.493	0.00	0.17	0.683	
20	MC	14509	4823	0.04	0.74	0.391	-0.12	0.49	0.484	0.00	0.90	0.344	
21	MC	14509	4823	0.05	1.50	0.221	0.08	0.29	0.592	0.00	0.05	0.824	
22	MC	14509	4823	-0.04	1.60	0.206	0.15	1.14	0.287	0.00	2.05	0.153	
23	MC	14509	4823	-0.01	0.11	0.736	-0.11	0.64	0.425	0.00	0.54	0.463	
24	MC	14509	4823	-0.08	4.06	0.044	-0.29	3.60	0.058	0.00	2.07	0.150	
25	MC	14509	4823	0.01	0.07	0.796	0.12	0.63	0.428	0.00	0.57	0.451	
26	MC	14509	4823	-0.03	0.59	0.442	-0.20	2.09	0.148	0.00	1.66	0.197	
27	MC	14509	4823	-0.03	0.88	0.349	-0.22	2.11	0.146	0.00	1.59	0.207	
28	MC	14509	4823	-0.03	0.85	0.357	0.05	0.14	0.706	0.00	0.42	0.519	
29	MC	14509	4823	0.02	0.37	0.541	-0.21	2.39	0.122	0.00	3.12	0.078	
30	MC	14509	4823	-0.01	0.08	0.778	-0.14	0.88	0.347	0.00	0.81	0.369	
31	MC	14509	4823	-0.04	0.90	0.342	-0.50	9.91	0.002	0.01	9.03	0.003	NonUniform
32	MC	14509	4823	-0.01	0.03	0.868	-0.10	0.56	0.455	0.00	0.53	0.466	
33	MC	14509	4823	-0.01	0.08	0.775	0.20	2.21	0.137	0.00	2.62	0.106	
34	MC	14509	4823	-0.01	0.03	0.871	0.01	0.00	0.960	0.00	0.01	0.925	
50	SA1	14509	4823	-0.16	19.41	0.000	-0.12	0.85	0.356	0.00	0.09	0.762	Uniform<
51	SA1	14509	4823	-0.08	4.73	0.030	-0.18	1.82	0.178	0.00	0.64	0.423	
52	SA3	14509	4823	-0.07	3.74	0.053	-0.04	0.06	0.808	0.00	0.03	0.866	

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 F.66: Logistic Regression DIF Results on Stage II Writing Items for the Female/Male Comparison

Item	Item Type	NF	NR	Focal Group: Female; Reference Group: Male			Non-uniform DIF			Flag		
				β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	p-value			
35	MC	9017	10372	0.09	5.57	0.018	0.23	1.98	0.159	0.00	0.74	0.389
36	MC	9017	10372	0.01	0.20	0.655	0.10	0.69	0.408	0.00	0.54	0.461
37	MC	9017	10372	0.22	50.38	0.000	-0.28	5.34	0.021	0.01	17.84	0.000
38	MC	9017	10372	-0.01	0.07	0.794	-0.02	0.03	0.852	0.00	0.01	0.903
39	MC	9017	10372	0.04	1.74	0.187	0.17	1.94	0.164	0.00	1.16	0.281
40	MC	9017	10372	0.16	14.98	0.000	0.16	0.97	0.325	0.00	0.00	0.971
41	MC	9017	10372	0.01	0.10	0.747	0.31	5.66	0.017	0.00	5.63	0.018
42	MC	9017	10372	-0.01	0.17	0.685	-0.27	4.78	0.029	0.00	4.64	0.031
43	MC	9017	10372	0.03	1.06	0.302	-0.08	0.37	0.544	0.00	0.81	0.369
44	MC	9017	10372	-0.03	1.10	0.294	-0.14	1.20	0.274	0.00	0.75	0.387
45	MC	9017	10372	-0.09	7.22	0.007	-0.09	0.53	0.465	0.00	0.00	0.962
46	MC	9017	10372	-0.11	13.14	0.000	-0.10	0.74	0.390	0.00	0.00	0.948
47	MC	9017	10372	-0.09	8.88	0.003	-0.01	0.00	0.964	0.00	0.55	0.457
48	ER	9017	10372	0.41	204.03	0.000	0.46	17.76	0.000	0.00	0.19	0.666
49	ER	9017	10372	0.33	130.48	0.000	0.45	18.05	0.000	0.00	1.43	0.232

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 F.67: Logistic Regression DIF Results on Stage II Writing Items for the Hispanic/Non-Hispanic Comparison

Item	Item Type	NF	NR	Focal Group: Hispanic; Reference Group: Non-Hispanic			Non-uniform DIF			Flag		
				β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	p-value			
35	MC	17041	2354	-0.19	8.75	0.003	0.45	2.92	0.087	-0.01	6.23	0.013
36	MC	17041	2354	-0.01	0.05	0.822	0.50	7.43	0.006	-0.01	8.33	0.004
37	MC	17041	2354	-0.22	22.30	0.000	-0.29	2.72	0.099	0.00	0.18	0.674
38	MC	17041	2354	-0.02	0.18	0.669	-0.05	0.10	0.754	0.00	0.04	0.838
39	MC	17041	2354	0.04	0.67	0.411	0.02	0.01	0.903	0.00	0.01	0.909
40	MC	17041	2354	-0.22	10.83	0.001	-0.34	1.90	0.168	0.00	0.26	0.610
41	MC	17041	2354	-0.20	16.48	0.000	0.04	0.05	0.822	0.00	1.70	0.193
42	MC	17041	2354	0.09	3.96	0.047	-0.26	2.18	0.139	0.00	4.36	0.037
43	MC	17041	2354	-0.08	2.68	0.101	-0.24	1.59	0.207	0.00	0.72	0.395
44	MC	17041	2354	-0.20	16.95	0.000	-0.12	0.38	0.537	0.00	0.19	0.659
45	MC	17041	2354	-0.05	0.85	0.358	-0.52	8.39	0.004	0.01	7.56	0.006
46	MC	17041	2354	0.00	0.01	0.932	-0.11	0.41	0.522	0.00	0.47	0.492
47	MC	17041	2354	-0.31	45.14	0.000	-0.11	0.42	0.516	0.00	1.42	0.233
48	ER	17041	2354	0.09	3.92	0.048	0.21	1.69	0.194	0.00	0.62	0.432
49	ER	17041	2354	0.00	0.00	0.988	0.22	1.86	0.173	0.00	2.00	0.157

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 F.68: Logistic Regression DIF Results on Stage II Writing Items for the American Indian/ Non-American Indian Comparison

Item	Item Type	Focal Group: American Indian; Reference Group: Non-American Indian											
		NF	NR	Uniform DIF			Non-uniform DIF			β_2^{NUni}	Wald χ^2	p-value	Flag
				β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	p-value				
35	MC	862	18533	0.00	0.00	0.987	-0.49	1.33	0.250	0.01	1.38	0.240	
36	MC	862	18533	0.02	0.05	0.816	0.09	0.09	0.762	0.00	0.06	0.802	
37	MC	862	18533	-0.10	1.62	0.203	0.02	0.00	0.950	0.00	0.16	0.692	
38	MC	862	18533	0.08	1.12	0.290	-0.02	0.00	0.951	0.00	0.12	0.729	
39	MC	862	18533	-0.12	2.49	0.115	0.13	0.20	0.652	0.00	0.83	0.363	
40	MC	862	18533	0.00	0.00	0.982	-0.34	0.66	0.416	0.00	0.68	0.408	
41	MC	862	18533	-0.04	0.22	0.640	0.18	0.36	0.549	0.00	0.55	0.459	
42	MC	862	18533	-0.11	2.14	0.144	0.11	0.15	0.702	0.00	0.62	0.433	
43	MC	862	18533	-0.09	1.45	0.229	0.09	0.09	0.758	0.00	0.40	0.526	
44	MC	862	18533	-0.03	0.17	0.678	0.08	0.07	0.790	0.00	0.14	0.704	
45	MC	862	18533	-0.07	0.79	0.374	0.02	0.01	0.935	0.00	0.10	0.751	
46	MC	862	18533	0.10	1.89	0.169	-0.43	2.07	0.150	0.01	3.37	0.066	
47	MC	862	18533	0.04	0.33	0.566	0.34	1.49	0.222	0.00	1.23	0.267	
48	ER	862	18533	0.01	0.05	0.829	-0.01	0.00	0.976	0.00	0.01	0.928	
49	ER	862	18533	-0.05	0.48	0.487	-0.25	0.89	0.344	0.00	0.62	0.430	

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 F.69: Logistic Regression DIF Results on Stage II Writing Items for the Special Education/ Non-Special Education Comparison

Item	Item Type	Focal Group: Special Education; Reference Group: Non-Special Education											
		NF	NR	Uniform DIF			Non-uniform DIF			β_2^{NUni}	Wald χ^2	p-value	Flag
				β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	p-value				
35	MC	1841	17554	0.08	1.72	0.189	0.07	0.08	0.776	0.00	0.00	0.975	
36	MC	1841	17554	0.11	4.03	0.045	0.26	1.90	0.168	0.00	0.73	0.394	
37	MC	1841	17554	0.08	2.49	0.115	0.24	1.59	0.207	0.00	0.73	0.391	
38	MC	1841	17554	-0.09	3.31	0.069	0.03	0.03	0.869	0.00	0.49	0.482	
39	MC	1841	17554	-0.21	16.29	0.000	0.40	4.79	0.029	-0.01	12.38	0.000	NonUniform
40	MC	1841	17554	-0.09	1.99	0.159	-0.11	0.18	0.667	0.00	0.01	0.925	
41	MC	1841	17554	0.21	15.08	0.000	-0.37	2.91	0.088	0.01	7.67	0.006	NonUniform
42	MC	1841	17554	-0.17	10.04	0.002	1.08	35.98	0.000	-0.02	51.96	0.000	NonUniform
43	MC	1841	17554	-0.08	2.39	0.122	0.86	20.25	0.000	-0.01	26.60	0.000	NonUniform
44	MC	1841	17554	0.01	0.02	0.875	0.49	5.83	0.016	-0.01	6.06	0.014	
45	MC	1841	17554	-0.04	0.49	0.484	0.18	0.84	0.360	0.00	1.32	0.250	
46	MC	1841	17554	-0.07	1.56	0.212	0.26	1.96	0.161	0.00	3.32	0.068	
47	MC	1841	17554	0.12	4.92	0.027	0.13	0.44	0.507	0.00	0.00	0.960	
48	ER	1841	17554	-0.33	47.64	0.000	-0.70	16.17	0.000	0.00	4.79	0.029	Uniform<
49	ER	1841	17554	-0.31	41.42	0.000	-0.74	18.92	0.000	0.01	6.94	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 F.70: Logistic Regression DIF Results on Stage II Writing Items for the FRL/Non-FRL Comparison

Item	Item Type	NF	NR	Focal Group: FRL; Reference Group: Non-FRL				Non-uniform DIF				Flag
				Uniform DIF		Non-uniform DIF						
				β_1^{Uni}	Wald χ^2	β_1^{NUni}	Wald χ^2	β_2^{NUni}	Wald χ^2			
35	MC	14509	4823	-0.13	7.35	0.007	-0.24	1.71	0.191	0.00	0.43	0.513
36	MC	14509	4823	-0.04	1.31	0.252	0.18	1.72	0.189	0.00	2.79	0.095
37	MC	14509	4823	-0.14	15.71	0.000	0.18	1.65	0.199	0.00	5.55	0.018
38	MC	14509	4823	-0.18	26.75	0.000	-0.08	0.35	0.556	0.00	0.66	0.417
39	MC	14509	4823	0.02	0.44	0.508	0.04	0.10	0.757	0.00	0.02	0.893
40	MC	14509	4823	-0.09	3.29	0.070	-0.06	0.11	0.741	0.00	0.02	0.901
41	MC	14509	4823	0.00	0.01	0.911	-0.04	0.07	0.794	0.00	0.09	0.765
42	MC	14509	4823	0.11	10.05	0.002	-0.07	0.26	0.608	0.00	1.91	0.167
43	MC	14509	4823	0.03	0.71	0.398	-0.10	0.46	0.499	0.00	0.86	0.355
44	MC	14509	4823	0.04	0.92	0.337	0.24	2.41	0.120	0.00	1.85	0.174
45	MC	14509	4823	-0.01	0.11	0.738	-0.01	0.01	0.933	0.00	0.00	0.998
46	MC	14509	4823	0.03	0.80	0.372	0.11	0.59	0.443	0.00	0.31	0.577
47	MC	14509	4823	-0.06	3.27	0.071	0.03	0.03	0.853	0.00	0.46	0.499
48	ER	14509	4823	-0.16	22.42	0.000	-0.41	10.90	0.001	0.00	4.41	0.036
49	ER	14509	4823	0.01	0.06	0.813	0.07	0.35	0.554	0.00	0.30	0.584

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 F.71: Logistic Regression DIF Results on Stage II Listening Items for the Female/Male Comparison

Item	Item Type	Focal Group: Female; Reference Group: Male										
		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	9017	10372	-0.04	1.25	0.264	0.10	0.61	0.434	0.00	1.28	0.258
2	MC	9017	10372	0.00	0.01	0.943	0.07	0.31	0.579	0.00	0.31	0.579
3	MC	9017	10372	-0.03	0.69	0.407	0.11	0.84	0.358	0.00	1.41	0.236
4	MC	9017	10372	0.00	0.00	0.990	-0.14	1.05	0.306	0.00	1.11	0.293
5	MC	9017	10372	0.01	0.13	0.723	0.19	2.34	0.126	0.00	2.21	0.137
6	MC	9017	10372	-0.07	4.80	0.029	-0.38	8.88	0.003	0.00	6.37	0.012
7	MC	9017	10372	-0.07	4.40	0.036	0.05	0.15	0.703	0.00	0.84	0.359
8	MC	9017	10372	0.13	13.32	0.000	-0.09	0.51	0.476	0.00	3.29	0.070
9	MC	9017	10372	0.11	9.65	0.002	0.11	0.81	0.368	0.00	0.00	0.969
10	MC	9017	10372	0.16	14.80	0.000	0.11	0.52	0.473	0.00	0.16	0.693
11	MC	9017	10372	-0.02	0.35	0.553	-0.05	0.15	0.703	0.00	0.05	0.816
12	MC	9017	10372	-0.01	0.07	0.793	-0.06	0.25	0.617	0.00	0.20	0.656
13	MC	9017	10372	-0.05	1.03	0.309	0.12	0.47	0.494	0.00	1.01	0.316
14	MC	9017	10372	-0.03	0.75	0.387	-0.19	1.90	0.168	0.00	1.46	0.227

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 F.72: Logistic Regression DIF Results on Stage II Listening Items for the Hispanic/Non-Hispanic Comparison

Item	Item Type	Focal Group: Hispanic; Reference Group: Non-Hispanic										
		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	17041	2354	0.03	0.31	0.575	0.03	0.02	0.887	0.00	0.00	0.982
2	MC	17041	2354	-0.03	0.28	0.594	-0.60	12.16	0.000	0.01	12.14	0.000
3	MC	17041	2354	-0.06	1.28	0.258	-0.71	18.51	0.000	0.01	17.33	0.000
4	MC	17041	2354	0.00	0.00	1.000	0.00	0.00	0.991	0.00	0.00	0.990
5	MC	17041	2354	-0.03	0.28	0.595	-0.12	0.42	0.515	0.00	0.28	0.595
6	MC	17041	2354	-0.12	5.84	0.016	-0.35	3.61	0.058	0.00	1.74	0.187
7	MC	17041	2354	-0.09	3.39	0.066	-0.20	1.04	0.308	0.00	0.33	0.563
8	MC	17041	2354	0.29	28.10	0.000	0.11	0.38	0.540	0.00	1.05	0.304
9	MC	17041	2354	0.19	14.06	0.000	0.36	4.30	0.038	0.00	1.06	0.303
10	MC	17041	2354	0.23	14.21	0.000	0.34	2.85	0.091	0.00	0.33	0.568
11	MC	17041	2354	0.06	1.49	0.222	0.14	0.57	0.449	0.00	0.19	0.664
12	MC	17041	2354	0.12	5.15	0.023	0.00	0.00	0.990	0.00	0.48	0.488
13	MC	17041	2354	0.11	2.05	0.152	0.30	1.42	0.233	0.00	0.64	0.423
14	MC	17041	2354	0.04	0.59	0.443	0.11	0.27	0.604	0.00	0.12	0.729

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 F.73: Logistic Regression DIF Results on Stage II Listening Items for the American Indian/ Non-American Indian Comparison

Item	Item Type	Focal Group: American Indian; Reference Group: Non-American Indian											
		NF	NR	Uniform DIF			Non-uniform DIF			β_2^{NUni}	Wald	χ^2	p-value
				β_1^{Uni}	Wald	χ^2	β_1^{NUni}	Wald	χ^2				
1	MC	862	18533	-0.11	1.96	0.161	-0.49	2.49	0.114	0.00	1.57	0.210	
2	MC	862	18533	-0.06	0.60	0.439	0.28	0.94	0.334	0.00	1.48	0.223	
3	MC	862	18533	0.05	0.43	0.513	0.13	0.21	0.643	0.00	0.09	0.765	
4	MC	862	18533	-0.10	1.77	0.184	-0.31	0.90	0.344	0.00	0.43	0.514	
5	MC	862	18533	-0.08	1.24	0.266	-0.41	1.65	0.199	0.00	1.10	0.294	
6	MC	862	18533	-0.10	1.66	0.197	-0.04	0.02	0.890	0.00	0.03	0.855	
7	MC	862	18533	-0.15	3.76	0.053	-0.88	6.25	0.012	0.01	4.55	0.033	
8	MC	862	18533	-0.41	25.27	0.000	0.50	3.00	0.083	-0.01	11.06	0.001	NonUniform
9	MC	862	18533	-0.02	0.06	0.806	0.06	0.04	0.839	0.00	0.08	0.779	
10	MC	862	18533	-0.23	6.02	0.014	0.13	0.14	0.705	0.00	1.25	0.264	
11	MC	862	18533	-0.09	1.19	0.274	-0.01	0.00	0.962	0.00	0.06	0.805	
12	MC	862	18533	-0.05	0.30	0.583	-0.24	0.60	0.440	0.00	0.42	0.518	
13	MC	862	18533	-0.11	0.92	0.338	0.10	0.05	0.823	0.00	0.25	0.618	
14	MC	862	18533	-0.18	5.34	0.021	-0.35	1.01	0.314	0.00	0.24	0.624	

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 F.74: Logistic Regression DIF Results on Stage II Listening Items for the Special Education/ Non-Special Education Comparison

Item	Item Type	Focal Group: Special Education; Reference Group: Non-Special Education											
		NF	NR	Uniform DIF			Non-uniform DIF			β_2^{NUni}	Wald	χ^2	p-value
				β_1^{Uni}	Wald	χ^2	β_1^{NUni}	Wald	χ^2				
1	MC	1841	17554	-0.14	6.57	0.010	-0.26	1.71	0.191	0.00	0.38	0.536	
2	MC	1841	17554	-0.09	3.04	0.081	0.04	0.04	0.845	0.00	0.50	0.478	
3	MC	1841	17554	0.09	3.22	0.073	0.23	1.58	0.209	0.00	0.60	0.437	
4	MC	1841	17554	-0.11	4.13	0.042	-0.13	0.35	0.556	0.00	0.00	0.948	
5	MC	1841	17554	0.07	1.41	0.234	0.43	4.88	0.027	0.00	3.80	0.051	
6	MC	1841	17554	0.16	9.00	0.003	0.55	7.89	0.005	0.00	4.21	0.040	Uniform>
7	MC	1841	17554	0.15	7.21	0.007	0.46	5.08	0.024	0.00	2.48	0.116	Uniform>
8	MC	1841	17554	-0.21	13.68	0.000	-0.37	3.40	0.065	0.00	0.69	0.406	Uniform<
9	MC	1841	17554	-0.28	27.97	0.000	-0.61	10.06	0.002	0.00	3.12	0.077	Uniform<
10	MC	1841	17554	-0.48	63.12	0.000	-0.99	19.58	0.000	0.01	5.58	0.018	Uniform<
11	MC	1841	17554	-0.13	5.57	0.018	0.05	0.05	0.818	0.00	0.84	0.360	
12	MC	1841	17554	0.02	0.11	0.735	0.12	0.40	0.529	0.00	0.31	0.578	
13	MC	1841	17554	-0.17	5.64	0.018	-0.32	1.41	0.236	0.00	0.34	0.558	
14	MC	1841	17554	0.21	13.92	0.000	0.24	1.20	0.273	0.00	0.02	0.892	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 F.75: Logistic Regression DIF Results on Stage II Listening Items for the FRL/Non-FRL Comparison

