# AZELLA

## Arizona English Language Learner Assessment

# 2017
# Technical Report

Submitted to the
Arizona Department of Education
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ALWAYS LEARNING PEARSON

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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).

# Chapter 1. INTRODUCTION

## 1.1 Background

Title III of the Every Student Succeeds Act (ESSA) requires standardized entrance and exit assessments in Engligh proficiency. Arizona state law (ARS 15-756) requires the identification of English language learner (EL) students through the administration of English language proficiency assessments to students with a primary home language other than English (PHLOTE). Additionally, state law (ARS 15-756.05) requires the annual reassessment of EL 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 EL services. The AZELLA is used to meet state and federal assessment requirements and assesses the 2011 Arizona English Language Proficiency (ELP) Standards. 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 EL 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 EL students to measure progress and to exit them from EL 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 EL students.

In 2011, Arizona revised the performance indicators of the ELP Standards to ensure that English language learners would have the linguistic foundations for academic English that are 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 ELP Standards 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 ELP Standards 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 KPT for the assessment of incoming Kindergarten students to determine EL service need. A non-parallel Stage I test is then used to reassess Kindergarten EL 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, starting with the 2013-2014 school 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 2017 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 EL 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 2012 and again in May 2014, in which educators set performance standards on the Kindergarten Placement Test.
- Rangefinding committee meetings for open-ended Writing items were held from July 16 through 20, 2012. Speaking Rangefinding committee meetings were held from July 23 through July 27, 2012.
- May Standard Setting meeting, conducted in May 2013, in which educators were gathered to set performance standards for the Stages I through V tests.
- June Standard Setting meeting, conducted in June 2013, in which educators reviewed the performance standards for the Stages I through V tests set in the May standard setting meeting after impact data on Arizona's Instrument to Measure Standards (AIMS) was available.
- Rangefinding meeting, conducted in January 2015, in which an educator along with ADE staff members and Pearson staff members discussed scoring of one operational Stage I Writing item and one Stage V Writing operational item and selected training sets that conformed to existing anchor, practice, and training sets for other similar operational items.

- Rangefinding meeting, conducted in April 2015, in which an educator along with ADE staff members and Pearson staff members discussed scoring of one field test Stage V Writing item and selected the training sets. Annual Rangefinding meetings discussed scoring of field-tested writing items and selected the training sets.
- An educator committee meeting on January 9, 2016, in which a group of educators reviewed existing Kindergarten Placement Test items and made recommendations for retaining items, improving existing items, and eliminating weak or redundant items.
- An educator committee meeting on February 20, 2016, in which a group of educators carefully reviewed new field-test items for Kindergarten Placement Test, by checking that content was appropriately aligned to the ELP Standards, developmentally appropriate for the age group, culturally sensitive and devoid of bias, following principles of universal design, and meeting standards for accuracy and visual presentation.

# 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 ELP Standards. These standards are designed to provide students with the prerequisite language skills necessary to access content and instruction in academic classrooms. The 2011 ELP Standards 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 ELP Standards 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 ELP Standards, 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 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 percent at Stage 1 to 60 percent at Stage V. The specific targets by stage are summarized below.

- For Stage I, at least 43 percent of the composite score shall be composed of the reading and writing subdomain scores, with at least 20 percent of the composite score composed of the reading score.
- For Stage II, at least 52 percent of the composite score shall be composed of the reading and writing subdomain scores, with at least 25 percent of the composite score composed of the reading score.
- For Stage III, at least 55 percent of the composite score shall be composed of the reading and writing subdomain scores, with at least 28 percent of the composite score composed of the reading score.
- For Stage IV, at least 60 percent of the composite score shall be composed of the reading and writing subdomain scores, with at least 30 percent of the composite score composed of the reading score.
- For Stage V, at least 60 percent of the composite score shall be composed of the reading and writing subdomain scores, with at least 29 percent 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 were 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 because 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 2017 AZELLA Reassessment Test Construction

The Spring 2017 Reassessment test development and review process generally followed the same process as that used for the Spring 2014 through Spring 2016 Reassessment. The primary goal of the test construction was to develop one Spring 2017 Reassessment form per stage which would be parallel to the previous years' Reassessment forms in terms of content and psychometric criteria. ADE initially pulled a form by replacing approximately 20 percent of the Spring 2016 Reassessment form. WestEd and Pearson reviewed the form from the content and psychometrics perspectives, respectively. Then ADE considered the advice of WestEd and Pearson and made any revisions deemed appropriate for the final form.

## 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 percent of the operational test in Listening, Reading, and Writing for the Spring 2017 test was refreshed. The Spring 2016 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 2017 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 2017 AZELLA Reassessment test. The steps taken for the Spring 2017 Reassessment test construction are outlined below.

Step 1. Development Plan

A development plan was created to inform item and form development. A gap analysis process was used to determine the priorities for new item development. The first step in the development plan was to identify all the items that were on the Placement and Reassessment tests. For all

items, item statistics and metadata were evaluated. The second step was to review all the additional items included in the item bank. Standards and performance indicators that were underrepresented in the item bank, or were represented by items with poorly performing statistics, were identified as candidates for item development. Based on this gap analysis, the development plan for newly developed items in Listening, Writing, and Reading (LWR) and in Speaking (SPK) to be spread across various numbers of forms per stage was created. This development plan is summarized in table 4.1.

**Table 4.1. Development Plan**

| Component | Stage I | Stage II | Stage III | Stage IV | Stage V |
|---|---|---|---|---|---|
| **LWR Unique forms** | 3 | 1 | 4 | 4 | 4 |
| **LWR** Total forms | 3 | 5 | 6 | 6 | 5 |
| **LWR** Answer documents | N/A | N/A | 6 | 6 | 5 |
| **LWR** FT items | 30 | 11 | 44 | 47 | 46 |
| Listening Scripts | 3 | 1 | 4 | 4 | 4 |
| Listening CDs | 3 | 1 | 4 | 4 | 4 |
| **SPK Unique forms** | 2 | 5 | 6 | 6 | 5 |
| SPK Total forms | 3 | 5 | 6 | 6 | 5 |
| SPK FT items | 6 | 14 | 20 | 20 | 16 |

NOTE: LWR: Listening, Writing, and Reading; SPK: Speaking

Step 2. Item Development

ADE provided field-test items for inclusion on the Spring 2017 Reassessments. New items were developed and reviewed by educators under the supervision of ADE. Item writing committee meetings were held in March of 2016. A diverse group of educators were provided with training and resource materials needed to create new passages and items. The training included the Principles of Universal Design and the stated goal of maximizing accessibility and minimizing construct irrelevant demands for all items. To meet these goals, text complexity was controlled, graphics were designed to be clear, and subject matter that might affect the student's performance was monitored. New Reading item passages were analyzed for Lexile and text complexity to ensure that items would be within an appropriate range for the stage. Throughout the committee work, grade-level teachers recommended topics that students would be familiar with because they were aligned to academic standards and materials used in classrooms. Language used for scripted directions was carefully constructed to avoid any unnecessary complexity.

In April 2016, a different group of educators reviewed these newly developed items for fairness, sensitivity to cultural differences, and adhearance to the ELP Standards. Following the alignment, bias, and sensitivity reviews, the Office of English Language Acquisition Services reviewed the items to ensure they appropriately represented the ELP Standards, were Stage and grade appropriate, and were fairly aligned to general instruction practices for EL students.

Step 3. 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 4. Material Preparation for Item Selection

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

- Stage-specific test construction blueprints
- Item cards, which included the wording and metadata for each item as well as item statistics and staff notes
- Spring 2016 item-level and test-level statistics
- Preliminary production test maps

WestEd provided preliminary Spring 2017 production test maps to ADE as a starting place for test construction. The test map included references to the Spring 2016 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 5. Item Selection and Positioning

Data on all available items' performance was available in May 2016. Item statistics included, but were not limited to, classical difficulty (*p*-value) and item response theory difficulty (Rasch), item discrimination (Point Biserial Correlation by Total score and by Domain score), the Rasch model fit indices (Infit/Outfit), differential item functioning flags as a measure of possible bias, coefficient alpha, kappa, and distractor analysis across multiple years of test administration. ADE used this data, embedded in their item selection spreadsheets. This provided interactive test difficulty distribution graphs, along with blueprint requirements and dispersion of the coverage of the assessed standards. These critical tools were used to inform preliminary item selections for the 2017 Reassessment. This data reflected analyses performed on each item, starting with the 2012 field test through the Spring 2016 Reassessment including the item's most recent administration. Items with weak statistics were identified and prioritized for replacement. ADE then determined the specific locations for placement of the operational and field-test items, updated the preliminary production test maps based on their intent, and delivered the first draft of the 2017 production test map to WestEd.

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

Step 6. 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 psychometricians, in association with their content team, also reviewed and identified which items would serve as anchor items for the 2017 Spring assessment. The rules for anchor selections were:

- Items must appear within two positions of the prior administration location.
- The anchor set must represent approximately 30 percent 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.

Step 7. Sampling Plan

When a list of schools that would participate in Spring 2017 Reassessment was received from ADE, a Pearson psychometrician made a plan for form assignment prior to the test administration. A goal of the form assignment plan was to have at least 1000 responses per field-test item so that representation of each item, and score point for open-ended items, would be obtained for item calibration. Note that all students who participated in the Spring 2017 Reassessment were a part of field testing as the field-test items were embedded to each operational form. Forms were assigned completely at random at a school level with the only differences between forms within a stage being the field-test items assigned to the form.

## 4.5 Production and Review of Print-Ready Forms and Ancillary Materials

The general instructions of the Test Administration Directions (TAD) 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 reviews of the general directions in the TAD was performed in tandum with the stage-specific section of this document after item selection and placement were finalized.

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-specific TADs.

The Student Test Books (Listening, Reading, and Writing) and the Listening Scripts, for all stages, and the Answer Documents, for 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.

## 4.7 Item Development for Revised Kindergarten Placement Test

Based on a commitment to the continuous improvement of Arizona's English Language Proficiency Assessments, the AZELLA Placement Test for Kindergarten has undergone a revision process with the revised assessment in use for the 2017-2018 school year. The goal of the revision process is to replace approximately 60 percent of items currently on the test to optimize the overall test performance and to provide better discrimination around the Proficient cut score. Note that, starting in school year 2016-2017, the Proficient cut on the Kindergarten Placement Test increased to 257 from 245.

Content-based improvements on the new Kindergarten Placement Test blueprint were informed by the WCEPS report (Christopherson and Webb 2013). Analysis for Categorical Concurrence, Depth-of-Knowledge, Range of Knowledge, and Balance of Representation, plus any Source of Challenge elements and notes, was reviewed to identify items for potential revision or replacement.

### 4.7.1 Item Development Procedure

Item statistics and content of the current Kindergarten Placement Test were carefully reviewed by ADE to identify needs for the revised Kindergarten Placement Test. The gap analysis concluded that there would be needs for 1) more difficult items, 2) more discriminating items, 3) improving scoring rubrics, 4) better sampling of the English Language Proficiency standards, and 5) items with increased language production (Listening/Speaking Standard 2).

Beginning in August 2015, ADE initiated their plan to develop new items for field testing for the revised Kindergarten Placement Test. Utilizing the findings from the gap analysis, an educator committee met on January 9, 2016 to review existing test items and make recommendations for retaining items, improving existing items, or eliminating weak or redundant items. The committee made recommendations for improving items and designing new item types.

Committee resources included fully annotated test item cards, Arizona's ELP Standards and Performance Level Descriptors, and Arizona's Early Learning Standards.

The draft items were further developed and a series of reviews was performed by the ADE's Office of English Language Acquisition Services and vendor content specialists. On February 20, 2016, items were carefully reviewed by a special committee of educators to check that content was appropriately aligned to the ELP Standards, developmentally appropriate for the age group, culturally sensitive and devoid of bias, following Principles of Universal Design, and meeting standards for accuracy and visual presentation.

### 4.7.2 Field Test

Since the Kindergarten Placement Test form did not have embedded field-test slots, field-test forms needed to be created. Six field-test forms with three to six field-test items per form were constructed. In each form, only one of the four parts of the test had field-test items added. Thirty-two new items were included in the field test and distributed among the six forms as shown in table 4.2 below.

**Table 4.2. Kindergarten Placement Test Field-Test Design**

| Test Section | Form C | Form D | Form E | Form F | Form G | Form H |
|---|---|---|---|---|---|---|
| **1. Let's Get to Know Each Other!** | 10 OP + 6 FT | 10 OP | 10 OP | 10 OP | 10 OP | 10 OP |
| **2. Picture Time!** | 9 OP | 9 OP + 6 FT | 9 OP | 9 OP | 9 OP | 9 OP |
| **3. Let's Talk!** | 16 OP | 16 OP | 16 OP + 6 FT | 16 OP + 6 FT | 16 OP | 16 OP |
| **4. Story Time!** | 3 OP | 3 OP | 3 OP | 3 OP | 3 OP + 5 FT | 3 OP + 5 FT |
| **Total Items** | 38 OP + 6 FT | 38 OP + 6 FT | 38 OP + 6 FT | 38 OP + 6 FT | 38 OP + 5 FT | 38 OP + 5 FT |

NOTE: OP = operational item, FT = field-test item

Since Kindergarten Placement Test administrators must complete test administration training and obtain qualification that was specific to the test form, a field-test sample that minimized the number of schools included in the field test was used. Each school selected for the field-test sample only administered one field-test form. This minimized the number of test administrators who completed specialized field-test training and limited their training and qualification requirements to only one test form.

The goal of the field test was to collect at least 500 responses on each field-test item to conduct classical test theory analysis, IRT calibration and equating, and DIF analysis. Based on the last three years of Placement administration data, 54 schools that have administered the Placement test to an average of 50 or more students during the first quarter of the school year were identified. These 54 field-test schools, out of the 1097 schools that administered KPT

assessments in the 2016-2017 school year, in total administered more than 4000 tests in the first quarter of that school year.

These 54 schools were divided into six field-test sample groups, each of which was assigned a single field-test form. These six sample groups were constructed to be as similar as possible with respect to the demographic information, primary language, and performance on KPT in the first quarter of 2015-2016 Placement administration, and all were similar to the state population.

# Chapter 5. TEST ADMINISTRATION

This section describes how the AZELLA Kindergarten Placement Test, the AZELLA Placement Test for the 2016-2017 school year, and the Spring 2017 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 2017 AZELLA Reassessment. A list of accommodations that were available or unavailable for the administration is presented by domain 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 |

NOTE: L: Listening; R: Reading; S: Speaking; W: Writing

The translation of the test by the test administrator into another language was 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 have been 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.
- Assist students in their responses to test questions.
- 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" developed and adopted by the Arizona Board of Education.

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 website 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, district 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. In-person trainings are provided throughout the year at various locations. These trainings update educators on all aspects of test design and administration. These training materials are also provided online.

Sample Tests were available on the ADE website to help students prepare for the annual Spring Reassessment. The Sample Tests were created to provide educators with a tool to help students feel comfortable and confident when taking the AZELLA. The items included in the Sample Test represent various common item types that a student would encounter on the AZELLA. A Teacher's Edition was also provided that included the directions, scripts, rubrics, and other support materials needed to administer and score each section of the Sample Test. The goal in

providing these materials was to maximize the opportunity for students to demonstrate their performance on the intended construct on the AZELLA assessments.

### 5.3.1 Kindergarten Placement Test Administration and Scorer Training

In order to properly administer and score the Kindergarten Placement Test, Test Administrators need to be trained and qualified. Trainings are provided so that scores will appropriately reflect the student's English language proficiency.

#### 5.3.1.1 Operational Test Training

Prior to administering the Kindergarten Placement Test (KPT), test administrators were required to complete the Kindergarten Placement Test Training on the Understand Scoring website. The Kindergarten Placement Test Training provided instruction on test administration and scoring.

The scoring portion of the training was in three parts: Training Set, Practice Set, and Qualification Sets. The Training Set offered sample student responses at each score point for each item of the Kindergarten Placement Test. The Practice Set allowed the user to listen to and score responses for each item on the test. The Practice Set items were annotated to provide additional instruction on applying the scoring rubric. The Qualification Sets were the last step in the training. There were two Qualification Sets available to the users. To qualify for a KPT Test Administrator Qualification Number, the candidate must (a) correctly score 5 one-point items, (b) correctly score 2 two-point items, and (c) have a matching or adjacent score for Item 38, a 3 point item, on one of the two Qualification Sets. Training for the 54 schools administering the KPT field test is described in Section 5.3.1.2.

The AZELLA Kindergarten Placement Test requires a one-on-one test administration and ranges 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 two types of stickers (one for the beginning and one for the end of the 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.

#### 5.3.1.2 Field-Test Training

To train district and school assessment personnel from the 54 districts that were assigned KPT forms that contained field-test items (Forms C – H), ADE created the *AZELLA Kindergarten Placement Test – Field Test Training for AZELLA District Test Coordinators* and the *Kindergarten Placement Test -Field Test Training for Test Administrators* for each test form. These forms were administered during the first four testing cycles of the 2016-2017 school year which ran from July 21, 2016 to September 16, 2016. The training materials were posted in the AZELLA Placement Training webpage on July 6, 2016.

In the *AZELLA Kindergarten Placement Test – Field Test Training for AZELLA District Test Coordinators,* District Test Coordinators were advised to supply their qualified Kindergarten Test Administrators with the URL link to the field-test training sessions by form. These sessions contained the secure field-test items along with their scoring criteria, student response examples, and annotations. Each qualified Kindergarten Test Administrator who was going to administer the field test printed a copy of the specific form training as a scoring resource. All qualified test administrators were required to complete the form session verification associated with the corresponding form. Once the field-test window was complete, District Test Coordinators were advised to collect all printed training presentations from their test administrators and securely destroy/shred them. The District Test Coordinators then sent ADE an email certifying the quantity of each form presentation that was printed and destroyed and the date these materials were destroyed.

### 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 were required to complete the AZELLA Placement Test Stages II-V Training on the Understand Scoring website. This training provideed instruction on scoring the Writing portion of the AZELLA Placement Test. The training was stage specific and users only qualified on the applicable Stage(s). The Writing scoring training comprised three parts: Training Set, Practice Set, and Qualification Sets. The Training Set offered 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 allowed the user to read and score Writing responses for each open-ended Writing item on the test. The Practice Set items were annotated to provide additional instruction on applying the scoring rubric. The Qualification Sets were the last step in the training. There were two Qualification Sets available to the users. To be considered qualified to score Writing responses, users must exactly match the correct score for least seven 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 percent exact accuracy and 30 percent 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 5.2 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 Administration 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* (TAD) 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 include multiple choice and open-ended items, and the Reading items are 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 for the Listening, Reading, and Writing domains 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 2017 AZELLA test administration:

**Table 5.3. Test Materials**

| Stage | Test Book | Speaking Test Book | Answer Document | Listening CD | Test Administration 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* (TAD) 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. Unlike the Placement Administration, Reassessment test books (Stages I-II) and answer documents (Stages III-V) were returned to Pearson for scanning and scoring.

# 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. This chapter also describes 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 percent 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 2017 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 2017 AZELLA assessments.

### 6.1.2 Rangefinding

Six Speaking Rangefinding meetings and two Writing Rangefinding meetings took place prior to scoring during fiscal year 2017. Two ADE Assessment staff members, an Arizona EL educator, and two Scoring Services staff members participated in the meetings. The Speaking meetings took place every Friday between February 24 and March 31 with ADE staff in Phoenix and Scoring Services staff in Iowa City and San Antonio. Eighty-one Speaking Field-Test items spanning Stages I through V were discussed over the course of these six meetings. Seven Pearson Scoring Directors participated as the items they were responsible for training were discussed. Each meeting began with the participants listening to the responses for the 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 for the prototype training items.

The Stage I Writing Rangefinding meeting took place on April 7, 2017, with two Scoring Services representatives attending in San Antonio and two ADE representatives attending in Phoenix. The committee reviewed six Stage I field test items and rubrics. The responses were then scored and discussed and a consensus was reached when possible. The training responses were then selected.

The Stage IV Writing Rangefinding meeting took place on April 10, 2017 in San Antonio, with two Scoring Services representatives and two ADE representatives. The committee reviewed one Stage IV FT item and rubric. The responses were then scored and discussed and a consensus was reached 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 receive performance ratings based on internal quality metrics of interrater reliability and validity. Those who have achieved a high performance rating on previous writing and speaking 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 EL 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 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 one of the two qualification sets based on the passing standards in table 6.1 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 one of the two qualification sets for the items they are assigned in order to score on the project. Supervisors perform a key role in that they provide continuous feedback to the scorers through the validity and calibration process, and they monitor the quality of their assigned scorers.

**Table 6.1. Passing Standards for Scores and Supervisors**

| Stage | Domain | Score Points | Qualification %: Perfect/Adjacent Agreement | Number of Sets |
|---|---|---|---|---|
| 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 established validity perfect agreement and perfect plus adjacent agreement percentage, a scorer will receive a targeted calibration set. This set will consist of 10 anchor-type responses similar to a qualification set. If the scorer fails to pass the calibration set, they will be locked out of scoring and dismissed from the project. In addition, scorer exception can also be set for scoring rate; they may receive up to three warnings before being locked out of the ePEN system. The scoring staff will then determine if the scorer will be unlocked and allowed to continue scoring based on how they are performing according to interrater reliability (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 being 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 are scored. It includes information about what type of items are 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 versus 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 versus 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

#### 6.2.3.1 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 were 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 were 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.

#### 6.2.3.2 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 ignored 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.

#### 6.2.3.3 Oral reading items

In 2017 there were two types of Oral Reading items. For syllabification items in Stages II and III, there was a binary score (0,1) based on the occurrence of the correct sequence of syllables. For wordlist-reading items in Stage II, up to three points were awarded based on the number of words, out of the three, that were correctly read. For wordlist-reading items in Stages III and IV, one point was awarded if the student correctly read all three words.

### 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...$N$, and their corresponding durations $D_i$, the log likelihood segmental probability for phonemes (*log_seg_prob*) was computed as:

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

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

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

$$iw\_log\_seq\_prob = \frac{1}{M}\sum_{i=1}^{M} log\left(Pr(D_i)\right)$$

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 were 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 2017 spring reassessment testing, Pearson delivered over 70,000 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 and seventy tests were selected for each stage and double-rated by professional human raters through Pearson Scoring Center (PSC). Pearson conducted an in-depth analysis on the performance of human raters and the machine-rating algorithm based on the candidate-level speaking scores. The goal of this summary is to present the results of these analyses.

#### 6.2.6.1 Data Overview

A set of 170 calls were selected for each stage and double-rated by human raters at PSC. In total, 850 students' tests were used for the validation analysis, as shown in table 6.2. 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 Oral Reading/Speaking Tests Included in the Validation Analysis**

| Stage | Total Tests |
|---|---|
| I | 170 |
| II | 170 |
| III | 170 |
| IV | 170 |
| V | 170 |
| Total | 850 |

**Table 6.3. Total Number of Operational Oral Reading/Speaking Responses Included in the Validation Analysis**

| Stage | Items with Machine Score | Items with Human Scores |
|---|---|---|
| I | 850 | 850 |
| II | 1360 | 1360 |
| III | 1700 | 1700 |
| IV | 1190 | 1190 |
| V | 1190 | 1190 |
| Total | 6290 | 6290 |

#### 6.2.6.2 Reliability

Before score analysis, a check was made on the internal consistency of the test by computing the coefficient alpha (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 0.86) is very comparable to human scoring (average 0.84). Both machine scoring and human scoring methods are highly reliable.

**Table 6.4. Coefficient Alpha on Operational Oral Reading/Speaking Test across Stages**

| Stage | Human Coeffcient Alpha | Machine Coefficient Alpha |
|---|---|---|
| I | 0.72 | 0.73 |
| II | 0.88 | 0.84 |
| III | 0.92 | 0.89 |
| IV | 0.87 | 0.82 |
| V | 0.93 | 0.90 |
| Average | 0.86 | 0.84 |

#### 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.

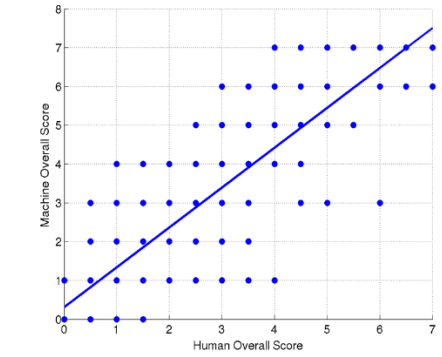
As shown in table 6.5, on average, the machine-human correlation across stages is 0.92, which is very high and comparable to human performance (0.97). The result suggests that machine-generated scores are strongly correlated with human ratings. To help visualize this correlation, scatterplats for human and machine scores for each stage are shown in figure 6.1.

**Table 6.5. Candidate-level Human-Human Correlation and Machine-Human Correlation on Operational Oral Reading/Speaking Items**

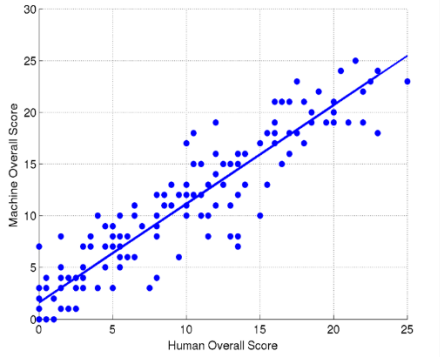
| Stage | Human-Human Correlation | Machine-Human Correlation |
|---|---|---|
| I | 0.92 | 0.85 |
| II | 0.98 | 0.94 |
| III | 0.99 | 0.90 |
| IV | 0.98 | 0.95 |
| V | 0.98 | 0.95 |
| Average | 0.97 | 0.92 |

**Figure 6.1. Scatterplots for Candidate-level Human Scores and Machine Scores for Five Stages**

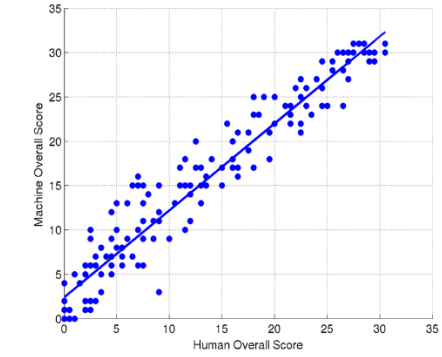
Stage I



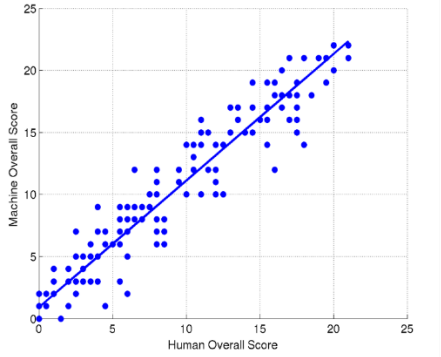

Stage II



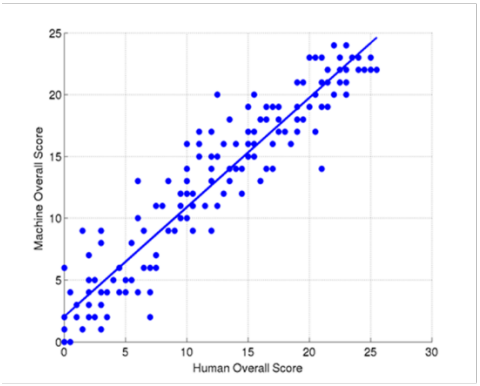

Stage III




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 2017 Reassessment Speaking test. Machine scoring is as reliable (Cronbach $\alpha = 0.84$) as human rating (Cronbach $\alpha = 0.86$). 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 $r \geq 0.85$). This evidence supports the validity of machine-generated scores for the AZELLA spoken responses. In conjunction with the results of 10 percent human ratings conducted by Pearson Scoring Center, this validation study suggests that automated scoring of 2017 AZELLA Reassessment Speaking section is accurate, reliable, and comparable to professional human grading.

### 6.2.7 Item Development

In the 2017 spring reassessment test administration, new items were developed and added to all stages as field-test items. Data on the new field-test items were collected during the 2017 reassessment administration with the goal of adding these items as scoreable items in the next reassessment and placement test administrations.

The field-test items in the 2017 reassessment test administration included 44 Listen & Retell items, 15 Oral Reading Fluency items, three Similarities & Differences items, and one Detailed Response item. Listen & Retell and Oral Reading Fluency were new item types for AZELLA and Similarities & Differences and Detailed Response were existing item types. In Listen & Retell, students listened to a story two times and saw three pictures related to the story. After listening to the story, students were instructed to retell the story in their own words. For Oral Reading Fluency, students had up to 60 seconds to read a passage aloud. Pearson developed item specifications for Listen & Retell which were reviewed by ADE. In addition, 18 field-test items from 2011 were re-field tested in 2017 with the goal of gathering better data and human ratings to build scoring models.

Pearson developed all of the field-test items except for Oral Reading Fluency, which was developed by ADE. Pearson recruited three experienced item writers who were L1 English

speakers with education backgrounds and previous item-writing experience. All drafted field-test items developed by Pearson went through several rounds of internal review as well as three rounds of ADE review. Once finalized, the field-test items were recorded in a professional recording studio. To ensure intelligibility and acceptability of the speakers, all recordings were vetted by Pearson for quality and clarity. The recordings were also reviewed by ADE. Artwork accompanied the Listen & Retell and Similarities & Differences items. Pearson worked with the item writers and ADE to finalize the specifications for the artwork, and subsequently Pearson worked closely with three illustrators to ensure that the artwork was developed according to the specifications. The final artwork was reviewed by ADE before being put into operational use.

#### 6.2.7.1 Data Collection

The field-test items were included in the 2017 reassessment test forms in order to gather EL responses. Immediately after the reassessment test administration, a separate data collection study was conducted in order to gather native English speaker responses to the field-test items. These native English-speaking students reported English as their home language. The goal of the native English speaker data collection was to gather a sufficient number of responses that would merit high ratings from human raters, ensuring that the entire rating scale is used by the human raters for appropriate training of the automated scoring system.

A total of 14 test forms and 14 speaking booklets were created. Unlike the reassessment test forms that ELs were administered, the native English speaker test forms contained only field-test items. There were two forms for Stage I and three forms each, for Stages II-V. These test forms were delivered over landline telephones to native English speaking students. Test Administrators were provided with *Test Administrator Directions* to review before administering the tests to students. These directions detailed how to prepare the testing room, provided instructions and a script for administering a practice test before beginning the test, and gave instructions on how to begin and administer the actual test.

Pearson Clinical Field Research recruited a total of seven private schools located in Arizona and Colorado to participate in the native speaker data collection. Schools were offered monetary incentives for their participation. Testing took place between April 1 and May 31, 2017.

A total of 93 students took the Stage I forms, 171 students took the Stage II forms, 166 students took the Stage III forms, 109 students took the Stage IV forms, and 110 students took the Stage V forms. There was a roughly equal number of male and female students at each stage.

#### 6.2.7.2 Making Field-Test Items Scorable

A sample of the English language learner responses and native English speaker responses was rated by trained human judges. A sample of responses to Oral Reading Fluency items was also transcribed by trained human transcribers. The student responses, human ratings, and transcriptions were used to develop the automated scoring models for these items following the same process used to develop the currently scoreable items (as described above in section 6.2).

#### 6.2.7.3 Updating the Acoustic Model and Scoring Models

In addition to developing new items, as part of the 2017 AZELLA field and operational testing and scoring development work, the acoustic model, a critical component of the automatic speech

recognition system, and the scoring models were both updated. This was done to take advantage of burgeoning new methodologies in the field of artificial intelligence. All operational items currently in the placement and reassessment test forms were updated using a new acoustic model (that applies to all stages). All operational item types — including Detailed Response, Directions, Instructions, Naming, Open Questions, Question about Image, Question about Statement, Short Response, Similarties & Differences, and Word Lists — in the placement and reassessment forms were updated with new scoring models which are item-specific. The exception is the Repeat items which were not updated because the new scoring model technique cannot be applied to the Repeat scoring models. A total of 36 placement items and 41 reassessment items were updated.

Two datasets, one containing reassessment items and one containing placement items, were used to compare the current scoring and the new (updated) scoring. The first set was the 2016 reassessement validation set, which consists of 170 tests per stage. These tests were randomly selected from the master dataset and were not used for retraining purposes. Every student response in these tests was double-rated by human raters at the Pearson Scoring Center. The second set was the placement set, which also consists of 170 tests randomly selected from each stage and double-rated by human raters.

After retraining all of the items, comparisons of scores between the current scoring and the new scoring were conducted. For each reassessment item, human-based scores and machine scores were compared for exact agreement and adjacency agreement. For the placement items, the correlation between human-based scores and machine scores was calculated under the current scoring and under the new scoring. Table 6.6 below shows the number of items per stage in which the human-machine exact agreement increased or decreased for reassessment items. Table 6.6 also displays the number of items per stage in which the human-machine correlation increased or decreased for placement items.

**Table 6.6. Number of Items per Stage in Which Human-Machine Exact Agreement Increased or Decreased for Reassessment Items, and the Number of Items per Stage in Which the Human-Machine Correlation Increased or Decreased for Placement Items**

| | Reassessment | | Placement | |
|---|---|---|---|---|
| Stage | # of Items – H-M Exact Agreement Increased | # of Items – H-M Exact Agreement Decreased | # of Items – H-M Correlation Increased | # of Items – H-M Correlation Decreased |
| I | **6** | **1** | ***NA*** | ***NA*** |
| II | **3** | **7** | **7** | **3** |
| III | **5** | **4** | **10** | **0** |
| IV | **7** | **1** | **8** | **1** |
| V | **7** | **0** | **6** | **1** |
| Total | **28** | **13** | **31** | **5** |

Table 6.7 below shows the average human-human exact agreement, average human-machine exact agreement under the current scoring, and average human-machine exact agreement under the new scoring for the reassessment items. It also shows the average human-human exact agreement and average human-machine exact agreement under the new scoring for the placement items.

**Table 6.7. Average Human-Human Exact Agreement, Average Human-Machine Exact Agreement Under the Current Scoring, and Average Human-Machine Exact Agreement Under the New Scoring for the Reassessment Items; And Average Human-Human Exact Agreement and Average Human-Machine Exact Agreement Under the New Scoring for the Placement Items**

| | Reassessment | | | Placement | |
|---|---|---|---|---|---|
| Stage | **Average H-H Exact Agreement** | **Average H-M Exact Agreement (Current)** | **Average H-M Exact Agreement (New)** | **Average H-H Exact Agreement** | **Average H-M Exact Agreement (New)** |
| I | 85% | 81% | 85% | *NA* | *NA* |
| II | 82% | 69% | 65% | 76% | 64% |
| III | 78% | 68% | 70% | 81% | 70% |
| IV | 80% | 67% | 72% | 78% | 70% |
| V | 69% | 55% | 62% | 75% | 64% |
| Total | 79% | 68% | 70% | 78% | 67% |

Overall, after retraining, the majority of the items achieved higher human-machine exact agreement and human-machine correlation. For the reassessment items, 68 percent of the items ($n$ = 28) had higher human-machine exact agreement, and 32 percent ($n$ = 13) had lower human-machine exact agreement. For the placement items, 86 percent of the items ($n$ = 31) had higher human-machine correlation, and 14 percent ($n$ = 5) had lower human-machine correlation. One possible reason for the decrease in values for some items is that the new acoustic model (applied to all stages) used a different distribution of features than the current model, and a different set of features may be more appropriate for some items than others. However, overall, the new acoustic model is a better fit for the majority of these AZELLA items than the previous model .

For the reassessment items, the human-machine exact agreement increased from 68 percent to 70 percent. This is closer to the human-human exact agreement of 79 percent. The placement items followed a similar pattern, with a human-machine exact agreement of 67 percent and human-human exact agreement of 78 percent. Human-machine exact agreement could not be calculated using the current scoring since the scoring was done on a continuous scale and the human rating was done on a discrete scale. The placement items had slightly lower human-machine exact agreement compared to the reassessment items. One possible reason for this is that, overall, lower human-human agreement was observed with the placement items. Another possible reason is that fewer human grades had been collected on placement items over the past few years prior to this year's development project, so there were less data available for building the new models. However, overall, the human-machine exact agreement is within expectation, which is usually about 10 percent less than the human-human exact agreement.

Overall, the retraining of the operational reassessment and placement items yielded better item performance which is closer to the human ratings. The majority of the items have higher human-machine exact agreement or human-machine correlation than the previous model.

# Chapter 7. CLASSICAL ITEM ANALYSIS

This chapter presents classical statistics for the data used for calibration, equating, and scaling for the Spring 2017 AZELLA Reassessment. Please refer to the 2014 Technical Report (Arizona Department of Education, 2014b) for the classical statistics for the AZELLA Placement tests for Stages II through V. Please refer to the 2014 technical report for the classical statistics for the Kindergarten Placement Test. 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 2017 AZELLA Reassessment was open from February 6, 2017 to March 24, 2017. The classical item analysis for the Spring 2017 AZELLA Reassessment was conducted based on the calibration samples, which were EL students as described in Chapter 8. Only EL students participated in the Spring 2017 AZELLA Reassessment. Note that non-EL 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-EL students' performance on items to that of the EL students. Non-EL students from non-public schools participated in the Speaking field test in spring 2017 as described in section 6.2.7.1. Demographic information concerning the students who were in the calibration sample for the Spring 2017 AZELLA Reassessment (e.g., EL 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 | | 12566 | 18140 | 22847 | 11899 | 7668 |
| EL | | 12566 | 18140 | 22847 | 11899 | 7668 |
| Gender | Male | 6604 | 9716 | 12535 | 6891 | 4308 |
| | Female | 5946 | 8395 | 10247 | 4988 | 3351 |
| Ethnicity | Hispanic | 10765 | 15681 | 19727 | 9958 | 5760 |
| | Non-Hispanic | 1801 | 2459 | 3120 | 1941 | 1908 |
| Race | Asian | 461 | 466 | 512 | 288 | 316 |
| | American Indian or Alaskan Native | 231 | 445 | 764 | 596 | 299 |
| | Black or African American | 246 | 339 | 499 | 352 | 556 |
| | Native Hawaiian or Other Pacific Islander | 46 | 53 | 52 | 40 | 28 |
| | Multiple Indication | 1332 | 2404 | 2756 | 1287 | 676 |
| | White | 9631 | 13779 | 17455 | 8909 | 5498 |
| Special Ed. | Special Ed. | 839 | 1815 | 2827 | 1372 | 417 |
| | Non-Special Ed. | 11727 | 16325 | 20020 | 10527 | 7251 |
| Free/Reduced Lunch | FRL | 8568 | 13052 | 16831 | 8474 | 4657 |
| | Non-FRL | 3787 | 4811 | 5644 | 3209 | 2897 |

## 7.2 Descriptive Statistics by Test

Table 7.2 presents descriptive statistics on Total Combined raw scores for the Spring 2017 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 | 12566 | 64 | 39.46 | 11.44 | 0.64 | 0.42 |
| II | | 18140 | 148 | 86.22 | 25.54 | 0.58 | 0.39 |
| | 1 | 9122 | 148 | 75.41 | 21.38 | 0.50 | 0.33 |
| | 2 | 9018 | 146 | 97.16 | 24.73 | 0.65 | 0.40 |
| III | | 22847 | 160 | 95.00 | 26.31 | 0.56 | 0.38 |
| | 3 | 8225 | 151 | 83.81 | 22.25 | 0.48 | 0.32 |
| | 4 | 8221 | 158 | 98.50 | 25.84 | 0.58 | 0.38 |
| | 5 | 6401 | 160 | 104.88 | 26.52 | 0.63 | 0.39 |
| IV | | 11899 | 163 | 96.34 | 29.36 | 0.56 | 0.41 |
| | 6 | 4310 | 156 | 91.15 | 26.83 | 0.52 | 0.37 |
| | 7 | 4197 | 163 | 97.71 | 29.88 | 0.57 | 0.41 |
| | 8 | 3392 | 162 | 101.23 | 30.75 | 0.59 | 0.43 |
| V | | 7668 | 161 | 91.91 | 27.47 | 0.54 | 0.39 |
| | 9 | 2901 | 158 | 85.27 | 28.82 | 0.50 | 0.39 |
| | 10 | 2298 | 161 | 93.34 | 26.47 | 0.54 | 0.38 |
| | 11 | 1504 | 155 | 98.03 | 24.98 | 0.57 | 0.37 |
| | 12 | 965 | 161 | 98.96 | 24.80 | 0.58 | 0.36 |

## 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 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), and point-biserial correlation between an item and its respective domain (Pbis Domain) for EL students by domain are in the tables. A 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 | 0.72 | 0.39 | 0.48 |
| | Speaking | 8 | 14 | 0.67 | 0.37 | 0.54 |
| | Reading | 18 | 18 | 0.66 | 0.40 | 0.46 |
| | Writing | 9 | 18 | 0.47 | 0.54 | 0.64 |
| II | Listening | 14 | 28 | 0.60 | 0.34 | 0.45 |
| | Speaking | 8 | 32 | 0.68 | 0.45 | 0.67 |
| | Reading | 23 | 50 | 0.54 | 0.39 | 0.43 |
| | Writing | 15 | 38 | 0.55 | 0.42 | 0.48 |
| III | Listening | 14 | 28 | 0.54 | 0.31 | 0.42 |
| | Speaking | 8 | 32 | 0.82 | 0.49 | 0.70 |
| | Reading | 26 | 52 | 0.48 | 0.35 | 0.40 |
| | Writing | 18 | 52 | 0.57 | 0.43 | 0.49 |
| IV | Listening | 14 | 28 | 0.56 | 0.34 | 0.44 |
| | Speaking | 8 | 32 | 0.73 | 0.55 | 0.75 |
| | Reading | 28 | 56 | 0.53 | 0.40 | 0.44 |
| | Writing | 20 | 56 | 0.53 | 0.41 | 0.46 |
| V | Listening | 14 | 28 | 0.54 | 0.36 | 0.45 |
| | Speaking | 8 | 32 | 0.64 | 0.55 | 0.76 |
| | Reading | 28 | 56 | 0.54 | 0.36 | 0.40 |
| | Writing | 20 | 56 | 0.49 | 0.38 | 0.43 |

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**

| | | | Point-biserial Correlation for Correct Option | | | | | Point-biserial Correlation for Incorrect Options | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Stage | Domain | Number of Items | Min | P25 | P50 | P75 | Max | Min | P25 | P50 | P75 | Max |
| I | Listening | 14 | 0.37 | 0.42 | 0.48 | 0.54 | 0.58 | -0.45 | -0.34 | -0.30 | -0.24 | -0.18 |
| | Reading | 18 | 0.34 | 0.40 | 0.47 | 0.52 | 0.57 | -0.40 | -0.33 | -0.28 | -0.21 | -0.14 |
| II | Listening | 14 | 0.38 | 0.39 | 0.46 | 0.49 | 0.51 | -0.39 | -0.32 | -0.27 | -0.22 | -0.14 |
| | Reading | 20 | 0.30 | 0.36 | 0.41 | 0.51 | 0.56 | -0.42 | -0.30 | -0.27 | -0.19 | 0.03 |
| | Writing | 13 | 0.34 | 0.39 | 0.41 | 0.47 | 0.58 | -0.40 | -0.31 | -0.26 | -0.21 | -0.11 |
| III | Listening | 14 | 0.29 | 0.37 | 0.41 | 0.46 | 0.50 | -0.30 | -0.23 | -0.19 | -0.16 | -0.05 |
| | Reading | 23 | 0.27 | 0.36 | 0.38 | 0.47 | 0.51 | -0.32 | -0.23 | -0.18 | -0.13 | -0.02 |
| | Writing | 16 | 0.34 | 0.38 | 0.48 | 0.52 | 0.56 | -0.36 | -0.27 | -0.23 | -0.19 | -0.05 |
| IV | Listening | 14 | 0.35 | 0.41 | 0.44 | 0.48 | 0.51 | -0.36 | -0.26 | -0.22 | -0.19 | 0.00 |
| | Reading | 26 | 0.31 | 0.39 | 0.45 | 0.50 | 0.56 | -0.34 | -0.25 | -0.21 | -0.17 | -0.07 |
| | Writing | 18 | 0.31 | 0.36 | 0.44 | 0.51 | 0.57 | -0.32 | -0.26 | -0.22 | -0.15 | 0.02 |
| V | Listening | 14 | 0.31 | 0.43 | 0.44 | 0.46 | 0.59 | -0.36 | -0.25 | -0.21 | -0.17 | 0.03 |
| | Reading | 28 | 0.31 | 0.37 | 0.40 | 0.44 | 0.54 | -0.33 | -0.23 | -0.19 | -0.15 | -0.03 |
| | Writing | 18 | 0.29 | 0.34 | 0.35 | 0.46 | 0.54 | -0.40 | -0.25 | -0.18 | -0.12 | 0.09 |

NOTE: Min=Minimum, P25=25$^{th}$ Percentile, P50=50$^{th}$ Percentile (Median), P75=75$^{th}$ 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 2017 AZELLA Reassessment and summarizes the results. All stages were calibrated and scaled with calibration samples that typically consisted of the entire EL 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 chapter 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 EL

## 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 three psychometricians (two from Pearson and one from ADE) 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 $\theta$ 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 for calibration. The partial credit model is an extension of the Rasch model; it is for items for which students may get

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

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

where $x = 0, 1, \ldots, m_i$, $D_{il}$ 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 2015). 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 3.90.0 (Linacre 2015). 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 2017 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 2015). 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 Vertical Rasch | Number of Flagged Items by Infit | Number of Flagged Items by Outfit |
|---|---|---|---|---|---|
| I | Listening | 14 | -2.79 | 0 | 0 |
| | Speaking | 8 | -2.44 | 0 | 3 |
| | Reading | 18 | -2.47 | 0 | 0 |
| | Writing | 9 | -1.66 | 0 | 0 |
| II | Listening | 14 | -1.20 | 0 | 0 |
| | Speaking | 8 | -1.43 | 4 | 5 |
| | Reading | 23 | -0.89 | 0 | 0 |
| | Writing | 15 | -0.89 | 0 | 0 |
| III | Listening | 14 | 0.04 | 0 | 0 |
| | Speaking | 8 | -1.00 | 0 | 7 |
| | Reading | 26 | 0.31 | 0 | 0 |
| | Writing | 18 | -0.09 | 0 | 0 |
| IV | Listening | 14 | 0.35 | 0 | 0 |
| | Speaking | 8 | -0.20 | 0 | 5 |
| | Reading | 28 | 0.49 | 0 | 1 |
| | Writing | 20 | 0.56 | 0 | 0 |
| V | Listening | 14 | 0.66 | 0 | 0 |
| | Speaking | 8 | 0.88 | 0 | 2 |
| | Reading | 28 | 0.68 | 0 | 0 |
| | Writing | 20 | 0.98 | 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 2017 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 2016 operational items. The anchor items were selected such that they contributed approximately 30 percent 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 2017 tests to the operational reporting scale. This was implemented by constraining the Spring 2016 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 item

was 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 2017 Reassessment. Only one item from Stage I and III was dropped from the initial anchor set for Spring 2017.

**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 | 1/2 |
| II | Listening | 5 | 10 | 0/0 |
| | 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. The scale scores for Basic/Intermediate and Proficient cuts were fixed at 230 and 250, respectively for each stage/grade.

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).

## 8.6 Kindergarten Placement Test Field-Test Analysis

As described in 4.7.2, the field-test forms were administered during the first four cycles of Placement 2016 and 2017 administration. Frequency of students by subgroups who took either an operational form or a field-test form of Kindergarten Placement Test during the period is presented in table 8.3.

**Table 8.3. Frequency of Students by Subgroups for Kindergarten Placement Test**

| | | Operational Form | Field-Test Forms |
|---|---|---|---|
| ALL | | 13359 | 3397 |
| Gender | Male | 6760 | 1724 |
| | Female | 6599 | 1673 |
| Ethnicity | Hispanic | 10879 | 3182 |
| | Non-Hispanic | 2480 | 215 |
| Race[†] | Asian | 1064 | 87 |
| | American Indian or Alaskan Native | 247 | 2 |
| | Black or African American | 351 | 71 |
| | Native Hawaiian or Other Pacific Islander | 100 | 6 |
| | Multiple Indication | 62 | 6 |
| | White | 785 | 49 |
| Special Ed. | Special Ed. | 1291 | 285 |
| | Non-Special Ed. | 11856 | 3053 |
| Free/Reduced Lunch | FRL | 8384 | 2609 |
| | Non-FRL | 4899 | 786 |

[†]Arizona Department of Education database indicated that 10750 students who took an operational form had missing information on race, and 3176 students who took a field-test form had missing information on race.

### 8.6.1 Field-Test Equating

Evidence has come to light that some of the operational Kindergarten Placement Test item parameter estimates have drifted since they were first established in Spring 2012 (Arizona Department of Education 2016). To ensure that the item parameters for the newly field-tested items were as reliable as possible, the operational item parameter estimates were post-equated. Any drifted item parameter estimates were refreshed using data from all students taking the test during the same period as the field-test administration prior to the parameter estimation of the field-test items. The following procedure was performed.

1. All operational items were calibrated with a fixed anchor method. All operational item parameter estimates were fixed to their previous value stored in the item bank for the initial run.
2. If an item displayed a displacement value greater than 0.3 (or less than -0.3), this item was freely estimated in following runs.
3. Items were "freed" iteratively one at a time in order of greatest displacement value until no item displayed a value greater than 0.3 or less than -0.3.

This post-equating procedure was run by including all students who took an operational item only form or one of field-test forms. Thirteen out of 38 operational items on the current Kindergarten Placement Test had a displacement value greater than 0.3 or less than -0.3 so that their item parameter estimates were refreshed.

Next, all field-test items across six field-test forms were simultaneously calibrated with a fixed anchor method. For this fixed anchor run, all the operational items with refreshed item parameter estimates from the previous step were designated as anchor. Since the operational form of this test was the same as that used in previous years, the scale for the 2016-2017 did not change based on these analyses. However the new item parameters did inform the development of the new KPT form which was operationalized in July 2017. These parameters will be reported next year along with student performance, CTT analyses, and DIF analyses.

# Chapter 9. TEST RESULTS

Chapter 9 of this technical report contains information about the results of the administration of the Spring 2017 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 2016-2017 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 2017 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 were Overall Proficient only if they were 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 Reassessment Test Results on Overall for All Students**

| | | | Total Combined Scale Score | | % at Overall Proficiency Levels | | | |
|---|---|---|---|---|---|---|---|---|
| **Stage** | **Grade** | **N** | **Mean** | **SD** | **PE/E** | **B** | **I** | **P** |
| I | Kindergarten | 12570 | 2322.41 | 65.31 | 8 | 20 | 40 | 32 |
| II | 1 | 9132 | 2362.13 | 43.42 | 3 | 28 | 51 | 18 |
| | 2 | 9034 | 2407.84 | 54.83 | 10 | 23 | 39 | 28 |
| III | 3 | 8243 | 2417.96 | 42.21 | 11 | 37 | 45 | 7 |
| | 4 | 8245 | 2448.23 | 53.57 | 14 | 25 | 52 | 10 |
| | 5 | 6418 | 2462.52 | 56.81 | 14 | 19 | 56 | 11 |
| IV | 6 | 4312 | 2457.77 | 50.39 | 15 | 23 | 57 | 6 |
| | 7 | 4199 | 2471.19 | 58.62 | 14 | 17 | 61 | 9 |
| | 8 | 3392 | 2478.79 | 60.68 | 13 | 15 | 62 | 10 |
| V | 9 | 2902 | 2471.13 | 57.16 | 24 | 24 | 47 | 6 |
| | 10 | 2298 | 2486.92 | 53.84 | 13 | 22 | 57 | 8 |
| | 11 | 1503 | 2496.07 | 51.33 | 10 | 18 | 63 | 9 |
| | 12 | 965 | 2498.48 | 52.51 | 8 | 21 | 60 | 11 |

NOTE: 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 percentages 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**

| | | | | % at Proficiency Levels | | |
|---|---|---|---|---|---|---|
| **Stage** | **Grade** | **Domain/ Subdomain** | **N** | **PE/E** | **B or PE/E/B** | **I** | **P** |
| I | Kindergraten | Listening | 12570 | | 29 | 20 | 51 |
| | | Speaking | 12570 | | 23 | 32 | 44 |
| | | Reading | 12570 | | 28 | 25 | 47 |
| | | Writing | 12570 | | 31 | 22 | 47 |
| | | Language | 12570 | | 26 | 29 | 45 |
| | | Oral | 12570 | | 26 | 25 | 49 |
| | | Comprehension | 12570 | | 30 | 25 | 45 |
| | | Literacy | 12570 | | 30 | 26 | 44 |
| | | Total | 12570 | 8 | 20 | 26 | 46 |
| II | 1 | Listening | 9132 | | 37 | 26 | 36 |
| | | Speaking | 9132 | | 21 | 37 | 42 |
| | | Reading | 9132 | | 33 | 42 | 25 |
| | | Writing | 9132 | | 38 | 30 | 32 |
| | | Language | 9132 | | 29 | 40 | 31 |
| | | Oral | 9132 | | 24 | 41 | 35 |
| | | Comprehension | 9132 | | 36 | 36 | 28 |
| | | Literacy | 9132 | | 38 | 35 | 28 |
| | | Total | 9132 | 3 | 28 | 42 | 27 |
| | 2 | Listening | 9034 | | 39 | 23 | 38 |
| | | Speaking | 9034 | | 34 | 34 | 32 |

| Stage | Grade | Domain/ Subdomain | N | % at Proficiency Levels PE/E | PE/E/B or B | I | P |
|---|---|---|---|---|---|---|---|
| | | Reading | 9034 | | 32 | 27 | 41 |
| | | Writing | 9034 | | 34 | 25 | 42 |
| | | Language | 9034 | | 31 | 32 | 36 |
| | | Oral | 9034 | | 35 | 34 | 32 |
| | | Comprehension | 9034 | | 35 | 25 | 41 |
| | | Literacy | 9034 | | 34 | 24 | 42 |
| | | Total | 9034 | 10 | 23 | 31 | 36 |
| III | 3 | Listening | 8243 | | 50 | 26 | 24 |
| | | Speaking | 8243 | | 42 | 34 | 24 |
| | | Reading | 8243 | | 48 | 41 | 11 |
| | | Writing | 8243 | | 50 | 23 | 27 |
| | | Language | 8243 | | 45 | 43 | 11 |
| | | Oral | 8243 | | 42 | 39 | 19 |
| | | Comprehension | 8243 | | 52 | 34 | 14 |
| | | Literacy | 8243 | | 51 | 29 | 21 |
| | | Total | 8243 | 11 | 37 | 43 | 9 |
| | 4 | Listening | 8245 | | 43 | 26 | 31 |
| | | Speaking | 8245 | | 39 | 30 | 31 |
| | | Reading | 8245 | | 39 | 44 | 16 |
| | | Writing | 8245 | | 42 | 33 | 25 |
| | | Language | 8245 | | 38 | 42 | 20 |
| | | Oral | 8245 | | 37 | 32 | 31 |
| | | Comprehension | 8245 | | 38 | 39 | 24 |
| | | Literacy | 8245 | | 38 | 42 | 19 |
| | | Total | 8245 | 14 | 25 | 44 | 17 |
| | 5 | Listening | 6418 | | 35 | 27 | 38 |
| | | Speaking | 6418 | | 42 | 21 | 37 |
| | | Reading | 6418 | | 35 | 41 | 24 |
| | | Writing | 6418 | | 32 | 42 | 26 |
| | | Language | 6418 | | 32 | 50 | 18 |
| | | Oral | 6418 | | 37 | 25 | 38 |
| | | Comprehension | 6418 | | 32 | 35 | 33 |
| | | Literacy | 6418 | | 34 | 42 | 25 |
| | | Total | 6418 | 14 | 19 | 52 | 14 |
| IV | 6 | Listening | 4312 | | 38 | 26 | 36 |
| | | Speaking | 4312 | | 29 | 19 | 52 |
| | | Reading | 4312 | | 45 | 36 | 19 |
| | | Writing | 4312 | | 38 | 50 | 12 |
| | | Language | 4312 | | 33 | 57 | 11 |
| | | Oral | 4312 | | 32 | 28 | 40 |
| | | Comprehension | 4312 | | 39 | 38 | 23 |
| | | Literacy | 4312 | | 42 | 40 | 18 |
| | | Total | 4312 | 15 | 23 | 55 | 8 |
| | 7 | Listening | 4199 | | 32 | 22 | 47 |
| | | Speaking | 4199 | | 29 | 17 | 54 |
| | | Reading | 4199 | | 36 | 38 | 26 |
| | | Writing | 4199 | | 31 | 54 | 15 |
| | | Language | 4199 | | 29 | 56 | 16 |
| | | Oral | 4199 | | 28 | 23 | 49 |
| | | Comprehension | 4199 | | 31 | 36 | 33 |
| | | Literacy | 4199 | | 33 | 46 | 20 |
| | | Total | 4199 | 14 | 17 | 56 | 13 |
| | 8 | Listening | 3392 | | 28 | 21 | 51 |

| Stage | Grade | Domain/ Subdomain | N | % at Proficiency Levels PE/E | PE/E/B or B | I | P |
|---|---|---|---|---|---|---|---|
| | | Speaking | 3392 | | 32 | 18 | 50 |
| | | Reading | 3392 | | 29 | 50 | 21 |
| | | Writing | 3392 | | 27 | 52 | 20 |
| | | Language | 3392 | | 27 | 57 | 16 |
| | | Oral | 3392 | | 29 | 20 | 50 |
| | | Comprehension | 3392 | | 26 | 38 | 36 |
| | | Literacy | 3392 | | 25 | 55 | 20 |
| | | Total | 3392 | 13 | 15 | 56 | 16 |
| V | 9 | Listening | 2902 | | 44 | 22 | 33 |
| | | Speaking | 2902 | | 43 | 14 | 44 |
| | | Reading | 2902 | | 50 | 37 | 13 |
| | | Writing | 2902 | | 45 | 44 | 11 |
| | | Language | 2902 | | 45 | 44 | 11 |
| | | Oral | 2902 | | 44 | 25 | 31 |
| | | Comprehension | 2902 | | 50 | 31 | 19 |
| | | Literacy | 2902 | | 50 | 39 | 11 |
| | | Total | 2902 | 24 | 24 | 43 | 9 |
| | 10 | Listening | 2298 | | 36 | 23 | 41 |
| | | Speaking | 2298 | | 33 | 17 | 51 |
| | | Reading | 2298 | | 39 | 44 | 17 |
| | | Writing | 2298 | | 34 | 51 | 15 |
| | | Language | 2298 | | 34 | 52 | 13 |
| | | Oral | 2298 | | 34 | 27 | 39 |
| | | Comprehension | 2298 | | 39 | 36 | 25 |
| | | Literacy | 2298 | | 37 | 48 | 15 |
| | | Total | 2298 | 13 | 22 | 53 | 12 |
| | 11 | Listening | 1503 | | 31 | 20 | 49 |
| | | Speaking | 1503 | | 28 | 17 | 55 |
| | | Reading | 1503 | | 32 | 46 | 22 |
| | | Writing | 1503 | | 28 | 55 | 17 |
| | | Language | 1503 | | 29 | 55 | 16 |
| | | Oral | 1503 | | 29 | 26 | 45 |
| | | Comprehension | 1503 | | 31 | 39 | 30 |
| | | Literacy | 1503 | | 29 | 52 | 19 |
| | | Total | 1503 | 10 | 18 | 58 | 15 |
| | 12 | Listening | 965 | | 28 | 23 | 49 |
| | | Speaking | 965 | | 30 | 16 | 54 |
| | | Reading | 965 | | 32 | 44 | 24 |
| | | Writing | 965 | | 30 | 51 | 19 |
| | | Language | 965 | | 29 | 54 | 17 |
| | | Oral | 965 | | 28 | 29 | 43 |
| | | Comprehension | 965 | | 32 | 35 | 33 |
| | | Literacy | 965 | | 32 | 48 | 21 |
| | | Total | 965 | 8 | 21 | 55 | 16 |