Item	Item Type	NF	NR	Focal Group: FRL; Reference Group: Non-FRL				Non-uniform DIF				Flag
				Uniform DIF		Non-uniform DIF						
				β_1^{Uni}	Wald χ^2	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value	
1	MC	14509	4823	0.05	1.85	0.174	-0.01	0.01	0.924	0.00	0.24	0.622
2	MC	14509	4823	0.07	3.96	0.047	0.07	0.29	0.592	0.00	0.00	0.994
3	MC	14509	4823	0.04	1.43	0.232	0.00	0.00	0.983	0.00	0.10	0.752
4	MC	14509	4823	-0.03	0.46	0.497	-0.01	0.01	0.943	0.00	0.01	0.922
5	MC	14509	4823	0.04	1.16	0.282	-0.07	0.26	0.613	0.00	0.64	0.423
6	MC	14509	4823	-0.05	2.14	0.144	-0.10	0.44	0.507	0.00	0.10	0.757
7	MC	14509	4823	-0.07	3.57	0.059	-0.07	0.20	0.659	0.00	0.00	0.983
8	MC	14509	4823	-0.10	5.27	0.022	-0.36	5.97	0.015	0.00	3.48	0.062
9	MC	14509	4823	0.02	0.15	0.694	0.19	1.77	0.183	0.00	1.61	0.204
10	MC	14509	4823	-0.04	0.74	0.390	-0.23	1.82	0.177	0.00	1.33	0.250
11	MC	14509	4823	0.12	9.78	0.002	0.26	3.05	0.081	0.00	0.90	0.343
12	MC	14509	4823	-0.04	0.86	0.354	-0.08	0.28	0.599	0.00	0.08	0.783
13	MC	14509	4823	0.01	0.03	0.874	0.13	0.37	0.542	0.00	0.35	0.557
14	MC	14509	4823	-0.07	3.17	0.075	-0.03	0.05	0.826	0.00	0.04	0.833

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 F.76: Logistic Regression DIF Results on Stage II Speaking Items for the Female/Male Comparison

Item	Item Type	Focal Group: Female; Reference Group: Male						Flag					
		NF	NR	β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value				
53	SA4	9017	10372	-0.28	98.51	0.000	-0.49	23.78	0.000	0.00	4.71	0.030	Uniform<
54	SA4	9017	10372	-0.19	42.01	0.000	-0.27	6.29	0.012	0.00	0.56	0.455	Uniform<
55	SA4	9017	10372	-0.10	10.49	0.001	-0.48	17.35	0.000	0.00	11.54	0.001	NonUniform
56	SA4	9017	10372	-0.03	0.91	0.339	-0.41	16.49	0.000	0.00	15.55	0.000	NonUniform
57	SA4	9017	10372	-0.05	3.11	0.078	-0.34	11.68	0.001	0.00	9.21	0.002	NonUniform
58	SA4	9017	10372	0.12	16.15	0.000	-0.18	2.64	0.104	0.00	7.74	0.005	NonUniform
59	SA4	9017	10372	0.11	14.03	0.000	-0.36	10.58	0.001	0.01	19.34	0.000	NonUniform
60	SA4	9017	10372	0.05	2.32	0.128	-0.04	0.12	0.727	0.00	0.61	0.433	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 F.77: Logistic Regression DIF Results on Stage II Speaking Items for the Hispanic/Non-Hispanic Comparison

Item	Item Type	Focal Group: Hispanic; Reference Group: Non-Hispanic						Flag					
		NF	NR	β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value				
53	SA4	17041	2354	0.15	12.21	0.000	0.39	7.32	0.007	0.00	3.00	0.083	Uniform>
54	SA4	17041	2354	0.07	2.06	0.151	0.39	6.18	0.013	0.00	4.52	0.033	NonUniform
55	SA4	17041	2354	0.03	0.29	0.592	0.55	10.88	0.001	-0.01	10.73	0.001	NonUniform
56	SA4	17041	2354	0.12	8.04	0.005	-0.06	0.15	0.701	0.00	1.56	0.212	Uniform>
57	SA4	17041	2354	0.08	3.73	0.054	0.56	14.87	0.000	-0.01	11.75	0.001	NonUniform
58	SA4	17041	2354	0.43	94.87	0.000	0.37	5.46	0.019	0.00	0.19	0.660	Uniform>
59	SA4	17041	2354	0.28	38.25	0.000	0.12	0.55	0.457	0.00	1.09	0.296	Uniform>
60	SA4	17041	2354	0.27	34.55	0.000	0.36	4.99	0.025	0.00	0.32	0.573	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 F.78: Logistic Regression DIF Results on Stage II Speaking Items for the American Indian/ Non-American Indian Comparison

Item	Item Type	Focal Group: American Indian; Reference Group: Non-American Indian						Flag					
		NF	NR	β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value				
53	SA4	862	18533	0.30	19.48	0.000	0.59	5.58	0.018	0.00	1.43	0.232	Uniform>
54	SA4	862	18533	0.24	10.52	0.001	0.26	0.89	0.347	0.00	0.00	0.946	Uniform>
55	SA4	862	18533	0.01	0.03	0.868	0.80	7.49	0.006	-0.01	7.86	0.005	NonUniform
56	SA4	862	18533	0.14	4.70	0.030	0.03	0.02	0.894	0.00	0.22	0.641	NonUniform
57	SA4	862	18533	0.26	15.29	0.000	0.58	5.77	0.016	0.00	1.92	0.166	Uniform>
58	SA4	862	18533	0.06	0.72	0.396	0.13	0.25	0.617	0.00	0.08	0.774	NonUniform
59	SA4	862	18533	-0.12	2.79	0.095	0.57	4.81	0.028	-0.01	7.57	0.006	NonUniform
60	SA4	862	18533	0.19	6.50	0.011	0.09	0.09	0.765	0.00	0.14	0.707	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 F.79: Logistic Regression DIF Results on Stage II Speaking Items for the Special Education/ Non-Special Education Comparison

Item	Item Type	Focal Group: Special Education; Reference Group: Non-Special Education										
		Uniform DIF			Non-uniform DIF						Flag	
NF	NR	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	1841	17554	0.32	45.40	0.000	0.35	4.85	0.028	0.00	0.04	0.848
54	SA4	1841	17554	0.18	12.35	0.000	0.18	1.13	0.288	0.00	0.00	0.954
55	SA4	1841	17554	0.15	7.09	0.008	0.88	21.99	0.000	-0.01	16.65	0.000
56	SA4	1841	17554	0.23	24.21	0.000	0.19	1.39	0.238	0.00	0.07	0.796
57	SA4	1841	17554	0.14	9.72	0.002	-0.02	0.02	0.876	0.00	1.22	0.269
58	SA4	1841	17554	0.17	12.03	0.001	-0.02	0.02	0.887	0.00	1.37	0.241
59	SA4	1841	17554	0.22	18.75	0.000	0.28	2.57	0.109	0.00	0.14	0.709
60	SA4	1841	17554	-0.52	113.11	0.000	-0.49	8.25	0.004	0.00	0.05	0.820

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 F.80: Logistic Regression DIF Results on Stage II Speaking Items for the FRL/Non-FRL Comparison

Item	Item Type	Focal Group: FRL; Reference Group: Non-FRL										
		Uniform DIF			Non-uniform DIF						Flag	
NF	NR	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	14509	4823	0.05	2.75	0.097	0.30	6.89	0.009	0.00	4.96	0.026
54	SA4	14509	4823	0.12	11.99	0.001	0.33	6.85	0.009	0.00	2.90	0.088
55	SA4	14509	4823	-0.02	0.20	0.658	0.11	0.71	0.400	0.00	1.01	0.315
56	SA4	14509	4823	0.12	15.64	0.000	0.17	2.28	0.131	0.00	0.19	0.661
57	SA4	14509	4823	-0.01	0.03	0.856	0.27	5.67	0.017	0.00	6.30	0.012
58	SA4	14509	4823	0.20	33.59	0.000	0.10	0.61	0.436	0.00	0.66	0.416
59	SA4	14509	4823	0.20	35.58	0.000	0.10	0.59	0.444	0.00	0.78	0.378
60	SA4	14509	4823	0.21	36.81	0.000	0.15	1.29	0.257	0.00	0.29	0.588

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 F.81: Logistic Regression DIF Results on Stage III Reading Items for the Male/Female Comparison

Item	Item Type	NF	NR	Focal Group: Male; Reference Group: Female			Non-uniform DIF			Flag		
				β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	p-value			
15	MC	9169	11443	0.02	0.24	0.625	0.27	3.87	0.049	0.00	3.64	0.056
16	MC	9169	11443	0.14	19.81	0.000	-0.18	1.76	0.184	0.00	5.87	0.015
17	MC	9169	11443	0.02	0.53	0.467	0.14	1.52	0.218	0.00	1.17	0.280
18	MC	9169	11443	-0.11	12.40	0.000	-0.12	0.74	0.390	0.00	0.00	0.945
19	MC	9169	11443	0.14	14.61	0.000	0.24	2.62	0.105	0.00	0.50	0.481
20	MC	9169	11443	0.12	17.49	0.000	0.22	3.21	0.073	0.00	0.68	0.411
21	MC	9169	11443	-0.27	79.56	0.000	0.00	0.00	0.994	0.00	4.61	0.032
22	MC	9169	11443	-0.08	6.92	0.009	-0.15	1.42	0.233	0.00	0.35	0.552
23	MC	9169	11443	-0.20	40.84	0.000	0.08	0.39	0.533	0.00	4.59	0.032
24	MC	9169	11443	0.27	67.88	0.000	-0.14	0.96	0.328	0.00	8.35	0.004
25	MC	9169	11443	0.03	0.82	0.365	-0.15	1.00	0.316	0.00	1.50	0.221
26	MC	9169	11443	0.29	73.30	0.000	-0.20	2.01	0.157	0.01	12.77	0.000
27	MC	9169	11443	0.13	16.81	0.000	0.10	0.57	0.450	0.00	0.02	0.879
28	MC	9169	11443	0.15	25.97	0.000	0.05	0.15	0.702	0.00	0.75	0.388
29	MC	9169	11443	-0.04	1.40	0.237	0.28	4.12	0.042	0.00	5.61	0.018
30	MC	9169	11443	0.05	3.11	0.078	0.17	1.50	0.221	0.00	0.71	0.399
31	MC	9169	11443	-0.19	38.97	0.000	0.43	9.51	0.002	-0.01	20.95	0.000
32	MC	9169	11443	-0.09	8.16	0.004	-0.36	6.55	0.010	0.00	3.94	0.047
33	MC	9169	11443	-0.09	8.50	0.004	0.14	1.15	0.284	0.00	3.19	0.074
34	MC	9169	11443	-0.07	4.51	0.034	-0.09	0.38	0.537	0.00	0.02	0.883
35	MC	9169	11443	-0.12	15.73	0.000	-0.29	4.78	0.029	0.00	1.74	0.187
36	MC	9169	11443	0.10	12.39	0.000	0.31	6.04	0.014	0.00	2.81	0.094
37	MC	9169	11443	-0.01	0.04	0.844	-0.10	0.55	0.457	0.00	0.52	0.472
56	SA1	9169	11443	-0.07	4.98	0.026	-0.26	5.30	0.021	0.00	3.20	0.074
57	SA1	9169	11443	-0.37	133.15	0.000	-0.26	2.61	0.106	0.00	0.56	0.454
58	SA1	9169	11443	-0.32	96.33	0.000	-0.09	0.31	0.578	0.00	2.01	0.156

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 F.82: Logistic Regression DIF Results on Stage III Reading Items for the Hispanic/Non-Hispanic Comparison

Item	Item Type	NF	NR	Focal Group: Hispanic; Reference Group: Non-Hispanic			Non-uniform DIF			Flag		
				β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	p-value			
15	MC	17987	2645	-0.09	2.37	0.123	0.30	2.60	0.107	0.00	4.89	0.027
16	MC	17987	2645	-0.07	2.39	0.122	-0.10	0.28	0.593	0.00	0.02	0.882
17	MC	17987	2645	-0.07	2.56	0.109	0.06	0.16	0.689	0.00	0.81	0.367
18	MC	17987	2645	-0.29	38.44	0.000	-0.47	6.53	0.011	0.00	1.01	0.315
19	MC	17987	2645	-0.05	0.90	0.344	-0.15	0.56	0.452	0.00	0.26	0.607
20	MC	17987	2645	-0.09	4.55	0.033	-0.35	4.32	0.038	0.00	2.46	0.117
21	MC	17987	2645	-0.16	13.03	0.000	-0.25	2.09	0.148	0.00	0.28	0.595
22	MC	17987	2645	-0.16	12.60	0.000	-0.23	1.77	0.183	0.00	0.19	0.664
23	MC	17987	2645	0.07	2.17	0.141	-0.32	3.10	0.078	0.00	4.82	0.028
24	MC	17987	2645	-0.04	0.70	0.404	-0.41	4.29	0.038	0.00	3.69	0.055
25	MC	17987	2645	-0.05	1.32	0.251	-0.70	13.16	0.000	0.01	11.83	0.001
26	MC	17987	2645	-0.05	1.06	0.303	-0.36	3.64	0.056	0.00	2.87	0.090
27	MC	17987	2645	0.09	3.84	0.050	0.01	0.01	0.941	0.00	0.16	0.692
28	MC	17987	2645	0.17	14.56	0.000	-0.04	0.05	0.823	0.00	1.58	0.209
29	MC	17987	2645	0.03	0.31	0.576	-0.13	0.46	0.497	0.00	0.72	0.397
30	MC	17987	2645	-0.27	31.22	0.000	-0.76	17.98	0.000	0.01	8.20	0.004
31	MC	17987	2645	-0.32	50.57	0.000	-0.23	1.45	0.229	0.00	0.28	0.598
32	MC	17987	2645	-0.16	12.23	0.000	-0.42	4.91	0.027	0.00	1.97	0.161
33	MC	17987	2645	0.05	0.97	0.324	-0.13	0.50	0.479	0.00	0.97	0.325
34	MC	17987	2645	-0.27	36.14	0.000	-0.33	3.21	0.073	0.00	0.11	0.743
35	MC	17987	2645	-0.26	33.38	0.000	0.42	4.91	0.027	-0.01	13.73	0.000
36	MC	17987	2645	-0.07	2.32	0.128	-0.27	2.51	0.113	0.00	1.52	0.218
37	MC	17987	2645	-0.15	10.72	0.001	0.02	0.01	0.935	0.00	0.75	0.385
56	SA1	17987	2645	0.26	34.65	0.000	0.29	3.43	0.064	0.00	0.06	0.814
57	SA1	17987	2645	-0.07	1.96	0.161	0.80	11.25	0.001	-0.01	13.91	0.000
58	SA1	17987	2645	-0.01	0.02	0.889	0.45	3.45	0.063	0.00	3.72	0.054

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 F.83: Logistic Regression DIF Results on Stage III Reading Items for the American Indian/ Non-American Indian Comparison

Item	Item Type	Focal Group: American Indian; Reference Group: Non-American Indian										
		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	1368	19264	0.11	1.78	0.182	0.04	0.01	0.903	0.00	0.06	0.811
16	MC	1368	19264	-0.11	3.50	0.061	-0.86	7.96	0.005	0.01	6.26	0.012
17	MC	1368	19264	0.11	3.05	0.081	0.19	0.54	0.462	0.00	0.10	0.748
18	MC	1368	19264	0.25	16.23	0.000	-0.11	0.13	0.713	0.00	1.53	0.216
19	MC	1368	19264	-0.05	0.50	0.482	-0.32	0.93	0.334	0.00	0.69	0.406
20	MC	1368	19264	-0.02	0.07	0.790	-0.11	0.18	0.675	0.00	0.14	0.711
21	MC	1368	19264	-0.01	0.01	0.903	0.20	0.58	0.448	0.00	0.65	0.421
22	MC	1368	19264	-0.01	0.01	0.904	-0.54	3.53	0.060	0.01	3.62	0.057
23	MC	1368	19264	-0.15	6.00	0.014	-0.44	2.20	0.138	0.00	1.01	0.314
24	MC	1368	19264	-0.17	6.80	0.009	-0.29	0.83	0.362	0.00	0.15	0.695
25	MC	1368	19264	-0.07	1.22	0.269	-0.44	1.88	0.170	0.00	1.40	0.237
26	MC	1368	19264	-0.13	3.81	0.051	-0.25	0.69	0.408	0.00	0.17	0.679
27	MC	1368	19264	-0.15	6.24	0.012	-0.61	3.77	0.052	0.00	2.22	0.137
28	MC	1368	19264	-0.17	8.17	0.004	0.26	0.98	0.323	0.00	2.78	0.095
29	MC	1368	19264	-0.08	1.52	0.218	0.06	0.04	0.844	0.00	0.22	0.636
30	MC	1368	19264	-0.03	0.30	0.585	-0.13	0.21	0.649	0.00	0.12	0.728
31	MC	1368	19264	-0.02	0.08	0.771	-0.33	1.17	0.280	0.00	1.09	0.296
32	MC	1368	19264	-0.22	11.73	0.001	0.30	0.99	0.319	0.00	3.06	0.080
33	MC	1368	19264	-0.28	21.07	0.000	0.10	0.14	0.712	0.00	1.89	0.169
34	MC	1368	19264	0.03	0.23	0.629	-0.54	3.03	0.082	0.01	3.54	0.060
35	MC	1368	19264	0.01	0.05	0.828	-0.27	0.89	0.345	0.00	1.02	0.311
36	MC	1368	19264	0.08	1.79	0.180	-0.38	1.86	0.172	0.00	2.84	0.092
37	MC	1368	19264	-0.05	0.71	0.398	-0.20	0.43	0.513	0.00	0.25	0.621
56	SA1	1368	19264	-0.11	3.33	0.068	0.60	6.07	0.014	-0.01	8.96	0.003
57	SA1	1368	19264	0.01	0.01	0.935	-0.68	3.85	0.050	0.01	4.07	0.044
58	SA1	1368	19264	-0.05	0.74	0.390	-0.55	2.38	0.123	0.00	2.00	0.157

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 F.84: Logistic Regression DIF Results on Stage III Reading Items for the Special Education/ Non-Special Education Comparison

Item	Item Type	Focal Group: Special Education; Reference Group: Non-Special Education										
		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	2623	18009	-0.16	9.52	0.002	-0.38	3.42	0.064	0.00	1.19	0.276
16	MC	2623	18009	-0.28	36.52	0.000	-0.01	0.00	0.977	0.00	2.05	0.152
17	MC	2623	18009	-0.12	7.31	0.007	-0.18	1.01	0.314	0.00	0.11	0.740
18	MC	2623	18009	-0.13	8.25	0.004	-0.34	2.82	0.093	0.00	1.12	0.290
19	MC	2623	18009	-0.30	38.17	0.000	-1.13	23.89	0.000	0.01	13.35	0.000
20	MC	2623	18009	-0.07	2.52	0.112	-0.24	1.68	0.195	0.00	0.90	0.344
21	MC	2623	18009	0.06	1.80	0.180	0.39	4.46	0.035	0.00	3.36	0.067
22	MC	2623	18009	-0.02	0.20	0.653	-0.17	0.74	0.390	0.00	0.60	0.438
23	MC	2623	18009	-0.03	0.45	0.503	-0.15	0.54	0.461	0.00	0.35	0.551
24	MC	2623	18009	0.04	0.66	0.415	0.19	0.80	0.371	0.00	0.53	0.466
25	MC	2623	18009	0.01	0.09	0.761	0.67	10.95	0.001	-0.01	11.03	0.001
26	MC	2623	18009	-0.11	5.65	0.017	-0.50	5.71	0.017	0.00	3.62	0.057
27	MC	2623	18009	0.03	0.44	0.505	0.06	0.08	0.782	0.00	0.02	0.900
28	MC	2623	18009	-0.09	3.75	0.053	-0.11	0.37	0.543	0.00	0.02	0.888
29	MC	2623	18009	-0.04	0.76	0.383	0.24	1.52	0.217	0.00	2.19	0.139
30	MC	2623	18009	-0.09	3.49	0.062	-0.40	3.82	0.051	0.00	2.49	0.115
31	MC	2623	18009	-0.03	0.45	0.503	0.29	2.03	0.154	0.00	2.64	0.104
32	MC	2623	18009	0.08	2.70	0.100	-0.02	0.01	0.935	0.00	0.23	0.634
33	MC	2623	18009	-0.05	1.04	0.308	-0.09	0.18	0.669	0.00	0.04	0.843
34	MC	2623	18009	0.05	1.08	0.299	0.47	5.59	0.018	0.00	4.72	0.030
35	MC	2623	18009	0.04	0.66	0.416	0.15	0.59	0.441	0.00	0.35	0.552
36	MC	2623	18009	0.11	6.30	0.012	-0.08	0.17	0.684	0.00	1.07	0.301
37	MC	2623	18009	-0.10	4.26	0.039	0.25	1.49	0.223	0.00	3.04	0.081
56	SA1	2623	18009	0.05	1.47	0.226	0.18	1.10	0.294	0.00	0.58	0.444
57	SA1	2623	18009	-0.10	3.99	0.046	-0.32	1.86	0.172	0.00	0.92	0.337
58	SA1	2623	18009	-0.18	12.36	0.000	-0.24	0.98	0.323	0.00	0.07	0.797

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 F.85: Logistic Regression DIF Results on Stage III Reading Items for the FRL/Non-FRL Comparison