NOTE: 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. For the exact proficiency level cuts for the Stages I through V assessments, please refer to table 11.1. 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 | 23 | 2241 | 182 | 1.45 | 1215 | 9.67 |
| | | Intermediate | 33 | 2285 | 331 | 2.63 | 3862 | 30.72 |
| | | Proficient | 42 | 2327 | 392 | 3.12 | 7132 | 56.74 |
| II | 1 | Basic | 41 | 2295 | 42 | 0.46 | 359 | 3.93 |
| | | Intermediate | 64 | 2340 | 194 | 2.12 | 3041 | 33.30 |
| | | Proficient | 88 | 2385 | 138 | 1.51 | 6799 | 74.45 |
| | 2 | Basic | 63 | 2338 | 56 | 0.62 | 936 | 10.36 |
| | | Intermediate | 87 | 2383 | 119 | 1.32 | 3085 | 34.15 |
| | | Proficient | 110 | 2429 | 121 | 1.34 | 5894 | 65.24 |
| III | 3 | Basic | 57 | 2371 | 78 | 0.95 | 963 | 11.68 |
| | | Intermediate | 83 | 2414 | 148 | 1.80 | 4117 | 49.95 |
| | | Proficient | 114 | 2475 | 62 | 0.75 | 7544 | 91.52 |
| | 4 | Basic | 69 | 2391 | 61 | 0.74 | 1219 | 14.78 |
| | | Intermediate | 94 | 2434 | 114 | 1.38 | 3298 | 40.00 |
| | | Proficient | 124 | 2500 | 125 | 1.52 | 6951 | 84.31 |
| | 5 | Basic | 76 | 2402 | 40 | 0.62 | 969 | 15.10 |
| | | Intermediate | 99 | 2443 | 64 | 1.00 | 2210 | 34.43 |
| | | Proficient | 132 | 2523 | 110 | 1.71 | 5618 | 87.54 |
| IV | 6 | Basic | 61 | 2404 | 39 | 0.90 | 672 | 15.58 |
| | | Intermediate | 85 | 2444 | 59 | 1.37 | 1668 | 38.68 |
| | | Proficient | 129 | 2532 | 27 | 0.63 | 4006 | 92.90 |
| | 7 | Basic | 61 | 2404 | 26 | 0.62 | 601 | 14.31 |
| | | Intermediate | 85 | 2444 | 29 | 0.69 | 1316 | 31.33 |
| | | Proficient | 131 | 2537 | 30 | 0.71 | 3674 | 87.48 |
| | 8 | Basic | 61 | 2404 | 21 | 0.62 | 462 | 13.62 |
| | | Intermediate | 85 | 2444 | 27 | 0.80 | 965 | 28.45 |
| | | Proficient | 132 | 2540 | 44 | 1.30 | 2889 | 85.17 |
| V | 9 | Basic | 62 | 2427 | 18 | 0.62 | 701 | 24.16 |
| | | Intermediate | 85 | 2468 | 34 | 1.17 | 1412 | 48.66 |
| | | Proficient | 125 | 2551 | 16 | 0.55 | 2649 | 91.28 |
| | 10 | Basic | 62 | 2427 | 20 | 0.87 | 324 | 14.10 |
| | | Intermediate | 85 | 2468 | 22 | 0.96 | 839 | 36.51 |
| | | Proficient | 125 | 2551 | 18 | 0.78 | 2044 | 88.95 |
| | 11 | Basic | 62 | 2427 | 5 | 0.33 | 149 | 9.91 |
| | | Intermediate | 85 | 2468 | 19 | 1.26 | 428 | 28.48 |
| | | Proficient | 125 | 2551 | 22 | 1.46 | 1300 | 86.49 |
| | 12 | Basic | 62 | 2427 | 7 | 0.73 | 86 | 8.91 |
| | | Intermediate | 85 | 2468 | 8 | 0.83 | 292 | 30.26 |
| | | Proficient | 125 | 2551 | 12 | 1.24 | 826 | 85.60 |

# Chapter 10. VALIDITY EVIDENCE

Chapter 10 of the technical report provides evidence supporting the reliability and validity of scores on the Spring 2017 AZELLA Reassessment. All data presented in this section for the AZELLA Stages I through V assessments in the spring 2017 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, 1.21, 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 2017 AZELLA Reassessment Tests was 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

$$\alpha = \frac{k}{k-1}\left(1 - \frac{\sum \sigma_i^2}{\sigma_X^2}\right)$$

where $k$ = the number of items, $\sigma_X^2$ = the variance of total score, and $\sigma_i^2$ = the variance of item $i$ (Crocker & Algi 1986; Cronbach 1951).

Typically, a test score is obtained from a single observation of performance and represents an estimate of the trait being measured. As an estimate, an observed test score contains some measurement error and does not perfectly reflect an individual's true score. The degree of measurement error in a test score can be estimated using a statistic called the standard error of measurement (SEM). SEM is calculated as follows

$$SEM = \sigma_X\sqrt{1-r},$$

where $\sigma_X$ is a standard deviation of total score X, and $r$ is a reliability coefficient such ascoefficient alpha (Crocker & Algina 1986).

Table 10.1 presents coefficient alphas and SEMs, which are computed based on the calibration sample for Total Combined and four domains (Listening, Speaking, Reading, and Writing) by form for each stage. Coefficient alphas and SEMs for subgroups are presented in appendix E. Coefficient alphas across the subgroups were generally similar.

**Table 10.1. Coefficient Alpha and SEM for the AZELLA Reassessments**

| Stage | Domain | N | Coefficient Alpha | SEM |
|---|---|---|---|---|
| I | Total Combined | 12566 | 0.903 | 3.567 |
| | Listening | 12566 | 0.744 | 1.511 |
| | Speaking | 12566 | 0.686 | 1.740 |
| | Reading | 12566 | 0.780 | 1.813 |
| | Writing | 12566 | 0.834 | 1.715 |
| II | Total Combined | 18140 | 0.902 | 9.354 |
| | Listening | 18140 | 0.699 | 1.619 |
| | Speaking | 18140 | 0.819 | 2.614 |
| | Reading | 18140 | 0.801 | 2.385 |
| | Writing | 18140 | 0.769 | 1.986 |
| III | Total Combined | 22847 | 0.908 | 9.464 |
| | Listening | 22847 | 0.633 | 1.688 |
| | Speaking | 22847 | 0.835 | 2.592 |
| | Reading | 22847 | 0.789 | 2.306 |
| | Writing | 22847 | 0.816 | 2.099 |
| IV | Total Combined | 11899 | 0.924 | 9.599 |
| | Listening | 11899 | 0.681 | 1.666 |
| | Speaking | 11899 | 0.884 | 2.402 |
| | Reading | 11899 | 0.842 | 2.304 |
| | Writing | 11899 | 0.807 | 2.274 |
| V | Total Combined | 7668 | 0.920 | 9.074 |
| | Listening | 7668 | 0.690 | 1.672 |
| | Speaking | 7668 | 0.888 | 2.015 |
| | Reading | 7668 | 0.807 | 2.334 |
| | Writing | 7668 | 0.776 | 2.332 |

### 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 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)

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

where $\sum P_{ii}$ is the observed proportion of agreement and $\sum P_{i.}P_{.i}$ is the chance proportion of agreement.

The intraclass correlation is defined by Shrout and Fleiss (1979) as "the correlation between one measurement (either a single rating or a mean of ratings) on a target and another measurement obtained on that target" (p. 422). In the context of the AZELLA field tests, the "target" was 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 | 0.42 | 0.64 |
| | Writing | 9 | 0.77 | 0.92 |
| II | Reading | 3 | 0.44 | 0.68 |
| | Speaking | 7 | 0.31 | 0.77 |
| | Writing | 2 | 0.50 | 0.87 |
| III | Reading | 3 | 0.36 | 0.51 |
| | Speaking | 7 | 0.35 | 0.77 |
| | Writing | 2 | 0.47 | 0.87 |
| IV | Reading | 2 | 0.36 | 0.53 |
| | Speaking | 7 | 0.3 | 0.83 |
| | Writing | 2 | 0.47 | 0.89 |
| V | Speaking | 7 | 0.32 | 0.82 |
| | Writing | 2 | 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, 11). 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 2017 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 sections as of this report as described in: Chapter 3 (Test Design), Chapter 4 (Test Construction), Chapter 5 (Test Administration), Chapter 6 (Scoring of Open-Ended Items), Chapter 7 (Classical Item Analysis), Chapter 8 (Calibration, Equating and Scaling), Chapter 9 (Test Results by Subgroup), 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 details 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 ELP Standards. Part 10.2 addresses two final issues in validity: 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 design and test form construction. Chapter 3 summarized content standards, item specification, and the blueprint for AZELLA. Chapter 4 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 2017 Reassessment.

Chapter 7 described classical data analysis of the Spring 2017 Reassessment.

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. These statistics are also presented by subgroup.

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 additional evidence to support the validity of the Spring 2017 AZELLA Reassessment by providing the following:

- An analysis of Differential Item Functioning (DIF) for all operational items administered in the Spring 2017 AZELLA Reassessment where any items that displayed differential item functioning for subgroups of ethnicity and gender were identified.

- Correlations between scores on the domains of the Spring 2017 AZELLA Reassessment for each stage as construct validity was presented.

Chapter 11 of the technical report will describe a detailed analysis of classification consistency and classification accuracy.

Also note that further evidence in support of the AZELLA assessment has been documented in previous technical reports including the standard setting technical reports (Arizona Department of Education 2013a, 2013b).

### 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 biased is differing cultural and socioeconomic experiences.

Analysis of Differential Item Functioning (DIF) is a statistical method to detect potential bias of an item. DIF is defined as a difference between groups (e.g., male and female) in the probability of getting an item correct. These analyzes are conditioned on the ability that the assessment is intended to measure. Two types of DIF, namely uniform DIF and non-uniform DIF, are investigated. Uniform DIF means that, given the ability, the probability of getting an item correct is always higher for one subgroup than the other across the full range of the ability continuum. In other words, the direction of DIF remains the same on the entire ability continuum. On the other hand, non-uniform DIF occurs when the direction of DIF changes at some point within the ability continuum. DIF is an indicator that the item might exhibit bias for one group over the other, not that it actually does. If DIF exists on an item, a committee composed of a group of subject experts reviews the item to determine whether it actually shows bias. To date, many DIF detection methods have been proposed. For the Spring 2017 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 $k^{\text{th}}$ 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

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

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 both operational and field-test items that exhibit strong, weak, or no DIF (Zieky 1993). The summary of DIF classification criteria is presented in table 10.3. 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 $\|\Delta MH\ DIF\| < 1.0$ |
| B | Weak DIF | Significant Mantel-Haenszel chi-square ($p < .01$) and $1.0 \leq \|\Delta MH\ DIF\| < 1.5$ |
| C | Strong DIF | Significant Mantel-Haenszel chi-square ($p < .01$) and $\|\Delta MH\ DIF\| \geq 1.5$ |

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 table 10.4. 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 2017 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 summarizes the number of operational 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 | 1 |
| | 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 | 4 |

| Stage | Domain | Number of Items | Number of Items with Strong DIF |
|---|---|---|---|
| | Reading | 28 | 1 |
| | Writing | 20 | 0 |
| V | Listening | 14 | 1 |
| | Speaking | 8 | 4 |
| | Reading | 28 | 1 |
| | Writing | 20 | 5 |

### 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 2017 AZELLA Reassessment by stage. The data used to calculate the correlations were based on the calibration sample described in Chapter 7.

All correlations are presented in table 10.6 through table 10.10. The patterns of correlation are consistent between forms within a stage as well as among stages.

The numbers in parentheses below the correlation coefficients are corrected correlation coefficients for attenuation which are calculated based on the following formula,

$$r_{T_{xy}} = \frac{r_{xy}}{\sqrt{r_x r_y}},$$

where $r_{T_{xy}}$ is a corrected correlation for attenuation between scores *x* and *y*, $r_{xy}$ is an observed correlation between the scores *x* and *y*, and $r_x$ and $r_y$ are reliabilities for *x* and *y*, respectively. Coefficient alphas, presented in table 10.1, were used to calculated the corrected correlation coefficients for attenuation.

**Table 10.6. Correlations between Total Combined and Domains for the AZELLA Stage I Reassessment**

| Form A | Total Combined | Listening | Reading | Writing | Speaking |
|---|---|---|---|---|---|
| Total | 1.00 | 0.81 | 0.87 | 0.84 | 0.69 |
| | (1.00) | (0.99) | (1.03) | (0.97) | (0.88) |
| Listening | 0.81 | 1.00 | 0.66 | 0.55 | 0.46 |
| | (0.99) | (1.03) | (0.86) | (0.69) | (0.64) |
| Reading | 0.87 | 0.66 | 1.00 | 0.65 | 0.43 |
| | (1.00) | (0.86) | (1.00) | (0.81) | (0.59) |
| Writing | 0.84 | 0.55 | 0.65 | 1.00 | 0.41 |
| | (0.97) | (0.69) | (0.81) | (1.00) | (0.55) |
| Speaking | 0.69 | 0.46 | 0.43 | 0.41 | 1.00 |
| | (0.88) | (0.64) | (0.59) | (0.55) | (1.00) |

**Table 10.7. Correlations between Total Combined and Domains for the AZELLA Stage II Reassessment**

| | Total Combined | Listening | Reading | Writing | Speaking |
|---|---|---|---|---|---|
| Total | 1.00 | 0.76 | 0.91 | 0.88 | 0.67 |
| | (1.00) | (0.96) | (1.07) | (1.06) | (0.78) |
| Listening | 0.76 | 1.00 | 0.61 | 0.58 | 0.39 |
| | (0.96) | (1.00) | (0.81) | (0.79) | (0.52) |
| Reading | 0.91 | 0.61 | 1.00 | 0.76 | 0.46 |
| | (1.07) | (0.81) | (1.00) | (0.97) | (0.57) |
| Writing | 0.88 | 0.58 | 0.76 | 1.00 | 0.45 |
| | (1.06) | (0.79) | (0.97) | (1.00) | (0.57) |
| Speaking | 0.67 | 0.39 | 0.46 | 0.45 | 1.00 |
| | (0.78) | (0.52) | (0.57) | (0.57) | (1.00) |

**Table 10.8. Correlations between Total Combined and Domains for the AZELLA Stage III Reassessment**

| | Total Combined | Listening | Reading | Writing | Speaking |
|---|---|---|---|---|---|
| Total | 1.00 | 0.76 | 0.89 | 0.90 | 0.72 |
| | (1.00) | (1.00) | (1.05) | (1.04) | (0.83) |
| Listening | 0.76 | 1.00 | 0.61 | 0.56 | 0.47 |
| | (1.00) | (1.00) | (0.86) | (0.78) | (0.65) |
| Reading | 0.89 | 0.61 | 1.00 | 0.74 | 0.47 |
| | (1.05) | (0.86) | (1.00) | (0.93) | (0.58) |
| Writing | 0.90 | 0.56 | 0.74 | 1.00 | 0.55 |
| | (1.04) | (0.78) | (0.93) | (1.00) | (0.66) |
| Speaking | 0.72 | 0.47 | 0.47 | 0.55 | 1.00 |
| | (0.83) | (0.65) | (0.58) | (0.66) | (1.00) |

**Table 10.9. Correlation between Total Combined and Domains for the AZELLA Stage IV Reassessment**

| | Total Combined | Listening | Reading | Writing | Speaking |
|---|---|---|---|---|---|
| Total | 1.00 | 0.79 | 0.91 | 0.90 | 0.74 |
| | (1.00) | (1.00) | (1.03) | (1.05) | (0.82) |
| Listening | 0.79 | 1.00 | 0.65 | 0.62 | 0.52 |
| | (1.00) | (1.00) | (0.86) | (0.84) | (0.67) |
| Reading | 0.91 | 0.65 | 1.00 | 0.76 | 0.52 |
| | (1.03) | (0.86) | (1.00) | (0.92) | (0.60) |
| Writing | 0.90 | 0.62 | 0.76 | 1.00 | 0.57 |
| | (1.05) | (0.84) | (0.92) | (1.00) | (0.68) |
| Speaking | 0.74 | 0.52 | 0.52 | 0.57 | 1.00 |
| | (0.82) | (0.67) | (0.60) | (0.68) | (1.00) |

**Table 10.10. Correlations between Total Combined and Domains for the AZELLA Stage V Reassessment**

| | Total Combined | Listening | Reading | Writing | Speaking |
|---|---|---|---|---|---|
| Total | 1.00 | 0.82 | 0.89 | 0.92 | 0.75 |
| | (1.00) | (1.02) | (1.04) | (1.09) | (0.83) |
| Listening | 0.82 | 1.00 | 0.64 | 0.67 | 0.56 |
| | (1.02) | (1.00) | (0.86) | (0.92) | (0.71) |
| Reading | 0.89 | 0.64 | 1.00 | 0.75 | 0.50 |
| | (1.04) | (0.86) | (1.00) | (0.95) | (0.59) |
| Writing | 0.92 | 0.67 | 0.75 | 1.00 | 0.62 |
| | (1.09) | (0.92) | (0.95) | (1.00) | (0.75) |
| Speaking | 0.75 | 0.56 | 0.50 | 0.62 | 1.00 |
| | (0.83) | (0.71) | (0.59) | (0.75) | (1.00) |

# Chapter 11. CLASSIFICATION

Part 11 of this technical report provides information regarding classifying students into proficiency categories for the Spring 2017 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 conditional standard error of measurement (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 2017 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, and Proficient) are present on Overall and Total Combined while three proficiency levels (Pre-Emergent/Emergent/Basic, Intermediate, and Proficient) are present on domains (Listening, Speaking, Reading, and Writing) and subdomains (Language, Oral, Comprehension, and Literacy).

Starting Placement 2016-2017 administration, the Proficient cut for Total Combined, Reading, and Writing for Stages III through V was increased. The new Proficient cut as well as the original Proficient cut are presented in table 11.1. Consequently, the following decisions were made to also increase the Proficient cut for subdomains related to Reading and/or Writing (i.e., Language, Comprehension, Literacy). The following rules were applied for new Proficient cuts for those subdomains:

- Language: Pick an underlying theta cut which corresponds to a new Proficient cut in scale score for Total Combined.
- Comprehension: Apply an average Proficient cut between a new Proficient cut in Reading and the current Proficient cut in Listening.
- Literacy: Pick a lower Proficient cut between a new Proficient cut in Reading and Writing.

**Table 11.1. AZELLA Proficient Cuts for Stages III-V**

| | Total Combined | | Reading | | Writing | |
|---|---|---|---|---|---|---|
| Grade(s) | New | Original | New | Original | New | Original |
| 3 | 2474 | 2457 | 260 | 250 | 250 | 250 |
| 4 | 2499 | 2472 | 270 | 250 | 267 | 250 |
| 5 | 2523 | 2473 | 280 | 250 | 290 | 250 |
| 6 | 2530 | 2477 | 270 | 250 | 280 | 250 |
| 7 | 2535 | 2477 | 280 | 250 | 290 | 250 |
| 8 | 2540 | 2477 | 290 | 250 | 290 | 250 |
| 9-12 | 2550 | 2508 | 270 | 250 | 270 | 250 |

After new Proficient cuts for the domains (and subdomains) of Reading, Writing, Language, Comprehension, and Literacy were determined, the scale scores for these were adjusted such that the Proficient cut would remain 250, and the Intermediate cut also would remain 230. The corresponding underlying theta cut stayed the same as the new cut in the following steps.

1. Using the current scaling constants for a domain or subdomain, the new Proficient cut in scale score was transformed back to the underlying theta scale by

$$\theta_{New\ Proficient} = (SS_{New\ Proficient} - B)/A,$$

   where $\theta_{New\ Proficient}$ is a new Proficient cut in theta, $SS_{New\ Proficient}$ is a new Proficient cut in scale score, $B$ is a location constant, and $A$ is a scaling constant.
2. An Intermediate cut in theta, $\theta_{Intermediate}$, was also obtained by repeating Step 1.
3. New scaling constants were calculated by solving the following equations,

$$A' \times \theta_{Intermediate} + B' = 230$$

$$A' \times \theta_{New\ Proficient} + B' = 250,$$

   where $A'$ and $B'$ are new scaling constants to transform the Intermediate and new Proficient cuts in theta into 230 and 250 in scale scores, respectively.

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 through IV. The final proficiency ranges on Total Combined in scale score are presented in table 11.2. The final proficiency ranges on the domains are 100-229 (Pre-Emergent/Emergent/Basic), 230-249 (Intermediate), and 250-400 (Proficient).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 Overall.

**Table 11.2. Final Scale Score Ranges by Proficiency Level on Total Combined for the Stage I though 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 | 2414-2473 | 2474-3000 |
| III | 04 | 2000-2390 | 2391-2433 | 2434-2498 | 2499-3000 |
| III | 05 | 2000-2400 | 2401-2441 | 2442-2522 | 2523-3000 |
| IV | 06 | 2000-2403 | 2404-2442 | 2443-2529 | 2530-3000 |
| IV | 07 | 2000-2403 | 2404-2442 | 2443-2534 | 2535-3000 |
| IV | 08 | 2000-2403 | 2404-2442 | 2443-2539 | 2540-3000 |
| V | 09-12 | 2000-2425 | 2426-2467 | 2468-2549 | 2550-3000 |

The AZELLA Kindergarten Placement Test Proficient cut score was also increased to 257 from 245, starting in Placement 2016-2017 administration.

## 11.2 Classification Consistency and Accuracy

This section describes the analyses conducted to estimate classification consistency and accuracy for the Spring 2017 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-stakes decisions such as whether exiting or not exiting the EL 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 the EL 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 as 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 11.3. Note that the scale score may not be the 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 table 11.2. The exact Proficient level cut for each of the domains is set at 250. Also note that CSEMs across domains are not comparable because they have their own scale.

**Table 11.3. 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 | 2327 | 18 |
| | | Listening | 253 | 19 |
| | | Speaking | 260 | 20 |
| | | Reading | 252 | 15 |
| | | Writing | 254 | 15 |
| II | 01 | Total | 2385 | 11 |
| | | Listening | 254 | 12 |
| | | Speaking | 252 | 11 |
| | | Reading | 251 | 8 |
| | | Writing | 251 | 10 |
| | 02 | Total | 2429 | 12 |
| | | Listening | 251 | 13 |
| | | Speaking | 251 | 12 |
| | | Reading | 251 | 8 |
| | | Writing | 250 | 11 |
| III | 03 | Total | 2475 | 12 |
| | | Listening | 251 | 12 |
| | | Speaking | 255 | 17 |
| | | Reading | 251 | 6 |
| | | Writing | 251 | 10 |
| | 04 | Total | 2500 | 13 |
| | | Listening | 255 | 14 |
| | | Speaking | 263 | 29 |
| | | Reading | 250 | 5 |
| | | Writing | 251 | 7 |
| | | Total | 2523 | 14 |
| | | Listening | 256 | 17 |
| | | Speaking | 266 | 35 |
| | | Reading | 250 | 6 |
| | | Writing | 251 | 7 |
| IV | 06 | Total | 2532 | 13 |
| | | Listening | 252 | 16 |
| | | Speaking | 253 | 17 |
| | | Reading | 251 | 6 |
| | | Writing | 250 | 5 |
| | 07 | Total | 2537 | 13 |
| | | Listening | 252 | 16 |
| | | Speaking | 253 | 17 |
| | | Reading | 250 | 5 |
| | | Writing | 251 | 5 |
| | 08 | Total | 2540 | 13 |
| | | Listening | 252 | 16 |
| | | Speaking | 253 | 17 |
| | | Reading | 250 | 4 |
| | | Writing | 251 | 5 |
| V | 09 - 12 | Total | 2551 | 13 |
| | | Listening | 252 | 13 |
| | | Speaking | 250 | 18 |
| | | Reading | 251 | 5 |
| | | Writing | 251 | 5 |

Classification consistency and accuracy for the Spring 2017 AZELLA Reassessment are presented in table 11.4. 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 11.4. 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 | 12566 | 0.87 | 0.13 | 0.50 | 0.73 | 0.90 | 0.05 | 0.04 |
| II | 01 | 9122 | 0.90 | 0.10 | 0.60 | 0.75 | 0.93 | 0.04 | 0.03 |
| II | 02 | 9018 | 0.88 | 0.12 | 0.54 | 0.73 | 0.91 | 0.05 | 0.04 |
| III | 03 | 8225 | 0.94 | 0.06 | 0.83 | 0.67 | 0.96 | 0.02 | 0.01 |
| III | 04 | 8221 | 0.89 | 0.11 | 0.71 | 0.63 | 0.92 | 0.04 | 0.03 |
| III | 05 | 6401 | 0.86 | 0.14 | 0.76 | 0.43 | 0.90 | 0.06 | 0.04 |
| IV | 06 | 4310 | 0.94 | 0.06 | 0.87 | 0.59 | 0.96 | 0.03 | 0.01 |
| IV | 07 | 4197 | 0.90 | 0.10 | 0.78 | 0.57 | 0.93 | 0.04 | 0.03 |
| IV | 08 | 3392 | 0.88 | 0.12 | 0.73 | 0.55 | 0.91 | 0.05 | 0.04 |
| V | 09-12 | 7668 | 0.92 | 0.08 | 0.79 | 0.61 | 0.94 | 0.03 | 0.02 |

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

Since a Proficient cut for Kindergarten Placement Test was increased to 257 from 245, the classification consistency and accuracy were calculated based on the Placement 2016-2017 data, presented in table 11.5

**Table 11.5. Classification Consistency and Accuracy for Kindergarten Placement Test in Placement 2016-2017**

| Stage | Grade(s) | N | Consistency | Inconsistency | Chance | κ | Accuracy | False Positive | False Negative |
|---|---|---|---|---|---|---|---|---|---|
| I | Kindergarten | 20508 | 0.72 | 0.28 | 0.57 | 0.36 | 0.78 | 0.09 | 0.14 |

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

# Chapter 12. REFERENCES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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), and point-biserial correlation between an item and its respective domain (Pbis Domain) for EL students for the Spring 2017 Reassessment are summarized by domain in the tables.

**Table A.1. Item-Level Statistics for Items in Reading on Stage I**

| Item Number | Item Type | Max | N-Count | P-value | Pbis Total | Pbis Domain |
|---|---|---|---|---|---|---|
| 15 | MC | 1 | 12566 | 0.649 | 0.399 | 0.456 |
| 16 | MC | 1 | 12566 | 0.774 | 0.529 | 0.524 |
| 17 | MC | 1 | 12566 | 0.774 | 0.545 | 0.539 |
| 18 | MC | 1 | 12566 | 0.825 | 0.418 | 0.414 |
| 19 | MC | 1 | 12566 | 0.673 | 0.264 | 0.350 |
| 20 | MC | 1 | 12566 | 0.690 | 0.332 | 0.404 |
| 21 | MC | 1 | 12566 | 0.572 | 0.496 | 0.566 |
| 22 | MC | 1 | 12566 | 0.648 | 0.437 | 0.520 |
| 23 | MC | 1 | 12566 | 0.652 | 0.434 | 0.514 |
| 24 | MC | 1 | 12566 | 0.487 | 0.363 | 0.444 |
| 25 | MC | 1 | 12566 | 0.587 | 0.404 | 0.476 |
| 26 | MC | 1 | 12566 | 0.612 | 0.244 | 0.337 |
| 27 | MC | 1 | 12566 | 0.614 | 0.276 | 0.346 |
| 28 | MC | 1 | 12566 | 0.571 | 0.315 | 0.405 |
| 29 | MC | 1 | 12566 | 0.654 | 0.447 | 0.508 |
| 30 | MC | 1 | 12566 | 0.657 | 0.368 | 0.445 |
| 31 | MC | 1 | 12566 | 0.677 | 0.467 | 0.525 |
| 32 | MC | 1 | 12566 | 0.730 | 0.474 | 0.528 |

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 Number | Item Type | Max | N-Count | P-value | Pbis Total | Pbis Domain |
|---|---|---|---|---|---|---|
| 33 | SA2 | 2 | 12566 | 0.605 | 0.501 | 0.598 |
| 34 | SA2 | 2 | 12566 | 0.568 | 0.342 | 0.428 |
| 35 | SA2 | 2 | 12566 | 0.39 | 0.661 | 0.784 |
| 36 | SA2 | 2 | 12566 | 0.529 | 0.635 | 0.718 |
| 37 | SA2 | 2 | 12566 | 0.396 | 0.665 | 0.792 |
| 38 | SA1 | 1 | 12566 | 0.643 | 0.334 | 0.374 |
| 39 | SA1 | 1 | 12566 | 0.489 | 0.360 | 0.415 |
| 40 | SA3 | 3 | 12566 | 0.292 | 0.664 | 0.810 |
| 41 | SA3 | 3 | 12566 | 0.361 | 0.689 | 0.832 |

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 Number | Item Type | Max | N-Count | P-value | Pbis Total | Pbis Domain |
|---|---|---|---|---|---|---|
| 1 | MC | 1 | 12566 | 0.797 | 0.301 | 0.368 |
| 2 | MC | 1 | 12566 | 0.770 | 0.344 | 0.412 |
| 3 | MC | 1 | 12566 | 0.700 | 0.323 | 0.386 |
| 4 | MC | 1 | 12566 | 0.823 | 0.330 | 0.416 |
| 5 | MC | 1 | 12566 | 0.651 | 0.372 | 0.488 |
| 6 | MC | 1 | 12566 | 0.664 | 0.440 | 0.557 |
| 7 | MC | 1 | 12566 | 0.749 | 0.310 | 0.416 |
| 8 | MC | 1 | 12566 | 0.718 | 0.484 | 0.576 |
| 9 | MC | 1 | 12566 | 0.768 | 0.474 | 0.572 |
| 10 | MC | 1 | 12566 | 0.776 | 0.381 | 0.469 |
| 11 | MC | 1 | 12566 | 0.782 | 0.420 | 0.514 |
| 12 | MC | 1 | 12566 | 0.640 | 0.449 | 0.531 |
| 13 | MC | 1 | 12566 | 0.632 | 0.432 | 0.536 |
| 14 | MC | 1 | 12566 | 0.628 | 0.366 | 0.473 |

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 Number | Item Type | Max | N-Count | P-value | Pbis Total | Pbis Domain |
|---|---|---|---|---|---|---|
| 42 | SA1 | 1 | 12566 | 0.759 | 0.231 | 0.384 |
| 43 | SA1 | 1 | 12566 | 0.943 | 0.197 | 0.336 |
| 44 | SA1 | 1 | 12566 | 0.663 | 0.366 | 0.409 |
| 45 | SA1 | 1 | 12566 | 0.230 | 0.336 | 0.376 |
| 46 | SA2 | 2 | 12566 | 0.728 | 0.414 | 0.684 |
| 47 | SA2 | 2 | 12566 | 0.756 | 0.423 | 0.690 |
| 48 | SA2 | 2 | 12566 | 0.568 | 0.453 | 0.671 |
| 49 | SA4 | 4 | 12566 | 0.686 | 0.571 | 0.761 |

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 Number | Item Type | Max | N-Count | P-value | Pbis Total | Pbis Domain |
|---|---|---|---|---|---|---|
| 15 | MC | 1 | 18140 | 0.709 | 0.331 | 0.332 |
| 16 | MC | 1 | 18140 | 0.729 | 0.352 | 0.362 |
| 17 | MC | 1 | 18140 | 0.516 | 0.379 | 0.388 |
| 18 | MC | 1 | 18140 | 0.741 | 0.348 | 0.365 |
| 19 | MC | 1 | 18140 | 0.683 | 0.501 | 0.513 |
| 20 | MC | 1 | 18140 | 0.590 | 0.376 | 0.417 |
| 21 | MC | 1 | 18140 | 0.403 | 0.365 | 0.402 |
| 22 | MC | 1 | 18140 | 0.601 | 0.323 | 0.349 |
| 23 | MC | 1 | 18140 | 0.509 | 0.461 | 0.494 |
| 24 | MC | 1 | 18140 | 0.447 | 0.516 | 0.565 |
| 25 | MC | 1 | 18140 | 0.502 | 0.311 | 0.361 |
| 26 | MC | 1 | 18140 | 0.500 | 0.467 | 0.517 |
| 27 | MC | 1 | 18140 | 0.554 | 0.397 | 0.455 |
| 28 | MC | 1 | 18140 | 0.467 | 0.461 | 0.515 |
| 29 | MC | 1 | 18140 | 0.521 | 0.312 | 0.361 |
| 30 | MC | 1 | 18140 | 0.587 | 0.459 | 0.519 |
| 31 | MC | 1 | 18140 | 0.510 | 0.463 | 0.529 |
| 32 | MC | 1 | 18140 | 0.427 | 0.339 | 0.406 |
| 33 | MC | 1 | 18140 | 0.446 | 0.241 | 0.299 |
| 34 | MC | 1 | 18140 | 0.581 | 0.404 | 0.451 |
| 50 | SA1 | 1 | 18140 | 0.645 | 0.309 | 0.327 |
| 51 | SA1 | 1 | 18140 | 0.525 | 0.343 | 0.348 |
| 52 | SA3 | 3 | 18140 | 0.329 | 0.625 | 0.682 |

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 Number | Item Type | Max | N-Count | P-value | Pbis Total | Pbis Domain |
|---|---|---|---|---|---|---|
| 35 | MC | 1 | 18140 | 0.729 | 0.527 | 0.578 |
| 36 | MC | 1 | 18140 | 0.558 | 0.380 | 0.450 |
| 37 | MC | 1 | 18140 | 0.388 | 0.279 | 0.342 |
| 38 | MC | 1 | 18140 | 0.518 | 0.328 | 0.391 |
| 39 | MC | 1 | 18140 | 0.636 | 0.333 | 0.385 |
| 40 | MC | 1 | 18140 | 0.745 | 0.488 | 0.531 |
| 41 | MC | 1 | 18140 | 0.482 | 0.436 | 0.491 |
| 42 | MC | 1 | 18140 | 0.484 | 0.333 | 0.403 |
| 43 | MC | 1 | 18140 | 0.566 | 0.400 | 0.453 |
| 44 | MC | 1 | 18140 | 0.468 | 0.430 | 0.466 |
| 45 | MC | 1 | 18140 | 0.558 | 0.340 | 0.411 |
| 46 | MC | 1 | 18140 | 0.410 | 0.270 | 0.340 |
| 47 | MC | 1 | 18140 | 0.470 | 0.322 | 0.387 |
| 48 | ER | 3 | 18140 | 0.572 | 0.693 | 0.763 |
| 49 | ER | 3 | 18140 | 0.598 | 0.679 | 0.746 |

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 Number | Item Type | Max | N-Count | P-value | Pbis Total | Pbis Domain |
|---|---|---|---|---|---|---|
| 1 | MC | 1 | 18140 | 0.581 | 0.317 | 0.466 |
| 2 | MC | 1 | 18140 | 0.599 | 0.350 | 0.479 |
| 3 | MC | 1 | 18140 | 0.473 | 0.386 | 0.506 |
| 4 | MC | 1 | 18140 | 0.446 | 0.344 | 0.476 |
| 5 | MC | 1 | 18140 | 0.424 | 0.366 | 0.500 |
| 6 | MC | 1 | 18140 | 0.392 | 0.319 | 0.455 |
| 7 | MC | 1 | 18140 | 0.771 | 0.271 | 0.391 |
| 8 | MC | 1 | 18140 | 0.655 | 0.415 | 0.504 |
| 9 | MC | 1 | 18140 | 0.730 | 0.291 | 0.390 |
| 10 | MC | 1 | 18140 | 0.829 | 0.300 | 0.383 |
| 11 | MC | 1 | 18140 | 0.709 | 0.413 | 0.489 |
| 12 | MC | 1 | 18140 | 0.716 | 0.321 | 0.424 |
| 13 | MC | 1 | 18140 | 0.721 | 0.274 | 0.387 |
| 14 | MC | 1 | 18140 | 0.414 | 0.406 | 0.446 |

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 Number | Item Type | Max | N-Count | P-value | Pbis Total | Pbis Domain |
|---|---|---|---|---|---|---|
| 53 | SA4 | 4 | 18140 | 0.740 | 0.430 | 0.686 |
| 54 | SA4 | 4 | 18140 | 0.846 | 0.435 | 0.699 |
| 55 | SA4 | 4 | 18140 | 0.365 | 0.425 | 0.501 |
| 56 | SA4 | 4 | 18140 | 0.628 | 0.434 | 0.708 |
| 57 | SA4 | 4 | 18140 | 0.617 | 0.466 | 0.698 |
| 58 | SA4 | 4 | 18140 | 0.732 | 0.426 | 0.705 |
| 59 | SA4 | 4 | 18140 | 0.721 | 0.396 | 0.700 |
| 60 | SA4 | 4 | 18140 | 0.823 | 0.556 | 0.675 |

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 Number | Item Type | Max | N-Count | P-value | Pbis Total | Pbis Domain |
|---|---|---|---|---|---|---|
| 15 | MC | 1 | 22847 | 0.720 | 0.283 | 0.330 |
| 16 | MC | 1 | 22847 | 0.531 | 0.426 | 0.445 |
| 17 | MC | 1 | 22847 | 0.729 | 0.377 | 0.402 |
| 18 | MC | 1 | 22847 | 0.523 | 0.418 | 0.444 |
| 19 | MC | 1 | 22847 | 0.702 | 0.487 | 0.492 |
| 20 | MC | 1 | 22847 | 0.482 | 0.321 | 0.375 |
| 21 | MC | 1 | 22847 | 0.348 | 0.309 | 0.361 |
| 22 | MC | 1 | 22847 | 0.383 | 0.286 | 0.341 |
| 23 | MC | 1 | 22847 | 0.353 | 0.247 | 0.308 |
| 24 | MC | 1 | 22847 | 0.576 | 0.473 | 0.512 |
| 25 | MC | 1 | 22847 | 0.454 | 0.416 | 0.468 |
| 26 | MC | 1 | 22847 | 0.634 | 0.474 | 0.499 |
| 27 | MC | 1 | 22847 | 0.379 | 0.316 | 0.368 |
| 28 | MC | 1 | 22847 | 0.458 | 0.306 | 0.361 |
| 29 | MC | 1 | 22847 | 0.350 | 0.214 | 0.273 |
| 30 | MC | 1 | 22847 | 0.335 | 0.301 | 0.361 |
| 31 | MC | 1 | 22847 | 0.373 | 0.308 | 0.389 |
| 32 | MC | 1 | 22847 | 0.367 | 0.296 | 0.372 |
| 33 | MC | 1 | 22847 | 0.351 | 0.290 | 0.343 |
| 34 | MC | 1 | 22847 | 0.485 | 0.422 | 0.483 |
| 35 | MC | 1 | 22847 | 0.445 | 0.374 | 0.447 |
| 36 | MC | 1 | 22847 | 0.472 | 0.319 | 0.385 |
| 37 | MC | 1 | 22847 | 0.653 | 0.454 | 0.474 |
| 56 | SA1 | 1 | 22847 | 0.607 | 0.253 | 0.248 |
| 57 | SA1 | 1 | 22847 | 0.375 | 0.407 | 0.433 |
| 58 | SA1 | 1 | 22847 | 0.386 | 0.443 | 0.460 |

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 Number | Item Type | Max | N-Count | P-value | Pbis Total | Pbis Domain |
|---|---|---|---|---|---|---|
| 38 | MC | 1 | 22847 | 0.396 | 0.344 | 0.394 |
| 39 | MC | 1 | 22847 | 0.489 | 0.275 | 0.336 |
| 40 | MC | 1 | 22847 | 0.483 | 0.376 | 0.436 |
| 41 | MC | 1 | 22847 | 0.425 | 0.302 | 0.368 |
| 42 | MC | 1 | 22847 | 0.474 | 0.308 | 0.375 |
| 43 | MC | 1 | 22847 | 0.641 | 0.404 | 0.481 |
| 44 | MC | 1 | 22847 | 0.617 | 0.493 | 0.551 |
| 45 | MC | 1 | 22847 | 0.737 | 0.416 | 0.470 |
| 46 | MC | 1 | 22847 | 0.762 | 0.511 | 0.557 |
| 47 | MC | 1 | 22847 | 0.543 | 0.489 | 0.524 |
| 48 | MC | 1 | 22847 | 0.504 | 0.326 | 0.373 |
| 49 | MC | 1 | 22847 | 0.771 | 0.427 | 0.499 |
| 50 | MC | 1 | 22847 | 0.573 | 0.421 | 0.490 |
| 51 | MC | 1 | 22847 | 0.639 | 0.473 | 0.537 |
| 52 | MC | 1 | 22847 | 0.577 | 0.483 | 0.521 |
| 53 | MC | 1 | 22847 | 0.574 | 0.418 | 0.474 |
| 54 | ER | 5 | 22847 | 0.505 | 0.689 | 0.725 |
| 55 | ER | 5 | 22847 | 0.514 | 0.655 | 0.706 |

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 Number | Item Type | Max | N-Count | P-value | Pbis Total | Pbis Domain |
|---|---|---|---|---|---|---|
| 1 | MC | 1 | 22847 | 0.706 | 0.299 | 0.367 |
| 2 | MC | 1 | 22847 | 0.639 | 0.325 | 0.408 |
| 3 | MC | 1 | 22847 | 0.308 | 0.149 | 0.288 |
| 4 | MC | 1 | 22847 | 0.725 | 0.301 | 0.409 |
| 5 | MC | 1 | 22847 | 0.636 | 0.363 | 0.463 |
| 6 | MC | 1 | 22847 | 0.368 | 0.226 | 0.365 |
| 7 | MC | 1 | 22847 | 0.317 | 0.277 | 0.399 |
| 8 | MC | 1 | 22847 | 0.543 | 0.360 | 0.466 |
| 9 | MC | 1 | 22847 | 0.655 | 0.243 | 0.358 |
| 10 | MC | 1 | 22847 | 0.529 | 0.420 | 0.490 |
| 11 | MC | 1 | 22847 | 0.423 | 0.303 | 0.416 |
| 12 | MC | 1 | 22847 | 0.712 | 0.352 | 0.444 |
| 13 | MC | 1 | 22847 | 0.549 | 0.417 | 0.505 |
| 14 | MC | 1 | 22847 | 0.507 | 0.313 | 0.438 |

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 Number | Item Type | Max | N-Count | P-value | Pbis Total | Pbis Domain |
|---|---|---|---|---|---|---|
| 59 | SA4 | 4 | 22847 | 0.666 | 0.523 | 0.649 |
| 60 | SA4 | 4 | 22847 | 0.955 | 0.377 | 0.617 |
| 61 | SA4 | 4 | 22847 | 0.783 | 0.544 | 0.690 |
| 62 | SA4 | 4 | 22847 | 0.871 | 0.530 | 0.759 |
| 63 | SA4 | 4 | 22847 | 0.834 | 0.489 | 0.733 |
| 64 | SA4 | 4 | 22847 | 0.797 | 0.422 | 0.672 |
| 65 | SA4 | 4 | 22847 | 0.796 | 0.459 | 0.732 |
| 66 | SA4 | 4 | 22847 | 0.851 | 0.579 | 0.727 |

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 Number | Item Type | Max | N-Count | P-value | Pbis Total | Pbis Domain |
|---|---|---|---|---|---|---|
| 15 | MC | 1 | 11899 | 0.607 | 0.371 | 0.405 |
| 16 | MC | 1 | 11899 | 0.553 | 0.322 | 0.343 |
| 17 | MC | 1 | 11899 | 0.801 | 0.471 | 0.426 |
| 18 | MC | 1 | 11899 | 0.830 | 0.503 | 0.462 |
| 19 | MC | 1 | 11899 | 0.863 | 0.548 | 0.477 |
| 20 | MC | 1 | 11899 | 0.632 | 0.441 | 0.477 |
| 21 | MC | 1 | 11899 | 0.608 | 0.489 | 0.529 |
| 22 | MC | 1 | 11899 | 0.711 | 0.473 | 0.502 |
| 23 | MC | 1 | 11899 | 0.460 | 0.325 | 0.382 |
| 24 | MC | 1 | 11899 | 0.459 | 0.269 | 0.320 |
| 25 | MC | 1 | 11899 | 0.491 | 0.337 | 0.395 |
| 26 | MC | 1 | 11899 | 0.657 | 0.534 | 0.559 |
| 27 | MC | 1 | 11899 | 0.327 | 0.329 | 0.398 |
| 28 | MC | 1 | 11899 | 0.636 | 0.434 | 0.475 |
| 29 | MC | 1 | 11899 | 0.441 | 0.216 | 0.311 |
| 30 | MC | 1 | 11899 | 0.559 | 0.452 | 0.499 |
| 31 | MC | 1 | 11899 | 0.343 | 0.299 | 0.373 |
| 32 | MC | 1 | 11899 | 0.551 | 0.433 | 0.480 |
| 33 | MC | 1 | 11899 | 0.510 | 0.458 | 0.538 |
| 34 | MC | 1 | 11899 | 0.506 | 0.458 | 0.517 |
| 35 | MC | 1 | 11899 | 0.584 | 0.470 | 0.537 |
| 36 | MC | 1 | 11899 | 0.387 | 0.339 | 0.390 |
| 37 | MC | 1 | 11899 | 0.362 | 0.400 | 0.473 |
| 38 | MC | 1 | 11899 | 0.388 | 0.297 | 0.372 |
| 39 | MC | 1 | 11899 | 0.590 | 0.388 | 0.445 |
| 40 | MC | 1 | 11899 | 0.362 | 0.331 | 0.414 |
| 61 | SA1 | 1 | 11899 | 0.351 | 0.359 | 0.372 |
| 62 | SA1 | 1 | 11899 | 0.266 | 0.358 | 0.365 |

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 Number | Item Type | Max | N-Count | P-value | Pbis Total | Pbis Domain |
|---|---|---|---|---|---|---|
| 41 | MC | 1 | 11899 | 0.636 | 0.323 | 0.383 |
| 42 | MC | 1 | 11899 | 0.460 | 0.366 | 0.429 |
| 43 | MC | 1 | 11899 | 0.511 | 0.412 | 0.474 |
| 44 | MC | 1 | 11899 | 0.487 | 0.323 | 0.368 |
| 45 | MC | 1 | 11899 | 0.446 | 0.404 | 0.458 |
| 46 | MC | 1 | 11899 | 0.656 | 0.445 | 0.492 |
| 47 | MC | 1 | 11899 | 0.636 | 0.384 | 0.450 |
| 48 | MC | 1 | 11899 | 0.493 | 0.330 | 0.362 |
| 49 | MC | 1 | 11899 | 0.378 | 0.257 | 0.315 |
| 50 | MC | 1 | 11899 | 0.703 | 0.517 | 0.568 |
| 51 | MC | 1 | 11899 | 0.386 | 0.258 | 0.316 |
| 52 | MC | 1 | 11899 | 0.649 | 0.477 | 0.521 |
| 53 | MC | 1 | 11899 | 0.613 | 0.464 | 0.513 |
| 54 | MC | 1 | 11899 | 0.681 | 0.488 | 0.528 |
| 55 | MC | 1 | 11899 | 0.588 | 0.318 | 0.370 |
| 56 | MC | 1 | 11899 | 0.621 | 0.465 | 0.515 |
| 57 | MC | 1 | 11899 | 0.407 | 0.272 | 0.308 |
| 58 | MC | 1 | 11899 | 0.365 | 0.289 | 0.327 |
| 59 | ER | 5 | 11899 | 0.391 | 0.685 | 0.729 |
| 60 | ER | 5 | 11899 | 0.428 | 0.667 | 0.722 |

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 Number | Item Type | Max | N-Count | P-value | Pbis Total | Pbis Domain |
|---|---|---|---|---|---|---|
| 1 | MC | 1 | 11899 | 0.710 | 0.410 | 0.484 |
| 2 | MC | 1 | 11899 | 0.741 | 0.394 | 0.455 |
| 3 | MC | 1 | 11899 | 0.731 | 0.447 | 0.503 |
| 4 | MC | 1 | 11899 | 0.534 | 0.291 | 0.413 |
| 5 | MC | 1 | 11899 | 0.400 | 0.244 | 0.356 |
| 6 | MC | 1 | 11899 | 0.576 | 0.377 | 0.477 |
| 7 | MC | 1 | 11899 | 0.662 | 0.412 | 0.506 |
| 8 | MC | 1 | 11899 | 0.371 | 0.226 | 0.354 |
| 9 | MC | 1 | 11899 | 0.331 | 0.286 | 0.395 |
| 10 | MC | 1 | 11899 | 0.608 | 0.331 | 0.435 |
| 11 | MC | 1 | 11899 | 0.556 | 0.351 | 0.446 |
| 12 | MC | 1 | 11899 | 0.566 | 0.327 | 0.439 |
| 13 | MC | 1 | 11899 | 0.646 | 0.397 | 0.505 |
| 14 | MC | 1 | 11899 | 0.367 | 0.325 | 0.422 |

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

## Table A.16. Item-Level Statistics for Items in Speaking on Stage IV

| Item Number | Item Type | Max | N-Count | P-value | Pbis Total | Pbis Domain |
|---|---|---|---|---|---|---|
| 63 | SA4 | 4 | 11899 | 0.854 | 0.497 | 0.700 |
| 64 | SA4 | 4 | 11899 | 0.646 | 0.521 | 0.718 |
| 65 | SA4 | 4 | 11899 | 0.823 | 0.559 | 0.747 |
| 66 | SA4 | 4 | 11899 | 0.649 | 0.582 | 0.763 |
| 67 | SA4 | 4 | 11899 | 0.791 | 0.556 | 0.809 |
| 68 | SA4 | 4 | 11899 | 0.632 | 0.476 | 0.706 |
| 69 | SA4 | 4 | 11899 | 0.746 | 0.551 | 0.809 |
| 70 | SA4 | 4 | 11899 | 0.721 | 0.622 | 0.767 |

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 Number | Item Type | Max | N-Count | P-value | Pbis Total | Pbis Domain |
|---|---|---|---|---|---|---|
| 15 | MC | 1 | 7668 | 0.766 | 0.400 | 0.408 |
| 16 | MC | 1 | 7668 | 0.785 | 0.378 | 0.395 |
| 17 | MC | 1 | 7668 | 0.727 | 0.525 | 0.478 |
| 18 | MC | 1 | 7668 | 0.434 | 0.289 | 0.332 |
| 19 | MC | 1 | 7668 | 0.618 | 0.421 | 0.310 |
| 20 | MC | 1 | 7668 | 0.902 | 0.408 | 0.369 |
| 21 | MC | 1 | 7668 | 0.588 | 0.392 | 0.452 |
| 22 | MC | 1 | 7668 | 0.479 | 0.314 | 0.372 |
| 23 | MC | 1 | 7668 | 0.429 | 0.354 | 0.416 |
| 24 | MC | 1 | 7668 | 0.530 | 0.297 | 0.362 |
| 25 | MC | 1 | 7668 | 0.679 | 0.451 | 0.491 |
| 26 | MC | 1 | 7668 | 0.571 | 0.388 | 0.444 |
| 27 | MC | 1 | 7668 | 0.548 | 0.310 | 0.387 |
| 28 | MC | 1 | 7668 | 0.497 | 0.341 | 0.408 |
| 29 | MC | 1 | 7668 | 0.393 | 0.303 | 0.386 |
| 30 | MC | 1 | 7668 | 0.542 | 0.353 | 0.425 |
| 31 | MC | 1 | 7668 | 0.422 | 0.337 | 0.401 |
| 32 | MC | 1 | 7668 | 0.714 | 0.442 | 0.473 |
| 33 | MC | 1 | 7668 | 0.580 | 0.504 | 0.540 |
| 34 | MC | 1 | 7668 | 0.767 | 0.419 | 0.445 |
| 35 | MC | 1 | 7668 | 0.421 | 0.270 | 0.352 |
| 36 | MC | 1 | 7668 | 0.360 | 0.318 | 0.392 |
| 37 | MC | 1 | 7668 | 0.419 | 0.298 | 0.370 |
| 38 | MC | 1 | 7668 | 0.276 | 0.323 | 0.410 |
| 39 | MC | 1 | 7668 | 0.373 | 0.213 | 0.312 |
| 40 | MC | 1 | 7668 | 0.456 | 0.291 | 0.365 |
| 41 | MC | 1 | 7668 | 0.547 | 0.405 | 0.464 |
| 42 | MC | 1 | 7668 | 0.265 | 0.252 | 0.330 |

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 Number | Item Type | Max | N-Count | P-value | Pbis Total | Pbis Domain |
|---|---|---|---|---|---|---|
| 43 | MC | 1 | 7668 | 0.521 | 0.357 | 0.401 |
| 44 | MC | 1 | 7668 | 0.379 | 0.231 | 0.297 |
| 45 | MC | 1 | 7668 | 0.855 | 0.300 | 0.337 |
| 46 | MC | 1 | 7668 | 0.509 | 0.374 | 0.407 |
| 47 | MC | 1 | 7668 | 0.301 | 0.293 | 0.348 |
| 48 | MC | 1 | 7668 | 0.698 | 0.462 | 0.487 |
| 49 | MC | 1 | 7668 | 0.368 | 0.296 | 0.347 |
| 50 | MC | 1 | 7668 | 0.547 | 0.296 | 0.353 |
| 51 | MC | 1 | 7668 | 0.409 | 0.280 | 0.349 |
| 52 | MC | 1 | 7668 | 0.282 | 0.227 | 0.290 |
| 53 | MC | 1 | 7668 | 0.593 | 0.505 | 0.545 |
| 54 | MC | 1 | 7668 | 0.573 | 0.461 | 0.494 |
| 55 | MC | 1 | 7668 | 0.443 | 0.431 | 0.465 |
| 56 | MC | 1 | 7668 | 0.482 | 0.311 | 0.345 |
| 57 | MC | 1 | 7668 | 0.591 | 0.372 | 0.408 |
| 58 | MC | 1 | 7668 | 0.681 | 0.505 | 0.530 |
| 59 | MC | 1 | 7668 | 0.421 | 0.269 | 0.310 |
| 60 | MC | 1 | 7668 | 0.380 | 0.279 | 0.326 |
| 61 | ER | 5 | 7668 | 0.384 | 0.726 | 0.757 |
| 62 | ER | 5 | 7668 | 0.428 | 0.673 | 0.711 |

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 Number | Item Type | Max | N-Count | P-value | Pbis Total | Pbis Domain |
|---|---|---|---|---|---|---|
| 1 | MC | 1 | 7668 | 0.862 | 0.467 | 0.435 |
| 2 | MC | 1 | 7668 | 0.706 | 0.325 | 0.427 |
| 3 | MC | 1 | 7668 | 0.629 | 0.374 | 0.464 |
| 4 | MC | 1 | 7668 | 0.523 | 0.313 | 0.428 |
| 5 | MC | 1 | 7668 | 0.628 | 0.397 | 0.487 |
| 6 | MC | 1 | 7668 | 0.346 | 0.247 | 0.341 |
| 7 | MC | 1 | 7668 | 0.547 | 0.467 | 0.585 |
| 8 | MC | 1 | 7668 | 0.485 | 0.318 | 0.431 |
| 9 | MC | 1 | 7668 | 0.462 | 0.338 | 0.456 |
| 10 | MC | 1 | 7668 | 0.424 | 0.192 | 0.305 |
| 11 | MC | 1 | 7668 | 0.426 | 0.368 | 0.418 |
| 12 | MC | 1 | 7668 | 0.438 | 0.388 | 0.453 |
| 13 | MC | 1 | 7668 | 0.594 | 0.476 | 0.570 |
| 14 | MC | 1 | 7668 | 0.536 | 0.353 | 0.457 |

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 Number | Item Type | Max | N-Count | P-value | Pbis Total | Pbis Domain |
|---|---|---|---|---|---|---|
| 63 | SA4 | 4 | 7668 | 0.713 | 0.528 | 0.721 |
| 64 | SA4 | 4 | 7668 | 0.637 | 0.534 | 0.742 |
| 65 | SA4 | 4 | 7668 | 0.621 | 0.556 | 0.775 |
| 66 | SA4 | 4 | 7668 | 0.675 | 0.545 | 0.769 |
| 67 | SA4 | 4 | 7668 | 0.676 | 0.538 | 0.775 |
| 68 | SA4 | 4 | 7668 | 0.457 | 0.568 | 0.738 |
| 69 | SA4 | 4 | 7668 | 0.666 | 0.475 | 0.735 |
| 70 | SA4 | 4 | 7668 | 0.639 | 0.648 | 0.820 |

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 show the percentages of students who 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 | | % |
|---|---|---|---|---|---|---|---|
| Number | % | PtBis | % | PtBis | % | PtBis | Omit |
| 15 | 64.91 | 0.46 | 18.23 | -0.31 | 15.02 | -0.22 | 1.84 |
| 16 | 77.42 | 0.52 | 5.83 | -0.31 | 16.03 | -0.38 | 0.73 |
| 17 | 77.42 | 0.54 | 6.01 | -0.31 | 16.00 | -0.39 | 0.57 |
| 18 | 82.48 | 0.41 | 10.38 | -0.31 | 6.14 | -0.21 | 1.00 |
| 19 | 67.25 | 0.35 | 9.54 | -0.27 | 22.45 | -0.19 | 0.76 |
| 20 | 69.04 | 0.40 | 13.14 | -0.22 | 17.01 | -0.27 | 0.81 |
| 21 | 57.24 | 0.57 | 24.58 | -0.40 | 17.44 | -0.26 | 0.73 |
| 22 | 64.78 | 0.52 | 14.49 | -0.29 | 19.86 | -0.34 | 0.87 |
| 23 | 65.25 | 0.51 | 16.11 | -0.27 | 17.89 | -0.35 | 0.76 |
| 24 | 48.70 | 0.44 | 27.77 | -0.33 | 22.75 | -0.16 | 0.78 |
| 25 | 58.73 | 0.48 | 23.22 | -0.39 | 16.28 | -0.14 | 1.77 |
| 26 | 61.20 | 0.34 | 28.04 | -0.21 | 9.40 | -0.19 | 1.37 |
| 27 | 61.40 | 0.35 | 10.97 | -0.21 | 25.50 | -0.18 | 2.12 |
| 28 | 57.06 | 0.40 | 34.27 | -0.29 | 7.59 | -0.19 | 1.08 |
| 29 | 65.41 | 0.51 | 12.60 | -0.26 | 19.93 | -0.34 | 2.06 |
| 30 | 65.72 | 0.45 | 22.31 | -0.28 | 10.63 | -0.25 | 1.34 |
| 31 | 67.71 | 0.53 | 18.89 | -0.34 | 11.72 | -0.30 | 1.68 |
| 32 | 73.04 | 0.53 | 15.82 | -0.37 | 9.30 | -0.26 | 1.84 |