Item	Item Type	NF	NR	Focal Group: FRL; Reference Group: Non-FRL			Non-uniform DIF			Flag		
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value			
15	MC	15645	4903	0.02	0.21	0.644	-0.05	0.09	0.761	0.00	0.21	0.644
16	MC	15645	4903	-0.15	16.55	0.000	-0.13	0.71	0.401	0.00	0.02	0.886
17	MC	15645	4903	-0.14	14.17	0.000	-0.08	0.38	0.539	0.00	0.18	0.670
18	MC	15645	4903	0.05	1.76	0.185	-0.33	4.57	0.033	0.00	6.35	0.012
19	MC	15645	4903	-0.17	14.79	0.000	-0.35	4.25	0.039	0.00	1.24	0.265
20	MC	15645	4903	-0.12	11.16	0.001	-0.07	0.23	0.631	0.00	0.12	0.729
21	MC	15645	4903	-0.01	0.07	0.792	0.13	0.84	0.358	0.00	1.02	0.311
22	MC	15645	4903	-0.07	4.27	0.039	0.17	1.39	0.239	0.00	2.97	0.085
23	MC	15645	4903	-0.08	5.52	0.019	0.25	2.70	0.101	0.00	5.08	0.024
24	MC	15645	4903	0.06	2.48	0.115	0.09	0.31	0.579	0.00	0.04	0.840
25	MC	15645	4903	0.01	0.03	0.872	0.15	0.84	0.360	0.00	0.81	0.367
26	MC	15645	4903	0.04	0.88	0.348	-0.24	2.33	0.127	0.00	3.31	0.069
27	MC	15645	4903	-0.02	0.24	0.625	-0.14	0.82	0.366	0.00	0.66	0.416
28	MC	15645	4903	-0.02	0.31	0.575	0.05	0.14	0.713	0.00	0.27	0.602
29	MC	15645	4903	-0.02	0.38	0.537	-0.27	3.09	0.079	0.00	2.75	0.097
30	MC	15645	4903	-0.02	0.32	0.572	-0.05	0.11	0.745	0.00	0.04	0.842
31	MC	15645	4903	-0.03	0.66	0.417	-0.09	0.34	0.558	0.00	0.17	0.681
32	MC	15645	4903	-0.03	0.93	0.334	0.14	0.75	0.388	0.00	1.23	0.267
33	MC	15645	4903	-0.07	3.37	0.066	-0.19	1.63	0.201	0.00	0.75	0.387
34	MC	15645	4903	-0.04	1.02	0.312	0.35	4.71	0.030	0.00	6.08	0.014
35	MC	15645	4903	-0.05	2.04	0.153	-0.29	3.93	0.047	0.00	2.86	0.091
36	MC	15645	4903	0.05	1.88	0.171	0.03	0.04	0.850	0.00	0.02	0.884
37	MC	15645	4903	-0.02	0.34	0.558	0.05	0.09	0.766	0.00	0.19	0.660
56	SA1	15645	4903	0.00	0.00	0.986	-0.08	0.42	0.515	0.00	0.46	0.497
57	SA1	15645	4903	0.00	0.01	0.920	-0.26	2.14	0.143	0.00	2.18	0.140
58	SA1	15645	4903	0.07	3.33	0.068	0.00	0.00	0.979	0.00	0.12	0.725

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 F.86: Logistic Regression DIF Results on Stage III Writing Items for the Female/Male Comparison

Item	Item Type	NF	NR	Focal Group: Female; Reference Group: Male			Non-uniform DIF			Flag		
				β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	p-value			
38	MC	9169	11443	0.00	0.02	0.894	-0.14	1.07	0.301	0.00	1.19	0.275
39	MC	9169	11443	0.19	43.88	0.000	-0.08	0.41	0.521	0.00	5.46	0.019
40	MC	9169	11443	0.05	2.86	0.091	0.32	5.92	0.015	0.00	4.41	0.036
41	MC	9169	11443	0.09	10.17	0.001	-0.10	0.56	0.454	0.00	2.34	0.126
42	MC	9169	11443	0.11	14.87	0.000	-0.08	0.41	0.523	0.00	2.51	0.113
43	MC	9169	11443	0.22	51.65	0.000	-0.48	12.71	0.000	0.01	28.22	0.000
44	MC	9169	11443	0.04	1.74	0.187	0.01	0.00	0.958	0.00	0.06	0.800
45	MC	9169	11443	0.08	4.74	0.029	0.11	0.67	0.414	0.00	0.06	0.800
46	MC	9169	11443	-0.01	0.08	0.779	-0.11	0.46	0.497	0.00	0.40	0.529
47	MC	9169	11443	0.05	2.86	0.091	-0.09	0.37	0.542	0.00	1.00	0.316
48	MC	9169	11443	0.01	0.13	0.719	-0.18	2.30	0.129	0.00	2.74	0.098
49	MC	9169	11443	0.19	23.95	0.000	0.29	4.25	0.039	0.00	0.58	0.445
50	MC	9169	11443	-0.05	2.27	0.132	0.02	0.02	0.899	0.00	0.24	0.622
51	MC	9169	11443	0.19	32.25	0.000	0.03	0.03	0.854	0.00	1.34	0.247
52	MC	9169	11443	-0.15	22.08	0.000	-0.05	0.13	0.718	0.00	0.49	0.484
53	MC	9169	11443	0.07	4.58	0.032	0.02	0.03	0.864	0.00	0.11	0.743
54	ER	9169	11443	0.42	211.14	0.000	0.28	7.26	0.007	0.00	2.02	0.155
55	ER	9169	11443	0.48	251.10	0.000	0.30	8.15	0.004	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 F.87: Logistic Regression DIF Results on Stage III Writing Items for the Hispanic/Non-Hispanic Comparison

Item	Item Type	NF	NR	Focal Group: Hispanic; Reference Group: Non-Hispanic			Non-uniform DIF			Flag		
				β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	p-value			
38	MC	17987	2645	-0.09	4.01	0.045	-0.41	4.83	0.028	0.00	3.10	0.078
39	MC	17987	2645	-0.13	9.53	0.002	-0.18	1.19	0.275	0.00	0.07	0.791
40	MC	17987	2645	-0.25	30.14	0.000	-0.16	0.77	0.379	0.00	0.27	0.604
41	MC	17987	2645	-0.12	6.74	0.009	-0.36	4.40	0.036	0.00	2.17	0.140
42	MC	17987	2645	-0.04	0.69	0.406	-0.26	2.21	0.138	0.00	1.73	0.189
43	MC	17987	2645	-0.05	1.01	0.315	-0.56	9.83	0.002	0.01	8.81	0.003
44	MC	17987	2645	-0.13	6.30	0.012	-0.73	14.53	0.000	0.01	10.65	0.001
45	MC	17987	2645	0.12	5.51	0.019	-0.45	6.36	0.012	0.01	11.39	0.001
46	MC	17987	2645	-0.33	27.61	0.000	-0.77	12.90	0.000	0.01	4.63	0.032
47	MC	17987	2645	-0.10	4.08	0.043	-0.33	2.62	0.105	0.00	1.36	0.244
48	MC	17987	2645	-0.24	29.83	0.000	-0.39	5.88	0.015	0.00	0.89	0.344
49	MC	17987	2645	0.13	5.03	0.025	-0.32	2.92	0.088	0.01	6.31	0.012
50	MC	17987	2645	0.06	1.66	0.198	-0.07	0.14	0.703	0.00	0.53	0.465
51	MC	17987	2645	0.15	9.30	0.002	-0.12	0.35	0.556	0.00	1.95	0.163
52	MC	17987	2645	-0.09	3.25	0.071	-0.13	0.42	0.517	0.00	0.05	0.828
53	MC	17987	2645	0.07	2.43	0.119	0.07	0.12	0.731	0.00	0.00	0.969
54	ER	17987	2645	0.31	54.92	0.000	0.60	17.80	0.000	0.00	4.42	0.035
55	ER	17987	2645	0.08	3.20	0.073	0.51	13.17	0.000	0.00	10.56	0.001

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 F.88: Logistic Regression DIF Results on Stage III Writing Items for the American Indian/ Non-American Indian Comparison

Item	Item Type	Focal Group: American Indian; Reference Group: Non-American Indian										
		NF	NR	Uniform DIF			Non-uniform DIF			Flag		
				β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	p-value			
38	MC	1368	19264	-0.08	1.75	0.186	-0.51	2.69	0.101	0.00	2.00	0.158
39	MC	1368	19264	0.11	3.52	0.061	-0.19	0.52	0.471	0.00	1.37	0.243
40	MC	1368	19264	0.05	0.65	0.421	-0.08	0.09	0.766	0.00	0.23	0.632
41	MC	1368	19264	0.10	3.14	0.076	-0.28	1.01	0.314	0.00	1.99	0.158
42	MC	1368	19264	0.08	1.83	0.176	0.20	0.57	0.450	0.00	0.22	0.638
43	MC	1368	19264	0.00	0.00	0.977	0.36	1.70	0.193	0.00	1.79	0.181
44	MC	1368	19264	0.01	0.02	0.902	0.08	0.07	0.798	0.00	0.06	0.814
45	MC	1368	19264	-0.05	0.48	0.487	0.00	0.00	0.999	0.00	0.03	0.865
46	MC	1368	19264	0.37	18.59	0.000	-0.18	0.23	0.631	0.01	2.20	0.138
47	MC	1368	19264	0.20	9.47	0.002	-0.29	0.79	0.375	0.01	2.35	0.125
48	MC	1368	19264	0.11	3.25	0.072	-0.11	0.16	0.685	0.00	0.69	0.405
49	MC	1368	19264	0.08	1.08	0.298	-0.07	0.05	0.819	0.00	0.25	0.618
50	MC	1368	19264	-0.07	1.31	0.252	-0.32	1.24	0.265	0.00	0.80	0.372
51	MC	1368	19264	0.01	0.04	0.849	0.04	0.02	0.894	0.00	0.01	0.925
52	MC	1368	19264	0.24	14.03	0.000	-0.19	0.38	0.536	0.00	2.00	0.157
53	MC	1368	19264	-0.11	3.42	0.065	-0.72	5.33	0.021	0.01	3.92	0.048
54	ER	1368	19264	0.04	0.47	0.492	0.53	5.52	0.019	-0.01	5.07	0.024
55	ER	1368	19264	0.25	17.92	0.000	0.74	10.38	0.001	0.00	4.85	0.028

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 F.89: Logistic Regression DIF Results on Stage III Writing Items for the Special Education/ Non-Special Education Comparison

Item	Item Type	Focal Group: Special Education; Reference Group: Non-Special Education										
		NF	NR	Uniform DIF			Non-uniform DIF			Flag		
				β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	p-value			
38	MC	2623	18009	-0.19	15.59	0.000	0.48	5.69	0.017	-0.01	11.62	0.001
39	MC	2623	18009	-0.12	8.06	0.005	-0.52	8.07	0.004	0.00	4.95	0.026
40	MC	2623	18009	-0.11	5.65	0.017	-0.14	0.53	0.465	0.00	0.03	0.857
41	MC	2623	18009	-0.06	1.65	0.199	-0.35	3.16	0.075	0.00	2.31	0.128
42	MC	2623	18009	-0.05	1.11	0.292	0.47	6.57	0.010	-0.01	8.45	0.004
43	MC	2623	18009	-0.08	2.98	0.084	0.25	1.65	0.199	0.00	3.03	0.082
44	MC	2623	18009	-0.15	10.43	0.001	-0.36	2.77	0.096	0.00	0.96	0.328
45	MC	2623	18009	-0.18	13.20	0.000	0.14	0.52	0.473	0.00	2.81	0.094
46	MC	2623	18009	0.02	0.21	0.645	-0.01	0.00	0.982	0.00	0.02	0.896
47	MC	2623	18009	0.06	1.79	0.181	0.20	0.88	0.347	0.00	0.43	0.511
48	MC	2623	18009	0.03	0.59	0.443	-0.04	0.06	0.803	0.00	0.21	0.651
49	MC	2623	18009	-0.28	31.68	0.000	-0.77	12.92	0.000	0.01	5.43	0.020
50	MC	2623	18009	-0.10	4.95	0.026	-0.08	0.18	0.671	0.00	0.01	0.923
51	MC	2623	18009	-0.17	12.54	0.000	-0.47	4.60	0.032	0.00	1.97	0.161
52	MC	2623	18009	-0.02	0.14	0.706	0.06	0.08	0.774	0.00	0.15	0.702
53	MC	2623	18009	-0.12	6.70	0.010	-0.10	0.23	0.635	0.00	0.01	0.903
54	ER	2623	18009	-0.12	7.63	0.006	0.27	2.94	0.086	0.00	6.52	0.011
55	ER	2623	18009	-0.08	3.45	0.063	0.17	1.21	0.272	0.00	2.85	0.092

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 F.90: Logistic Regression DIF Results on Stage III Writing Items for the FRL/Non-FRL Comparison

Item	Item Type	Focal Group: FRL; Reference Group: Non-FRL				Non-uniform DIF				Flag			
		NF	NR	β_1^{Uni}	Wald χ^2	β_1^{NUni}	Wald χ^2	β_2^{NUni}	Wald χ^2				
38	MC	15645	4903	-0.18	24.68	0.000	-0.28	3.12	0.077	0.00	0.42	0.518	Uniform<
39	MC	15645	4903	-0.02	0.53	0.465	-0.03	0.05	0.824	0.00	0.00	0.969	
40	MC	15645	4903	-0.16	21.25	0.000	-0.01	0.00	0.953	0.00	1.12	0.290	Uniform<
41	MC	15645	4903	-0.07	4.25	0.039	-0.08	0.28	0.595	0.00	0.00	0.970	
42	MC	15645	4903	0.00	0.00	0.959	0.10	0.47	0.494	0.00	0.48	0.489	
43	MC	15645	4903	-0.06	3.30	0.069	-0.10	0.39	0.532	0.00	0.04	0.836	
44	MC	15645	4903	0.00	0.00	0.982	-0.31	3.70	0.054	0.00	3.90	0.048	
45	MC	15645	4903	0.07	2.50	0.114	-0.47	9.67	0.002	0.01	13.62	0.000	NonUniform
46	MC	15645	4903	0.05	1.03	0.311	-0.15	0.64	0.423	0.00	1.20	0.274	
47	MC	15645	4903	-0.01	0.06	0.801	0.12	0.50	0.482	0.00	0.61	0.436	
48	MC	15645	4903	-0.03	1.01	0.314	0.07	0.25	0.616	0.00	0.61	0.434	
49	MC	15645	4903	0.01	0.07	0.793	-0.22	1.99	0.159	0.00	2.39	0.122	
50	MC	15645	4903	0.03	0.89	0.345	0.01	0.01	0.934	0.00	0.02	0.882	
51	MC	15645	4903	0.03	0.45	0.501	-0.17	1.10	0.295	0.00	1.55	0.214	
52	MC	15645	4903	0.06	2.77	0.096	-0.20	1.50	0.221	0.00	2.73	0.099	
53	MC	15645	4903	0.09	5.55	0.018	-0.05	0.11	0.740	0.00	0.83	0.361	
54	ER	15645	4903	-0.12	13.38	0.000	0.13	1.31	0.253	0.00	5.28	0.022	Uniform<
55	ER	15645	4903	-0.14	17.58	0.000	0.10	0.75	0.387	0.00	4.90	0.027	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 F.91: Logistic Regression DIF Results on Stage III Listening Items for the Female/Male Comparison

Item	Item Type	Focal Group: Female; Reference Group: Male				Non-uniform DIF				Flag			
		NF	NR	β_1^{Uni}	Wald χ^2	β_1^{NUni}	Wald χ^2	β_2^{NUni}	Wald χ^2				
1	MC	9169	11443	-0.20	36.38	0.000	-0.10	0.65	0.422	0.00	0.80	0.371	Uniform<
2	MC	9169	11443	-0.12	14.55	0.000	-0.05	0.18	0.670	0.00	0.38	0.537	Uniform<
3	MC	9169	11443	-0.13	18.81	0.000	-0.09	0.54	0.463	0.00	0.12	0.733	Uniform<
4	MC	9169	11443	-0.06	3.15	0.076	0.00	0.00	0.997	0.00	0.24	0.628	
5	MC	9169	11443	0.07	3.20	0.074	0.01	0.01	0.925	0.00	0.19	0.666	
6	MC	9169	11443	-0.20	41.04	0.000	-0.06	0.17	0.683	0.00	1.21	0.272	Uniform<
7	MC	9169	11443	-0.15	23.01	0.000	0.19	2.37	0.124	0.00	8.01	0.005	NonUniform
8	MC	9169	11443	-0.12	16.38	0.000	-0.05	0.15	0.695	0.00	0.34	0.557	Uniform<
9	MC	9169	11443	-0.10	10.95	0.001	0.04	0.10	0.755	0.00	1.51	0.218	Uniform<
10	MC	9169	11443	-0.14	21.13	0.000	-0.08	0.30	0.585	0.00	0.26	0.611	Uniform<
11	MC	9169	11443	0.10	11.08	0.001	0.17	1.95	0.162	0.00	0.35	0.554	Uniform>
12	MC	9169	11443	0.01	0.08	0.775	0.15	1.40	0.238	0.00	1.31	0.252	
13	MC	9169	11443	-0.09	7.98	0.005	-0.19	1.92	0.166	0.00	0.57	0.451	Uniform<
14	MC	9169	11443	-0.06	3.80	0.051	-0.15	1.51	0.219	0.00	0.61	0.436	

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 F.92: Logistic Regression DIF Results on Stage III Listening Items for the Hispanic/Non-Hispanic Comparison

Item	Item Type	Focal Group: Hispanic; Reference Group: Non-Hispanic				Non-uniform DIF				Flag			
		NF	NR	β_1^{Uni}	Wald χ^2	β_1^{NUni}	Wald χ^2	β_2^{NUni}	Wald χ^2				
1	MC	17987	2645	-0.39	52.80	0.000	0.09	0.25	0.617	-0.01	8.47	0.004	NonUniform
2	MC	17987	2645	0.02	0.21	0.644	-0.02	0.01	0.909	0.00	0.07	0.793	
3	MC	17987	2645	0.01	0.10	0.756	-0.36	4.52	0.034	0.00	5.28	0.022	
4	MC	17987	2645	0.01	0.05	0.824	-0.20	1.60	0.206	0.00	1.95	0.163	
5	MC	17987	2645	0.06	1.16	0.282	0.33	3.04	0.081	0.00	2.20	0.138	
6	MC	17987	2645	-0.48	113.09	0.000	-0.21	1.44	0.230	0.00	2.30	0.130	Uniform<
7	MC	17987	2645	-0.11	5.22	0.022	-0.28	2.71	0.100	0.00	1.09	0.295	
8	MC	17987	2645	-0.04	0.83	0.361	-0.34	4.09	0.043	0.00	3.40	0.065	
9	MC	17987	2645	-0.05	1.28	0.258	0.02	0.02	0.879	0.00	0.25	0.614	
10	MC	17987	2645	-0.16	10.96	0.001	-0.27	2.02	0.155	0.00	0.37	0.543	Uniform<
11	MC	17987	2645	-0.10	4.49	0.034	-0.33	4.10	0.043	0.00	2.24	0.135	
12	MC	17987	2645	0.11	5.42	0.020	0.19	1.29	0.256	0.00	0.23	0.629	
13	MC	17987	2645	-0.15	10.04	0.002	-0.64	12.94	0.000	0.01	8.15	0.004	NonUniform
14	MC	17987	2645	-0.07	2.45	0.118	-0.35	4.62	0.032	0.00	3.20	0.074	

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 F.93: Logistic Regression DIF Results on Stage III Listening Items for the American Indian/ Non-American Indian Comparison

Item	Item Type	Focal Group: American Indian; Reference Group: Non-American Indian										
		NF	NR	Uniform DIF			Non-uniform DIF			Flag		
				β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	p-value			
1	MC	1368	19264	0.11	2.74	0.098	0.01	0.00	0.975	0.00	0.16	0.691
2	MC	1368	19264	-0.05	0.52	0.473	-0.37	1.97	0.160	0.00	1.61	0.205
3	MC	1368	19264	0.07	1.14	0.285	0.33	1.57	0.210	0.00	1.07	0.301
4	MC	1368	19264	0.01	0.04	0.844	0.04	0.03	0.863	0.00	0.02	0.898
5	MC	1368	19264	0.16	3.91	0.048	-0.18	0.31	0.577	0.00	1.21	0.272
6	MC	1368	19264	0.24	15.46	0.000	-0.65	4.65	0.031	0.01	9.20	0.002
7	MC	1368	19264	-0.07	1.33	0.249	-0.54	3.81	0.051	0.00	3.03	0.082
8	MC	1368	19264	-0.21	12.10	0.001	-0.36	1.67	0.197	0.00	0.32	0.573
9	MC	1368	19264	0.12	3.87	0.049	0.34	1.87	0.172	0.00	0.83	0.361
10	MC	1368	19264	0.09	1.99	0.158	-0.65	4.52	0.033	0.01	6.05	0.014
11	MC	1368	19264	0.02	0.17	0.684	-0.30	1.23	0.268	0.00	1.51	0.219
12	MC	1368	19264	-0.19	8.56	0.003	-0.34	1.58	0.209	0.00	0.34	0.562
13	MC	1368	19264	-0.12	3.57	0.059	0.03	0.01	0.906	0.00	0.29	0.592
14	MC	1368	19264	-0.21	13.49	0.000	-0.05	0.04	0.843	0.00	0.40	0.525