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 | | % |
|---|---|---|---|---|---|---|---|
| Number | % | PtBis | % | PtBis | % | PtBis | Omit |
| 1 | 79.68 | 0.37 | 6.76 | -0.27 | 12.26 | -0.19 | 1.3 |
| 2 | 76.99 | 0.41 | 10.85 | -0.30 | 10.85 | -0.21 | 1.3 |
| 3 | 69.99 | 0.39 | 21.37 | -0.24 | 7.20 | -0.23 | 1.44 |
| 4 | 82.27 | 0.42 | 10.23 | -0.27 | 6.63 | -0.25 | 0.88 |
| 5 | 65.06 | 0.49 | 18.88 | -0.37 | 14.85 | -0.20 | 1.2 |
| 6 | 66.44 | 0.56 | 26.52 | -0.45 | 6.17 | -0.21 | 0.87 |
| 7 | 74.92 | 0.42 | 13.35 | -0.29 | 10.55 | -0.21 | 1.18 |
| 8 | 71.80 | 0.58 | 10.57 | -0.39 | 16.55 | -0.34 | 1.07 |
| 9 | 76.76 | 0.57 | 12.88 | -0.39 | 9.25 | -0.32 | 1.11 |
| 10 | 77.61 | 0.47 | 11.03 | -0.39 | 10.31 | -0.18 | 1.06 |
| 11 | 78.20 | 0.51 | 14.13 | -0.35 | 6.54 | -0.30 | 1.13 |
| 12 | 63.99 | 0.53 | 15.72 | -0.32 | 19.56 | -0.32 | 0.72 |
| 13 | 63.16 | 0.54 | 15.08 | -0.29 | 20.96 | -0.34 | 0.8 |
| 14 | 62.76 | 0.47 | 17.13 | -0.31 | 19.44 | -0.26 | 0.68 |

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 | | % |
|---|---|---|---|---|---|---|---|
| Number | % | PtBis | % | PtBis | % | PtBis | Omit |
| 15 | 70.94 | 0.33 | 14.74 | -0.18 | 13.76 | -0.23 | 0.56 |
| 16 | 72.94 | 0.36 | 22.76 | -0.3 | 4.02 | -0.17 | 0.28 |
| 17 | 51.62 | 0.39 | 19.58 | -0.27 | 28.43 | -0.18 | 0.37 |
| 18 | 74.08 | 0.37 | 16.96 | -0.23 | 8.59 | -0.25 | 0.37 |
| 19 | 68.29 | 0.51 | 18.10 | -0.37 | 13.00 | -0.27 | 0.61 |
| 20 | 58.96 | 0.42 | 20.90 | -0.27 | 19.45 | -0.23 | 0.68 |
| 21 | 40.33 | 0.40 | 31.70 | -0.37 | 27.62 | -0.05 | 0.36 |
| 22 | 60.10 | 0.35 | 26.44 | -0.19 | 12.95 | -0.25 | 0.50 |
| 23 | 50.94 | 0.49 | 23.58 | -0.39 | 24.83 | -0.18 | 0.66 |
| 24 | 44.69 | 0.56 | 31.79 | -0.28 | 22.91 | -0.35 | 0.62 |
| 25 | 50.24 | 0.36 | 18.95 | -0.29 | 29.99 | -0.13 | 0.83 |
| 26 | 49.97 | 0.52 | 25.69 | -0.3 | 23.79 | -0.28 | 0.55 |
| 27 | 55.42 | 0.46 | 22.27 | -0.23 | 21.62 | -0.30 | 0.69 |
| 28 | 46.75 | 0.51 | 23.50 | -0.18 | 29.07 | -0.38 | 0.68 |
| 29 | 52.08 | 0.36 | 15.47 | -0.27 | 31.63 | -0.17 | 0.82 |
| 30 | 58.67 | 0.52 | 22.14 | -0.42 | 18.58 | -0.19 | 0.61 |
| 31 | 51.01 | 0.53 | 19.01 | -0.3 | 29.24 | -0.31 | 0.73 |
| 32 | 42.69 | 0.41 | 20.96 | -0.14 | 35.50 | -0.28 | 0.84 |
| 33 | 44.56 | 0.30 | 27.91 | -0.34 | 26.70 | 0.03 | 0.83 |
| 34 | 58.09 | 0.45 | 17.82 | -0.27 | 23.19 | -0.26 | 0.89 |

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 | | % |
|---|---|---|---|---|---|---|---|
| Number | % | PtBis | % | PtBis | % | PtBis | Omit |
| 35 | 72.90 | 0.58 | 13.77 | -0.35 | 13.05 | -0.40 | 0.28 |
| 36 | 55.78 | 0.45 | 26.13 | -0.32 | 17.83 | -0.21 | 0.26 |
| 37 | 38.83 | 0.34 | 26.10 | -0.25 | 34.67 | -0.11 | 0.41 |
| 38 | 51.84 | 0.39 | 25.07 | -0.29 | 22.79 | -0.16 | 0.31 |
| 39 | 63.55 | 0.38 | 10.61 | -0.35 | 25.45 | -0.17 | 0.39 |
| 40 | 74.49 | 0.53 | 13.45 | -0.35 | 11.58 | -0.34 | 0.49 |
| 41 | 48.25 | 0.49 | 32.25 | -0.28 | 19.21 | -0.28 | 0.29 |
| 42 | 48.40 | 0.40 | 32.99 | -0.16 | 18.19 | -0.31 | 0.42 |
| 43 | 56.59 | 0.45 | 25.63 | -0.26 | 17.32 | -0.28 | 0.47 |
| 44 | 46.79 | 0.47 | 31.53 | -0.26 | 21.33 | -0.27 | 0.36 |
| 45 | 55.77 | 0.41 | 21.53 | -0.24 | 22.21 | -0.24 | 0.49 |
| 46 | 41.04 | 0.34 | 41.54 | -0.20 | 17.08 | -0.18 | 0.35 |
| 47 | 46.96 | 0.39 | 34.99 | -0.22 | 17.54 | -0.22 | 0.51 |

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 | | % |
|---|---|---|---|---|---|---|---|
| Number | % | PtBis | % | PtBis | % | PtBis | Omit |
| 1 | 58.11 | 0.47 | 31.16 | -0.34 | 10.01 | -0.21 | 0.72 |
| 2 | 59.87 | 0.48 | 24.76 | -0.28 | 14.54 | -0.30 | 0.83 |
| 3 | 47.34 | 0.51 | 22.72 | -0.32 | 28.8 | -0.24 | 1.14 |
| 4 | 44.58 | 0.48 | 16.55 | -0.21 | 38.4 | -0.32 | 0.47 |
| 5 | 42.40 | 0.50 | 39.76 | -0.39 | 17.38 | -0.14 | 0.46 |
| 6 | 39.22 | 0.45 | 8.36 | -0.17 | 52.04 | -0.34 | 0.38 |
| 7 | 77.13 | 0.39 | 17.06 | -0.31 | 5.56 | -0.19 | 0.24 |
| 8 | 65.51 | 0.05 | 23.15 | -0.39 | 11.00 | -0.22 | 0.34 |
| 9 | 72.98 | 0.39 | 14.67 | -0.23 | 11.93 | -0.27 | 0.41 |
| 10 | 82.94 | 0.38 | 10.13 | -0.29 | 6.57 | -0.21 | 0.36 |
| 11 | 70.92 | 0.49 | 16.89 | -0.32 | 11.96 | -0.31 | 0.23 |
| 12 | 71.58 | 0.42 | 11.68 | -0.32 | 16.47 | -0.23 | 0.27 |
| 13 | 72.12 | 0.39 | 8.84 | -0.23 | 18.74 | -0.27 | 0.31 |
| 14 | 41.45 | 0.45 | 17.11 | -0.21 | 40.77 | -0.27 | 0.67 |

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

## Table A.26. Distractor Analysis of Multiple Choice Items in Reading on Stage III

| Item | Correct Option | | Distractor 1 | | Distractor 2 | | Distractor 3 | | % |
|---|---|---|---|---|---|---|---|---|---|
| Number | % | PtBis | % | PtBis | % | PtBis | % | PtBis | Omit |
| 15 | 71.95 | 0.33 | 9.68 | -0.21 | 13.45 | -0.18 | 4.59 | -0.09 | 0.33 |
| 16 | 53.09 | 0.44 | 9.98 | -0.17 | 4.60 | -0.16 | 32.18 | -0.29 | 0.15 |
| 17 | 72.91 | 0.40 | 11.68 | -0.16 | 6.01 | -0.19 | 9.19 | -0.28 | 0.21 |
| 18 | 52.32 | 0.44 | 11.43 | -0.27 | 8.57 | -0.16 | 27.37 | -0.20 | 0.31 |
| 19 | 70.18 | 0.49 | 9.95 | -0.28 | 9.71 | -0.24 | 9.81 | -0.23 | 0.34 |
| 20 | 48.22 | 0.38 | 16.71 | -0.16 | 13.19 | -0.14 | 21.21 | -0.19 | 0.67 |
| 21 | 34.76 | 0.36 | 25.36 | -0.22 | 30.57 | -0.08 | 9.11 | -0.13 | 0.20 |
| 22 | 38.28 | 0.34 | 20.4 | -0.30 | 19.25 | -0.08 | 21.83 | -0.02 | 0.25 |
| 23 | 35.28 | 0.31 | 19.85 | -0.12 | 24.27 | -0.10 | 20.02 | -0.13 | 0.59 |
| 24 | 57.59 | 0.51 | 10.93 | -0.23 | 15.07 | -0.27 | 16.20 | -0.21 | 0.21 |
| 25 | 45.44 | 0.47 | 20.44 | -0.19 | 16.97 | -0.32 | 16.71 | -0.08 | 0.43 |
| 26 | 63.40 | 0.50 | 10.50 | -0.25 | 8.60 | -0.24 | 16.82 | -0.24 | 0.68 |
| 27 | 37.88 | 0.37 | 19.29 | -0.10 | 16.68 | -0.16 | 25.88 | -0.17 | 0.28 |
| 28 | 45.82 | 0.36 | 16.40 | -0.19 | 11.26 | -0.23 | 25.90 | -0.07 | 0.61 |
| 29 | 35.03 | 0.27 | 26.67 | -0.18 | 24.58 | -0.04 | 13.28 | -0.09 | 0.43 |
| 30 | 33.51 | 0.36 | 6.88 | -0.16 | 41.14 | -0.02 | 17.72 | -0.29 | 0.76 |
| 31 | 37.31 | 0.39 | 28.26 | -0.18 | 17.39 | -0.15 | 16.68 | -0.12 | 0.35 |
| 32 | 36.75 | 0.37 | 22.44 | -0.13 | 19.26 | -0.12 | 21.11 | -0.17 | 0.45 |
| 33 | 35.15 | 0.34 | 27.25 | -0.19 | 16.36 | -0.17 | 20.64 | -0.02 | 0.6 |
| 34 | 48.51 | 0.48 | 14.74 | -0.18 | 15.71 | -0.22 | 20.08 | -0.23 | 0.96 |
| 35 | 44.49 | 0.45 | 19.14 | -0.23 | 16.49 | -0.18 | 19.48 | -0.16 | 0.39 |
| 36 | 47.24 | 0.38 | 14.47 | -0.22 | 13.84 | -0.22 | 23.96 | -0.08 | 0.48 |
| 37 | 65.35 | 0.47 | 7.90 | -0.25 | 16.64 | -0.22 | 9.69 | -0.25 | 0.43 |

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

## Table A.27. Distractor Analysis of Multiple Choice Items in Writing on Stage III

| Item | Correct Option | | Distractor 1 | | Distractor 2 | | Distractor 3 | | % |
|---|---|---|---|---|---|---|---|---|---|
| Number | % | PtBis | % | PtBis | % | PtBis | % | PtBis | Omit |
| 38 | 39.59 | 0.39 | 20.02 | -0.08 | 36.50 | -0.24 | 3.77 | -0.21 | 0.13 |
| 39 | 48.89 | 0.34 | 15.53 | -0.14 | 25.65 | -0.05 | 9.28 | -0.30 | 0.65 |
| 40 | 48.34 | 0.44 | 23.51 | -0.13 | 13.57 | -0.25 | 14.13 | -0.21 | 0.45 |
| 41 | 42.50 | 0.37 | 13.45 | -0.27 | 15.79 | -0.17 | 27.62 | -0.05 | 0.64 |
| 42 | 47.43 | 0.37 | 15.05 | -0.28 | 26.65 | -0.06 | 10.62 | -0.19 | 0.25 |
| 43 | 64.01 | 0.48 | 7.91 | -0.29 | 17.63 | -0.18 | 10.04 | -0.27 | 0.33 |
| 44 | 61.74 | 0.55 | 14.35 | -0.23 | 12.33 | -0.26 | 10.61 | -0.30 | 0.97 |
| 45 | 73.73 | 0.47 | 10.19 | -0.22 | 8.92 | -0.23 | 6.96 | -0.27 | 0.21 |
| 46 | 76.16 | 0.56 | 7.38 | -0.26 | 12.43 | -0.36 | 3.70 | -0.25 | 0.33 |
| 47 | 54.31 | 0.52 | 6.15 | -0.23 | 28.56 | -0.30 | 10.45 | -0.21 | 0.53 |
| 48 | 50.43 | 0.37 | 18.76 | -0.19 | 17.10 | -0.19 | 13.48 | -0.12 | 0.23 |
| 49 | 77.08 | 0.50 | 6.14 | -0.30 | 9.28 | -0.23 | 7.12 | -0.26 | 0.39 |
| 50 | 57.33 | 0.49 | 8.29 | -0.30 | 10.54 | -0.21 | 22.99 | -0.21 | 0.86 |
| 51 | 63.95 | 0.54 | 13.93 | -0.25 | 11.00 | -0.26 | 10.43 | -0.26 | 0.69 |
| 52 | 57.68 | 0.52 | 18.60 | -0.29 | 14.24 | -0.18 | 9.16 | -0.28 | 0.32 |
| 53 | 57.36 | 0.47 | 17.25 | -0.22 | 8.34 | -0.30 | 16.63 | -0.17 | 0.41 |

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 | | % |
|---|---|---|---|---|---|---|---|---|---|
| Number | % | PtBis | % | PtBis | % | PtBis | % | PtBis | Omit |
| 1 | 70.64 | 0.37 | 9.64 | -0.23 | 9.32 | -0.20 | 10.15 | -0.13 | 0.25 |
| 2 | 63.88 | 0.41 | 14.74 | -0.19 | 13.18 | -0.25 | 7.76 | -0.16 | 0.44 |
| 3 | 30.77 | 0.29 | 21.05 | -0.06 | 4.31 | -0.13 | 43.39 | -0.16 | 0.48 |
| 4 | 72.46 | 0.41 | 10.17 | -0.23 | 5.08 | -0.17 | 12.10 | -0.22 | 0.19 |
| 5 | 63.57 | 0.46 | 8.38 | -0.23 | 9.04 | -0.24 | 18.44 | -0.22 | 0.57 |
| 6 | 36.76 | 0.37 | 19.34 | -0.05 | 34.01 | -0.23 | 9.69 | -0.14 | 0.20 |
| 7 | 31.73 | 0.40 | 16.50 | -0.20 | 28.04 | -0.07 | 23.56 | -0.18 | 0.16 |
| 8 | 54.32 | 0.47 | 12.54 | -0.26 | 12.28 | -0.25 | 20.59 | -0.15 | 0.26 |
| 9 | 65.55 | 0.36 | 9.44 | -0.19 | 13.28 | -0.19 | 11.52 | -0.15 | 0.21 |
| 10 | 52.94 | 0.49 | 16.38 | -0.17 | 14.72 | -0.21 | 15.69 | -0.29 | 0.27 |
| 11 | 42.29 | 0.42 | 17.21 | -0.22 | 29.95 | -0.15 | 9.94 | -0.17 | 0.60 |
| 12 | 71.23 | 0.44 | 8.10 | -0.26 | 8.22 | -0.21 | 12.28 | -0.21 | 0.17 |
| 13 | 54.90 | 0.50 | 10.75 | -0.23 | 17.56 | -0.17 | 16.56 | -0.30 | 0.23 |
| 14 | 50.75 | 0.44 | 14.53 | -0.26 | 19.97 | -0.17 | 14.44 | -0.16 | 0.32 |

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 | | % |
|---|---|---|---|---|---|---|---|---|---|
| Number | % | PtBis | % | PtBis | % | PtBis | % | PtBis | Omit |
| 15 | 60.73 | 0.40 | 18.62 | -0.23 | 15.47 | -0.21 | 4.92 | -0.14 | 0.27 |
| 16 | 55.27 | 0.34 | 20.14 | -0.18 | 10.63 | -0.12 | 13.68 | -0.18 | 0.27 |
| 17 | 80.13 | 0.43 | 13.98 | -0.28 | 3.40 | -0.23 | 2.38 | -0.19 | 0.11 |
| 18 | 83.05 | 0.46 | 7.50 | -0.23 | 4.92 | -0.26 | 4.40 | -0.26 | 0.12 |
| 19 | 86.28 | 0.48 | 5.96 | -0.32 | 3.77 | -0.24 | 3.82 | -0.21 | 0.17 |
| 20 | 63.23 | 0.48 | 14.3 | -0.28 | 9.70 | -0.21 | 12.61 | -0.20 | 0.15 |
| 21 | 60.81 | 0.53 | 12.43 | -0.23 | 10.40 | -0.25 | 16.19 | -0.28 | 0.16 |
| 22 | 71.08 | 0.50 | 8.08 | -0.22 | 7.83 | -0.27 | 12.70 | -0.28 | 0.30 |
| 23 | 46.00 | 0.38 | 16.03 | -0.19 | 26.2 | -0.14 | 11.24 | -0.18 | 0.51 |
| 24 | 45.87 | 0.32 | 19.86 | -0.11 | 24.26 | -0.17 | 9.82 | -0.14 | 0.19 |
| 25 | 49.08 | 0.40 | 20.75 | -0.18 | 17.15 | -0.21 | 12.77 | -0.14 | 0.25 |
| 26 | 65.72 | 0.56 | 16.18 | -0.34 | 9.14 | -0.23 | 8.51 | -0.25 | 0.45 |
| 27 | 32.73 | 0.40 | 18.21 | -0.16 | 26.09 | -0.09 | 22.38 | -0.19 | 0.58 |
| 28 | 63.58 | 0.47 | 10.81 | -0.28 | 18.46 | -0.22 | 7.03 | -0.22 | 0.13 |
| 29 | 44.14 | 0.31 | 6.18 | -0.25 | 6.84 | -0.22 | 42.68 | -0.07 | 0.16 |
| 30 | 55.90 | 0.50 | 13.63 | -0.19 | 17.35 | -0.31 | 12.8 | -0.18 | 0.32 |
| 31 | 34.31 | 0.37 | 36.85 | -0.12 | 11.12 | -0.15 | 17.39 | -0.18 | 0.34 |
| 32 | 55.09 | 0.48 | 22.14 | -0.14 | 16.76 | -0.34 | 5.89 | -0.23 | 0.13 |
| 33 | 50.98 | 0.54 | 12.29 | -0.26 | 23.73 | -0.25 | 12.81 | -0.22 | 0.19 |
| 34 | 50.56 | 0.52 | 24.63 | -0.19 | 10.71 | -0.28 | 13.72 | -0.25 | 0.38 |
| 35 | 58.40 | 0.54 | 10.46 | -0.26 | 11.60 | -0.28 | 19.00 | -0.23 | 0.54 |
| 36 | 38.73 | 0.39 | 21.18 | -0.17 | 17.04 | -0.09 | 22.84 | -0.20 | 0.20 |
| 37 | 36.23 | 0.47 | 27.98 | -0.22 | 15.14 | -0.16 | 20.31 | -0.18 | 0.34 |
| 38 | 38.82 | 0.37 | 14.98 | -0.12 | 22.13 | -0.21 | 23.40 | -0.10 | 0.67 |
| 39 | 59.02 | 0.44 | 13.05 | -0.20 | 19.23 | -0.28 | 8.48 | -0.14 | 0.22 |
| 40 | 36.20 | 0.41 | 18.57 | -0.09 | 16.89 | -0.27 | 27.89 | -0.13 | 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.30. Distractor Analysis of Multiple Choice Items in Writing on Stage IV

| Item | Correct Option | | Distractor 1 | | Distractor 2 | | Distractor 3 | | % |
|---|---|---|---|---|---|---|---|---|---|
| Number | % | PtBis | % | PtBis | % | PtBis | % | PtBis | Omit |
| 41 | 63.55 | 0.38 | 9.06 | -0.22 | 3.53 | -0.22 | 23.72 | -0.18 | 0.14 |
| 42 | 46.03 | 0.43 | 25.22 | -0.14 | 20.82 | -0.22 | 7.79 | -0.23 | 0.14 |
| 43 | 51.11 | 0.47 | 16.67 | -0.22 | 14.81 | -0.32 | 17.14 | -0.09 | 0.28 |
| 44 | 48.69 | 0.37 | 15.72 | -0.17 | 22.07 | -0.16 | 13.05 | -0.16 | 0.46 |
| 45 | 44.61 | 0.46 | 12.53 | -0.29 | 11.94 | -0.14 | 30.79 | -0.18 | 0.13 |
| 46 | 65.57 | 0.49 | 18.72 | -0.22 | 8.68 | -0.26 | 6.77 | -0.29 | 0.27 |
| 47 | 63.60 | 0.45 | 16.09 | -0.14 | 9.01 | -0.31 | 10.84 | -0.23 | 0.46 |
| 48 | 49.34 | 0.36 | 16.65 | -0.18 | 18.84 | -0.18 | 15.01 | -0.11 | 0.16 |
| 49 | 37.77 | 0.31 | 19.77 | -0.10 | 22.89 | -0.11 | 19.37 | -0.16 | 0.20 |
| 50 | 70.27 | 0.57 | 8.55 | -0.29 | 8.58 | -0.32 | 12.34 | -0.26 | 0.27 |
| 51 | 38.60 | 0.32 | 17.22 | -0.28 | 37.92 | 0.02 | 5.92 | -0.23 | 0.34 |
| 52 | 64.88 | 0.52 | 6.04 | -0.25 | 17.30 | -0.24 | 11.06 | -0.30 | 0.37 |
| 53 | 61.32 | 0.51 | 12.48 | -0.29 | 12.51 | -0.18 | 13.13 | -0.26 | 0.56 |
| 54 | 68.13 | 0.53 | 15.04 | -0.32 | 6.50 | -0.24 | 10.11 | -0.24 | 0.21 |
| 55 | 58.83 | 0.37 | 13.59 | -0.22 | 10.30 | -0.14 | 17.05 | -0.17 | 0.23 |
| 56 | 62.10 | 0.52 | 11.75 | -0.22 | 15.93 | -0.29 | 9.97 | -0.23 | 0.25 |
| 57 | 40.66 | 0.31 | 19.69 | -0.13 | 19.43 | -0.19 | 19.87 | -0.05 | 0.35 |
| 58 | 36.48 | 0.33 | 31.26 | -0.12 | 16.79 | -0.15 | 15.06 | -0.12 | 0.40 |

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 | | % |
|---|---|---|---|---|---|---|---|---|---|
| Number | % | PtBis | % | PtBis | % | PtBis | % | PtBis | Omit |
| 1 | 71.02 | 0.48 | 13.93 | -0.33 | 8.34 | -0.19 | 6.56 | -0.20 | 0.15 |
| 2 | 74.07 | 0.45 | 12.36 | -0.27 | 2.98 | -0.16 | 10.23 | -0.27 | 0.37 |
| 3 | 73.09 | 0.50 | 5.95 | -0.26 | 6.21 | -0.22 | 14.61 | -0.30 | 0.13 |
| 4 | 53.41 | 0.41 | 17.77 | -0.22 | 19.13 | -0.17 | 9.18 | -0.17 | 0.52 |
| 5 | 40.05 | 0.36 | 25.84 | 0.00 | 16.47 | -0.22 | 17.47 | -0.24 | 0.17 |
| 6 | 57.56 | 0.48 | 8.81 | -0.22 | 12.77 | -0.21 | 20.48 | -0.25 | 0.38 |
| 7 | 66.17 | 0.51 | 13.88 | -0.26 | 10.95 | -0.28 | 8.87 | -0.21 | 0.13 |
| 8 | 37.08 | 0.35 | 17.81 | -0.20 | 25.99 | -0.10 | 18.84 | -0.13 | 0.28 |
| 9 | 33.10 | 0.40 | 13.49 | -0.23 | 25.25 | -0.21 | 27.64 | -0.03 | 0.52 |
| 10 | 60.84 | 0.44 | 5.08 | -0.19 | 18.88 | -0.19 | 15.07 | -0.27 | 0.13 |
| 11 | 55.55 | 0.45 | 26.14 | -0.17 | 10.13 | -0.24 | 7.94 | -0.26 | 0.24 |
| 12 | 56.56 | 0.44 | 16.13 | -0.24 | 17.32 | -0.24 | 9.85 | -0.12 | 0.14 |
| 13 | 64.63 | 0.51 | 16.99 | -0.23 | 9.19 | -0.29 | 9.07 | -0.24 | 0.13 |
| 14 | 36.72 | 0.42 | 6.89 | -0.20 | 11.12 | -0.36 | 45.10 | -0.07 | 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 | | % |
|---|---|---|---|---|---|---|---|---|---|
| Number | % | PtBis | % | PtBis | % | PtBis | % | PtBis | Omit |
| 15 | 76.64 | 0.41 | 7.22 | -0.24 | 10.58 | -0.22 | 5.41 | -0.18 | 0.14 |
| 16 | 78.53 | 0.39 | 6.57 | -0.21 | 6.69 | -0.25 | 7.76 | -0.17 | 0.44 |
| 17 | 72.68 | 0.48 | 8.40 | -0.25 | 11.22 | -0.28 | 7.45 | -0.20 | 0.26 |
| 18 | 43.39 | 0.33 | 46.61 | -0.19 | 5.92 | -0.19 | 3.85 | -0.13 | 0.23 |
| 19 | 61.83 | 0.31 | 19.42 | -0.10 | 10.51 | -0.16 | 7.81 | -0.23 | 0.43 |
| 20 | 90.23 | 0.37 | 3.12 | -0.22 | 2.46 | -0.19 | 4.04 | -0.20 | 0.14 |
| 21 | 58.75 | 0.45 | 17.19 | -0.23 | 13.54 | -0.23 | 10.24 | -0.18 | 0.29 |
| 22 | 47.94 | 0.37 | 21.48 | -0.14 | 16.18 | -0.15 | 14.01 | -0.20 | 0.39 |
| 23 | 42.85 | 0.42 | 24.24 | -0.03 | 13.55 | -0.26 | 19.01 | -0.25 | 0.34 |
| 24 | 53.04 | 0.36 | 13.46 | -0.16 | 23.58 | -0.15 | 9.55 | -0.20 | 0.38 |
| 25 | 67.87 | 0.49 | 18.99 | -0.29 | 6.06 | -0.24 | 6.91 | -0.21 | 0.17 |
| 26 | 57.15 | 0.44 | 20.44 | -0.17 | 9.62 | -0.22 | 12.35 | -0.26 | 0.44 |
| 27 | 54.77 | 0.39 | 11.76 | -0.18 | 7.99 | -0.23 | 25.14 | -0.15 | 0.33 |
| 28 | 49.69 | 0.41 | 25.70 | -0.24 | 16.43 | -0.16 | 7.66 | -0.14 | 0.52 |
| 29 | 39.32 | 0.39 | 20.02 | -0.08 | 27.67 | -0.25 | 12.25 | -0.13 | 0.74 |
| 30 | 54.21 | 0.43 | 15.38 | -0.19 | 17.85 | -0.22 | 12.35 | -0.16 | 0.21 |
| 31 | 42.20 | 0.40 | 20.47 | -0.17 | 18.81 | -0.12 | 18.28 | -0.21 | 0.23 |
| 32 | 71.37 | 0.47 | 11.66 | -0.31 | 8.76 | -0.22 | 7.89 | -0.18 | 0.31 |
| 33 | 58.05 | 0.54 | 20.28 | -0.33 | 10.42 | -0.24 | 10.75 | -0.18 | 0.51 |
| 34 | 76.75 | 0.45 | 5.26 | -0.23 | 6.49 | -0.29 | 11.32 | -0.20 | 0.18 |
| 35 | 42.15 | 0.35 | 20.25 | -0.08 | 17.11 | -0.24 | 20.28 | -0.12 | 0.21 |
| 36 | 36.02 | 0.39 | 26.98 | -0.23 | 27.53 | -0.15 | 9.13 | -0.06 | 0.34 |
| 37 | 41.91 | 0.37 | 26.23 | -0.19 | 22.35 | -0.12 | 9.21 | -0.16 | 0.30 |
| 38 | 27.57 | 0.41 | 27.13 | -0.21 | 29.07 | -0.05 | 15.79 | -0.18 | 0.44 |
| 39 | 37.31 | 0.31 | 18.60 | -0.13 | 19.30 | -0.13 | 24.47 | -0.10 | 0.33 |
| 40 | 45.58 | 0.37 | 14.84 | -0.13 | 16.54 | -0.20 | 22.70 | -0.13 | 0.34 |
| 41 | 54.68 | 0.46 | 21.57 | -0.23 | 11.11 | -0.19 | 12.28 | -0.22 | 0.35 |
| 42 | 26.47 | 0.33 | 14.67 | -0.18 | 29.26 | -0.05 | 29.25 | -0.12 | 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.33. Distractor Analysis of Multiple Choice Items in Writing on Stage V

| Item | Correct Option | | Distractor 1 | | Distractor 2 | | Distractor 3 | | % |
|---|---|---|---|---|---|---|---|---|---|
| Number | % | PtBis | % | PtBis | % | PtBis | % | PtBis | Omit |
| 43 | 52.14 | 0.40 | 28.72 | -0.27 | 11.67 | -0.19 | 7.04 | -0.06 | 0.43 |
| 44 | 37.88 | 0.30 | 37.21 | -0.05 | 16.54 | -0.22 | 8.23 | -0.13 | 0.14 |
| 45 | 85.51 | 0.34 | 2.46 | -0.17 | 2.48 | -0.18 | 9.45 | -0.21 | 0.09 |
| 46 | 50.94 | 0.41 | 4.17 | -0.24 | 25.95 | -0.11 | 18.83 | -0.27 | 0.10 |
| 47 | 30.10 | 0.35 | 28.51 | 0.09 | 20.32 | -0.40 | 20.81 | -0.10 | 0.26 |
| 48 | 69.76 | 0.49 | 19.55 | -0.29 | 3.96 | -0.23 | 6.43 | -0.24 | 0.30 |
| 49 | 36.84 | 0.35 | 39.58 | -0.18 | 12.53 | -0.11 | 10.62 | -0.13 | 0.43 |
| 50 | 54.71 | 0.35 | 27.90 | -0.06 | 12.22 | -0.32 | 4.90 | -0.18 | 0.27 |
| 51 | 40.94 | 0.35 | 15.81 | -0.19 | 28.27 | -0.10 | 14.71 | -0.14 | 0.27 |
| 52 | 28.17 | 0.29 | 19.52 | -0.11 | 25.52 | -0.15 | 26.51 | -0.04 | 0.27 |
| 53 | 59.29 | 0.54 | 12.15 | -0.28 | 19.41 | -0.25 | 8.85 | -0.27 | 0.30 |
| 54 | 57.29 | 0.49 | 12.72 | -0.32 | 21.74 | -0.16 | 7.73 | -0.25 | 0.52 |
| 55 | 44.30 | 0.46 | 24.69 | -0.28 | 16.98 | -0.21 | 13.91 | -0.09 | 0.12 |
| 56 | 48.19 | 0.35 | 6.95 | -0.21 | 28.90 | -0.12 | 15.70 | -0.17 | 0.26 |
| 57 | 59.14 | 0.41 | 20.91 | -0.26 | 12.69 | -0.16 | 6.98 | -0.15 | 0.29 |
| 58 | 68.10 | 0.53 | 8.28 | -0.22 | 10.72 | -0.31 | 12.47 | -0.26 | 0.43 |
| 59 | 42.11 | 0.31 | 25.07 | -0.10 | 16.39 | -0.16 | 16.16 | -0.14 | 0.27 |
| 60 | 37.98 | 0.33 | 16.72 | -0.10 | 20.15 | -0.13 | 24.84 | -0.16 | 0.31 |

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 | | % |
|---|---|---|---|---|---|---|---|---|---|
| Number | % | PtBis | % | PtBis | % | PtBis | % | PtBis | Omit |
| 1 | 86.19 | 0.44 | 2.90 | -0.18 | 4.00 | -0.24 | 6.61 | -0.28 | 0.30 |
| 2 | 70.55 | 0.43 | 4.17 | -0.27 | 5.35 | -0.22 | 19.61 | -0.22 | 0.31 |
| 3 | 62.86 | 0.46 | 8.50 | -0.27 | 5.53 | -0.22 | 22.91 | -0.23 | 0.20 |
| 4 | 52.33 | 0.43 | 8.27 | -0.18 | 33.06 | -0.30 | 6.17 | -0.08 | 0.17 |
| 5 | 62.75 | 0.49 | 6.18 | -0.17 | 8.99 | -0.17 | 21.95 | -0.35 | 0.13 |
| 6 | 34.56 | 0.34 | 13.39 | -0.10 | 22.94 | -0.16 | 28.70 | -0.13 | 0.40 |
| 7 | 54.69 | 0.59 | 15.53 | -0.23 | 7.98 | -0.21 | 21.66 | -0.36 | 0.13 |
| 8 | 48.50 | 0.43 | 25.23 | -0.14 | 8.53 | -0.25 | 17.51 | -0.22 | 0.22 |
| 9 | 46.23 | 0.46 | 18.97 | -0.16 | 23.77 | -0.23 | 10.11 | -0.19 | 0.91 |
| 10 | 42.44 | 0.31 | 27.84 | 0.03 | 16.25 | -0.24 | 13.02 | -0.21 | 0.46 |
| 11 | 42.55 | 0.42 | 10.33 | -0.19 | 35.35 | -0.16 | 11.38 | -0.21 | 0.38 |
| 12 | 43.83 | 0.45 | 11.06 | -0.17 | 17.58 | -0.27 | 26.92 | -0.14 | 0.61 |
| 13 | 59.40 | 0.57 | 16.90 | -0.21 | 10.04 | -0.28 | 13.24 | -0.33 | 0.42 |
| 14 | 53.57 | 0.46 | 14.84 | -0.08 | 12.96 | -0.25 | 18.15 | -0.28 | 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.

# Appendix B. AZELLA REASSESSMENT IRT STATISTICS

The IRT statistics including Rasch, infit, and outfit statistics for the Spring 2017 Reassessment are presented in the tables below.

### Table B.1. IRT Statistics for Items in Reading on Stage I

| Item Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit | Item Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 15 | MC | -2.39 | 0.02 | 1.00 | 0.99 | 24 | MC | -1.59 | 0.02 | 1.04 | 1.05 |
| 16 | MC | -3.13 | 0.02 | 0.85 | 0.72 | 25 | MC | -2.07 | 0.02 | 1.00 | 1.01 |
| 17 | MC | -3.04 | 0.02 | 0.80 | 0.66 | 26 | MC | -2.45 | 0.02 | 1.21 | 1.35 |
| 18 | MC | -3.47 | 0.02 | 0.93 | 0.78 | 27 | MC | -2.21 | 0.02 | 1.12 | 1.15 |
| 19 | MC | -2.52 | 0.02 | 1.11 | 1.19 | 28 | MC | -2.00 | 0.02 | 1.09 | 1.10 |
| 20 | MC | -2.68 | 0.02 | 1.07 | 1.07 | 29 | MC | -2.39 | 0.02 | 0.94 | 0.92 |
| 21 | MC | -2.01 | 0.02 | 0.91 | 0.87 | 30 | MC | -2.43 | 0.02 | 1.02 | 1.02 |
| 22 | MC | -2.38 | 0.02 | 0.96 | 0.91 | 31 | MC | -2.54 | 0.02 | 0.93 | 0.88 |
| 23 | MC | -2.41 | 0.02 | 0.96 | 0.91 | 32 | MC | -2.84 | 0.02 | 0.91 | 0.83 |

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 Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit | Item Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 33 | SA2 | -2.10 | 0.01 | 1.10 | 1.16 | 38 | SA1 | -2.36 | 0.02 | 1.06 | 1.12 |
| 34 | SA2 | -2.87 | 0.02 | 1.01 | 1.02 | 39 | SA1 | -1.60 | 0.02 | 1.04 | 1.04 |
| 35 | SA2 | -1.20 | 0.02 | 0.81 | 0.80 | 40 | SA3 | -0.84 | 0.01 | 0.73 | 0.71 |
| 36 | SA2 | -1.79 | 0.01 | 0.86 | 0.86 | 41 | SA3 |  | 0.01 | 0.83 | 0.81 |
| 37 | SA2 | -1.09 | 0.01 | 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 Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit | Item Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | MC | -3.26 | 0.02 | 1.04 | 1.11 | 8 | MC | -2.77 | 0.02 | 0.90 | 0.85 |
| 2 | MC | -3.08 | 0.02 | 1.01 | 1.00 | 9 | MC | -3.07 | 0.02 | 0.90 | 0.81 |
| 3 | MC | -2.66 | 0.02 | 1.06 | 1.05 | 10 | MC | -3.14 | 0.02 | 0.98 | 0.95 |
| 4 | MC | -3.45 | 0.02 | 0.99 | 1.03 | 11 | MC | -3.03 | 0.02 | 0.88 | 0.85 |
| 5 | MC | -2.40 | 0.02 | 1.02 | 1.05 | 12 | MC | -2.36 | 0.02 | 0.95 | 0.92 |
| 6 | MC | -2.23 | 0.02 | 0.92 | 0.89 | 13 | MC | -2.30 | 0.02 | 0.97 | 0.93 |
| 7 | MC | -2.95 | 0.02 | 1.04 | 1.09 | 14 | MC | -2.28 | 0.02 | 1.03 | 1.02 |

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 Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit | Item Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 42 | SA1 | -3.01 | 0.02 | 1.10 | 1.38 | 46 | SA2 | -2.49 | 0.01 | 1.26 | 1.87 |
| 43 | SA1 | -4.84 | 0.04 | 0.99 | 1.20 | 47 | SA2 | -2.66 | 0.01 | 1.17 | 1.60 |
| 44 | SA1 | -2.37 | 0.02 | 1.00 | 1.04 | 48 | SA2 | -1.90 | 0.01 | 1.32 | 1.79 |
| 45 | SA1 | -0.21 | 0.02 | 1.03 | 1.03 | 49 | SA4 | -2.07 | 0.01 | 0.95 | 0.99 |

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

## Table B.5. IRT Statistics for Items in Reading on Stage II

| Item Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit | Item Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 15 | MC | -1.69 | 0.02 | 0.99 | 1.00 | 27 | MC | -0.97 | 0.02 | 0.97 | 0.96 |
| 16 | MC | -1.98 | 0.02 | 1.05 | 1.02 | 28 | MC | -0.58 | 0.02 | 0.92 | 0.91 |
| 17 | MC | -0.75 | 0.02 | 0.99 | 0.99 | 29 | MC | -0.77 | 0.02 | 1.04 | 1.05 |
| 18 | MC | -1.87 | 0.02 | 0.97 | 0.96 | 30 | MC | -1.08 | 0.02 | 0.92 | 0.87 |
| 19 | MC | -1.53 | 0.02 | 0.87 | 0.78 | 31 | MC | -0.55 | 0.02 | 0.92 | 0.91 |
| 20 | MC | -1.09 | 0.02 | 0.99 | 0.96 | 32 | MC | -0.33 | 0.02 | 1.02 | 1.04 |
| 21 | MC | -0.25 | 0.02 | 0.99 | 1.01 | 33 | MC | -0.42 | 0.02 | 1.10 | 1.14 |
| 22 | MC | -1.15 | 0.02 | 1.03 | 1.04 | 34 | MC | -0.85 | 0.02 | 0.95 | 0.93 |
| 23 | MC | -0.72 | 0.02 | 0.92 | 0.90 | 50 | SA1 | -1.36 | 0.02 | 1.03 | 1.05 |
| 24 | MC | -0.43 | 0.02 | 0.87 | 0.85 | 51 | SA1 | -0.79 | 0.02 | 1.02 | 1.03 |
| 25 | MC | -0.68 | 0.02 | 1.04 | 1.04 | 52 | SA3 | -0.05 | 0.01 | 1.05 | 1.03 |
| 26 | MC | -0.68 | 0.02 | 0.91 | 0.89 | | | | | | |

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 Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit | Item Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 35 | MC | -1.80 | 0.02 | 0.84 | 0.73 | 43 | MC | -0.98 | 0.02 | 0.97 | 0.94 |
| 36 | MC | -0.76 | 0.02 | 0.98 | 0.97 | 44 | MC | -0.52 | 0.02 | 0.94 | 0.93 |
| 37 | MC | -0.15 | 0.02 | 1.07 | 1.11 | 45 | MC | -0.94 | 0.02 | 1.02 | 1.01 |
| 38 | MC | -0.76 | 0.02 | 1.03 | 1.04 | 46 | MC | -0.25 | 0.02 | 1.08 | 1.11 |
| 39 | MC | -1.31 | 0.02 | 1.01 | 1.01 | 47 | MC | -0.32 | 0.02 | 1.07 | 1.09 |
| 40 | MC | -2.04 | 0.02 | 0.94 | 0.80 | 48 | ER | -0.96 | 0.01 | 0.76 | 0.76 |
| 41 | MC | -0.59 | 0.02 | 0.94 | 0.95 | 49 | ER | -1.30 | 0.01 | 0.81 | 0.82 |
| 42 | MC | -0.60 | 0.02 | 1.02 | 1.04 | | | | | | |

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 Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit | Item Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | MC | -1.05 | 0.02 | 1.03 | 1.04 | 8 | MC | -1.41 | 0.02 | 0.94 | 0.91 |
| 2 | MC | -1.13 | 0.02 | 1.01 | 0.99 | 9 | MC | | 0.02 | 1.02 | 1.06 |
| 3 | MC | -0.53 | 0.02 | 0.98 | 0.98 | 10 | MC | -2.48 | 0.02 | 0.99 | 0.98 |
| 4 | MC | -0.42 | 0.02 | 1.02 | 1.03 | 11 | MC | -1.84 | 0.02 | 0.99 | 0.95 |
| 5 | MC | -0.13 | 0.02 | 1.04 | 1.06 | 12 | MC | -1.73 | 0.02 | 1.00 | 1.01 |
| 6 | MC | -0.17 | 0.02 | 1.03 | 1.06 | 13 | MC | -1.76 | 0.02 | 1.03 | 1.07 |
| 7 | MC | -2.05 | 0.02 | 1.02 | 1.04 | 14 | MC | -0.32 | 0.02 | 0.96 | 0.95 |

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

## Table B.8. IRT Statistics for Items in Speaking on Stage II

| Item Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit | Item Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 53 | SA4 | -1.45 | 0.01 | 1.04 | 1.15 | 57 | SA4 | -1.22 | 0.01 | 1.51 | 1.99 |
| 54 | SA4 | -1.90 | 0.01 | 0.99 | 1.26 | 58 | SA4 | -1.72 | 0.01 | 1.32 | 1.84 |
| 55 | SA4 | -0.59 | 0.01 | 1.64 | 2.23 | 59 | SA4 | -1.57 | 0.01 | 1.41 | 2.19 |
| 56 | SA4 | -1.21 | 0.01 | 1.55 | 2.12 | 60 | SA4 | -1.80 | 0.01 | 0.71 | 0.76 |

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 Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit | Item Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 15 | MC | -0.86 | 0.02 | 1.04 | 1.05 | 28 | MC | 0.30 | 0.01 | 1.04 | 1.05 |
| 16 | MC | 0.08 | 0.01 | 0.95 | 0.94 | 29 | MC | 0.93 | 0.01 | 1.09 | 1.18 |
| 17 | MC | -0.91 | 0.02 | 0.96 | 0.94 | 30 | MC | 1.01 | 0.02 | 1.03 | 1.08 |
| 18 | MC | 0.26 | 0.01 | 0.95 | 0.96 | 31 | MC | 0.70 | 0.01 | 1.00 | 1.04 |
| 19 | MC | -0.76 | 0.02 | 0.88 | 0.81 | 32 | MC | 0.85 | 0.01 | 1.03 | 1.08 |
| 20 | MC | 0.28 | 0.01 | 1.03 | 1.05 | 33 | MC | 0.93 | 0.01 | 1.04 | 1.08 |
| 21 | MC | 0.95 | 0.01 | 1.03 | 1.06 | 34 | MC | 0.23 | 0.01 | 0.94 | 0.94 |
| 22 | MC | 0.77 | 0.01 | 1.05 | 1.09 | 35 | MC | 0.47 | 0.01 | 0.98 | 0.99 |
| 23 | MC | 0.92 | 0.01 | 1.08 | 1.14 | 36 | MC | 0.28 | 0.01 | 1.03 | 1.05 |
| 24 | MC | -0.16 | 0.01 | 0.91 | 0.88 | 37 | MC | -0.51 | 0.01 | 0.92 | 0.89 |
| 25 | MC | 0.55 | 0.01 | 0.96 | 0.97 | 56 | SA1 | -0.28 | 0.01 | 1.09 | 1.15 |
| 26 | MC | -0.41 | 0.01 | 0.90 | 0.87 | 57 | SA1 | 0.81 | 0.01 | 0.97 | 0.94 |
| 27 | MC | 0.79 | 0.01 | 1.02 | 1.07 | 58 | SA1 | 0.81 | 0.01 | 0.95 | 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 Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit | Item Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 38 | MC | 0.71 | 0.01 | 1.00 | 1.03 | 47 | MC | -0.01 | 0.01 | 0.89 | 0.87 |
| 39 | MC | 0.27 | 0.01 | 1.08 | 1.11 | 48 | MC | 0.20 | 0.01 | 1.03 | 1.04 |
| 40 | MC | 0.30 | 0.01 | 0.98 | 0.99 | 49 | MC | -1.29 | 0.02 | 0.98 | 0.92 |
| 41 | MC | 0.31 | 0.01 | 1.04 | 1.06 | 50 | MC | -0.12 | 0.01 | 0.95 | 0.94 |
| 42 | MC | 0.23 | 0.01 | 1.04 | 1.06 | 51 | MC | -0.44 | 0.01 | 0.90 | 0.86 |
| 43 | MC | -0.45 | 0.01 | 0.96 | 0.96 | 52 | MC | -0.14 | 0.01 | 0.90 | 0.88 |
| 44 | MC | -0.33 | 0.01 | 0.89 | 0.85 | 53 | MC | 0.00 | 0.01 | 0.94 | 0.93 |
| 45 | MC | -0.96 | 0.02 | 0.93 | 0.90 | 54 | ER | 0.67 | 0.01 | 0.75 | 0.76 |
| 46 | MC | -1.11 | 0.02 | 0.86 | 0.74 | 55 | ER | 0.65 | 0.01 | 0.90 | 0.96 |

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 Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit | Item Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | MC | -0.79 | 0.02 | 1.03 | 1.05 | 8 | MC | 0.02 | 0.01 | 1.00 | 1.03 |
| 2 | MC | -0.37 | 0.01 | 1.01 | 1.01 | 9 | MC | -0.49 | 0.01 | 1.08 | 1.14 |
| 3 | MC | 1.15 | 0.02 | 1.16 | 1.27 | 10 | MC | 0.08 | 0.01 | 0.95 | 0.94 |
| 4 | MC | -0.89 | 0.02 | 1.02 | 1.04 | 11 | MC | 0.58 | 0.01 | 1.05 | 1.06 |
| 5 | MC | -0.42 | 0.01 | 0.99 | 0.98 | 12 | MC | -0.62 | 0.02 | 0.93 | 0.93 |
| 6 | MC | 1.11 | 0.02 | 1.18 | 1.31 | 13 | MC | -0.01 | 0.01 | 0.95 | 0.93 |
| 7 | MC | 1.10 | 0.02 | 1.05 | 1.10 | 14 | MC | 0.14 | 0.01 | 1.04 | 1.05 |

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

## Table B.12. IRT Statistics for Items in Speaking on Stage III

| Item Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit | Item Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 59 | SA4 | -0.69 | 0.01 | 1.39 | 1.96 | 63 | SA4 | -0.76 | 0.01 | 1.26 | 4.52 |
| 60 | SA4 | -1.52 | 0.01 | 0.89 | 2.01 | 64 | SA4 | -0.87 | 0.01 | 1.34 | 2.79 |
| 61 | SA4 | -1.02 | 0.01 | 1.22 | 2.29 | 65 | SA4 | -0.74 | 0.01 | 1.31 | 2.70 |
| 62 | SA4 | -1.16 | 0.01 | 0.94 | 1.54 | 66 | SA4 | -1.27 | 0.01 | 0.81 | 0.82 |

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 Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit | Item Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 15 | MC | 0.14 | 0.02 | 1.01 | 1.02 | 29 | MC | 0.92 | 0.02 | 1.13 | 1.21 |
| 16 | MC | 0.14 | 0.02 | 1.10 | 1.14 | 30 | MC | 0.56 | 0.02 | 0.93 | 0.92 |
| 17 | MC | -0.97 | 0.02 | 0.88 | 0.80 | 31 | MC | 1.41 | 0.02 | 1.02 | 1.14 |
| 18 | MC | -1.32 | 0.03 | 0.92 | 0.80 | 32 | MC | 0.41 | 0.02 | 0.95 | 0.95 |
| 19 | MC | -1.46 | 0.03 | 0.80 | 0.55 | 33 | MC | 0.60 | 0.02 | 0.92 | 0.91 |
| 20 | MC | 0.14 | 0.02 | 0.92 | 0.89 | 34 | MC | 0.62 | 0.02 | 0.92 | 0.91 |
| 21 | MC | 0.22 | 0.02 | 0.89 | 0.85 | 35 | MC | 0.25 | 0.02 | 0.92 | 0.88 |
| 22 | MC | -0.40 | 0.02 | 0.91 | 0.84 | 36 | MC | 1.18 | 0.02 | 1.02 | 1.04 |
| 23 | MC | 0.84 | 0.02 | 1.05 | 1.06 | 37 | MC | 1.31 | 0.02 | 0.95 | 0.97 |
| 24 | MC | 1.12 | 0.02 | 1.14 | 1.21 | 38 | MC | 1.18 | 0.02 | 1.04 | 1.11 |
| 25 | MC | 0.55 | 0.02 | 1.04 | 1.05 | 39 | MC | 0.22 | 0.02 | 0.99 | 0.97 |
| 26 | MC | -0.11 | 0.02 | 0.86 | 0.80 | 40 | MC | 1.31 | 0.02 | 1.00 | 1.08 |
| 27 | MC | 1.49 | 0.02 | 1.00 | 1.07 | 61 | SA1 | 1.42 | 0.02 | 1.03 | 1.00 |
| 28 | MC | 0.00 | 0.02 | 0.95 | 0.93 | 62 | SA1 | 1.83 | 0.02 | 0.99 | 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 Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit | Item Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 41 | MC | -0.09 | 0.02 | 1.07 | 1.12 | 51 | MC | 1.02 | 0.02 | 1.09 | 1.11 |
| 42 | MC | 0.72 | 0.02 | 1.01 | 1.02 | 52 | MC | -0.17 | 0.02 | 0.93 | 0.92 |
| 43 | MC | 0.60 | 0.02 | 0.97 | 0.97 | 53 | MC | 0.11 | 0.02 | 0.92 | 0.89 |
| 44 | MC | 0.69 | 0.02 | 1.05 | 1.07 | 54 | MC | -0.24 | 0.02 | 0.90 | 0.87 |
| 45 | MC | 0.80 | 0.02 | 0.97 | 0.97 | 55 | MC | 0.46 | 0.02 | 1.04 | 1.07 |
| 46 | MC | -0.11 | 0.02 | 0.94 | 0.91 | 56 | MC | 0.07 | 0.02 | 0.92 | 0.89 |
| 47 | MC | -0.01 | 0.02 | 0.99 | 1.00 | 57 | MC | 1.09 | 0.02 | 1.08 | 1.14 |
| 48 | MC | 0.71 | 0.02 | 1.04 | 1.06 | 58 | MC | 1.29 | 0.02 | 1.05 | 1.13 |
| 49 | MC | 1.23 | 0.02 | 1.09 | 1.16 | 59 | ER | 1.85 | 0.01 | 0.79 | 0.81 |
| 50 | MC | -0.36 | 0.02 | 0.87 | 0.81 | 60 | ER | 1.53 | 0.01 | 0.87 | 0.90 |

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 Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit | Item Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | MC | -0.55 | 0.02 | 1.02 | 1.01 | 8 | MC | 1.27 | 0.02 | 1.11 | 1.20 |
| 2 | MC | -0.57 | 0.02 | 0.96 | 0.96 | 9 | MC | 1.47 | 0.02 | 1.06 | 1.11 |
| 3 | MC | -0.52 | 0.02 | 0.92 | 0.90 | 10 | MC | 0.13 | 0.02 | 1.04 | 1.05 |
| 4 | MC | 0.45 | 0.02 | 1.09 | 1.11 | 11 | MC | 0.39 | 0.02 | 1.03 | 1.05 |
| 5 | MC | 1.12 | 0.02 | 1.11 | 1.17 | 12 | MC | 0.16 | 0.02 | 1.08 | 1.10 |
| 6 | MC | 0.21 | 0.02 | 1.02 | 1.03 | 13 | MC | -0.06 | 0.02 | 0.98 | 0.96 |
| 7 | MC | -0.14 | 0.02 | 0.97 | 0.95 | 14 | MC | 1.56 | 0.02 | 1.12 | 1.17 |

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 Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit | Item Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 63 | SA4 | -0.86 | 0.01 | 0.93 | 1.07 | 67 | SA4 | -0.28 | 0.01 | 1.34 | 2.71 |
| 64 | SA4 | 0.09 | 0.01 | 1.32 | 1.43 | 68 | SA4 | 0.02 | 0.01 | 1.30 | 1.43 |
| 65 | SA4 | -0.57 | 0.01 | 1.06 | 1.46 | 69 | SA4 | -0.13 | 0.01 | 1.38 | 2.20 |
| 66 | SA4 | 0.22 | 0.01 | 1.17 | 1.22 | 70 | SA4 | -0.12 | 0.01 | 0.80 | 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.17. IRT Statistics for Items in Reading on Stage V

| Item Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit | Item Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 15 | MC | -0.48 | 0.03 | 0.94 | 0.91 | 29 | MC | 1.39 | 0.03 | 1.04 | 1.09 |
| 16 | MC | -0.57 | 0.03 | 0.94 | 0.90 | 30 | MC | 0.69 | 0.02 | 1.02 | 1.01 |
| 17 | MC | -0.17 | 0.03 | 0.83 | 0.75 | 31 | MC | 1.26 | 0.02 | 1.02 | 1.04 |
| 18 | MC | 1.20 | 0.02 | 1.07 | 1.09 | 32 | MC | -0.08 | 0.03 | 0.90 | 0.84 |
| 19 | MC | 0.33 | 0.03 | 0.95 | 0.97 | 33 | MC | 0.51 | 0.03 | 0.88 | 0.85 |
| 20 | MC | -1.69 | 0.04 | 0.94 | 0.67 | 34 | MC | -0.49 | 0.03 | 0.93 | 0.88 |
| 21 | MC | 0.48 | 0.03 | 0.98 | 0.96 | 35 | MC | 1.03 | 0.02 | 1.08 | 1.10 |
| 22 | MC | 0.99 | 0.02 | 1.04 | 1.08 | 36 | MC | 1.56 | 0.03 | 1.03 | 1.06 |
| 23 | MC | 1.21 | 0.02 | 1.00 | 1.03 | 37 | MC | 1.47 | 0.03 | 1.08 | 1.17 |
| 24 | MC | 0.77 | 0.02 | 1.07 | 1.08 | 38 | MC | 2.01 | 0.03 | 0.98 | 1.08 |
| 25 | MC | 0.02 | 0.03 | 0.92 | 0.87 | 39 | MC | 1.49 | 0.03 | 1.12 | 1.20 |
| 26 | MC | 0.57 | 0.02 | 0.99 | 0.98 | 40 | MC | 1.10 | 0.02 | 1.07 | 1.09 |
| 27 | MC | 0.67 | 0.02 | 1.06 | 1.06 | 41 | MC | 0.67 | 0.02 | 0.97 | 0.96 |
| 28 | MC | 0.90 | 0.02 | 1.03 | 1.03 | 42 | MC | 2.07 | 0.03 | 1.04 | 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.18. IRT Statistics for Items in Writing on Stage V

| Item Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit | Item Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 43 | MC | 0.79 | 0.02 | 1.02 | 1.04 | 53 | MC | 0.52 | 0.02 | 0.87 | 0.85 |
| 44 | MC | 1.46 | 0.03 | 1.12 | 1.17 | 54 | MC | 0.49 | 0.03 | 0.93 | 0.92 |
| 45 | MC | -1.07 | 0.03 | 0.95 | 0.96 | 55 | MC | 1.16 | 0.02 | 0.94 | 0.94 |
| 46 | MC | 0.85 | 0.02 | 1.00 | 1.01 | 56 | MC | 0.97 | 0.02 | 1.05 | 1.07 |
| 47 | MC | 1.87 | 0.03 | 1.04 | 1.09 | 57 | MC | 0.46 | 0.03 | 1.00 | 0.98 |
| 48 | MC | -0.08 | 0.03 | 0.91 | 0.88 | 58 | MC | 0.26 | 0.03 | 0.83 | 0.78 |
| 49 | MC | 1.52 | 0.03 | 1.05 | 1.08 | 59 | MC | 1.26 | 0.02 | 1.08 | 1.12 |
| 50 | MC | 0.66 | 0.02 | 1.07 | 1.11 | 60 | MC | 1.46 | 0.03 | 1.06 | 1.12 |
| 51 | MC | 1.32 | 0.03 | 1.07 | 1.11 | 61 | ER | 2.14 | 0.01 | 0.78 | 0.78 |
| 52 | MC | 1.97 | 0.03 | 1.08 | 1.20 | 62 | ER | 1.66 | 0.02 | 1.18 | 1.18 |

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 Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit | Item Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | MC | -1.19 | 0.03 | 0.86 | 0.68 | 8 | MC | 0.96 | 0.02 | 1.05 | 1.06 |
| 2 | MC | 0.00 | 0.03 | 0.99 | 1.00 | 9 | MC | 1.07 | 0.02 | 1.03 | 1.04 |
| 3 | MC | 0.28 | 0.03 | 0.99 | 1.01 | 10 | MC | 1.13 | 0.02 | 1.14 | 1.20 |
| 4 | MC | 0.78 | 0.02 | 1.06 | 1.07 | 11 | MC | 1.24 | 0.02 | 1.00 | 1.01 |
| 5 | MC | 0.01 | 0.03 | 1.06 | 1.06 | 12 | MC | 1.40 | 0.03 | 1.01 | 1.05 |
| 6 | MC | 1.63 | 0.03 | 1.08 | 1.16 | 13 | MC | 0.45 | 0.03 | 0.91 | 0.89 |
| 7 | MC | 0.77 | 0.02 | 0.91 | 0.90 | 14 | MC | 0.72 | 0.02 | 1.02 | 1.03 |

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

## Table B.20. IRT Statistics for Items in Speaking on Stage V

| Item Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit | Item Number | Item Type | Rasch Difficulty | SE | MNSQ Infit | MNSQ Outfit |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 63 | SA4 | 0.01 | 0.01 | 1.08 | 1.18 | 67 | SA4 | 1.12 | 0.02 | 0.81 | 0.73 |
| 64 | SA4 | 0.90 | 0.01 | 0.95 | 1.01 | 68 | SA4 | 1.86 | 0.01 | 1.14 | 1.22 |
| 65 | SA4 | 1.08 | 0.02 | 0.91 | 0.98 | 69 | SA4 | 1.09 | 0.02 | 0.99 | 1.42 |
| 66 | SA4 | 0.23 | 0.01 | 1.19 | 1.41 | 70 | SA4 | 0.73 | 0.01 | 0.72 | 0.76 |

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 2017 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 overall as well as on each domain and subdomain.