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 F.94: Logistic Regression DIF Results on Stage III Listening Items for the Special Education/ Non-Special Education Comparison

Item	Item Type	Focal Group: Special Education; Reference Group: Non-Special Education										
		NF	NR	Uniform DIF			Non-uniform DIF			Flag		
				β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	p-value			
1	MC	2623	18009	0.27	28.78	0.000	0.14	0.53	0.468	0.00	0.50	0.481
2	MC	2623	18009	-0.14	9.95	0.002	-0.23	1.71	0.191	0.00	0.27	0.602
3	MC	2623	18009	-0.05	1.33	0.249	-0.32	2.95	0.086	0.00	2.21	0.137
4	MC	2623	18009	0.04	0.92	0.336	0.04	0.04	0.843	0.00	0.00	0.960
5	MC	2623	18009	0.03	0.33	0.563	0.65	10.07	0.002	-0.01	9.95	0.002
6	MC	2623	18009	0.04	0.71	0.399	-0.10	0.25	0.617	0.00	0.53	0.468
7	MC	2623	18009	0.10	4.46	0.035	0.03	0.02	0.887	0.00	0.15	0.698
8	MC	2623	18009	-0.07	2.19	0.139	-0.48	6.13	0.013	0.00	4.80	0.028
9	MC	2623	18009	0.04	0.88	0.347	0.01	0.00	0.970	0.00	0.04	0.832
10	MC	2623	18009	0.08	2.90	0.088	0.15	0.60	0.439	0.00	0.15	0.697
11	MC	2623	18009	-0.03	0.40	0.527	-0.05	0.09	0.770	0.00	0.02	0.888
12	MC	2623	18009	-0.03	0.42	0.515	-0.42	4.88	0.027	0.00	4.44	0.035
13	MC	2623	18009	0.03	0.50	0.477	0.19	0.98	0.323	0.00	0.71	0.398
14	MC	2623	18009	0.06	1.95	0.163	-0.06	0.11	0.743	0.00	0.48	0.490

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 F.95: Logistic Regression DIF Results on Stage III Listening Items for the FRL/Non-FRL Comparison

Item	Item Type	Focal Group: FRL; Reference Group: Non-FRL											
		NF	NR	Uniform DIF			Non-uniform DIF			β_2^{NUni}	Wald χ^2	p-value	Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value				
1	MC	15645	4903	0.28	55.32	0.000	-0.11	0.64	0.422	0.00	9.20	0.002	NonUniform
2	MC	15645	4903	0.07	3.79	0.052	-0.13	0.89	0.345	0.00	2.38	0.123	
3	MC	15645	4903	0.07	4.14	0.042	0.00	0.00	0.998	0.00	0.28	0.593	
4	MC	15645	4903	0.04	1.24	0.266	0.00	0.00	0.979	0.00	0.12	0.731	
5	MC	15645	4903	0.02	0.17	0.683	-0.27	3.02	0.082	0.00	3.79	0.052	
6	MC	15645	4903	-0.12	10.04	0.002	-0.19	1.57	0.210	0.00	0.26	0.611	Uniform<
7	MC	15645	4903	0.00	0.01	0.919	0.01	0.01	0.931	0.00	0.01	0.907	
8	MC	15645	4903	-0.08	4.66	0.031	0.12	0.66	0.416	0.00	1.91	0.167	
9	MC	15645	4903	0.05	1.76	0.185	0.13	1.07	0.302	0.00	0.49	0.485	
10	MC	15645	4903	-0.02	0.40	0.528	-0.17	1.21	0.272	0.00	0.95	0.329	
11	MC	15645	4903	0.02	0.42	0.515	0.15	1.21	0.272	0.00	0.93	0.335	
12	MC	15645	4903	-0.12	9.25	0.002	0.04	0.07	0.797	0.00	1.29	0.256	Uniform<
13	MC	15645	4903	-0.05	1.84	0.175	-0.09	0.32	0.573	0.00	0.06	0.805	
14	MC	15645	4903	-0.09	6.91	0.009	-0.35	6.84	0.009	0.00	4.04	0.044	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 F.96: Logistic Regression DIF Results on Stage III Speaking Items for the Female/Male Comparison

Item	Item Type	Focal Group: Female; Reference Group: Male						Flag					
		NF	NR	β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value				
59	SA4	9169	11443	0.20	51.00	0.000	-0.46	16.56	0.000	0.01	36.13	0.000	NonUniform
60	SA4	9169	11443	-0.18	10.57	0.001	-0.61	12.73	0.000	0.01	6.90	0.009	NonUniform
61	SA4	9169	11443	-0.12	14.39	0.000	-0.45	13.01	0.000	0.00	7.30	0.007	NonUniform
62	SA4	9169	11443	0.00	0.01	0.934	-0.40	9.24	0.002	0.00	10.10	0.001	NonUniform
63	SA4	9169	11443	-0.18	27.82	0.000	-0.46	12.65	0.000	0.00	4.96	0.026	Uniform<
64	SA4	9169	11443	-0.16	30.94	0.000	-0.55	24.25	0.000	0.00	12.82	0.000	NonUniform
65	SA4	9169	11443	0.03	0.82	0.364	-0.27	5.87	0.015	0.00	7.62	0.006	NonUniform
66	SA4	9169	11443	-0.22	55.14	0.000	-0.49	17.62	0.000	0.00	5.46	0.019	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 F.97: Logistic Regression DIF Results on Stage III Speaking Items for the Hispanic/Non-Hispanic Comparison

Item	Item Type	Focal Group: Hispanic; Reference Group: Non-Hispanic						Flag					
		NF	NR	β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value				
59	SA4	17987	2645	0.17	17.03	0.000	0.42	7.58	0.006	0.00	2.81	0.093	Uniform>
60	SA4	17987	2645	0.25	10.93	0.001	0.88	15.59	0.000	-0.01	8.56	0.003	NonUniform
61	SA4	17987	2645	0.36	58.33	0.000	0.45	7.71	0.006	0.00	0.35	0.555	Uniform>
62	SA4	17987	2645	0.46	81.67	0.000	0.52	9.61	0.002	0.00	0.14	0.708	Uniform>
63	SA4	17987	2645	0.29	33.08	0.000	0.66	13.58	0.000	0.00	4.66	0.031	Uniform>
64	SA4	17987	2645	0.46	117.47	0.000	0.36	6.09	0.014	0.00	0.50	0.479	Uniform>
65	SA4	17987	2645	0.33	60.81	0.000	0.41	7.97	0.005	0.00	0.36	0.546	Uniform>
66	SA4	17987	2645	0.16	12.39	0.000	0.38	6.37	0.012	0.00	2.41	0.120	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 F.98: Logistic Regression DIF Results on Stage III Speaking Items for the American Indian/ Non-American Indian Comparison

Item	Item Type	Focal Group: American Indian; Reference Group: Non-American Indian						Flag					
		NF	NR	β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value				
59	SA4	1368	19264	-0.17	9.65	0.002	-0.15	0.40	0.529	0.00	0.01	0.938	Uniform<
60	SA4	1368	19264	0.26	4.23	0.040	0.93	5.10	0.024	-0.01	2.93	0.087	
61	SA4	1368	19264	-0.07	1.06	0.303	0.29	1.22	0.269	0.00	1.97	0.161	
62	SA4	1368	19264	-0.21	9.10	0.003	0.37	1.78	0.182	-0.01	4.83	0.028	Uniform<
63	SA4	1368	19264	0.32	19.30	0.000	0.58	4.10	0.043	0.00	0.87	0.351	Uniform>
64	SA4	1368	19264	-0.30	27.36	0.000	0.57	5.86	0.015	-0.01	14.60	0.000	NonUniform
65	SA4	1368	19264	-0.10	2.95	0.086	0.37	2.51	0.113	0.00	4.28	0.039	
66	SA4	1368	19264	0.32	27.33	0.000	0.53	4.08	0.043	0.00	0.66	0.416	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 F.99: Logistic Regression DIF Results on Stage III Speaking Items for the Special Education/ Non-Special Education Comparison

Item	Item Type	Focal Group: Special Education; Reference Group: Non-Special Education											
		Uniform DIF			Non-uniform DIF						Flag		
		β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	p-value	β_2^{NUni}	Wald	p-value			
59	SA4	2623	18009	0.11	7.11	0.008	0.48	8.17	0.004	0.00	5.16	0.023	Uniform>
60	SA4	2623	18009	0.62	52.53	0.000	1.72	33.52	0.000	-0.02	15.50	0.000	NonUniform
61	SA4	2623	18009	0.30	41.87	0.000	0.84	20.39	0.000	-0.01	9.04	0.003	NonUniform
62	SA4	2623	18009	0.23	21.36	0.000	0.83	17.94	0.000	-0.01	10.07	0.002	NonUniform
63	SA4	2623	18009	0.61	142.04	0.000	1.38	49.85	0.000	-0.01	16.86	0.000	NonUniform
64	SA4	2623	18009	0.21	22.63	0.000	1.01	36.58	0.000	-0.01	25.10	0.000	NonUniform
65	SA4	2623	18009	0.21	23.74	0.000	0.70	18.49	0.000	-0.01	10.00	0.002	NonUniform
66	SA4	2623	18009	0.03	0.41	0.523	0.75	18.80	0.000	-0.01	18.78	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 F.100: Logistic Regression DIF Results on Stage III Speaking Items for the FRL/Non-FRL Comparison

Item	Item Type	Focal Group: FRL; Reference Group: Non-FRL										
		Uniform DIF			Non-uniform DIF						Flag	
		β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	p-value	β_2^{NUni}	Wald	p-value		
59	SA4	15645	4903	0.04	1.20	0.273	0.04	0.10	0.751	0.00	0.00	0.970
60	SA4	15645	4903	0.18	8.41	0.004	0.22	1.32	0.251	0.00	0.05	0.830
61	SA4	15645	4903	-0.01	0.02	0.880	0.03	0.04	0.843	0.00	0.06	0.804
62	SA4	15645	4903	0.07	2.92	0.087	0.12	0.66	0.415	0.00	0.12	0.733
63	SA4	15645	4903	0.20	24.92	0.000	0.26	3.23	0.072	0.00	0.22	0.641
64	SA4	15645	4903	0.14	16.95	0.000	0.12	0.93	0.334	0.00	0.03	0.874
65	SA4	15645	4903	0.23	47.51	0.000	0.16	1.71	0.191	0.00	0.35	0.556
66	SA4	15645	4903	0.17	24.34	0.000	0.37	8.04	0.005	0.00	2.44	0.119

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 F.101: Logistic Regression DIF Results on Stage IV Reading Items for the Male/Female Comparison

Item	Item Type	Focal Group: Male; Reference Group: Female				Non-uniform DIF				Flag		
		NF	NR	β_1^{Uni}	Wald χ^2	β_1^{NUni}	Wald χ^2	β_2^{NUni}	Wald χ^2			
15	MC	4141	5980	0.04	0.78	0.377	0.45	6.98	0.008	0.00	6.24	0.013
16	MC	4141	5980	0.16	13.98	0.000	0.08	0.22	0.641	0.00	0.28	0.594
17	MC	4141	5980	-0.12	4.08	0.043	0.20	1.09	0.297	0.00	2.90	0.089
18	MC	4141	5980	0.09	2.20	0.138	0.01	0.00	0.963	0.00	0.16	0.692
19	MC	4141	5980	0.17	5.22	0.022	0.27	1.15	0.284	0.00	0.19	0.665
20	MC	4141	5980	0.12	5.19	0.023	0.74	15.99	0.000	-0.01	12.29	0.000
21	MC	4141	5980	-0.15	12.46	0.000	0.11	0.39	0.533	0.00	2.39	0.122
22	MC	4141	5980	0.06	2.06	0.151	-0.24	1.66	0.198	0.00	2.78	0.095
23	MC	4141	5980	0.27	34.96	0.000	0.44	5.91	0.015	0.00	0.93	0.336
24	MC	4141	5980	0.30	40.66	0.000	0.06	0.09	0.763	0.00	1.67	0.196
25	MC	4141	5980	0.33	56.81	0.000	0.12	0.45	0.504	0.00	1.50	0.220
26	MC	4141	5980	0.08	2.49	0.115	0.91	19.84	0.000	-0.01	17.55	0.000
27	MC	4141	5980	0.09	4.67	0.031	0.27	2.47	0.116	0.00	1.16	0.282
28	MC	4141	5980	0.09	4.88	0.027	0.24	2.00	0.157	0.00	0.79	0.374
29	MC	4141	5980	-0.17	13.49	0.000	-0.03	0.02	0.879	0.00	0.52	0.470
30	MC	4141	5980	-0.03	0.40	0.525	0.16	0.66	0.417	0.00	0.99	0.320
31	MC	4141	5980	-0.10	5.97	0.015	0.55	11.49	0.001	-0.01	17.32	0.000
32	MC	4141	5980	-0.36	65.58	0.000	0.13	0.53	0.468	-0.01	7.63	0.006
33	MC	4141	5980	-0.21	21.38	0.000	0.10	0.27	0.601	0.00	2.75	0.097
34	MC	4141	5980	-0.13	9.03	0.003	0.51	8.28	0.004	-0.01	14.01	0.000
35	MC	4141	5980	0.09	3.62	0.057	0.05	0.06	0.805	0.00	0.04	0.849
36	MC	4141	5980	-0.03	0.45	0.502	0.17	0.82	0.364	0.00	1.19	0.275
37	MC	4141	5980	0.05	1.39	0.238	-0.01	0.00	0.944	0.00	0.13	0.717
38	MC	4141	5980	-0.01	0.09	0.768	-0.13	0.49	0.485	0.00	0.42	0.518
39	MC	4141	5980	-0.19	16.47	0.000	0.24	1.30	0.254	0.00	4.34	0.037
40	MC	4141	5980	0.00	0.00	0.999	-0.07	0.17	0.678	0.00	0.18	0.669
61	SA1	4141	5980	-0.31	44.36	0.000	-0.34	2.62	0.106	0.00	0.02	0.881
62	SA1	4141	5980	0.11	5.19	0.023	-0.23	0.91	0.341	0.00	2.10	0.147

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 F.102: Logistic Regression DIF Results on Stage IV Reading Items for the Hispanic/Non-Hispanic Comparison

Item	Item Type	Focal Group: Hispanic; Reference Group: Non-Hispanic											
		NF	NR	Uniform DIF			Non-uniform DIF			Flag			
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value				
15	MC	8574	1557	0.24	16.36	0.000	0.22	1.05	0.305	0.00	0.01	0.921	Uniform>
16	MC	8574	1557	-0.01	0.01	0.925	0.39	3.54	0.060	0.00	3.95	0.047	
17	MC	8574	1557	0.25	11.50	0.001	-0.16	0.44	0.509	0.01	3.24	0.072	Uniform>
18	MC	8574	1557	0.12	2.07	0.150	-0.26	0.96	0.327	0.01	2.23	0.135	
19	MC	8574	1557	0.02	0.03	0.858	0.02	0.01	0.940	0.00	0.00	0.981	
20	MC	8574	1557	0.13	3.47	0.063	0.17	0.51	0.474	0.00	0.04	0.850	
21	MC	8574	1557	-0.22	13.36	0.000	-0.67	10.23	0.001	0.00	5.07	0.024	Uniform<
22	MC	8574	1557	0.08	1.57	0.211	0.14	0.35	0.555	0.00	0.08	0.776	
23	MC	8574	1557	0.00	0.00	0.970	0.23	1.00	0.319	0.00	1.09	0.296	
24	MC	8574	1557	-0.09	2.02	0.156	0.01	0.00	0.969	0.00	0.18	0.672	
25	MC	8574	1557	-0.09	2.19	0.139	-0.81	14.66	0.000	0.01	12.48	0.000	NonUniform
26	MC	8574	1557	-0.08	1.20	0.273	0.30	1.20	0.274	0.00	2.05	0.152	
27	MC	8574	1557	0.13	4.65	0.031	0.26	1.32	0.251	0.00	0.37	0.545	
28	MC	8574	1557	-0.15	6.63	0.010	-0.31	2.23	0.135	0.00	0.65	0.419	
29	MC	8574	1557	-0.03	0.27	0.601	-0.18	0.53	0.467	0.00	0.37	0.541	
30	MC	8574	1557	-0.14	4.71	0.030	-0.48	3.83	0.050	0.00	2.00	0.157	
31	MC	8574	1557	0.04	0.54	0.461	0.28	1.83	0.176	0.00	1.43	0.231	
32	MC	8574	1557	0.08	1.83	0.177	-0.26	1.34	0.247	0.00	2.47	0.116	
33	MC	8574	1557	-0.04	0.40	0.530	-0.31	1.71	0.191	0.00	1.40	0.238	
34	MC	8574	1557	0.02	0.13	0.715	-0.07	0.11	0.744	0.00	0.20	0.659	
35	MC	8574	1557	-0.37	34.89	0.000	-0.68	8.20	0.004	0.00	1.87	0.171	Uniform<
36	MC	8574	1557	0.01	0.01	0.927	0.05	0.04	0.842	0.00	0.03	0.855	
37	MC	8574	1557	-0.31	23.43	0.000	-0.41	3.01	0.083	0.00	0.20	0.651	Uniform<
38	MC	8574	1557	0.20	10.66	0.001	0.23	0.87	0.352	0.00	0.01	0.907	Uniform>
39	MC	8574	1557	-0.20	9.87	0.002	-0.59	5.42	0.020	0.00	2.53	0.111	Uniform<
40	MC	8574	1557	-0.02	0.07	0.795	-0.35	2.59	0.108	0.00	2.54	0.111	
61	SA1	8574	1557	0.07	1.05	0.305	0.41	2.22	0.136	0.00	1.66	0.197	
62	SA1	8574	1557	-0.14	4.31	0.038	0.11	0.12	0.729	0.00	0.68	0.410	

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 F.103: Logistic Regression DIF Results on Stage IV Reading Items for the American Indian/ Non-American Indian Comparison

Item	Item Type	Focal Group: American Indian; Reference Group: Non-American Indian										
		NF	NR	Uniform DIF			Non-uniform DIF			Flag		
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value			
15	MC	751	9380	-0.19	5.35	0.021	-0.49	1.66	0.198	0.00	0.66	0.418
16	MC	751	9380	-0.06	0.50	0.479	-0.67	3.37	0.067	0.01	2.97	0.085
17	MC	751	9380	0.30	6.61	0.010	-0.17	0.13	0.721	0.01	1.02	0.311
18	MC	751	9380	0.10	0.63	0.427	0.98	4.34	0.037	-0.01	3.84	0.050
19	MC	751	9380	0.35	5.15	0.023	0.11	0.03	0.853	0.00	0.16	0.690
20	MC	751	9380	-0.25	7.61	0.006	-0.71	2.81	0.094	0.01	1.22	0.270
21	MC	751	9380	-0.15	3.65	0.056	-0.07	0.04	0.841	0.00	0.05	0.831
22	MC	751	9380	-0.08	1.06	0.304	-0.42	1.04	0.307	0.00	0.70	0.403
23	MC	751	9380	-0.05	0.42	0.515	-0.51	1.62	0.202	0.00	1.36	0.244
24	MC	751	9380	-0.10	1.35	0.245	-0.14	0.12	0.731	0.00	0.01	0.917
25	MC	751	9380	-0.28	10.84	0.001	-0.06	0.02	0.878	0.00	0.32	0.574
26	MC	751	9380	0.14	2.09	0.148	-1.55	8.76	0.003	0.02	10.75	0.001
27	MC	751	9380	-0.22	7.46	0.006	0.01	0.00	0.973	0.00	0.40	0.528
28	MC	751	9380	-0.09	1.40	0.237	0.03	0.01	0.929	0.00	0.12	0.724
29	MC	751	9380	-0.39	17.36	0.000	-0.19	0.17	0.679	0.00	0.20	0.655
30	MC	751	9380	-0.02	0.06	0.810	-0.38	0.72	0.396	0.00	0.67	0.412
31	MC	751	9380	-0.25	9.81	0.002	-0.78	4.37	0.036	0.01	2.16	0.142
32	MC	751	9380	0.08	1.00	0.317	0.43	1.35	0.246	0.00	0.93	0.335
33	MC	751	9380	-0.10	1.40	0.236	-1.28	8.02	0.005	0.01	7.19	0.007
34	MC	751	9380	0.33	15.72	0.000	0.06	0.03	0.868	0.00	0.51	0.477
35	MC	751	9380	0.01	0.01	0.918	-0.58	1.86	0.173	0.01	1.99	0.158
36	MC	751	9380	-0.01	0.02	0.885	0.94	6.36	0.012	-0.01	6.80	0.009
37	MC	751	9380	-0.11	1.79	0.181	-0.36	0.78	0.378	0.00	0.39	0.533
38	MC	751	9380	-0.11	1.82	0.177	0.24	0.37	0.541	0.00	0.83	0.362
39	MC	751	9380	0.04	0.19	0.665	-0.54	1.43	0.231	0.01	1.71	0.192
40	MC	751	9380	-0.07	0.74	0.390	-0.11	0.08	0.780	0.00	0.01	0.921
61	SA1	751	9380	0.22	6.87	0.009	0.38	0.88	0.348	0.00	0.17	0.681
62	SA1	751	9380	0.24	7.39	0.007	0.11	0.05	0.819	0.00	0.08	0.775

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 F.104: Logistic Regression DIF Results on Stage IV Reading Items for the Special Education/ Non-Special Education Comparison

Item	Item Type	Focal Group: Special Education; Reference Group: Non-Special Education											
		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	1276	8855	-0.32	25.45	0.000	-0.43	2.47	0.116	0.00	0.18	0.671	Uniform<
16	MC	1276	8855	-0.27	18.38	0.000	-0.60	4.89	0.027	0.00	1.58	0.208	Uniform<
17	MC	1276	8855	0.11	1.85	0.174	-0.13	0.16	0.686	0.00	0.57	0.451	
18	MC	1276	8855	-0.21	6.11	0.013	-0.81	4.66	0.031	0.01	2.69	0.101	
19	MC	1276	8855	0.15	2.31	0.128	0.26	0.40	0.528	0.00	0.07	0.784	
20	MC	1276	8855	-0.54	63.34	0.000	-1.81	30.14	0.000	0.02	15.40	0.000	NonUniform
21	MC	1276	8855	0.05	0.65	0.420	0.00	0.00	0.986	0.00	0.04	0.835	
22	MC	1276	8855	0.01	0.03	0.873	-0.36	1.39	0.239	0.00	1.55	0.213	
23	MC	1276	8855	-0.08	1.50	0.221	-0.70	5.50	0.019	0.01	4.54	0.033	
24	MC	1276	8855	-0.15	5.27	0.022	-0.19	0.39	0.535	0.00	0.01	0.903	
25	MC	1276	8855	-0.06	0.85	0.356	-0.16	0.30	0.585	0.00	0.12	0.730	
26	MC	1276	8855	0.02	0.09	0.760	-0.61	3.15	0.076	0.01	3.53	0.060	
27	MC	1276	8855	-0.10	2.21	0.138	-0.60	4.22	0.040	0.01	3.16	0.076	
28	MC	1276	8855	-0.32	24.59	0.000	-0.36	1.60	0.206	0.00	0.02	0.887	Uniform<
29	MC	1276	8855	-0.09	1.44	0.229	0.89	8.54	0.003	-0.01	10.65	0.001	NonUniform
30	MC	1276	8855	-0.04	0.25	0.621	-0.01	0.00	0.978	0.00	0.01	0.929	
31	MC	1276	8855	-0.33	27.23	0.000	-1.30	20.61	0.000	0.01	12.23	0.000	NonUniform
32	MC	1276	8855	-0.09	2.14	0.144	-0.22	0.57	0.450	0.00	0.20	0.657	
33	MC	1276	8855	0.12	3.13	0.077	-0.16	0.28	0.594	0.00	0.90	0.342	
34	MC	1276	8855	0.09	1.83	0.176	-0.84	7.89	0.005	0.01	10.08	0.002	NonUniform
35	MC	1276	8855	-0.01	0.02	0.877	-0.13	0.19	0.664	0.00	0.17	0.681	
36	MC	1276	8855	0.18	7.84	0.005	0.00	0.00	0.994	0.00	0.40	0.528	Uniform>
37	MC	1276	8855	-0.31	23.12	0.000	-0.57	3.48	0.062	0.00	0.75	0.388	Uniform<
38	MC	1276	8855	-0.01	0.01	0.905	0.03	0.01	0.932	0.00	0.01	0.908	
39	MC	1276	8855	0.04	0.40	0.528	0.83	7.23	0.007	-0.01	6.75	0.009	NonUniform
40	MC	1276	8855	-0.14	4.42	0.036	0.22	0.58	0.446	0.00	1.65	0.199	
61	SA1	1276	8855	-0.35	22.28	0.000	-0.47	1.82	0.177	0.00	0.13	0.719	Uniform<
62	SA1	1276	8855	-0.15	3.66	0.056	-0.60	2.15	0.143	0.00	1.24	0.265	

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 F.105: Logistic Regression DIF Results on Stage IV Reading Items for the FRL/Non-FRL Comparison

Item	Item Type	Focal Group: FRL; Reference Group: Non-FRL											
		NF	NR	Uniform DIF			Non-uniform DIF			β_2^{NUni}	Wald χ^2	p-value	Flag
				β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	p-value				
15	MC	7422	2659	-0.05	1.11	0.291	-0.20	1.12	0.289	0.00	0.65	0.419	
16	MC	7422	2659	-0.05	1.12	0.290	0.14	0.57	0.449	0.00	1.15	0.284	
17	MC	7422	2659	0.04	0.47	0.494	-0.29	1.80	0.180	0.00	2.61	0.106	
18	MC	7422	2659	-0.05	0.48	0.489	0.04	0.02	0.880	0.00	0.13	0.716	
19	MC	7422	2659	0.13	2.63	0.105	-0.26	0.91	0.341	0.01	2.21	0.137	
20	MC	7422	2659	-0.17	8.23	0.004	-0.37	3.18	0.075	0.00	1.04	0.308	Uniform<
21	MC	7422	2659	0.00	0.01	0.927	0.40	4.09	0.043	0.00	4.46	0.035	
22	MC	7422	2659	-0.03	0.27	0.606	-0.04	0.04	0.851	0.00	0.00	0.946	
23	MC	7422	2659	-0.12	5.32	0.021	-0.10	0.24	0.625	0.00	0.01	0.920	
24	MC	7422	2659	0.03	0.27	0.606	-0.15	0.49	0.482	0.00	0.73	0.392	
25	MC	7422	2659	0.02	0.26	0.607	0.26	1.71	0.191	0.00	1.49	0.222	
26	MC	7422	2659	-0.07	1.53	0.216	-0.15	0.40	0.527	0.00	0.10	0.746	
27	MC	7422	2659	-0.21	19.80	0.000	-0.36	3.62	0.057	0.00	0.66	0.416	Uniform<
28	MC	7422	2659	0.01	0.07	0.792	0.25	1.66	0.198	0.00	1.59	0.207	
29	MC	7422	2659	-0.09	3.34	0.067	0.64	7.84	0.005	-0.01	10.99	0.001	NonUniform
30	MC	7422	2659	-0.08	2.33	0.127	0.28	1.56	0.212	0.00	2.78	0.095	
31	MC	7422	2659	-0.13	8.10	0.004	0.16	0.77	0.381	0.00	2.79	0.095	Uniform<
32	MC	7422	2659	-0.17	11.16	0.001	-0.19	0.90	0.342	0.00	0.02	0.897	Uniform<
33	MC	7422	2659	-0.08	2.42	0.120	0.42	3.83	0.050	-0.01	5.71	0.017	
34	MC	7422	2659	0.04	0.71	0.400	0.12	0.34	0.557	0.00	0.15	0.696	
35	MC	7422	2659	0.05	1.19	0.274	-0.11	0.28	0.598	0.00	0.64	0.423	
36	MC	7422	2659	0.01	0.06	0.813	0.05	0.06	0.814	0.00	0.03	0.853	
37	MC	7422	2659	0.04	0.79	0.374	0.52	5.86	0.016	-0.01	5.19	0.023	
38	MC	7422	2659	-0.23	21.86	0.000	-0.28	1.84	0.175	0.00	0.06	0.804	Uniform<
39	MC	7422	2659	-0.07	1.90	0.168	0.16	0.48	0.487	0.00	1.05	0.306	
40	MC	7422	2659	-0.14	8.16	0.004	0.09	0.19	0.661	0.00	1.38	0.240	Uniform<
61	SA1	7422	2659	0.04	0.70	0.402	-0.47	4.38	0.036	0.01	5.49	0.019	
62	SA1	7422	2659	0.09	2.75	0.097	0.10	0.12	0.728	0.00	0.00	0.997	

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 F.106: Logistic Regression DIF Results on Stage IV Writing Items for the Female/Male Comparison

Item	Item Type	NF	NR	Focal Group: Female; Reference Group: Male						Flag			
				Uniform DIF			Non-uniform DIF						
				β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	p-value				
41	MC	4141	5980	0.24	30.24	0.000	0.06	0.13	0.716	0.00	1.41	0.234	Uniform>
42	MC	4141	5980	-0.03	0.42	0.515	-0.05	0.07	0.794	0.00	0.01	0.913	
43	MC	4141	5980	-0.10	5.79	0.016	0.08	0.21	0.644	0.00	1.15	0.283	
44	MC	4141	5980	0.41	92.34	0.000	0.17	1.02	0.313	0.00	2.18	0.140	Uniform>
45	MC	4141	5980	0.23	27.75	0.000	0.05	0.08	0.783	0.00	0.92	0.338	Uniform>
46	MC	4141	5980	0.05	1.48	0.224	0.15	0.79	0.373	0.00	0.37	0.545	
47	MC	4141	5980	0.18	16.25	0.000	0.28	2.74	0.098	0.00	0.36	0.546	Uniform>
48	MC	4141	5980	0.17	16.81	0.000	0.59	11.97	0.001	0.00	6.32	0.012	Uniform>
49	MC	4141	5980	0.00	0.00	0.949	-0.18	1.02	0.312	0.00	1.12	0.289	
50	MC	4141	5980	-0.04	0.77	0.382	-0.33	2.92	0.087	0.00	2.40	0.121	
51	MC	4141	5980	-0.05	1.20	0.273	0.05	0.09	0.761	0.00	0.36	0.551	
52	MC	4141	5980	0.31	34.58	0.000	-0.06	0.09	0.763	0.00	4.08	0.043	Uniform>
53	MC	4141	5980	-0.15	9.25	0.002	0.43	5.26	0.022	-0.01	10.11	0.001	NonUniform
54	MC	4141	5980	0.02	0.29	0.590	-0.03	0.03	0.860	0.00	0.10	0.747	
55	MC	4141	5980	0.15	8.84	0.003	0.40	4.74	0.029	0.00	2.07	0.150	Uniform>
56	MC	4141	5980	-0.10	5.33	0.021	0.64	15.10	0.000	-0.01	21.47	0.000	NonUniform
57	MC	4141	5980	0.00	0.00	0.964	0.44	6.68	0.010	0.00	7.18	0.007	NonUniform
58	MC	4141	5980	0.19	18.20	0.000	-0.05	0.08	0.772	0.00	1.80	0.180	Uniform>
59	ER	4141	5980	0.49	148.76	0.000	-0.31	4.66	0.031	0.01	34.16	0.000	NonUniform
60	ER	4141	5980	0.52	168.55	0.000	-0.17	1.35	0.244	0.01	25.43	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 F.107: Logistic Regression DIF Results on Stage IV Writing Items for the Hispanic/Non-Hispanic Comparison

Item	Item Type	NF	NR	Focal Group: Hispanic; Reference Group: Non-Hispanic						Flag			
				Uniform DIF			Non-uniform DIF						
				β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	p-value				
41	MC	8574	1557	-0.40	42.40	0.000	-0.24	1.45	0.228	0.00	0.67	0.412	Uniform<
42	MC	8574	1557	0.07	1.26	0.262	-0.58	6.86	0.009	0.01	9.16	0.002	NonUniform
43	MC	8574	1557	-0.03	0.30	0.585	0.56	5.43	0.020	-0.01	6.52	0.011	
44	MC	8574	1557	0.02	0.09	0.766	0.69	9.43	0.002	-0.01	9.69	0.002	NonUniform
45	MC	8574	1557	0.14	4.81	0.028	-0.18	0.54	0.463	0.00	1.76	0.185	
46	MC	8574	1557	-0.11	3.58	0.059	0.28	1.62	0.203	0.00	3.43	0.064	
47	MC	8574	1557	0.01	0.02	0.900	0.28	1.59	0.207	0.00	1.63	0.201	
48	MC	8574	1557	0.09	2.40	0.122	-0.50	5.62	0.018	0.01	8.48	0.004	NonUniform
49	MC	8574	1557	-0.07	1.26	0.261	0.17	0.59	0.443	0.00	1.23	0.267	
50	MC	8574	1557	0.09	2.34	0.126	-0.51	4.87	0.027	0.01	7.26	0.007	NonUniform
51	MC	8574	1557	-0.04	0.54	0.461	-0.15	0.49	0.484	0.00	0.27	0.606	
52	MC	8574	1557	0.07	1.01	0.314	-0.54	5.77	0.016	0.01	8.15	0.004	NonUniform
53	MC	8574	1557	-0.01	0.02	0.875	0.19	0.62	0.433	0.00	0.74	0.390	
54	MC	8574	1557	0.09	2.16	0.141	-0.11	0.23	0.631	0.00	0.84	0.359	
55	MC	8574	1557	-0.02	0.10	0.758	-0.31	1.85	0.174	0.00	1.76	0.185	
56	MC	8574	1557	-0.13	4.78	0.029	0.01	0.00	0.962	0.00	0.47	0.492	
57	MC	8574	1557	-0.04	0.58	0.446	0.56	6.30	0.012	-0.01	7.97	0.005	NonUniform
58	MC	8574	1557	-0.12	3.83	0.050	0.14	0.33	0.565	0.00	1.25	0.264	
59	ER	8574	1557	0.13	5.57	0.018	1.13	38.89	0.000	-0.01	34.16	0.000	NonUniform
60	ER	8574	1557	-0.04	0.43	0.513	1.16	41.34	0.000	-0.01	49.51	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 F.108: Logistic Regression DIF Results on Stage IV Writing Items for the American Indian/ Non-American Indian Comparison

Item	Item Type	Focal Group: American Indian; Reference Group: Non-American Indian											
		Uniform DIF				Non-uniform DIF				Flag			
		NF	NR	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	751	9380	0.45	27.29	0.000	0.09	0.07	0.796	0.00	0.99	0.319	Uniform>
42	MC	751	9380	-0.16	3.89	0.049	-0.13	0.11	0.735	0.00	0.01	0.943	
43	MC	751	9380	0.05	0.37	0.541	0.07	0.03	0.862	0.00	0.00	0.963	
44	MC	751	9380	-0.02	0.04	0.839	-1.17	8.88	0.003	0.01	9.07	0.003	NonUniform
45	MC	751	9380	-0.10	1.48	0.223	-0.18	0.19	0.664	0.00	0.04	0.845	
46	MC	751	9380	-0.14	3.09	0.079	-0.48	1.56	0.212	0.00	0.81	0.368	
47	MC	751	9380	-0.04	0.25	0.619	-0.67	3.03	0.082	0.01	2.79	0.095	
48	MC	751	9380	-0.32	16.14	0.000	-0.04	0.01	0.921	0.00	0.61	0.435	Uniform<
49	MC	751	9380	0.11	1.74	0.187	0.11	0.09	0.760	0.00	0.00	0.984	
50	MC	751	9380	-0.03	0.11	0.745	0.39	1.04	0.309	0.00	1.23	0.267	
51	MC	751	9380	0.04	0.31	0.576	0.71	4.14	0.042	-0.01	3.81	0.051	
52	MC	751	9380	-0.15	2.69	0.101	-0.49	1.35	0.245	0.00	0.66	0.415	
53	MC	751	9380	0.09	1.10	0.295	-0.10	0.06	0.814	0.00	0.23	0.634	
54	MC	751	9380	-0.05	0.32	0.571	-1.06	6.48	0.011	0.01	6.16	0.013	
55	MC	751	9380	-0.08	0.79	0.373	-0.11	0.07	0.791	0.00	0.00	0.946	
56	MC	751	9380	0.15	3.85	0.050	-0.46	1.54	0.215	0.01	2.89	0.089	
57	MC	751	9380	-0.12	2.17	0.141	0.22	0.38	0.539	0.00	0.92	0.337	
58	MC	751	9380	-0.07	0.62	0.431	-0.48	1.36	0.244	0.00	1.06	0.303	
59	ER	751	9380	0.15	4.01	0.045	0.17	0.27	0.602	0.00	0.00	0.961	
60	ER	751	9380	0.22	8.92	0.003	0.22	0.51	0.473	0.00	0.00	0.996	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 F.109: Logistic Regression DIF Results on Stage IV Writing Items for the Special Education/Non-Special Education Comparison

Item	Item Type	Focal Group: Special Education; Reference Group: Non-Special Education											
		Uniform DIF				Non-uniform DIF				Flag			
		NF	NR	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	1276	8855	0.09	2.11	0.146	-0.17	0.41	0.524	0.00	1.03	0.309	
42	MC	1276	8855	0.03	0.30	0.585	-0.04	0.02	0.878	0.00	0.08	0.777	
43	MC	1276	8855	0.09	1.99	0.159	0.13	0.23	0.633	0.00	0.03	0.871	
44	MC	1276	8855	-0.30	22.25	0.000	-0.49	3.01	0.083	0.00	0.46	0.496	Uniform<
45	MC	1276	8855	-0.21	9.50	0.002	-0.86	6.94	0.008	0.01	4.22	0.040	Uniform<
46	MC	1276	8855	-0.18	7.71	0.005	-0.24	0.71	0.400	0.00	0.04	0.839	Uniform<
47	MC	1276	8855	-0.12	3.51	0.061	-0.89	9.49	0.002	0.01	7.45	0.006	NonUniform
48	MC	1276	8855	-0.50	58.09	0.000	-1.11	13.55	0.000	0.01	4.38	0.036	Uniform<
49	MC	1276	8855	0.03	0.16	0.685	0.01	0.00	0.962	0.00	0.00	0.962	
50	MC	1276	8855	0.03	0.17	0.681	0.54	3.46	0.063	-0.01	3.27	0.071	
51	MC	1276	8855	0.01	0.02	0.881	0.30	1.24	0.265	0.00	1.23	0.267	
52	MC	1276	8855	-0.32	20.39	0.000	-0.91	8.43	0.004	0.01	3.75	0.053	Uniform<
53	MC	1276	8855	-0.01	0.03	0.858	-0.90	8.14	0.004	0.01	8.28	0.004	NonUniform
54	MC	1276	8855	-0.28	19.12	0.000	-0.33	1.31	0.252	0.00	0.03	0.865	Uniform<
55	MC	1276	8855	-0.16	5.89	0.015	-0.18	0.38	0.540	0.00	0.00	0.955	
56	MC	1276	8855	0.10	2.70	0.101	-0.83	8.86	0.003	0.01	11.77	0.001	NonUniform
57	MC	1276	8855	-0.04	0.34	0.557	0.35	1.67	0.196	0.00	2.17	0.141	
58	MC	1276	8855	-0.16	5.77	0.016	0.31	1.10	0.293	-0.01	2.70	0.100	
59	ER	1276	8855	-0.02	0.14	0.706	0.28	1.40	0.236	0.00	1.75	0.185	
60	ER	1276	8855	-0.23	15.69	0.000	-0.17	0.56	0.456	0.00	0.06	0.806	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 F.110: Logistic Regression DIF Results on Stage IV Writing Items for the Spanish/Non-Spanish Comparison

Item	Item Type	Focal Group: Spanish; Reference Group: Non-Spanish											
		NF	NR	Uniform DIF			Non-uniform DIF			β_2^{NUni}	Wald χ^2	p-value	Flag
				β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	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 F.111: Logistic Regression DIF Results on Stage IV Writing Items for the FRL/Non-FRL Comparison

Item	Item Type	Focal Group: American Indian Language; Reference Group: English											
		NF	NR	Uniform DIF			Non-uniform DIF			β_2^{NUni}	Wald χ^2	p-value	Flag
				β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	p-value				
41	MC	7422	2659	-0.01	0.08	0.773	0.02	0.02	0.890	0.00	0.05	0.821	
42	MC	7422	2659	-0.04	0.63	0.428	-0.16	0.67	0.412	0.00	0.42	0.518	
43	MC	7422	2659	0.15	9.01	0.003	0.28	1.87	0.172	0.00	0.45	0.504	Uniform>
44	MC	7422	2659	-0.21	19.31	0.000	-0.24	1.64	0.200	0.00	0.02	0.877	Uniform<
45	MC	7422	2659	0.16	10.82	0.001	0.36	2.65	0.104	0.00	0.82	0.364	Uniform>
46	MC	7422	2659	-0.05	1.17	0.279	0.07	0.15	0.697	0.00	0.47	0.494	
47	MC	7422	2659	0.13	6.93	0.008	-0.05	0.07	0.793	0.00	1.00	0.318	Uniform>
48	MC	7422	2659	0.00	0.01	0.936	0.10	0.28	0.599	0.00	0.32	0.573	
49	MC	7422	2659	0.01	0.05	0.820	-0.02	0.01	0.906	0.00	0.03	0.856	
50	MC	7422	2659	0.20	16.53	0.000	0.11	0.28	0.598	0.00	0.19	0.663	Uniform>
51	MC	7422	2659	-0.04	0.77	0.382	0.13	0.48	0.487	0.00	0.89	0.345	
52	MC	7422	2659	-0.06	1.09	0.296	-0.09	0.18	0.674	0.00	0.02	0.894	
53	MC	7422	2659	0.15	8.40	0.004	-0.33	2.58	0.108	0.01	5.99	0.014	Uniform>
54	MC	7422	2659	-0.10	3.95	0.047	0.12	0.34	0.560	0.00	1.26	0.262	
55	MC	7422	2659	-0.03	0.23	0.635	-0.12	0.37	0.542	0.00	0.25	0.616	
56	MC	7422	2659	0.07	2.35	0.125	0.22	1.41	0.236	0.00	0.67	0.412	
57	MC	7422	2659	0.00	0.01	0.927	0.29	2.20	0.138	0.00	2.29	0.131	
58	MC	7422	2659	-0.11	5.02	0.025	-0.19	0.88	0.347	0.00	0.17	0.681	
59	ER	7422	2659	-0.15	10.75	0.001	-0.58	13.50	0.000	0.00	8.28	0.004	NonUniform
60	ER	7422	2659	-0.08	3.11	0.078	-0.35	5.04	0.025	0.00	3.34	0.068	