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

| | | Total Combined Scale Score | | **% at Overall Proficiency Levels | | | |
|---|---|---|---|---|---|---|---|
| **Group** | **N** | **Mean** | **SD** | **PE/E** | **B** | **I** | **P** |
| All | 12570 | 2322.41 | 65.31 | 8 | 20 | 40 | 32 |
| Hispanic | 10768 | 2321.84 | 63.75 | 8 | 20 | 41 | 31 |
| Non-Hispanic | 1802 | 2325.82 | 73.89 | 11 | 18 | 35 | 37 |
| White | 9636 | 2322.48 | 63.30 | 8 | 20 | 41 | 32 |
| Black or African American | 246 | 2302.30 | 79.28 | 24 | 17 | 33 | 27 |
| Asian | 462 | 2332.86 | 78.84 | 10 | 14 | 34 | 42 |
| American Indian or Alaskan Native | 231 | 2318.98 | 62.44 | 6 | 26 | 38 | 30 |
| Native Hawaiian or Other Pacific Islander | 46 | 2309.02 | 62.19 | 11 | 33 | 30 | 26 |
| Multiple Indication | 1332 | 2328.90 | 66.35 | 6 | 19 | 39 | 36 |
| Special Education | 839 | 2301.37 | 61.66 | 14 | 27 | 37 | 22 |
| Low SES | 8570 | 2321.87 | 64.87 | 8 | 20 | 41 | 31 |

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

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

| | | Total Combined Scale Score | | **% at Overall Proficiency Levels | | | |
|---|---|---|---|---|---|---|---|
| **Group** | **N** | **Mean** | **SD** | **PE/E** | **B** | **I** | **P** |
| All | 9132 | 2362.13 | 43.42 | 3 | 28 | 51 | 18 |
| Hispanic | 7869 | 2360.81 | 41.07 | 3 | 28 | 52 | 16 |
| Non-Hispanic | 1263 | 2370.42 | 55.17 | 5 | 25 | 43 | 27 |
| White | 6896 | 2361.04 | 41.54 | 3 | 28 | 52 | 16 |
| Black or African American | 159 | 2353.14 | 52.32 | 13 | 25 | 44 | 19 |
| Asian | 247 | 2383.91 | 65.27 | 4 | 19 | 39 | 38 |
| American Indian or Alaskan Native | 228 | 2359.61 | 40.28 | 3 | 29 | 56 | 13 |
| Native Hawaiian or Other Pacific Islander | 30 | 2359.77 | 46.13 | 7 | 27 | 47 | 20 |
| Multiple Indication | 1220 | 2365.75 | 45.75 | 3 | 27 | 48 | 21 |
| Special Education | 911 | 2346.60 | 38.46 | 5 | 42 | 42 | 11 |
| Low SES | 6483 | 2360.76 | 41.61 | 3 | 28 | 52 | 16 |

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

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

| | | Total Combined Scale Score | | **% at Overall Proficiency Levels | | | |
|---|---|---|---|---|---|---|---|
| Group | N | Mean | SD | PE/E | B | I | P |
| All | 9034 | 2407.84 | 54.83 | 10 | 23 | 39 | 28 |
| Hispanic | 7834 | 2408.53 | 53.26 | 9 | 23 | 39 | 28 |
| Non-Hispanic | 1200 | 2403.33 | 63.95 | 15 | 22 | 34 | 29 |
| White | 6904 | 2408.46 | 53.66 | 9 | 23 | 40 | 28 |
| Black or African American | 180 | 2373.64 | 73.17 | 33 | 23 | 23 | 21 |
| Asian | 222 | 2423.65 | 64.71 | 10 | 15 | 33 | 41 |
| American Indian or Alaskan Native | 218 | 2402.36 | 48.52 | 7 | 28 | 40 | 25 |
| Native Hawaiian or Other Pacific Islander | 23 | 2389.52 | 55.59 | 13 | 35 | 39 | 13 |
| Multiple Indication | 1186 | 2410.59 | 54.34 | 9 | 23 | 37 | 31 |
| Special Education | 906 | 2381.33 | 48.60 | 18 | 37 | 29 | 16 |
| Low SES | 6587 | 2407.47 | 53.81 | 9 | 23 | 39 | 28 |

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

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

| | | Total Combined Scale Score | | **% at Overall Proficiency Levels | | | |
|---|---|---|---|---|---|---|---|
| Group | N | Mean | SD | PE/E | B | I | P |
| All | 8243 | 2417.96 | 42.21 | 11 | 37 | 45 | 7 |
| Hispanic | 7224 | 2418.06 | 40.16 | 10 | 38 | 46 | 6 |
| Non-Hispanic | 1019 | 2417.22 | 54.59 | 18 | 32 | 39 | 11 |
| White | 6392 | 2417.77 | 40.95 | 10 | 38 | 45 | 7 |
| Black or African American | 151 | 2400.21 | 56.06 | 32 | 31 | 28 | 9 |
| Asian | 186 | 2433.85 | 59.32 | 11 | 22 | 49 | 18 |
| American Indian or Alaskan Native | 207 | 2413.37 | 38.74 | 11 | 43 | 41 | 6 |
| Native Hawaiian or Other Pacific Islander | 14 | 2430.29 | 54.00 | 14 | 14 | 50 | 21 |
| Multiple Indication | 1026 | 2418.91 | 42.56 | 10 | 38 | 45 | 7 |
| Special Education | 930 | 2399.23 | 34.32 | 19 | 51 | 29 | 1 |
| Low SES | 6090 | 2417.20 | 41.42 | 11 | 38 | 45 | 7 |

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

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

| | | Total Combined Scale Score | | **% at Overall Proficiency Levels | | | |
|---|---|---|---|---|---|---|---|
| Group | N | Mean | SD | PE/E | B | I | P |
| All | 8245 | 2448.23 | 53.57 | 14 | 25 | 52 | 10 |
| Hispanic | 7078 | 2449.34 | 51.71 | 13 | 25 | 53 | 9 |
| Non-Hispanic | 1167 | 2441.52 | 63.33 | 20 | 23 | 45 | 11 |
| White | 6187 | 2448.43 | 52.00 | 13 | 25 | 52 | 9 |
| Black or African American | 185 | 2411.31 | 68.41 | 38 | 22 | 34 | 6 |
| Asian | 190 | 2460.74 | 61.70 | 15 | 16 | 53 | 16 |
| American Indian or Alaskan Native | 285 | 2444.89 | 45.17 | 11 | 31 | 50 | 8 |
| Native Hawaiian or Other Pacific Islander | 18 | 2450.61 | 62.74 | 11 | 39 | 33 | 17 |
| Multiple Indication | 1018 | 2449.19 | 53.61 | 13 | 24 | 52 | 10 |
| Special Education | 1050 | 2420.03 | 41.64 | 26 | 39 | 34 | 2 |
| Low SES | 6093 | 2447.89 | 52.83 | 14 | 25 | 52 | 9 |

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

## Table C.6. AZELLA Stage III Reassessment Test Results at Grade 5

| | | Total Combined Scale Score | | **% at Overall Proficiency Levels | | | |
|---|---|---|---|---|---|---|---|
| Group | N | Mean | SD | PE/E | B | I | P |
| All | 6418 | 2462.52 | 56.81 | 14 | 19 | 56 | 11 |
| Hispanic | 5478 | 2464.48 | 54.09 | 13 | 19 | 58 | 10 |
| Non-Hispanic | 940 | 2451.13 | 69.56 | 24 | 19 | 44 | 13 |
| White | 4922 | 2464.41 | 55.09 | 13 | 19 | 58 | 10 |
| Black or African American | 164 | 2422.66 | 69.20 | 41 | 21 | 32 | 6 |
| Asian | 139 | 2468.12 | 74.01 | 20 | 14 | 45 | 20 |
| American Indian or Alaskan Native | 273 | 2469.66 | 46.04 | 6 | 19 | 64 | 11 |
| Native Hawaiian or Other Pacific Islander | 20 | 2484.75 | 63.89 | 10 | 15 | 55 | 20 |
| Multiple Indication | 719 | 2457.42 | 57.61 | 18 | 20 | 52 | 10 |
| Special Education | 851 | 2446.58 | 45.70 | 18 | 30 | 48 | 4 |
| Low SES | 4689 | 2461.25 | 55.87 | 14 | 19 | 57 | 9 |

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

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

| | | Total Combined Scale Score | | **% at Overall Proficiency Levels | | | |
|---|---|---|---|---|---|---|---|
| Group | N | Mean | SD | PE/E | B | I | P |
| All | 4312 | 2457.77 | 50.39 | 15 | 23 | 57 | 6 |
| Hispanic | 3658 | 2460.02 | 48.50 | 13 | 23 | 59 | 6 |
| Non-Hispanic | 654 | 2445.21 | 58.35 | 26 | 21 | 46 | 7 |
| White | 3243 | 2459.34 | 49.35 | 14 | 23 | 58 | 6 |
| Black or African American | 100 | 2412.51 | 56.28 | 50 | 21 | 26 | 3 |
| Asian | 90 | 2461.38 | 54.64 | 18 | 19 | 56 | 8 |
| American Indian or Alaskan Native | 189 | 2462.28 | 44.14 | 8 | 26 | 60 | 6 |
| Native Hawaiian or Other Pacific Islander | 11 | 2448.73 | 63.34 | 27 | 27 | 36 | 9 |
| Multiple Indication | 540 | 2453.71 | 50.17 | 16 | 21 | 57 | 6 |
| Special Education | 587 | 2445.28 | 38.29 | 14 | 36 | 49 | 2 |
| Low SES | 3127 | 2456.75 | 49.99 | 15 | 23 | 57 | 5 |

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

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

| | | Total Combined Scale Score | | **% at Overall Proficiency Levels | | | |
|---|---|---|---|---|---|---|---|
| Group | N | Mean | SD | PE/E | B | I | P |
| All | 4199 | 2471.19 | 58.62 | 14 | 17 | 61 | 9 |
| Hispanic | 3521 | 2473.36 | 57.34 | 12 | 17 | 62 | 9 |
| Non-Hispanic | 678 | 2459.91 | 63.75 | 21 | 17 | 52 | 9 |
| White | 3161 | 2473.00 | 56.84 | 13 | 17 | 62 | 9 |
| Black or African American | 125 | 2425.54 | 64.14 | 42 | 17 | 38 | 3 |
| Asian | 107 | 2463.53 | 61.23 | 20 | 21 | 47 | 12 |
| American Indian or Alaskan Native | 211 | 2466.40 | 56.83 | 8 | 17 | 73 | 2 |
| Native Hawaiian or Other Pacific Islander | 16 | 2480.31 | 41.13 | 0 | 25 | 69 | 6 |
| Multiple Indication | 410 | 2473.45 | 61.87 | 15 | 17 | 58 | 10 |
| Special Education | 475 | 2454.32 | 48.15 | 10 | 30 | 58 | 2 |
| Low SES | 2987 | 2470.40 | 58.32 | 14 | 17 | 61 | 8 |

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

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

| | | Total Combined Scale Score | | **% at Overall Proficiency Levels | | | |
|---|---|---|---|---|---|---|---|
| Group | N | Mean | SD | PE/E | B | I | P |
| All | 3392 | 2478.79 | 60.68 | 13 | 15 | 62 | 10 |
| Hispanic | 2783 | 2482.02 | 58.93 | 11 | 14 | 64 | 10 |
| Non-Hispanic | 609 | 2464.03 | 66.17 | 21 | 17 | 54 | 8 |
| White | 2510 | 2480.52 | 59.22 | 12 | 14 | 64 | 10 |
| Black or African American | 128 | 2432.30 | 70.39 | 41 | 19 | 34 | 6 |
| Asian | 92 | 2480.79 | 71.99 | 18 | 17 | 49 | 15 |
| American Indian or Alaskan Native | 196 | 2493.48 | 51.80 | 5 | 11 | 71 | 13 |
| Native Hawaiian or Other Pacific Islander | 13 | 2471.77 | 50.20 | 8 | 15 | 77 | 0 |
| Multiple Indication | 337 | 2475.30 | 56.20 | 12 | 16 | 64 | 7 |
| Special Education | 312 | 2466.01 | 43.48 | 6 | 26 | 66 | 1 |
| Low SES | 2364 | 2477.93 | 61.49 | 14 | 14 | 62 | 10 |

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

## Table C.10. AZELLA Stage V Reassessment Test Results at Grade 9

| | | Total Combined Scale Score | | **% at Overall Proficiency Levels | | | |
|---|---|---|---|---|---|---|---|
| Group | N | Mean | SD | PE/E | B | I | P |
| All | 2902 | 2471.13 | 57.16 | 24 | 24 | 47 | 6 |
| Hispanic | 2184 | 2474.34 | 55.93 | 21 | 24 | 49 | 6 |
| Non-Hispanic | 718 | 2461.36 | 59.75 | 32 | 22 | 41 | 5 |
| White | 2051 | 2473.42 | 56.81 | 22 | 24 | 48 | 6 |
| Black or African American | 234 | 2435.63 | 52.59 | 52 | 21 | 25 | 2 |
| Asian | 104 | 2486.69 | 54.98 | 13 | 24 | 55 | 9 |
| American Indian or Alaskan Native | 112 | 2484.16 | 40.69 | 7 | 25 | 65 | 3 |
| Native Hawaiian or Other Pacific Islander | 12 | 2492.92 | 50.16 | 8 | 25 | 58 | 8 |
| Multiple Indication | 257 | 2473.23 | 56.09 | 22 | 28 | 45 | 5 |
| Special Education | 168 | 2471.55 | 40.54 | 13 | 39 | 47 | 2 |
| Low SES | 1701 | 2471.08 | 56.97 | 23 | 24 | 48 | 5 |

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

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

| | | Total Combined Scale Score | | **% at Overall Proficiency Levels | | | |
|---|---|---|---|---|---|---|---|
| Group | N | Mean | SD | PE/E | B | I | P |
| All | 2298 | 2486.92 | 53.84 | 13 | 22 | 57 | 8 |
| Hispanic | 1771 | 2487.82 | 53.43 | 13 | 22 | 58 | 8 |
| Non-Hispanic | 527 | 2483.88 | 55.17 | 14 | 25 | 53 | 8 |
| White | 1707 | 2487.27 | 52.50 | 13 | 22 | 58 | 7 |
| Black or African American | 150 | 2469.47 | 57.14 | 23 | 26 | 45 | 7 |
| Asian | 89 | 2509.34 | 59.07 | 8 | 18 | 54 | 20 |
| American Indian or Alaskan Native | 79 | 2491.25 | 34.11 | 1 | 24 | 72 | 3 |
| Native Hawaiian or Other Pacific Islander | 2 | * | * | * | * | * | * |
| Multiple Indication | 196 | 2484.02 | 58.82 | 17 | 27 | 48 | 9 |
| Special Education | 116 | 2473.83 | 39.53 | 11 | 32 | 54 | 3 |
| Low SES | 1397 | 2485.20 | 54.15 | 14 | 22 | 57 | 7 |

* 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

| | | Total Combined Scale Score | | **% at Overall Proficiency Levels | | | |
|---|---|---|---|---|---|---|---|
| Group | N | Mean | SD | PE/E | B | I | P |
| All | 1503 | 2496.07 | 51.33 | 10 | 18 | 63 | 9 |
| Hispanic | 1120 | 2496.14 | 51.64 | 9 | 18 | 63 | 9 |
| Non-Hispanic | 383 | 2495.85 | 50.50 | 10 | 16 | 64 | 9 |
| White | 1074 | 2496.78 | 52.21 | 9 | 19 | 63 | 10 |
| Black or African American | 104 | 2483.08 | 49.89 | 16 | 21 | 56 | 7 |
| Asian | 78 | 2505.31 | 53.58 | 10 | 8 | 71 | 12 |
| American Indian or Alaskan Native | 64 | 2502.14 | 36.39 | 2 | 20 | 70 | 8 |
| Native Hawaiian or Other Pacific Islander | 7 | * | * | * | * | * | * |
| Multiple Indication | 123 | 2496.67 | 48.06 | 11 | 15 | 67 | 7 |
| Special Education | 70 | 2484.20 | 43.35 | 10 | 20 | 66 | 4 |
| Low SES | 945 | 2493.43 | 52.02 | 11 | 18 | 62 | 9 |

* 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

| | | Total Combined Scale Score | | **% at Overall Proficiency Levels | | | |
|---|---|---|---|---|---|---|---|
| Group | N | Mean | SD | PE/E | B | I | P |
| All | 965 | 2498.48 | 52.51 | 8 | 21 | 60 | 11 |
| Hispanic | 684 | 2497.25 | 54.91 | 9 | 24 | 55 | 12 |
| Non-Hispanic | 281 | 2501.49 | 46.09 | 7 | 14 | 70 | 9 |
| White | 668 | 2496.98 | 55.10 | 9 | 23 | 56 | 12 |
| Black or African American | 69 | 2492.51 | 44.95 | 9 | 19 | 67 | 6 |
| Asian | 45 | 2516.31 | 43.00 | 4 | 7 | 73 | 16 |
| American Indian or Alaskan Native | 44 | 2509.05 | 38.31 | 2 | 11 | 82 | 5 |
| Native Hawaiian or Other Pacific Islander | 7 | * | * | * | * | * | * |
| Multiple Indication | 100 | 2499.00 | 47.56 | 7 | 19 | 66 | 8 |
| Special Education | 63 | 2470.57 | 43.52 | 13 | 30 | 52 | 5 |
| Low SES | 614 | 2498.54 | 51.46 | 8 | 21 | 60 | 10 |

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

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

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 12570 | 29 | 20 | 51 |
| Hispanic | 10768 | 29 | 20 | 51 |
| Non-Hispanic | 1802 | 29 | 19 | 51 |
| White | 9636 | 29 | 20 | 51 |
| Black or African American | 246 | 38 | 20 | 43 |
| Asian | 462 | 26 | 19 | 56 |
| American Indian or Alaskan Native | 231 | 33 | 24 | 42 |
| Native Hawaiian or Other Pacific Islander | 46 | 28 | 33 | 39 |
| Multiple Indication | 1332 | 27 | 19 | 54 |
| Special Education | 839 | 41 | 20 | 39 |
| Low SES | 8570 | 29 | 20 | 51 |

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

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

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 12570 | 23 | 32 | 44 |
| Hispanic | 10768 | 23 | 33 | 45 |
| Non-Hispanic | 1802 | 27 | 30 | 43 |
| White | 9636 | 22 | 33 | 45 |
| Black or African American | 246 | 31 | 26 | 43 |
| Asian | 462 | 32 | 27 | 40 |
| American Indian or Alaskan Native | 231 | 27 | 35 | 38 |
| Native Hawaiian or Other Pacific Islander | 46 | 28 | 43 | 28 |
| Multiple Indication | 1332 | 21 | 32 | 46 |
| Special Education | 839 | 30 | 37 | 33 |
| Low SES | 8570 | 23 | 32 | 45 |

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

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

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 12570 | 28 | 25 | 47 |
| Hispanic | 10768 | 29 | 25 | 46 |
| Non-Hispanic | 1802 | 26 | 22 | 52 |
| White | 9636 | 28 | 25 | 47 |
| Black or African American | 246 | 39 | 22 | 38 |
| Asian | 462 | 23 | 21 | 57 |
| American Indian or Alaskan Native | 231 | 26 | 31 | 44 |
| Native Hawaiian or Other Pacific Islander | 46 | 30 | 35 | 35 |
| Multiple Indication | 1332 | 25 | 26 | 49 |
| Special Education | 839 | 39 | 26 | 34 |
| Low SES | 8570 | 29 | 25 | 46 |
| Migrant | 12570 | 28 | 25 | 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

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 12570 | 31 | 22 | 47 |
| Hispanic | 10768 | 32 | 22 | 46 |
| Non-Hispanic | 1802 | 29 | 21 | 51 |
| White | 9636 | 31 | 22 | 46 |
| Black or African American | 246 | 44 | 19 | 37 |
| Asian | 462 | 24 | 18 | 58 |
| American Indian or Alaskan Native | 231 | 30 | 23 | 47 |
| Native Hawaiian or Other Pacific Islander | 46 | 37 | 28 | 35 |
| Multiple Indication | 1332 | 28 | 21 | 51 |
| Special Education | 839 | 42 | 23 | 35 |
| Low SES | 8570 | 32 | 22 | 45 |

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

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

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 12570 | 26 | 29 | 45 |
| Hispanic | 10768 | 26 | 30 | 44 |
| Non-Hispanic | 1802 | 27 | 25 | 48 |
| White | 9636 | 25 | 30 | 45 |
| Black or African American | 246 | 39 | 24 | 37 |
| Asian | 462 | 25 | 24 | 51 |
| American Indian or Alaskan Native | 231 | 32 | 24 | 45 |
| Native Hawaiian or Other Pacific Islander | 46 | 35 | 28 | 37 |
| Multiple Indication | 1332 | 23 | 29 | 48 |
| Special Education | 839 | 38 | 31 | 31 |
| Low SES | 8570 | 26 | 30 | 44 |

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

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

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 12570 | 26 | 25 | 49 |
| Hispanic | 10768 | 26 | 25 | 49 |
| Non-Hispanic | 1802 | 30 | 22 | 48 |
| White | 9636 | 26 | 25 | 50 |
| Black or African American | 246 | 35 | 22 | 43 |
| Asian | 462 | 29 | 24 | 46 |
| American Indian or Alaskan Native | 231 | 33 | 26 | 42 |
| Native Hawaiian or Other Pacific Islander | 46 | 35 | 24 | 41 |
| Multiple Indication | 1332 | 25 | 24 | 51 |
| Special Education | 839 | 38 | 26 | 35 |
| Low SES | 8570 | 26 | 24 | 49 |

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

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

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 12570 | 30 | 25 | 45 |
| Hispanic | 10768 | 30 | 26 | 45 |
| Non-Hispanic | 1802 | 29 | 21 | 50 |
| White | 9636 | 30 | 25 | 45 |
| Black or African American | 246 | 41 | 21 | 39 |
| Asian | 462 | 25 | 21 | 55 |
| American Indian or Alaskan Native | 231 | 31 | 28 | 41 |
| Native Hawaiian or Other Pacific Islander | 46 | 37 | 28 | 35 |
| Multiple Indication | 1332 | 27 | 24 | 49 |
| Special Education | 839 | 42 | 27 | 32 |
| Low SES | 8570 | 30 | 26 | 45 |

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

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

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 12570 | 30 | 26 | 44 |
| Hispanic | 10768 | 30 | 27 | 43 |
| Non-Hispanic | 1802 | 28 | 21 | 51 |
| White | 9636 | 30 | 27 | 44 |
| Black or African American | 246 | 44 | 19 | 37 |
| Asian | 462 | 22 | 21 | 57 |
| American Indian or Alaskan Native | 231 | 28 | 27 | 45 |
| Native Hawaiian or Other Pacific Islander | 46 | 41 | 22 | 37 |
| Multiple Indication | 1332 | 26 | 25 | 48 |
| Special Education | 839 | 41 | 27 | 32 |
| Low SES | 8570 | 31 | 26 | 43 |

*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

| | | *% at Proficiency Level | | | |
|---|---|---|---|---|---|
| **Group** | **N** | **PE/E** | **B** | **I** | **P** |
| All | 12570 | 8 | 20 | 26 | 46 |
| Hispanic | 10768 | 8 | 20 | 26 | 46 |
| Non-Hispanic | 1802 | 11 | 18 | 21 | 51 |
| White | 9636 | 8 | 20 | 26 | 46 |
| Black or African American | 246 | 24 | 17 | 20 | 40 |
| Asian | 462 | 10 | 14 | 23 | 53 |
| American Indian or Alaskan Native | 231 | 6 | 26 | 23 | 45 |
| Native Hawaiian or Other Pacific Islander | 46 | 11 | 33 | 11 | 46 |
| Multiple Indication | 1332 | 6 | 19 | 24 | 51 |
| Special Education | 839 | 14 | 27 | 26 | 33 |
| Low SES | 8570 | 8 | 20 | 26 | 46 |

*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

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 9132 | 37 | 26 | 36 |
| Hispanic | 7869 | 38 | 27 | 36 |
| Non-Hispanic | 1263 | 35 | 24 | 41 |
| White | 6896 | 38 | 26 | 36 |
| Black or African American | 159 | 36 | 28 | 35 |
| Asian | 247 | 30 | 23 | 48 |
| American Indian or Alaskan Native | 228 | 44 | 25 | 31 |
| Native Hawaiian or Other Pacific Islander | 30 | 33 | 17 | 50 |
| Multiple Indication | 1220 | 38 | 26 | 36 |
| Special Education | 911 | 55 | 21 | 24 |
| Low SES | 6483 | 38 | 27 | 35 |

*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

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 9132 | 21 | 37 | 42 |
| Hispanic | 7869 | 21 | 38 | 41 |
| Non-Hispanic | 1263 | 23 | 33 | 44 |
| White | 6896 | 21 | 38 | 41 |
| Black or African American | 159 | 31 | 31 | 37 |
| Asian | 247 | 23 | 32 | 45 |
| American Indian or Alaskan Native | 228 | 19 | 39 | 42 |
| Native Hawaiian or Other Pacific Islander | 30 | 30 | 37 | 33 |
| Multiple Indication | 1220 | 20 | 36 | 44 |
| Special Education | 911 | 28 | 41 | 31 |
| Low SES | 6483 | 21 | 38 | 41 |

*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

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 9132 | 33 | 42 | 25 |
| Hispanic | 7869 | 34 | 43 | 23 |
| Non-Hispanic | 1263 | 29 | 37 | 33 |
| White | 6896 | 34 | 43 | 23 |
| Black or African American | 159 | 37 | 39 | 24 |
| Asian | 247 | 21 | 33 | 46 |
| American Indian or Alaskan Native | 228 | 36 | 41 | 23 |
| Native Hawaiian or Other Pacific Islander | 30 | 37 | 37 | 27 |
| Multiple Indication | 1220 | 30 | 42 | 28 |
| Special Education | 911 | 43 | 39 | 17 |
| Low SES | 6483 | 34 | 42 | 24 |

*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

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 9132 | 38 | 30 | 32 |
| Hispanic | 7869 | 38 | 31 | 31 |
| Non-Hispanic | 1263 | 33 | 25 | 42 |
| White | 6896 | 38 | 31 | 31 |
| Black or African American | 159 | 43 | 28 | 30 |
| Asian | 247 | 25 | 19 | 56 |
| American Indian or Alaskan Native | 228 | 39 | 32 | 29 |
| Native Hawaiian or Other Pacific Islander | 30 | 33 | 30 | 37 |
| Multiple Indication | 1220 | 33 | 30 | 37 |
| Special Education | 911 | 54 | 25 | 21 |
| Low SES | 6483 | 38 | 31 | 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

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 9132 | 29 | 40 | 31 |
| Hispanic | 7869 | 29 | 41 | 30 |
| Non-Hispanic | 1263 | 29 | 32 | 39 |
| White | 6896 | 29 | 41 | 30 |
| Black or African American | 159 | 37 | 34 | 29 |
| Asian | 247 | 26 | 28 | 47 |
| American Indian or Alaskan Native | 228 | 28 | 43 | 30 |
| Native Hawaiian or Other Pacific Islander | 30 | 33 | 30 | 37 |
| Multiple Indication | 1220 | 28 | 37 | 35 |
| Special Education | 911 | 45 | 37 | 19 |
| Low SES | 6483 | 29 | 41 | 30 |