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 F.112: Logistic Regression DIF Results on Stage IV Listening Items for the Female/Male Comparison

Item	Item Type	Focal Group: Female; Reference Group: Male				Non-uniform DIF				Flag		
		NF	NR	β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value			
1	MC	4141	5980	-0.08	2.14	0.143	0.07	0.14	0.713	0.00	0.72	0.397
2	MC	4141	5980	-0.13	7.35	0.007	-0.31	2.91	0.088	0.00	1.01	0.315
3	MC	4141	5980	-0.27	29.71	0.000	-0.06	0.11	0.735	0.00	1.45	0.228
4	MC	4141	5980	-0.10	6.14	0.013	0.11	0.51	0.476	0.00	1.99	0.158
5	MC	4141	5980	-0.27	39.31	0.000	-0.13	0.62	0.432	0.00	0.68	0.409
6	MC	4141	5980	0.09	4.67	0.031	-0.06	0.14	0.709	0.00	0.93	0.335
7	MC	4141	5980	-0.13	7.62	0.006	-0.25	1.97	0.160	0.00	0.47	0.491
8	MC	4141	5980	-0.02	0.27	0.606	0.03	0.02	0.878	0.00	0.08	0.773
9	MC	4141	5980	0.07	1.81	0.179	-0.08	0.18	0.670	0.00	0.70	0.404
10	MC	4141	5980	-0.09	4.38	0.036	0.13	0.67	0.414	0.00	2.05	0.152
11	MC	4141	5980	-0.11	6.26	0.012	0.16	0.86	0.355	0.00	2.61	0.106
12	MC	4141	5980	-0.08	3.10	0.078	-0.12	0.56	0.453	0.00	0.09	0.767
13	MC	4141	5980	-0.10	4.70	0.030	0.28	2.55	0.110	0.00	5.06	0.024
14	MC	4141	5980	-0.28	39.38	0.000	-0.13	0.46	0.497	0.00	0.62	0.430

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 F.113: Logistic Regression DIF Results on Stage IV Listening Items for the Hispanic/Non-Hispanic Comparison

Item	Item Type	Focal Group: Hispanic; Reference Group: Non-Hispanic				Non-uniform DIF				Flag		
		NF	NR	β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value			
1	MC	8574	1557	0.34	23.57	0.000	-0.04	0.03	0.853	0.00	3.34	0.067
2	MC	8574	1557	-0.11	2.79	0.095	-0.58	7.13	0.008	0.01	5.15	0.023
3	MC	8574	1557	-0.15	5.04	0.025	0.14	0.36	0.549	0.00	1.73	0.188
4	MC	8574	1557	0.06	1.16	0.281	-0.05	0.06	0.801	0.00	0.34	0.559
5	MC	8574	1557	-0.09	2.64	0.104	0.13	0.41	0.524	0.00	1.27	0.259
6	MC	8574	1557	-0.01	0.04	0.835	-0.07	0.10	0.750	0.00	0.07	0.787
7	MC	8574	1557	-0.20	8.86	0.003	-0.27	1.47	0.225	0.00	0.12	0.734
8	MC	8574	1557	-0.24	16.50	0.000	-1.33	42.25	0.000	0.01	30.47	0.000
9	MC	8574	1557	-0.05	0.59	0.442	0.20	0.78	0.377	0.00	1.35	0.245
10	MC	8574	1557	0.06	1.04	0.309	0.14	0.47	0.493	0.00	0.17	0.682
11	MC	8574	1557	0.04	0.48	0.487	0.54	5.67	0.017	-0.01	5.21	0.022
12	MC	8574	1557	0.00	0.00	0.960	-0.27	1.85	0.174	0.00	2.06	0.151
13	MC	8574	1557	-0.16	6.47	0.011	-0.44	4.15	0.042	0.00	1.82	0.178
14	MC	8574	1557	0.24	13.84	0.000	0.38	2.10	0.147	0.00	0.31	0.581

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 F.114: Logistic Regression DIF Results on Stage IV Listening Items for the American Indian/ Non-American Indian Comparison

Item	Item Type	Focal Group: American Indian; Reference Group: Non-American Indian											
		NF	NR	Uniform DIF			Non-uniform DIF			β_2^{NUni}	Wald χ^2	p-value	Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value				
1	MC	751	9380	-0.22	4.80	0.028	-0.33	0.65	0.420	0.00	0.08	0.779	
2	MC	751	9380	0.16	3.07	0.080	-0.10	0.06	0.799	0.00	0.46	0.497	
3	MC	751	9380	0.25	6.54	0.011	0.65	2.72	0.099	0.00	1.12	0.290	
4	MC	751	9380	0.05	0.48	0.487	0.02	0.00	0.953	0.00	0.01	0.921	
5	MC	751	9380	0.21	7.29	0.007	-0.04	0.02	0.900	0.00	0.54	0.463	Uniform>
6	MC	751	9380	0.06	0.47	0.495	0.22	0.38	0.538	0.00	0.22	0.635	
7	MC	751	9380	-0.02	0.07	0.791	-0.12	0.09	0.760	0.00	0.06	0.802	
8	MC	751	9380	-0.17	4.02	0.045	0.41	1.19	0.276	-0.01	2.44	0.118	
9	MC	751	9380	-0.23	6.83	0.009	0.15	0.15	0.697	0.00	1.08	0.300	Uniform<
10	MC	751	9380	-0.17	4.30	0.038	0.24	0.49	0.483	0.00	1.47	0.225	
11	MC	751	9380	-0.10	1.67	0.196	-0.61	2.50	0.114	0.01	1.80	0.180	
12	MC	751	9380	-0.36	20.67	0.000	-0.19	0.29	0.588	0.00	0.23	0.633	Uniform<
13	MC	751	9380	-0.32	14.68	0.000	-0.89	5.03	0.025	0.01	2.18	0.140	Uniform<
14	MC	751	9380	0.06	0.62	0.429	0.22	0.31	0.576	0.00	0.16	0.687	

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 F.115: Logistic Regression DIF Results on Stage IV Listening Items for the Special Education/ Non-Special Education Comparison

Item	Item Type	Focal Group: Special Education; Reference Group: Non-Special Education											
		NF	NR	Uniform DIF			Non-uniform DIF			β_2^{NUni}	Wald χ^2	p-value	Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value				
1	MC	1276	8855	0.00	0.00	0.957	-0.03	0.01	0.912	0.00	0.02	0.898	
2	MC	1276	8855	-0.05	0.53	0.466	0.33	1.39	0.238	0.00	1.97	0.160	
3	MC	1276	8855	0.30	16.73	0.000	0.44	2.21	0.137	0.00	0.25	0.620	Uniform>
4	MC	1276	8855	0.12	3.58	0.059	0.23	0.78	0.378	0.00	0.19	0.661	
5	MC	1276	8855	0.27	18.28	0.000	0.12	0.21	0.647	0.00	0.32	0.572	Uniform>
6	MC	1276	8855	-0.17	7.32	0.007	-0.38	1.93	0.164	0.00	0.63	0.428	Uniform<
7	MC	1276	8855	-0.05	0.52	0.471	0.01	0.00	0.972	0.00	0.05	0.831	
8	MC	1276	8855	0.10	2.18	0.140	0.53	3.75	0.053	0.00	2.65	0.103	
9	MC	1276	8855	0.02	0.09	0.769	0.33	1.39	0.238	0.00	1.31	0.252	
10	MC	1276	8855	-0.15	5.50	0.019	-0.70	6.51	0.011	0.01	4.27	0.039	
11	MC	1276	8855	-0.11	2.78	0.095	-0.34	1.49	0.222	0.00	0.75	0.387	
12	MC	1276	8855	-0.04	0.35	0.554	-0.05	0.04	0.842	0.00	0.00	0.952	
13	MC	1276	8855	-0.06	0.77	0.380	-0.82	7.74	0.005	0.01	7.03	0.008	NonUniform
14	MC	1276	8855	0.21	10.45	0.001	0.30	1.03	0.310	0.00	0.09	0.767	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 F.116: Logistic Regression DIF Results on Stage IV Listening Items for the FRL/Non-FRL Comparison

Item	Item Type	Focal Group: FRL; Reference Group: Non-FRL										
		NF	NR	Uniform DIF			Non-uniform DIF			Flag		
				β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	p-value			
				χ^2			χ^2					
1	MC	7422	2659	-0.01	0.02	0.876	-0.14	0.48	0.488	0.00	0.46	0.498
2	MC	7422	2659	0.10	3.57	0.059	0.69	11.29	0.001	-0.01	8.78	0.003
3	MC	7422	2659	0.14	6.92	0.009	0.25	1.48	0.224	0.00	0.27	0.605
4	MC	7422	2659	-0.06	1.54	0.215	-0.04	0.04	0.832	0.00	0.01	0.904
5	MC	7422	2659	0.01	0.07	0.796	0.16	0.71	0.400	0.00	0.64	0.422
6	MC	7422	2659	-0.02	0.26	0.612	0.02	0.02	0.897	0.00	0.07	0.787
7	MC	7422	2659	0.01	0.02	0.883	0.27	1.79	0.181	0.00	1.82	0.177
8	MC	7422	2659	0.13	7.01	0.008	0.83	16.14	0.000	-0.01	12.30	0.000
9	MC	7422	2659	0.04	0.58	0.448	-0.15	0.55	0.457	0.00	1.00	0.318
10	MC	7422	2659	-0.02	0.23	0.631	0.06	0.11	0.746	0.00	0.22	0.637
11	MC	7422	2659	-0.08	2.81	0.094	-0.27	2.07	0.150	0.00	1.08	0.299
12	MC	7422	2659	0.04	0.84	0.360	0.33	3.26	0.071	0.00	2.63	0.105
13	MC	7422	2659	0.10	3.67	0.055	0.21	1.20	0.274	0.00	0.38	0.539
14	MC	7422	2659	-0.05	1.15	0.283	-0.32	2.31	0.129	0.00	1.69	0.194

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 F.117: Logistic Regression DIF Results on Stage IV Speaking Items for the Female/Male Comparison

Item	Item Type	NF	NR	Focal Group: Female; Reference Group: Male			Non-uniform DIF			Flag			
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value				
63	SA4	4141	5980	0.04	1.03	0.309	-0.46	8.72	0.003	0.01	11.13	0.001	NonUniform
64	SA4	4141	5980	-0.08	4.64	0.031	-0.56	17.13	0.000	0.01	13.74	0.000	NonUniform
65	SA4	4141	5980	-0.21	24.52	0.000	-0.76	24.94	0.000	0.01	13.89	0.000	NonUniform
66	SA4	4141	5980	-0.29	58.23	0.000	-0.68	22.36	0.000	0.00	7.84	0.005	NonUniform
67	SA4	4141	5980	-0.29	43.16	0.000	-0.74	20.57	0.000	0.01	8.18	0.004	NonUniform
68	SA4	4141	5980	0.06	2.18	0.140	-0.95	37.00	0.000	0.01	45.69	0.000	NonUniform
69	SA4	4141	5980	-0.08	3.77	0.052	-0.76	25.42	0.000	0.01	21.85	0.000	NonUniform
70	SA4	4141	5980	-0.24	24.99	0.000	-0.75	26.49	0.000	0.01	13.89	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 F.118: Logistic Regression DIF Results on Stage IV Speaking Items for the Hispanic/Non-Hispanic Comparison

Item	Item Type	NF	NR	Focal Group: Hispanic; Reference Group: Non-Hispanic			Non-uniform DIF			Flag			
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value				
63	SA4	8574	1557	0.21	13.18	0.000	-0.34	3.30	0.069	0.01	9.25	0.002	NonUniform
64	SA4	8574	1557	0.22	19.41	0.000	-0.15	0.76	0.383	0.00	5.42	0.020	Uniform>
65	SA4	8574	1557	0.00	0.01	0.938	0.16	0.73	0.395	0.00	0.84	0.359	
66	SA4	8574	1557	0.08	2.30	0.129	0.00	0.00	0.978	0.00	0.25	0.619	
67	SA4	8574	1557	0.15	6.51	0.011	-0.02	0.01	0.909	0.00	0.85	0.358	
68	SA4	8574	1557	0.12	4.08	0.043	-0.24	1.51	0.219	0.00	3.88	0.049	
69	SA4	8574	1557	-0.08	2.08	0.149	-0.28	2.26	0.133	0.00	1.27	0.260	
70	SA4	8574	1557	-0.34	28.45	0.000	-0.53	8.63	0.003	0.00	1.23	0.268	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 F.119: Logistic Regression DIF Results on Stage IV Speaking Items for the American Indian/ Non-American Indian Comparison

Item	Item Type	NF	NR	Focal Group: American Indian; Reference Group: Non-American Indian			Non-uniform DIF			Flag			
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value				
63	SA4	751	9380	0.00	0.00	0.973	0.15	0.20	0.658	0.00	0.21	0.645	
64	SA4	751	9380	0.09	1.82	0.177	0.17	0.31	0.577	0.00	0.06	0.800	
65	SA4	751	9380	0.33	15.10	0.000	0.87	6.24	0.013	-0.01	2.50	0.114	Uniform>
66	SA4	751	9380	0.08	1.19	0.276	0.34	1.19	0.274	0.00	0.75	0.388	
67	SA4	751	9380	-0.01	0.01	0.919	0.34	0.95	0.330	0.00	1.05	0.306	
68	SA4	751	9380	0.05	0.42	0.516	0.89	6.02	0.014	-0.01	5.63	0.018	
69	SA4	751	9380	-0.04	0.28	0.594	0.23	0.54	0.463	0.00	0.77	0.380	
70	SA4	751	9380	0.59	40.29	0.000	0.92	6.88	0.009	0.00	0.94	0.332	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 F.120: Logistic Regression DIF Results on Stage IV Speaking Items for the Special Education/ Non-Special Education Comparison

Item	Item Type	Focal Group: Special Education; Reference Group: Non-Special Education											
		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	1276	8855	0.37	35.46	0.000	1.84	54.94	0.000	-0.02	37.53	0.000	NonUniform
64	SA4	1276	8855	0.33	35.39	0.000	0.96	18.85	0.000	-0.01	8.80	0.003	NonUniform
65	SA4	1276	8855	0.32	25.97	0.000	1.05	17.89	0.000	-0.01	9.22	0.002	NonUniform
66	SA4	1276	8855	0.19	11.21	0.001	0.84	13.53	0.000	-0.01	8.69	0.003	NonUniform
67	SA4	1276	8855	0.55	69.06	0.000	1.62	39.41	0.000	-0.01	18.62	0.000	NonUniform
68	SA4	1276	8855	0.44	44.44	0.000	1.65	36.78	0.000	-0.01	21.16	0.000	NonUniform
69	SA4	1276	8855	0.41	48.66	0.000	1.75	56.58	0.000	-0.02	35.80	0.000	NonUniform
70	SA4	1276	8855	0.68	85.07	0.000	2.36	76.22	0.000	-0.02	41.94	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 F.121: Logistic Regression DIF Results on Stage IV Speaking Items for the FRL/Non-FRL Comparison

Item	Item Type	Focal Group: FRL; Reference Group: Non-FRL										
		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	7422	2659	-0.03	0.35	0.557	-0.10	0.32	0.569	0.00	0.18	0.672
64	SA4	7422	2659	0.08	3.69	0.055	-0.29	3.71	0.054	0.00	6.52	0.011
65	SA4	7422	2659	0.12	6.68	0.010	-0.21	1.60	0.206	0.00	4.37	0.037
66	SA4	7422	2659	0.00	0.00	0.999	-0.06	0.17	0.682	0.00	0.18	0.670
67	SA4	7422	2659	0.16	11.23	0.001	0.02	0.01	0.911	0.00	0.72	0.397
68	SA4	7422	2659	0.15	9.81	0.002	-0.27	2.36	0.125	0.00	6.37	0.012
69	SA4	7422	2659	0.15	11.11	0.001	0.08	0.22	0.642	0.00	0.20	0.658
70	SA4	7422	2659	0.34	40.44	0.000	0.03	0.03	0.853	0.00	4.20	0.040

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 F.122: Logistic Regression DIF Results on Stage V Reading Items for the Male/Female Comparison

Item	Item Type	NF	NR	Focal Group: Male; Reference Group: Female			Non-uniform DIF			Flag		
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value			
15	MC	2638	3453	0.02	0.06	0.812	0.18	0.50	0.478	0.00	0.45	0.503
16	MC	2638	3453	0.11	2.43	0.119	0.16	0.44	0.507	0.00	0.06	0.814
17	MC	2638	3453	-0.18	7.02	0.008	-0.17	0.37	0.541	0.00	0.00	0.975
18	MC	2638	3453	0.04	0.64	0.423	0.18	0.71	0.399	0.00	0.44	0.507
19	MC	2638	3453	-0.07	0.54	0.463	0.49	2.32	0.128	-0.01	3.36	0.067
20	MC	2638	3453	0.02	0.04	0.845	0.19	0.33	0.568	0.00	0.29	0.591
21	MC	2638	3453	-0.06	1.12	0.289	0.41	3.26	0.071	0.00	4.50	0.034
22	MC	2638	3453	0.12	4.90	0.027	0.49	3.86	0.049	0.00	2.27	0.132
23	MC	2638	3453	0.31	32.67	0.000	0.27	1.47	0.225	0.00	0.04	0.843
24	MC	2638	3453	0.42	45.76	0.000	0.91	13.87	0.000	-0.01	4.30	0.038
25	MC	2638	3453	0.15	6.87	0.009	0.52	4.93	0.026	0.00	2.70	0.101
26	MC	2638	3453	0.21	15.14	0.000	0.54	5.90	0.015	0.00	2.28	0.131
27	MC	2638	3453	0.26	21.81	0.000	0.35	2.34	0.126	0.00	0.19	0.662
28	MC	2638	3453	0.43	38.73	0.000	0.65	5.39	0.020	0.00	0.65	0.419
29	MC	2638	3453	0.09	2.57	0.109	-0.27	1.25	0.264	0.00	2.31	0.129
30	MC	2638	3453	0.18	11.05	0.001	0.54	5.68	0.017	0.00	2.63	0.105
31	MC	2638	3453	-0.09	2.38	0.123	0.02	0.01	0.941	0.00	0.19	0.661
32	MC	2638	3453	0.22	12.24	0.000	0.69	7.84	0.005	-0.01	3.88	0.049
33	MC	2638	3453	0.02	0.12	0.730	-0.01	0.00	0.979	0.00	0.01	0.917
34	MC	2638	3453	0.21	9.38	0.002	0.30	1.45	0.228	0.00	0.15	0.696
35	MC	2638	3453	0.07	1.83	0.176	0.14	0.39	0.533	0.00	0.10	0.756
36	MC	2638	3453	0.21	13.47	0.000	-0.31	1.60	0.206	0.01	4.67	0.031
37	MC	2638	3453	0.16	8.15	0.004	0.46	3.62	0.057	0.00	1.64	0.201
38	MC	2638	3453	0.24	14.37	0.000	0.52	3.09	0.079	0.00	0.98	0.322
39	MC	2638	3453	0.17	9.21	0.002	0.19	0.70	0.404	0.00	0.01	0.918
40	MC	2638	3453	0.05	0.82	0.366	0.11	0.19	0.662	0.00	0.05	0.817
41	MC	2638	3453	0.04	0.48	0.487	-0.42	3.11	0.078	0.00	3.92	0.048
42	MC	2638	3453	-0.06	1.33	0.249	0.57	6.09	0.014	-0.01	7.93	0.005

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 F.123: Logistic Regression DIF Results on Stage V Reading Items for the Hispanic/Non-Hispanic Comparison

Item	Item Type	Focal Group: Hispanic; Reference Group: Non-Hispanic										
		Uniform DIF			Non-uniform DIF						Flag	
NF	NR	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	4514	1581	0.50	44.91	0.000	0.74	7.10	0.008	0.00	0.85	0.358
16	MC	4514	1581	0.14	3.31	0.069	0.06	0.04	0.838	0.00	0.10	0.748
17	MC	4514	1581	0.13	2.84	0.092	0.51	2.64	0.104	0.00	1.60	0.206
18	MC	4514	1581	-0.06	0.87	0.351	0.31	1.62	0.203	0.00	2.41	0.120
19	MC	4514	1581	0.01	0.01	0.934	0.00	0.00	0.997	0.00	0.00	0.982
20	MC	4514	1581	0.22	3.87	0.049	1.17	9.28	0.002	-0.01	6.60	0.010
21	MC	4514	1581	0.22	12.84	0.000	-0.47	3.43	0.064	0.01	7.85	0.005
22	MC	4514	1581	0.22	11.98	0.001	0.04	0.02	0.900	0.00	0.44	0.508
23	MC	4514	1581	0.15	5.77	0.016	-0.14	0.31	0.575	0.00	1.41	0.235
24	MC	4514	1581	0.04	0.30	0.581	-0.09	0.11	0.744	0.00	0.23	0.630
25	MC	4514	1581	-0.03	0.21	0.643	-0.82	10.11	0.001	0.01	9.98	0.002
26	MC	4514	1581	0.43	47.85	0.000	1.55	31.81	0.000	-0.01	17.73	0.000
27	MC	4514	1581	0.18	8.24	0.004	0.16	0.37	0.542	0.00	0.00	0.951
28	MC	4514	1581	-0.42	27.27	0.000	0.01	0.00	0.967	-0.01	1.91	0.167
29	MC	4514	1581	0.35	30.43	0.000	-0.40	2.04	0.153	0.01	7.68	0.006
30	MC	4514	1581	0.23	13.85	0.000	1.27	21.04	0.000	-0.01	14.93	0.000
31	MC	4514	1581	0.27	17.42	0.000	0.38	1.78	0.182	0.00	0.17	0.681
32	MC	4514	1581	-0.12	2.64	0.104	-0.03	0.01	0.926	0.00	0.11	0.737
33	MC	4514	1581	0.06	0.69	0.406	-0.18	0.33	0.567	0.00	0.60	0.440
34	MC	4514	1581	-0.24	9.00	0.003	-0.18	0.42	0.515	0.00	0.04	0.851
35	MC	4514	1581	-0.22	12.99	0.000	-0.37	2.10	0.147	0.00	0.35	0.552
36	MC	4514	1581	0.24	13.18	0.000	0.34	1.37	0.242	0.00	0.13	0.719
37	MC	4514	1581	0.01	0.02	0.899	0.43	2.31	0.128	0.00	2.35	0.125
38	MC	4514	1581	0.23	10.58	0.001	-0.78	5.51	0.019	0.01	9.63	0.002
39	MC	4514	1581	0.49	58.85	0.000	0.58	4.55	0.033	0.00	0.11	0.742
40	MC	4514	1581	-0.36	32.13	0.000	-0.54	4.02	0.045	0.00	0.46	0.499
41	MC	4514	1581	-0.05	0.73	0.392	-0.81	9.80	0.002	0.01	9.02	0.003
42	MC	4514	1581	-0.04	0.40	0.526	0.20	0.56	0.453	0.00	0.85	0.355

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 F.124: Logistic Regression DIF Results on Stage V Reading Items for the American Indian/ Non-American Indian Comparison

Item	Item Type	Focal Group: American Indian; Reference Group: Non-American Indian										
		NF	NR	Uniform DIF			Non-uniform DIF			Flag		
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value			
15	MC	345	5750	0.02	0.01	0.909	-0.67	0.82	0.365	0.01	0.89	0.345
16	MC	345	5750	-0.29	3.92	0.048	-1.35	3.38	0.066	0.01	2.16	0.141
17	MC	345	5750	0.21	1.98	0.159	-0.36	0.21	0.643	0.01	0.55	0.459
18	MC	345	5750	-0.32	7.78	0.005	-0.83	1.84	0.175	0.01	0.72	0.397
19	MC	345	5750	-0.35	2.49	0.115	0.23	0.07	0.797	-0.01	0.44	0.508
20	MC	345	5750	0.28	1.05	0.305	-0.06	0.00	0.958	0.00	0.10	0.750
21	MC	345	5750	-0.38	10.57	0.001	-1.27	3.67	0.056	0.01	1.87	0.171
22	MC	345	5750	-0.08	0.49	0.483	-0.99	2.07	0.150	0.01	1.80	0.180
23	MC	345	5750	-0.13	1.22	0.269	-1.03	2.68	0.101	0.01	2.14	0.144
24	MC	345	5750	-0.38	9.20	0.002	-0.87	1.66	0.197	0.01	0.55	0.458
25	MC	345	5750	-0.43	13.64	0.000	-0.72	1.23	0.268	0.00	0.20	0.653
26	MC	345	5750	-0.34	8.94	0.003	-0.62	1.02	0.312	0.00	0.21	0.648
27	MC	345	5750	-0.18	2.33	0.127	-1.19	3.23	0.072	0.01	2.43	0.119
28	MC	345	5750	-0.31	4.88	0.027	-0.29	0.15	0.694	0.00	0.00	0.982
29	MC	345	5750	-0.43	12.36	0.000	0.31	0.23	0.629	-0.01	1.36	0.243
30	MC	345	5750	-0.09	0.57	0.451	-1.38	4.37	0.037	0.01	3.96	0.046
31	MC	345	5750	-0.06	0.23	0.632	-2.09	8.21	0.004	0.02	8.09	0.004
32	MC	345	5750	-0.73	34.87	0.000	-2.06	7.73	0.005	0.01	3.29	0.070
33	MC	345	5750	-0.31	6.55	0.011	-0.44	0.39	0.534	0.00	0.03	0.855
34	MC	345	5750	-0.58	18.59	0.000	-1.19	2.80	0.094	0.01	0.76	0.383
35	MC	345	5750	-0.10	0.75	0.385	-0.65	1.07	0.302	0.01	0.79	0.373
36	MC	345	5750	-0.36	8.18	0.004	-0.41	0.37	0.545	0.00	0.01	0.935
37	MC	345	5750	-0.36	8.66	0.003	0.36	0.32	0.574	-0.01	1.30	0.254
38	MC	345	5750	-0.38	7.18	0.007	-1.25	2.10	0.148	0.01	1.07	0.301
39	MC	345	5750	-0.06	0.24	0.622	-0.28	0.21	0.644	0.00	0.14	0.707
40	MC	345	5750	-0.31	5.49	0.019	0.81	1.53	0.216	-0.01	2.95	0.086
41	MC	345	5750	0.00	0.00	0.991	0.23	0.14	0.711	0.00	0.14	0.708
42	MC	345	5750	0.25	4.87	0.027	-1.08	2.76	0.097	0.01	4.35	0.037

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 F.125: Logistic Regression DIF Results on Stage V Reading Items for the Special Education/ Non-Special Education Comparison

Item	Item Type	Focal Group: Special Education; Reference Group: Non-Special Education											
		Uniform DIF				Non-uniform DIF				Flag			
		NF	NR	β_1^{Uni}	Wald χ^2	β_1^{NUni}	Wald χ^2	p-value	β_2^{NUni}	Wald χ^2	p-value		
15	MC	420	5675	-0.37	9.69	0.002	-0.93	3.05	0.081	0.01	1.17	0.280	Uniform<
16	MC	420	5675	-0.35	8.51	0.004	-0.76	2.12	0.145	0.01	0.65	0.419	Uniform<
17	MC	420	5675	0.12	0.90	0.342	-0.37	0.41	0.523	0.01	0.73	0.392	
18	MC	420	5675	-0.23	4.54	0.033	-0.18	0.14	0.708	0.00	0.01	0.914	
19	MC	420	5675	-0.17	0.92	0.338	0.43	0.44	0.509	-0.01	0.92	0.337	
20	MC	420	5675	-0.27	2.46	0.117	-0.71	1.04	0.308	0.01	0.42	0.518	
21	MC	420	5675	-0.22	4.03	0.045	-1.14	4.45	0.035	0.01	3.08	0.079	
22	MC	420	5675	-0.40	11.66	0.001	-0.69	1.38	0.240	0.00	0.26	0.608	Uniform<
23	MC	420	5675	-0.36	11.26	0.001	-0.29	0.35	0.556	0.00	0.02	0.885	Uniform<
24	MC	420	5675	-0.44	15.57	0.000	-1.47	6.75	0.009	0.01	3.48	0.062	Uniform<
25	MC	420	5675	-0.20	3.52	0.061	-0.63	1.45	0.228	0.00	0.71	0.400	
26	MC	420	5675	-0.42	15.51	0.000	-0.68	1.84	0.175	0.00	0.28	0.594	Uniform<
27	MC	420	5675	-0.41	13.88	0.000	-0.30	0.33	0.565	0.00	0.05	0.830	Uniform<
28	MC	420	5675	-0.72	38.45	0.000	-2.53	13.31	0.000	0.02	7.01	0.008	NonUniform
29	MC	420	5675	-0.43	13.68	0.000	-0.35	0.38	0.536	0.00	0.02	0.884	Uniform<
30	MC	420	5675	-0.67	37.10	0.000	-0.95	3.12	0.077	0.00	0.28	0.595	Uniform<
31	MC	420	5675	0.05	0.25	0.620	0.14	0.08	0.782	0.00	0.03	0.861	
32	MC	420	5675	-0.53	22.54	0.000	-1.58	7.57	0.006	0.01	3.48	0.062	Uniform<
33	MC	420	5675	-0.26	5.53	0.019	-0.06	0.01	0.919	0.00	0.14	0.712	
34	MC	420	5675	-0.59	25.59	0.000	-1.22	4.96	0.026	0.01	1.41	0.235	Uniform<
35	MC	420	5675	-0.24	4.76	0.029	-0.72	1.81	0.178	0.01	0.84	0.358	
36	MC	420	5675	-0.46	14.22	0.000	0.48	0.77	0.381	-0.01	3.03	0.082	Uniform<
37	MC	420	5675	-0.38	10.57	0.001	0.58	1.23	0.267	-0.01	3.46	0.063	Uniform<
38	MC	420	5675	-0.32	5.37	0.021	1.44	5.43	0.020	-0.02	8.11	0.004	NonUniform
39	MC	420	5675	-0.26	5.21	0.022	0.29	0.35	0.556	-0.01	1.28	0.259	
40	MC	420	5675	-0.09	0.63	0.426	-0.38	0.45	0.500	0.00	0.27	0.603	
41	MC	420	5675	-0.02	0.05	0.822	-0.26	0.25	0.617	0.00	0.22	0.642	
42	MC	420	5675	0.05	0.18	0.671	-0.42	0.67	0.411	0.01	0.87	0.351	

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 F.126: Logistic Regression DIF Results on Stage V Reading Items for the FRL/Non-FRL Comparison

Item	Item Type	NF	NR	Focal Group: FRL; Reference Group: Non-FRL			Non-uniform DIF			Flag		
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value			
15	MC	4426	1645	0.08	1.00	0.317	0.04	0.02	0.884	0.00	0.01	0.910
16	MC	4426	1645	-0.18	5.02	0.025	-0.21	0.47	0.495	0.00	0.01	0.921
17	MC	4426	1645	-0.01	0.01	0.907	-0.95	9.44	0.002	0.01	9.86	0.002
18	MC	4426	1645	-0.11	3.68	0.055	0.28	1.23	0.267	0.00	2.56	0.109
19	MC	4426	1645	0.27	6.07	0.014	-0.36	0.83	0.361	0.01	2.87	0.090
20	MC	4426	1645	-0.01	0.00	0.961	-0.58	2.02	0.155	0.01	2.18	0.139
21	MC	4426	1645	-0.06	1.02	0.311	0.12	0.20	0.657	0.00	0.47	0.491
22	MC	4426	1645	0.03	0.27	0.601	-0.04	0.02	0.880	0.00	0.07	0.788
23	MC	4426	1645	-0.03	0.24	0.621	0.10	0.15	0.697	0.00	0.27	0.605
24	MC	4426	1645	0.10	2.18	0.140	0.46	2.47	0.116	0.00	1.60	0.207
25	MC	4426	1645	0.16	6.62	0.010	0.59	4.29	0.038	0.00	2.40	0.122
26	MC	4426	1645	-0.02	0.10	0.749	0.06	0.05	0.825	0.00	0.09	0.761
27	MC	4426	1645	-0.12	3.63	0.057	0.88	9.49	0.002	-0.01	12.80	0.000
28	MC	4426	1645	0.10	1.67	0.196	0.27	0.66	0.416	0.00	0.29	0.593
29	MC	4426	1645	-0.11	3.31	0.069	-0.20	0.50	0.478	0.00	0.10	0.749
30	MC	4426	1645	0.02	0.13	0.717	0.05	0.03	0.859	0.00	0.01	0.922
31	MC	4426	1645	-0.09	2.25	0.133	0.14	0.26	0.611	0.00	0.73	0.393
32	MC	4426	1645	0.09	1.78	0.183	0.61	4.04	0.044	-0.01	3.05	0.081
33	MC	4426	1645	0.17	6.69	0.010	0.31	0.96	0.328	0.00	0.21	0.647
34	MC	4426	1645	0.27	13.31	0.000	0.57	3.45	0.063	0.00	0.99	0.320
35	MC	4426	1645	0.16	6.77	0.009	0.77	7.45	0.006	-0.01	4.94	0.026
36	MC	4426	1645	-0.09	1.93	0.165	0.20	0.48	0.489	0.00	1.04	0.308
37	MC	4426	1645	-0.18	8.14	0.004	-0.35	1.55	0.213	0.00	0.40	0.529
38	MC	4426	1645	-0.12	3.04	0.081	0.62	3.10	0.078	-0.01	4.61	0.032
39	MC	4426	1645	-0.09	1.97	0.160	0.23	0.74	0.389	0.00	1.47	0.225
40	MC	4426	1645	0.10	2.14	0.144	-0.01	0.00	0.972	0.00	0.14	0.713
41	MC	4426	1645	-0.13	4.76	0.029	-0.05	0.03	0.852	0.00	0.09	0.761
42	MC	4426	1645	0.09	1.94	0.164	0.39	1.93	0.165	0.00	1.24	0.266

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 F.127: Logistic Regression DIF Results on Stage V Writing Items for the Female/Male Comparison

Item	Item Type	NF	NR	Focal Group: Female; Reference Group: Male			Non-uniform DIF			Flag		
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value			
43	MC	2638	3453	0.04	0.42	0.518	0.18	0.62	0.430	0.00	0.43	0.514
44	MC	2638	3453	0.06	1.22	0.269	-0.22	0.99	0.321	0.00	1.69	0.194
45	MC	2638	3453	0.27	11.57	0.001	-0.15	0.33	0.567	0.01	2.82	0.093
46	MC	2638	3453	0.30	26.52	0.000	0.02	0.01	0.923	0.00	1.59	0.208
47	MC	2638	3453	0.01	0.03	0.856	0.16	0.56	0.453	0.00	0.53	0.467
48	MC	2638	3453	-0.19	8.77	0.003	-0.06	0.05	0.824	0.00	0.27	0.601
49	MC	2638	3453	-0.14	5.81	0.016	0.16	0.39	0.532	0.00	1.43	0.232
50	MC	2638	3453	0.08	2.10	0.148	0.17	0.58	0.446	0.00	0.18	0.668
51	MC	2638	3453	0.05	1.00	0.318	0.08	0.14	0.708	0.00	0.02	0.897
52	MC	2638	3453	-0.08	1.91	0.167	-0.25	0.86	0.354	0.00	0.40	0.527
53	MC	2638	3453	-0.13	4.30	0.038	-0.24	0.79	0.375	0.00	0.19	0.659
54	MC	2638	3453	-0.12	4.55	0.033	0.33	1.79	0.181	0.00	3.57	0.059
55	MC	2638	3453	-0.19	10.21	0.001	0.12	0.26	0.613	0.00	1.80	0.180
56	MC	2638	3453	0.02	0.20	0.654	-0.16	0.49	0.484	0.00	0.69	0.406
57	MC	2638	3453	0.33	35.22	0.000	0.23	1.03	0.311	0.00	0.23	0.631
58	MC	2638	3453	0.44	46.62	0.000	0.66	6.30	0.012	0.00	0.78	0.377
59	MC	2638	3453	0.12	4.77	0.029	0.22	0.93	0.335	0.00	0.21	0.650
60	MC	2638	3453	0.15	6.82	0.009	0.22	0.83	0.363	0.00	0.10	0.748
61	ER	2638	3453	0.38	57.02	0.000	-0.18	0.89	0.346	0.01	9.66	0.002
62	ER	2638	3453	0.37	50.34	0.000	-0.15	0.55	0.457	0.01	7.65	0.006

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 F.128: Logistic Regression DIF Results on Stage V Writing Items for the Hispanic/Non-Hispanic Comparison

Item	Item Type	NF	NR	Focal Group: Hispanic; Reference Group: Non-Hispanic			Non-uniform DIF			Flag		
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value			
43	MC	4514	1581	-0.21	11.41	0.001	0.52	3.89	0.048	-0.01	8.11	0.004
44	MC	4514	1581	-0.14	5.53	0.019	-0.47	3.64	0.056	0.00	1.87	0.172
45	MC	4514	1581	0.00	0.00	0.997	0.22	0.55	0.460	0.00	0.60	0.439
46	MC	4514	1581	0.20	10.16	0.001	0.72	7.69	0.006	-0.01	4.22	0.040
47	MC	4514	1581	0.10	2.89	0.089	-0.41	2.81	0.093	0.01	4.71	0.030
48	MC	4514	1581	-0.48	39.46	0.000	-1.16	16.95	0.000	0.01	6.41	0.011
49	MC	4514	1581	-0.45	50.66	0.000	-0.02	0.01	0.935	0.00	2.41	0.120
50	MC	4514	1581	-0.13	4.39	0.036	-0.36	2.03	0.154	0.00	0.89	0.345
51	MC	4514	1581	-0.23	14.42	0.000	-0.80	11.35	0.001	0.01	6.11	0.013
52	MC	4514	1581	-0.14	4.36	0.037	-0.44	2.34	0.126	0.00	1.16	0.281
53	MC	4514	1581	-0.07	1.11	0.292	-0.37	1.47	0.226	0.00	1.00	0.318
54	MC	4514	1581	-0.45	46.22	0.000	-0.18	0.43	0.512	0.00	1.00	0.317
55	MC	4514	1581	0.14	4.44	0.035	0.03	0.01	0.915	0.00	0.19	0.667
56	MC	4514	1581	0.18	8.54	0.003	0.15	0.32	0.569	0.00	0.02	0.900
57	MC	4514	1581	-0.10	2.68	0.102	-0.36	2.09	0.149	0.00	1.13	0.287
58	MC	4514	1581	-0.11	2.43	0.119	0.57	3.45	0.063	-0.01	5.21	0.022
59	MC	4514	1581	-0.02	0.09	0.771	0.09	0.13	0.723	0.00	0.19	0.662
60	MC	4514	1581	-0.21	11.02	0.001	-0.20	0.53	0.467	0.00	0.00	0.972
61	ER	4514	1581	-0.01	0.05	0.826	0.98	20.98	0.000	-0.01	23.23	0.000
62	ER	4514	1581	-0.04	0.39	0.531	0.85	15.05	0.000	-0.01	17.72	0.000

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 F.129: Logistic Regression DIF Results on Stage V Writing Items for the American Indian/ Non-American Indian Comparison

Item	Item Type	Focal Group: American Indian; Reference Group: Non-American Indian												
		NF	NR	Uniform DIF			Non-uniform DIF			β_2^{NUni}	Wald	χ^2	p-value	Flag
				β_1^{Uni}	Wald	χ^2	β_1^{NUni}	Wald	χ^2					
43	MC	345	5750	1.21	81.19	0.000	0.61	0.86	0.353	0.01	0.87	0.352	Uniform>	
44	MC	345	5750	-0.08	0.51	0.476	0.95	2.74	0.098	-0.01	3.34	0.068		
45	MC	345	5750	-0.66	19.04	0.000	-0.88	1.57	0.211	0.00	0.10	0.755	Uniform<	
46	MC	345	5750	0.23	3.32	0.069	-0.65	0.99	0.320	0.01	1.87	0.171		
47	MC	345	5750	0.10	0.79	0.373	-0.82	1.76	0.184	0.01	2.31	0.128		
48	MC	345	5750	0.83	25.80	0.000	-0.58	0.47	0.495	0.02	2.83	0.093	Uniform>	
49	MC	345	5750	-0.09	0.60	0.437	0.32	0.25	0.618	0.00	0.43	0.512		
50	MC	345	5750	0.05	0.19	0.667	0.01	0.00	0.984	0.00	0.00	0.949		
51	MC	345	5750	-0.37	10.69	0.001	0.90	2.62	0.106	-0.01	5.43	0.020	Uniform<	
52	MC	345	5750	-0.18	1.99	0.159	-0.95	1.64	0.200	0.01	1.12	0.291		
53	MC	345	5750	-0.12	0.89	0.347	-0.23	0.10	0.748	0.00	0.02	0.875		
54	MC	345	5750	0.63	23.29	0.000	-1.85	5.37	0.021	0.03	9.77	0.002	NonUniform	
55	MC	345	5750	0.18	1.97	0.161	-0.52	0.62	0.432	0.01	1.14	0.285		
56	MC	345	5750	-0.05	0.22	0.638	-0.45	0.52	0.469	0.00	0.42	0.517		
57	MC	345	5750	-0.37	10.09	0.001	-0.66	1.13	0.288	0.00	0.23	0.635	Uniform<	
58	MC	345	5750	-0.17	1.63	0.202	-1.49	3.69	0.055	0.01	2.99	0.084		
59	MC	345	5750	0.06	0.23	0.629	-0.41	0.45	0.500	0.00	0.61	0.436		
60	MC	345	5750	-0.27	4.80	0.028	0.19	0.09	0.770	0.00	0.51	0.474		
61	ER	345	5750	0.07	0.39	0.531	0.69	1.76	0.184	-0.01	1.50	0.220		
62	ER	345	5750	0.39	11.61	0.001	0.38	0.48	0.489	0.00	0.00	0.993	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 F.130: Logistic Regression DIF Results on Stage V Writing Items for the Special Education/ Non-Special Education Comparison

Item	Item Type	Focal Group: Special Education; Reference Group: Non-Special Education												
		NF	NR	Uniform DIF			Non-uniform DIF			β_2^{NUni}	Wald	χ^2	p-value	Flag
				β_1^{Uni}	Wald	χ^2	β_1^{NUni}	Wald	χ^2					
43	MC	420	5675	0.47	19.78	0.000	-0.04	0.01	0.941	0.01	1.14	0.285	Uniform>	
44	MC	420	5675	0.02	0.03	0.863	0.65	1.94	0.164	-0.01	1.91	0.166		
45	MC	420	5675	-0.85	46.79	0.000	-2.05	14.18	0.000	0.01	5.11	0.024	Uniform<	
46	MC	420	5675	-0.16	2.12	0.145	-1.81	11.06	0.001	0.02	9.64	0.002	NonUniform	
47	MC	420	5675	-0.14	1.66	0.197	0.09	0.03	0.853	0.00	0.24	0.627		
48	MC	420	5675	0.92	46.54	0.000	-0.78	1.46	0.227	0.02	7.12	0.008	NonUniform	
49	MC	420	5675	0.07	0.37	0.545	0.59	1.31	0.253	-0.01	1.07	0.301		
50	MC	420	5675	0.12	1.36	0.243	-0.96	3.41	0.065	0.01	4.57	0.032		
51	MC	420	5675	-0.17	2.74	0.098	-0.14	0.09	0.765	0.00	0.01	0.943		
52	MC	420	5675	0.10	0.76	0.384	-0.07	0.02	0.901	0.00	0.10	0.754		
53	MC	420	5675	-0.04	0.10	0.749	0.02	0.00	0.977	0.00	0.01	0.924		
54	MC	420	5675	0.50	19.55	0.000	-0.11	0.04	0.838	0.01	1.35	0.245	Uniform>	
55	MC	420	5675	0.05	0.24	0.626	1.11	5.75	0.016	-0.01	5.54	0.019		
56	MC	420	5675	-0.27	6.19	0.013	0.66	1.94	0.164	-0.01	3.99	0.046		
57	MC	420	5675	-0.52	23.75	0.000	1.01	4.93	0.026	-0.02	11.81	0.001	NonUniform	
58	MC	420	5675	-0.58	26.12	0.000	0.26	0.24	0.622	-0.01	2.66	0.103	Uniform<	
59	MC	420	5675	-0.17	2.45	0.117	0.62	1.71	0.191	-0.01	2.89	0.089		
60	MC	420	5675	-0.28	5.60	0.018	0.51	0.93	0.335	-0.01	2.28	0.131		
61	ER	420	5675	-0.08	0.69	0.407	0.98	5.73	0.017	-0.01	7.13	0.008	NonUniform	
62	ER	420	5675	-0.26	6.61	0.010	0.74	3.01	0.083	-0.01	5.90	0.015		

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 F.131: Logistic Regression DIF Results on Stage V Writing Items for the FRL/Non-FRL Comparison

Item	Item Type	NF	NR	Focal Group: FRL; Reference Group: Non-FRL			Flag
				Uniform DIF		Non-uniform DIF	
				β_1^{Uni}	Wald χ^2	β_1^{NUni}	p-value
43	MC	4426	1645	-0.06	0.92	0.338	0.00
44	MC	4426	1645	0.11	3.14	0.076	0.00
45	MC	4426	1645	0.15	2.83	0.092	0.00
46	MC	4426	1645	-0.07	1.05	0.305	0.00
47	MC	4426	1645	0.01	0.05	0.832	0.00
48	MC	4426	1645	0.09	1.79	0.181	0.00
49	MC	4426	1645	0.11	3.14	0.076	0.00
50	MC	4426	1645	-0.03	0.18	0.671	0.00
51	MC	4426	1645	0.05	0.71	0.399	0.00
52	MC	4426	1645	-0.03	0.28	0.600	0.00
53	MC	4426	1645	0.22	10.59	0.001	0.00
54	MC	4426	1645	0.07	1.09	0.297	0.00
55	MC	4426	1645	-0.08	1.67	0.197	0.00
56	MC	4426	1645	-0.24	15.90	0.000	0.00
57	MC	4426	1645	0.07	1.30	0.255	0.00
58	MC	4426	1645	0.02	0.13	0.721	0.00
59	MC	4426	1645	-0.08	1.75	0.185	0.00
60	MC	4426	1645	0.05	0.54	0.462	0.00
61	ER	4426	1645	-0.02	0.08	0.776	0.00
62	ER	4426	1645	-0.10	2.76	0.097	0.00

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 F.132: Logistic Regression DIF Results on Stage V Listening Items for the Female/Male Comparison

Item	Item Type	Focal Group: Female; Reference Group: Male				Non-uniform DIF				Flag			
		NF	NR	β_1^{Uni}	Wald χ^2	β_1^{NUni}	Wald χ^2	β_2^{NUni}	Wald χ^2				
1	MC	2638	3453	-0.24	7.28	0.007	-0.23	0.51	0.474	0.00	0.00	0.969	Uniform<
2	MC	2638	3453	-0.30	25.44	0.000	-0.13	0.33	0.564	0.00	0.67	0.414	Uniform<
3	MC	2638	3453	-0.04	0.46	0.498	0.00	0.00	0.985	0.00	0.04	0.847	
4	MC	2638	3453	-0.22	15.95	0.000	0.08	0.12	0.729	0.00	1.90	0.168	Uniform<
5	MC	2638	3453	-0.37	39.84	0.000	-0.34	2.14	0.144	0.00	0.01	0.906	Uniform<
6	MC	2638	3453	0.02	0.14	0.705	0.42	2.96	0.085	0.00	2.82	0.093	
7	MC	2638	3453	-0.56	90.69	0.000	-0.38	2.17	0.140	0.00	0.50	0.479	Uniform<
8	MC	2638	3453	0.01	0.03	0.854	0.04	0.02	0.875	0.00	0.01	0.907	
9	MC	2638	3453	-0.17	10.46	0.001	0.06	0.07	0.788	0.00	1.17	0.279	Uniform<
10	MC	2638	3453	-0.07	1.84	0.175	0.03	0.02	0.885	0.00	0.25	0.617	
11	MC	2638	3453	-0.19	10.76	0.001	-0.25	0.99	0.320	0.00	0.08	0.781	Uniform<
12	MC	2638	3453	0.01	0.01	0.921	-0.99	15.53	0.000	0.01	16.57	0.000	NonUniform
13	MC	2638	3453	-0.13	3.91	0.048	-0.11	0.20	0.652	0.00	0.00	0.955	
14	MC	2638	3453	-0.34	32.51	0.000	-0.31	1.52	0.218	0.00	0.01	0.913	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 F.133: Logistic Regression DIF Results on Stage V Listening Items for the Hispanic/Non-Hispanic Comparison

Item	Item Type	Focal Group: Hispanic; Reference Group: Non-Hispanic				Non-uniform DIF				Flag		
		NF	NR	β_1^{Uni}	Wald χ^2	β_1^{NUni}	Wald χ^2	β_2^{NUni}	Wald χ^2			
1	MC	4514	1581	0.12	1.47	0.225	0.37	1.09	0.297	0.00	0.54	0.464
2	MC	4514	1581	-0.04	0.31	0.579	-0.12	0.24	0.625	0.00	0.12	0.726
3	MC	4514	1581	0.20	9.09	0.003	0.35	1.73	0.188	0.00	0.36	0.550
4	MC	4514	1581	0.02	0.12	0.728	-0.17	0.50	0.479	0.00	0.67	0.412
5	MC	4514	1581	-0.26	15.69	0.000	-0.79	9.64	0.002	0.01	4.58	0.032
6	MC	4514	1581	-0.10	2.69	0.101	0.49	3.04	0.081	-0.01	4.71	0.030
7	MC	4514	1581	-0.24	13.15	0.000	-0.85	9.63	0.002	0.01	5.28	0.022
8	MC	4514	1581	-0.21	11.94	0.001	0.09	0.11	0.745	0.00	1.38	0.240
9	MC	4514	1581	0.18	8.62	0.003	-0.03	0.02	0.892	0.00	0.76	0.382
10	MC	4514	1581	-0.29	23.25	0.000	-0.54	5.34	0.021	0.00	1.24	0.265
11	MC	4514	1581	0.38	34.07	0.000	0.34	1.31	0.251	0.00	0.01	0.905
12	MC	4514	1581	0.21	11.44	0.001	0.42	2.08	0.149	0.00	0.51	0.474
13	MC	4514	1581	-0.13	3.13	0.077	-0.70	6.47	0.011	0.01	4.63	0.032
14	MC	4514	1581	-0.27	15.77	0.000	0.19	0.44	0.506	-0.01	2.72	0.099

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 F.134: Logistic Regression DIF Results on Stage V Listening Items for the American Indian/ Non-American Indian Comparison

Item	Item Type	Focal Group: American Indian; Reference Group: Non-American Indian											
		NF	NR	Uniform DIF			Non-uniform DIF			β_2^{NUni}	Wald χ^2	p-value	Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value				
1	MC	345	5750	-0.20	1.00	0.318	0.48	0.30	0.586	-0.01	0.64	0.423	
2	MC	345	5750	0.63	17.64	0.000	-0.14	0.04	0.844	0.01	1.23	0.266	Uniform>
3	MC	345	5750	0.17	1.80	0.179	0.33	0.28	0.600	0.00	0.07	0.795	
4	MC	345	5750	-0.01	0.01	0.940	-0.60	0.99	0.319	0.01	1.00	0.317	
5	MC	345	5750	0.52	15.03	0.000	0.57	0.77	0.380	0.00	0.01	0.940	Uniform>
6	MC	345	5750	0.24	4.29	0.038	-1.03	2.39	0.122	0.01	3.78	0.052	
7	MC	345	5750	0.53	17.06	0.000	0.00	0.00	0.998	0.01	0.62	0.431	Uniform>
8	MC	345	5750	0.04	0.14	0.710	0.27	0.21	0.646	0.00	0.16	0.693	
9	MC	345	5750	-0.24	4.45	0.035	-1.31	4.11	0.043	0.01	2.84	0.092	
10	MC	345	5750	0.09	0.63	0.429	0.72	1.68	0.196	-0.01	1.34	0.248	
11	MC	345	5750	-0.17	2.06	0.151	-0.06	0.01	0.925	0.00	0.03	0.866	
12	MC	345	5750	-0.22	3.63	0.057	0.51	0.68	0.409	-0.01	1.46	0.227	
13	MC	345	5750	0.05	0.12	0.728	0.10	0.02	0.883	0.00	0.01	0.938	
14	MC	345	5750	0.46	11.83	0.001	-1.50	3.54	0.060	0.02	6.17	0.013	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 F.135: Logistic Regression DIF Results on Stage V Listening Items for the Special Education/ Non-Special Education Comparison

Item	Item Type	Focal Group: Special Education; Reference Group: Non-Special Education											
		NF	NR	Uniform DIF			Non-uniform DIF			β_2^{NUni}	Wald χ^2	p-value	Flag
				β_1^{Uni}	Wald χ^2	p-value	β_1^{NUni}	Wald χ^2	p-value				
1	MC	420	5675	0.26	2.34	0.126	-0.11	0.03	0.874	0.01	0.30	0.584	
2	MC	420	5675	0.50	16.72	0.000	-0.43	0.70	0.404	0.01	3.40	0.065	Uniform>
3	MC	420	5675	0.34	9.42	0.002	0.23	0.22	0.636	0.00	0.05	0.818	Uniform>
4	MC	420	5675	0.31	8.92	0.003	-0.11	0.05	0.822	0.00	0.84	0.361	Uniform>
5	MC	420	5675	0.35	9.39	0.002	-0.20	0.16	0.694	0.01	1.22	0.270	Uniform>
6	MC	420	5675	-0.10	0.82	0.365	-1.21	4.22	0.040	0.01	3.74	0.053	
7	MC	420	5675	0.44	15.72	0.000	-0.49	0.77	0.379	0.01	2.91	0.088	Uniform>
8	MC	420	5675	0.09	0.75	0.388	0.67	2.00	0.157	-0.01	1.56	0.211	
9	MC	420	5675	0.37	12.55	0.000	-0.41	0.71	0.401	0.01	2.68	0.101	Uniform>
10	MC	420	5675	-0.09	0.67	0.412	0.63	1.94	0.163	-0.01	2.63	0.105	
11	MC	420	5675	-0.25	4.95	0.026	-0.11	0.04	0.842	0.00	0.07	0.796	
12	MC	420	5675	0.09	0.66	0.416	0.06	0.01	0.903	0.00	0.00	0.960	
13	MC	420	5675	0.11	0.89	0.346	0.51	0.99	0.320	0.00	0.63	0.426	
14	MC	420	5675	0.54	21.58	0.000	0.22	0.16	0.686	0.00	0.39	0.532	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 F.136: Logistic Regression DIF Results on Stage V Listening Items for the FRL/Non-FRL Comparison

Item	Item Type	NF	NR	Focal Group: FRL; Reference Group: Non-FRL			Flag					
				Uniform DIF								
				β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	p-value	β_2^{NUni}	Wald	p-value
					χ^2			χ^2			χ^2	
1	MC	4426	1645	0.11	1.09	0.297	0.20	0.25	0.616	0.00	0.06	0.811
2	MC	4426	1645	-0.02	0.14	0.708	-0.01	0.00	0.980	0.00	0.01	0.943
3	MC	4426	1645	0.06	0.87	0.350	0.38	1.84	0.174	0.00	1.38	0.240
4	MC	4426	1645	0.17	8.22	0.004	0.24	0.89	0.347	0.00	0.08	0.776
5	MC	4426	1645	0.09	2.14	0.144	0.00	0.00	1.000	0.00	0.13	0.723
6	MC	4426	1645	-0.01	0.05	0.822	0.32	1.21	0.272	0.00	1.38	0.240
7	MC	4426	1645	0.09	1.83	0.177	-0.10	0.11	0.743	0.00	0.41	0.523
8	MC	4426	1645	0.11	3.17	0.075	0.35	1.58	0.209	0.00	0.78	0.376
9	MC	4426	1645	-0.15	6.48	0.011	-0.13	0.26	0.610	0.00	0.01	0.938
10	MC	4426	1645	0.06	1.16	0.281	0.19	0.55	0.457	0.00	0.26	0.613
11	MC	4426	1645	-0.04	0.33	0.568	-0.14	0.23	0.628	0.00	0.14	0.711
12	MC	4426	1645	-0.05	0.65	0.421	0.37	1.63	0.202	0.00	2.20	0.138
13	MC	4426	1645	0.07	0.84	0.360	-0.17	0.32	0.574	0.00	0.65	0.419
14	MC	4426	1645	0.23	12.23	0.000	0.28	0.89	0.345	0.00	0.03	0.860

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 F.137: Logistic Regression DIF Results on Stage V Speaking Items for the Female/Male Comparison

Item	Item Type	Focal Group: Female; Reference Group: Male											
		Uniform DIF					Non-uniform DIF						
		NF	NR	β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	p-value	β_2^{NUni}	Wald	p-value	
63	SA4	2638	3453	-0.39	63.48	0.000	-0.55	8.09	0.004	0.00	0.72	0.395	Uniform<
64	SA4	2638	3453	-0.25	19.52	0.000	-0.20	0.97	0.324	0.00	0.07	0.789	Uniform<
65	SA4	2638	3453	-0.40	47.98	0.000	-0.53	6.49	0.011	0.00	0.45	0.505	Uniform<
66	SA4	2638	3453	-0.62	158.84	0.000	-0.98	26.90	0.000	0.00	3.94	0.047	Uniform<
67	SA4	2638	3453	-0.21	7.74	0.005	-0.51	4.09	0.043	0.00	1.52	0.218	Uniform<
68	SA4	2638	3453	-0.27	27.09	0.000	-0.25	1.40	0.237	0.00	0.01	0.944	Uniform<
69	SA4	2638	3453	-0.04	0.31	0.576	-0.58	6.41	0.011	0.01	6.12	0.013	
70	SA4	2638	3453	-0.45	68.28	0.000	-0.62	10.20	0.001	0.00	0.83	0.361	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 F.138: Logistic Regression DIF Results on Stage V Speaking Items for the Hispanic/Non-Hispanic Comparison

Item	Item Type	Focal Group: Hispanic; Reference Group: Non-Hispanic										
		Uniform DIF					Non-uniform DIF					
		NF	NR	β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	p-value	β_2^{NUni}	Wald	p-value
63	SA4	4514	1581	-0.06	1.04	0.307	-0.10	0.22	0.636	0.00	0.05	0.827
64	SA4	4514	1581	-0.03	0.18	0.668	-0.32	2.01	0.156	0.00	1.82	0.177
65	SA4	4514	1581	0.07	1.29	0.257	0.16	0.46	0.497	0.00	0.15	0.703
66	SA4	4514	1581	0.27	23.97	0.000	0.05	0.06	0.809	0.00	1.15	0.283
67	SA4	4514	1581	0.18	4.31	0.038	-0.23	0.66	0.415	0.01	2.36	0.125
68	SA4	4514	1581	-0.19	10.70	0.001	-0.44	3.41	0.065	0.00	1.15	0.284
69	SA4	4514	1581	0.18	5.20	0.023	-0.64	6.31	0.012	0.01	11.45	0.001
70	SA4	4514	1581	-0.37	36.32	0.000	-1.12	26.74	0.000	0.01	12.99	0.000

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 F.139: Logistic Regression DIF Results on Stage V Speaking Items for the American Indian/ Non-American Indian Comparison

Item	Item Type	Focal Group: American Indian; Reference Group: Non-American Indian										
		Uniform DIF					Non-uniform DIF					
		NF	NR	β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	p-value	β_2^{NUni}	Wald	p-value
63	SA4	345	5750	0.51	22.51	0.000	2.30	19.82	0.000	-0.02	12.44	0.000
64	SA4	345	5750	-0.11	0.79	0.375	0.12	0.05	0.829	0.00	0.18	0.674
65	SA4	345	5750	0.53	15.71	0.000	1.87	9.42	0.002	-0.01	5.08	0.024
66	SA4	345	5750	0.41	15.17	0.000	0.40	0.57	0.450	0.00	0.00	0.980
67	SA4	345	5750	-0.48	8.31	0.004	1.61	5.16	0.023	-0.02	9.30	0.002
68	SA4	345	5750	0.28	6.97	0.008	1.87	12.50	0.000	-0.02	9.27	0.002
69	SA4	345	5750	-0.79	32.79	0.000	1.07	3.07	0.080	-0.02	10.07	0.002
70	SA4	345	5750	0.93	56.24	0.000	1.61	8.50	0.004	-0.01	1.56	0.211

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 F.140: Logistic Regression DIF Results on Stage V Speaking Items for the Special Education/ Non-Special Education Comparison

Item	Item Type	Focal Group: Special Education; Reference Group: Non-Special Education									
		Uniform DIF			Non-uniform DIF						Flag
NF	NR	β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	p-value	β_2^{NUni}	Wald	p-value	
63	SA4	420	5675	0.93	89.64	0.000		1.65	15.46	0.000	-0.01
64	SA4	420	5675	0.06	0.33	0.568		-0.28	0.40	0.527	0.00
65	SA4	420	5675	0.98	65.96	0.000		1.77	14.17	0.000	-0.01
66	SA4	420	5675	0.57	36.14	0.000		0.67	2.70	0.100	0.00
67	SA4	420	5675	0.57	13.22	0.000		1.48	6.55	0.011	-0.01
68	SA4	420	5675	0.75	56.68	0.000		1.75	17.14	0.000	-0.01
69	SA4	420	5675	-0.01	0.00	0.968		0.54	1.17	0.280	0.01
70	SA4	420	5675	1.45	164.59	0.000		1.69	15.37	0.000	0.00

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 F.141: Logistic Regression DIF Results on Stage V Speaking Items for the FRL/Non-FRL Comparison

Item	Item Type	Focal Group: FRL; Reference Group: Non-FRL									
		Uniform DIF			Non-uniform DIF						Flag
NF	NR	β_1^{Uni}	Wald	p-value	β_1^{NUni}	Wald	p-value	β_2^{NUni}	Wald	p-value	
63	SA4	4426	1645	0.14	6.68	0.010		-0.69	9.01	0.003	0.01
64	SA4	4426	1645	0.00	0.00	0.946		-0.27	1.25	0.264	0.00
65	SA4	4426	1645	-0.16	5.99	0.014		-0.98	15.24	0.000	0.01
66	SA4	4426	1645	-0.12	4.82	0.028		-1.27	32.36	0.000	0.01
67	SA4	4426	1645	-0.09	1.12	0.290		-0.92	8.63	0.003	0.01
68	SA4	4426	1645	-0.04	0.60	0.440		-0.29	1.35	0.245	0.00
69	SA4	4426	1645	-0.04	0.20	0.654		-1.12	15.60	0.000	0.01
70	SA4	4426	1645	0.07	1.51	0.220		-0.58	6.09	0.014	0.01

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.