*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

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 9132 | 24 | 41 | 35 |
| Hispanic | 7869 | 24 | 42 | 34 |
| Non-Hispanic | 1263 | 25 | 36 | 39 |
| White | 6896 | 24 | 42 | 34 |
| Black or African American | 159 | 31 | 38 | 31 |
| Asian | 247 | 23 | 31 | 46 |
| American Indian or Alaskan Native | 228 | 22 | 49 | 29 |
| Native Hawaiian or Other Pacific Islander | 30 | 30 | 27 | 43 |
| Multiple Indication | 1220 | 24 | 40 | 36 |
| Special Education | 911 | 37 | 42 | 21 |
| Low SES | 6483 | 24 | 42 | 34 |

*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

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 9132 | 36 | 36 | 28 |
| Hispanic | 7869 | 36 | 37 | 27 |
| Non-Hispanic | 1263 | 34 | 30 | 37 |
| White | 6896 | 36 | 37 | 27 |
| Black or African American | 159 | 40 | 33 | 27 |
| Asian | 247 | 24 | 30 | 46 |
| American Indian or Alaskan Native | 228 | 44 | 30 | 25 |
| Native Hawaiian or Other Pacific Islander | 30 | 37 | 30 | 33 |
| Multiple Indication | 1220 | 36 | 32 | 32 |
| Special Education | 911 | 49 | 34 | 16 |
| Low SES | 6483 | 36 | 36 | 27 |

*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

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 9132 | 38 | 35 | 28 |
| Hispanic | 7869 | 38 | 36 | 26 |
| Non-Hispanic | 1263 | 33 | 29 | 38 |
| White | 6896 | 38 | 36 | 26 |
| Black or African American | 159 | 45 | 28 | 27 |
| Asian | 247 | 23 | 24 | 52 |
| American Indian or Alaskan Native | 228 | 39 | 33 | 28 |
| Native Hawaiian or Other Pacific Islander | 30 | 37 | 30 | 33 |
| Multiple Indication | 1220 | 34 | 34 | 32 |
| Special Education | 911 | 53 | 28 | 19 |
| Low SES | 6483 | 38 | 35 | 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

| | | *% at Proficiency Level | | | |
|---|---|---|---|---|---|
| **Group** | **N** | **PE/E** | **B** | **I** | **P** |
| All | 9132 | 3 | 28 | 42 | 27 |
| Hispanic | 7869 | 3 | 28 | 43 | 26 |
| Non-Hispanic | 1263 | 5 | 25 | 34 | 37 |
| White | 6896 | 3 | 28 | 43 | 26 |
| Black or African American | 159 | 13 | 25 | 35 | 28 |
| Asian | 247 | 4 | 19 | 28 | 49 |
| American Indian or Alaskan Native | 228 | 3 | 29 | 44 | 25 |
| Native Hawaiian or Other Pacific Islander | 30 | 7 | 27 | 33 | 33 |
| Multiple Indication | 1220 | 3 | 27 | 40 | 30 |
| Special Education | 911 | 5 | 42 | 37 | 16 |
| Low SES | 6483 | 3 | 28 | 42 | 26 |
| Migrant | 9132 | 3 | 28 | 42 | 27 |

*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

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 9034 | 39 | 23 | 38 |
| Hispanic | 7834 | 38 | 24 | 38 |
| Non-Hispanic | 1200 | 41 | 21 | 38 |
| White | 6904 | 38 | 24 | 38 |
| Black or African American | 180 | 53 | 17 | 30 |
| Asian | 222 | 29 | 22 | 50 |
| American Indian or Alaskan Native | 218 | 50 | 18 | 31 |
| Native Hawaiian or Other Pacific Islander | 23 | 48 | 22 | 30 |
| Multiple Indication | 1186 | 39 | 22 | 39 |
| Special Education | 906 | 58 | 19 | 23 |
| Low SES | 6587 | 38 | 23 | 38 |

*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

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 9034 | 34 | 34 | 32 |
| Hispanic | 7834 | 33 | 34 | 33 |
| Non-Hispanic | 1200 | 41 | 31 | 29 |
| White | 6904 | 33 | 34 | 32 |
| Black or African American | 180 | 49 | 22 | 28 |
| Asian | 222 | 36 | 30 | 34 |
| American Indian or Alaskan Native | 218 | 36 | 38 | 26 |
| Native Hawaiian or Other Pacific Islander | 23 | 48 | 35 | 17 |
| Multiple Indication | 1186 | 35 | 32 | 33 |
| Special Education | 906 | 48 | 33 | 19 |
| Low SES | 6587 | 34 | 34 | 32 |
| Migrant | 9034 | 34 | 34 | 32 |

*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

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 9034 | 32 | 27 | 41 |
| Hispanic | 7834 | 32 | 28 | 41 |
| Non-Hispanic | 1200 | 35 | 24 | 41 |
| White | 6904 | 32 | 28 | 40 |
| Black or African American | 180 | 53 | 18 | 29 |
| Asian | 222 | 25 | 22 | 54 |
| American Indian or Alaskan Native | 218 | 33 | 28 | 39 |
| Native Hawaiian or Other Pacific Islander | 23 | 52 | 22 | 26 |
| Multiple Indication | 1186 | 31 | 25 | 44 |
| Special Education | 906 | 51 | 25 | 25 |
| Low SES | 6587 | 32 | 27 | 40 |

*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 | *% at Proficiency Levels | | |
|---|---|---|---|---|
| | | PE/E/B | I | P |
| All | 9034 | 34 | 25 | 42 |
| Hispanic | 7834 | 33 | 25 | 42 |
| Non-Hispanic | 1200 | 36 | 23 | 41 |
| White | 6904 | 33 | 25 | 42 |
| Black or African American | 180 | 54 | 18 | 28 |
| Asian | 222 | 25 | 20 | 55 |
| American Indian or Alaskan Native | 218 | 35 | 29 | 36 |
| Native Hawaiian or Other Pacific Islander | 23 | 39 | 22 | 39 |
| Multiple Indication | 1186 | 31 | 25 | 43 |
| Special Education | 906 | 52 | 23 | 25 |
| Low SES | 6587 | 34 | 25 | 41 |

*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 | *% at Proficiency Levels | | |
|---|---|---|---|---|
| | | PE/E/B | I | P |
| All | 9034 | 31 | 32 | 36 |
| Hispanic | 7834 | 31 | 33 | 37 |
| Non-Hispanic | 1200 | 37 | 28 | 35 |
| White | 6904 | 31 | 33 | 36 |
| Black or African American | 180 | 53 | 23 | 24 |
| Asian | 222 | 28 | 25 | 47 |
| American Indian or Alaskan Native | 218 | 30 | 36 | 34 |
| Native Hawaiian or Other Pacific Islander | 23 | 35 | 43 | 22 |
| Multiple Indication | 1186 | 31 | 31 | 38 |
| Special Education | 906 | 52 | 30 | 17 |
| Low SES | 6587 | 31 | 32 | 36 |

*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 | *% at Proficiency Levels | | |
|---|---|---|---|---|
| | | PE/E/B | I | P |
| All | 9034 | 35 | 34 | 32 |
| Hispanic | 7834 | 34 | 34 | 32 |
| Non-Hispanic | 1200 | 41 | 29 | 30 |
| White | 6904 | 34 | 35 | 32 |
| Black or African American | 180 | 55 | 21 | 24 |
| Asian | 222 | 32 | 27 | 41 |
| American Indian or Alaskan Native | 218 | 41 | 37 | 22 |
| Native Hawaiian or Other Pacific Islander | 23 | 48 | 39 | 13 |
| Multiple Indication | 1186 | 34 | 32 | 34 |
| Special Education | 906 | 54 | 30 | 16 |
| Low SES | 6587 | 34 | 34 | 32 |

*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

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 9034 | 35 | 25 | 41 |
| Hispanic | 7834 | 34 | 25 | 41 |
| Non-Hispanic | 1200 | 38 | 22 | 39 |
| White | 6904 | 34 | 25 | 41 |
| Black or African American | 180 | 56 | 15 | 29 |
| Asian | 222 | 25 | 20 | 55 |
| American Indian or Alaskan Native | 218 | 39 | 28 | 33 |
| Native Hawaiian or Other Pacific Islander | 23 | 48 | 30 | 22 |
| Multiple Indication | 1186 | 34 | 23 | 43 |
| Special Education | 906 | 56 | 21 | 23 |
| Low SES | 6587 | 34 | 25 | 40 |

*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

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 9034 | 34 | 24 | 42 |
| Hispanic | 7834 | 34 | 24 | 42 |
| Non-Hispanic | 1200 | 36 | 20 | 43 |
| White | 6904 | 33 | 24 | 42 |
| Black or African American | 180 | 55 | 14 | 31 |
| Asian | 222 | 26 | 15 | 59 |
| American Indian or Alaskan Native | 218 | 35 | 27 | 38 |
| Native Hawaiian or Other Pacific Islander | 23 | 48 | 26 | 26 |
| Multiple Indication | 1186 | 33 | 21 | 46 |
| Special Education | 906 | 54 | 22 | 24 |
| Low SES | 6587 | 34 | 24 | 42 |

*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

| | | *% at Proficiency Level | | | |
|---|---|---|---|---|---|
| **Group** | **N** | **PE/E** | **B** | **I** | **P** |
| All | 9034 | 10 | 23 | 31 | 36 |
| Hispanic | 7834 | 9 | 23 | 32 | 36 |
| Non-Hispanic | 1200 | 15 | 22 | 27 | 36 |
| White | 6904 | 9 | 23 | 32 | 36 |
| Black or African American | 180 | 33 | 23 | 20 | 24 |
| Asian | 222 | 10 | 15 | 25 | 50 |
| American Indian or Alaskan Native | 218 | 7 | 28 | 34 | 31 |
| Native Hawaiian or Other Pacific Islander | 23 | 13 | 35 | 30 | 22 |
| Multiple Indication | 1186 | 9 | 23 | 29 | 39 |
| Special Education | 906 | 18 | 37 | 25 | 19 |
| Low SES | 6587 | 9 | 23 | 32 | 36 |

*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

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 8243 | 50 | 26 | 24 |
| Hispanic | 7224 | 49 | 27 | 24 |
| Non-Hispanic | 1019 | 51 | 22 | 27 |
| White | 6392 | 50 | 26 | 24 |
| Black or African American | 151 | 55 | 19 | 26 |
| Asian | 186 | 39 | 25 | 36 |
| American Indian or Alaskan Native | 207 | 58 | 22 | 19 |
| Native Hawaiian or Other Pacific Islander | 14 | 50 | 14 | 36 |
| Multiple Indication | 1026 | 48 | 27 | 25 |
| Special Education | 930 | 65 | 22 | 13 |
| Low SES | 6090 | 50 | 27 | 24 |

*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

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 8243 | 42 | 34 | 24 |
| Hispanic | 7224 | 41 | 35 | 24 |
| Non-Hispanic | 1019 | 49 | 29 | 22 |
| White | 6392 | 41 | 35 | 24 |
| Black or African American | 151 | 54 | 23 | 24 |
| Asian | 186 | 47 | 32 | 21 |
| American Indian or Alaskan Native | 207 | 49 | 32 | 18 |
| Native Hawaiian or Other Pacific Islander | 14 | 36 | 43 | 21 |
| Multiple Indication | 1026 | 42 | 33 | 24 |
| Special Education | 930 | 58 | 27 | 15 |
| Low SES | 6090 | 42 | 34 | 24 |

*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

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 8243 | 48 | 41 | 11 |
| Hispanic | 7224 | 48 | 41 | 11 |
| Non-Hispanic | 1019 | 46 | 38 | 16 |
| White | 6392 | 48 | 41 | 11 |
| Black or African American | 151 | 58 | 31 | 11 |
| Asian | 186 | 32 | 43 | 25 |
| American Indian or Alaskan Native | 207 | 53 | 40 | 7 |
| Native Hawaiian or Other Pacific Islander | 14 | 43 | 21 | 36 |
| Multiple Indication | 1026 | 47 | 41 | 12 |
| Special Education | 930 | 64 | 32 | 4 |
| Low SES | 6090 | 49 | 40 | 11 |

*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

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 8243 | 50 | 23 | 27 |
| Hispanic | 7224 | 50 | 23 | 27 |
| Non-Hispanic | 1019 | 52 | 18 | 30 |
| White | 6392 | 50 | 23 | 27 |
| Black or African American | 151 | 67 | 17 | 16 |
| Asian | 186 | 38 | 23 | 40 |
| American Indian or Alaskan Native | 207 | 48 | 27 | 25 |
| Native Hawaiian or Other Pacific Islander | 14 | 57 | 7 | 36 |
| Multiple Indication | 1026 | 51 | 21 | 28 |
| Special Education | 930 | 69 | 18 | 13 |
| Low SES | 6090 | 51 | 23 | 26 |

*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

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 8243 | 45 | 43 | 11 |
| Hispanic | 7224 | 45 | 44 | 11 |
| Non-Hispanic | 1019 | 49 | 37 | 14 |
| White | 6392 | 45 | 44 | 11 |
| Black or African American | 151 | 58 | 30 | 11 |
| Asian | 186 | 38 | 42 | 19 |
| American Indian or Alaskan Native | 207 | 49 | 43 | 8 |
| Native Hawaiian or Other Pacific Islander | 14 | 36 | 50 | 14 |
| Multiple Indication | 1026 | 46 | 42 | 11 |
| Special Education | 930 | 67 | 30 | 3 |
| Low SES | 6090 | 46 | 43 | 11 |

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

## Table C.46 AZELLA Stage III Reassessment Test Results on Oral at Grade 3

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 8243 | 42 | 39 | 19 |
| Hispanic | 7224 | 41 | 40 | 19 |
| Non-Hispanic | 1019 | 48 | 32 | 21 |
| White | 6392 | 42 | 40 | 19 |
| Black or African American | 151 | 54 | 26 | 20 |
| Asian | 186 | 38 | 35 | 27 |
| American Indian or Alaskan Native | 207 | 47 | 40 | 13 |
| Native Hawaiian or Other Pacific Islander | 14 | 43 | 21 | 36 |
| Multiple Indication | 1026 | 42 | 38 | 20 |
| Special Education | 930 | 59 | 33 | 8 |
| Low SES | 6090 | 42 | 40 | 19 |

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

## Table C.47. AZELLA Stage III Reassessment Test Results on Comprehension at Grade 3

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 8243 | 52 | 34 | 14 |
| Hispanic | 7224 | 52 | 35 | 13 |
| Non-Hispanic | 1019 | 50 | 32 | 19 |
| White | 6392 | 52 | 35 | 13 |
| Black or African American | 151 | 61 | 22 | 17 |
| Asian | 186 | 35 | 39 | 26 |
| American Indian or Alaskan Native | 207 | 57 | 34 | 9 |
| Native Hawaiian or Other Pacific Islander | 14 | 36 | 36 | 29 |
| Multiple Indication | 1026 | 52 | 34 | 15 |
| Special Education | 930 | 71 | 24 | 5 |
| Low SES | 6090 | 53 | 34 | 13 |

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

## Table C.48. AZELLA Stage III Reassessment Test Results on Literacy at Grade 3

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 8243 | 51 | 29 | 21 |
| Hispanic | 7224 | 51 | 29 | 20 |
| Non-Hispanic | 1019 | 49 | 26 | 25 |
| White | 6392 | 51 | 29 | 20 |
| Black or African American | 151 | 66 | 20 | 15 |
| Asian | 186 | 33 | 34 | 33 |
| American Indian or Alaskan Native | 207 | 51 | 33 | 16 |
| Native Hawaiian or Other Pacific Islander | 14 | 50 | 21 | 29 |
| Multiple Indication | 1026 | 52 | 27 | 21 |
| Special Education | 930 | 71 | 21 | 9 |
| Low SES | 6090 | 52 | 29 | 20 |

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

## Table C.49. AZELLA Stage III Reassessment Test Results on Total Combined at Grade 3

| | | *% at Proficiency Level | | | |
|---|---|---|---|---|---|
| **Group** | **N** | **PE/E** | **B** | **I** | **P** |
| All | 8243 | 11 | 37 | 43 | 9 |
| Hispanic | 7224 | 10 | 38 | 43 | 9 |
| Non-Hispanic | 1019 | 18 | 32 | 37 | 13 |
| White | 6392 | 10 | 38 | 43 | 9 |
| Black or African American | 151 | 32 | 31 | 26 | 11 |
| Asian | 186 | 11 | 22 | 47 | 19 |
| American Indian or Alaskan Native | 207 | 11 | 43 | 40 | 7 |
| Native Hawaiian or Other Pacific Islander | 14 | 14 | 14 | 50 | 21 |
| Multiple Indication | 1026 | 10 | 38 | 42 | 10 |
| Special Education | 930 | 19 | 51 | 28 | 2 |
| Low SES | 6090 | 11 | 38 | 42 | 9 |

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

## Table C.50. AZELLA Stage III Reassessment Test Results on Listening at Grade 4

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 8245 | 43 | 26 | 31 |
| Hispanic | 7078 | 42 | 26 | 31 |
| Non-Hispanic | 1167 | 45 | 22 | 33 |
| White | 6187 | 43 | 27 | 31 |
| Black or African American | 185 | 58 | 19 | 22 |
| Asian | 190 | 33 | 19 | 48 |
| American Indian or Alaskan Native | 285 | 51 | 21 | 28 |
| Native Hawaiian or Other Pacific Islander | 18 | 44 | 22 | 33 |
| Multiple Indication | 1018 | 43 | 26 | 31 |
| Special Education | 1050 | 62 | 22 | 16 |
| Low SES | 6093 | 42 | 26 | 32 |

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

## Table C.51. AZELLA Stage III Reassessment Test Results on Speaking at Grade 4

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 8245 | 39 | 30 | 31 |
| Hispanic | 7078 | 37 | 31 | 32 |
| Non-Hispanic | 1167 | 49 | 26 | 25 |
| White | 6187 | 38 | 30 | 32 |
| Black or African American | 185 | 57 | 19 | 23 |
| Asian | 190 | 42 | 34 | 24 |
| American Indian or Alaskan Native | 285 | 40 | 39 | 21 |
| Native Hawaiian or Other Pacific Islander | 18 | 67 | 6 | 28 |
| Multiple Indication | 1018 | 40 | 31 | 29 |
| Special Education | 1050 | 55 | 28 | 18 |
| Low SES | 6093 | 38 | 30 | 31 |

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

## Table C.52. AZELLA Stage III Reassessment Test Results on Reading at Grade 4

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 8245 | 39 | 44 | 16 |
| Hispanic | 7078 | 39 | 45 | 16 |
| Non-Hispanic | 1167 | 43 | 40 | 18 |
| White | 6187 | 40 | 45 | 16 |
| Black or African American | 185 | 62 | 28 | 10 |
| Asian | 190 | 30 | 44 | 26 |
| American Indian or Alaskan Native | 285 | 40 | 46 | 13 |
| Native Hawaiian or Other Pacific Islander | 18 | 50 | 33 | 17 |
| Multiple Indication | 1018 | 38 | 48 | 14 |
| Special Education | 1050 | 64 | 31 | 5 |
| Low SES | 6093 | 40 | 45 | 15 |

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

## Table C.53. AZELLA Stage III Reassessment Test Results on Writing at Grade 4

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 8245 | 42 | 33 | 25 |
| Hispanic | 7078 | 42 | 33 | 25 |
| Non-Hispanic | 1167 | 47 | 29 | 24 |
| White | 6187 | 42 | 33 | 24 |
| Black or African American | 185 | 64 | 18 | 18 |
| Asian | 190 | 32 | 37 | 31 |
| American Indian or Alaskan Native | 285 | 44 | 33 | 23 |
| Native Hawaiian or Other Pacific Islander | 18 | 50 | 22 | 28 |
| Multiple Indication | 1018 | 42 | 31 | 27 |
| Special Education | 1050 | 66 | 25 | 9 |
| Low SES | 6093 | 42 | 33 | 25 |

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

## Table C.54. AZELLA Stage III Reassessment Test Results on Language at Grade 4

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 8245 | 38 | 42 | 20 |
| Hispanic | 7078 | 37 | 42 | 21 |
| Non-Hispanic | 1167 | 44 | 38 | 19 |
| White | 6187 | 38 | 42 | 20 |
| Black or African American | 185 | 60 | 29 | 11 |
| Asian | 190 | 32 | 42 | 26 |
| American Indian or Alaskan Native | 285 | 42 | 44 | 15 |
| Native Hawaiian or Other Pacific Islander | 18 | 39 | 44 | 17 |
| Multiple Indication | 1018 | 38 | 42 | 20 |
| Special Education | 1050 | 64 | 30 | 5 |
| Low SES | 6093 | 38 | 42 | 20 |

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

## Table C.55. AZELLA Stage III Reassessment Test Results on Oral at Grade 4

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 8245 | 37 | 32 | 31 |
| Hispanic | 7078 | 36 | 33 | 31 |
| Non-Hispanic | 1167 | 44 | 25 | 31 |
| White | 6187 | 36 | 33 | 31 |
| Black or African American | 185 | 55 | 22 | 23 |
| Asian | 190 | 32 | 26 | 42 |
| American Indian or Alaskan Native | 285 | 45 | 28 | 26 |
| Native Hawaiian or Other Pacific Islander | 18 | 50 | 22 | 28 |
| Multiple Indication | 1018 | 39 | 32 | 29 |
| Special Education | 1050 | 56 | 29 | 15 |
| Low SES | 6093 | 37 | 32 | 31 |

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

## Table C.56. AZELLA Stage III Reassessment Test Results on Comprehension at Grade 4

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 8245 | 38 | 39 | 24 |
| Hispanic | 7078 | 37 | 39 | 23 |
| Non-Hispanic | 1167 | 40 | 34 | 26 |
| White | 6187 | 38 | 39 | 23 |
| Black or African American | 185 | 57 | 29 | 14 |
| Asian | 190 | 26 | 35 | 39 |
| American Indian or Alaskan Native | 285 | 39 | 41 | 20 |
| Native Hawaiian or Other Pacific Islander | 18 | 33 | 44 | 22 |
| Multiple Indication | 1018 | 36 | 41 | 23 |
| Special Education | 1050 | 62 | 30 | 8 |
| Low SES | 6093 | 38 | 39 | 23 |

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

## Table C.57. AZELLA Stage III Reassessment Test Results on Literacy at Grade 4

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 8245 | 38 | 42 | 19 |
| Hispanic | 7078 | 37 | 43 | 19 |
| Non-Hispanic | 1167 | 43 | 36 | 21 |
| White | 6187 | 38 | 43 | 19 |
| Black or African American | 185 | 62 | 28 | 11 |
| Asian | 190 | 30 | 38 | 32 |
| American Indian or Alaskan Native | 285 | 41 | 42 | 17 |
| Native Hawaiian or Other Pacific Islander | 18 | 44 | 39 | 17 |
| Multiple Indication | 1018 | 38 | 43 | 19 |
| Special Education | 1050 | 64 | 30 | 5 |
| Low SES | 6093 | 38 | 43 | 19 |

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

## Table C.58. AZELLA Stage III Reassessment Test Results on Total Combined at Grade 4

| | | *% at Proficiency Level | | | |
|---|---|---|---|---|---|
| **Group** | **N** | **PE/E** | **B** | **I** | **P** |
| All | 8245 | 14 | 25 | 44 | 17 |
| Hispanic | 7078 | 13 | 25 | 45 | 17 |
| Non-Hispanic | 1167 | 20 | 23 | 37 | 19 |
| White | 6187 | 13 | 25 | 45 | 16 |
| Black or African American | 185 | 38 | 22 | 28 | 12 |
| Asian | 190 | 15 | 16 | 38 | 31 |
| American Indian or Alaskan Native | 285 | 11 | 31 | 46 | 13 |
| Native Hawaiian or Other Pacific Islander | 18 | 11 | 39 | 33 | 17 |
| Multiple Indication | 1018 | 13 | 24 | 45 | 17 |
| Special Education | 1050 | 26 | 39 | 31 | 4 |
| Low SES | 6093 | 14 | 25 | 45 | 17 |

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

## Table C.59. AZELLA Stage III Reassessment Test Results on Listening at Grade 5

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 6418 | 35 | 27 | 38 |
| Hispanic | 5478 | 34 | 28 | 38 |
| Non-Hispanic | 940 | 40 | 22 | 38 |
| White | 4922 | 34 | 28 | 38 |
| Black or African American | 164 | 54 | 20 | 26 |
| Asian | 139 | 31 | 15 | 54 |
| American Indian or Alaskan Native | 273 | 30 | 27 | 42 |
| Native Hawaiian or Other Pacific Islander | 20 | 15 | 30 | 55 |
| Multiple Indication | 719 | 35 | 28 | 36 |
| Special Education | 851 | 43 | 29 | 28 |
| Low SES | 4689 | 36 | 27 | 37 |

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

## Table C.60. AZELLA Stage III Reassessment Test Results on Speaking at Grade 5

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 6418 | 42 | 21 | 37 |
| Hispanic | 5478 | 40 | 21 | 39 |
| Non-Hispanic | 940 | 54 | 19 | 27 |
| White | 4922 | 40 | 21 | 39 |
| Black or African American | 164 | 63 | 13 | 23 |
| Asian | 139 | 55 | 23 | 22 |
| American Indian or Alaskan Native | 273 | 38 | 27 | 35 |
| Native Hawaiian or Other Pacific Islander | 20 | 40 | 25 | 35 |
| Multiple Indication | 719 | 46 | 21 | 34 |
| Special Education | 851 | 49 | 21 | 30 |
| Low SES | 4689 | 41 | 20 | 38 |

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

## Table C.61. AZELLA Stage III Reassessment Test Results on Reading at Grade 5

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 6418 | 35 | 41 | 24 |
| Hispanic | 5478 | 34 | 42 | 24 |
| Non-Hispanic | 940 | 43 | 33 | 25 |
| White | 4922 | 34 | 42 | 24 |
| Black or African American | 164 | 62 | 23 | 15 |
| Asian | 139 | 33 | 28 | 39 |
| American Indian or Alaskan Native | 273 | 25 | 53 | 21 |
| Native Hawaiian or Other Pacific Islander | 20 | 15 | 55 | 30 |
| Multiple Indication | 719 | 39 | 38 | 23 |
| Special Education | 851 | 50 | 37 | 13 |
| Low SES | 4689 | 36 | 42 | 23 |

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

## Table C.62. AZELLA Stage III Reassessment Test Results on Writing at Grade 5

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 6418 | 32 | 42 | 26 |
| Hispanic | 5478 | 30 | 43 | 26 |
| Non-Hispanic | 940 | 43 | 33 | 25 |
| White | 4922 | 30 | 43 | 27 |
| Black or African American | 164 | 61 | 25 | 14 |
| Asian | 139 | 34 | 32 | 35 |
| American Indian or Alaskan Native | 273 | 26 | 42 | 31 |
| Native Hawaiian or Other Pacific Islander | 20 | 20 | 35 | 45 |
| Multiple Indication | 719 | 36 | 41 | 22 |
| Special Education | 851 | 45 | 40 | 15 |
| Low SES | 4689 | 33 | 43 | 25 |

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

## Table C.63. AZELLA Stage III Reassessment Test Results on Language at Grade 5

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 6418 | 32 | 50 | 18 |
| Hispanic | 5478 | 30 | 52 | 18 |
| Non-Hispanic | 940 | 44 | 39 | 17 |
| White | 4922 | 30 | 51 | 18 |
| Black or African American | 164 | 59 | 32 | 9 |
| Asian | 139 | 37 | 39 | 24 |
| American Indian or Alaskan Native | 273 | 26 | 53 | 21 |
| Native Hawaiian or Other Pacific Islander | 20 | 20 | 60 | 20 |
| Multiple Indication | 719 | 37 | 47 | 16 |
| Special Education | 851 | 45 | 47 | 8 |
| Low SES | 4689 | 32 | 51 | 17 |

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

## Table C.64. AZELLA Stage III Reassessment Test Results on Oral at Grade 5

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 6418 | 37 | 25 | 38 |
| Hispanic | 5478 | 36 | 26 | 38 |
| Non-Hispanic | 940 | 46 | 18 | 36 |
| White | 4922 | 36 | 26 | 39 |
| Black or African American | 164 | 60 | 19 | 21 |
| Asian | 139 | 40 | 12 | 47 |
| American Indian or Alaskan Native | 273 | 33 | 28 | 39 |
| Native Hawaiian or Other Pacific Islander | 20 | 30 | 15 | 55 |
| Multiple Indication | 719 | 40 | 24 | 36 |
| Special Education | 851 | 45 | 27 | 27 |
| Low SES | 4689 | 37 | 25 | 38 |

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

## Table C.65. AZELLA Stage III Reassessment Test Results on Comprehension at Grade 5

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 6418 | 32 | 35 | 33 |
| Hispanic | 5478 | 31 | 37 | 32 |
| Non-Hispanic | 940 | 40 | 27 | 33 |
| White | 4922 | 31 | 36 | 33 |
| Black or African American | 164 | 58 | 22 | 20 |
| Asian | 139 | 29 | 21 | 50 |
| American Indian or Alaskan Native | 273 | 22 | 45 | 33 |
| Native Hawaiian or Other Pacific Islander | 20 | 10 | 50 | 40 |
| Multiple Indication | 719 | 36 | 33 | 31 |
| Special Education | 851 | 46 | 35 | 19 |
| Low SES | 4689 | 33 | 36 | 31 |

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

## Table C.66. AZELLA Stage III Reassessment Test Results on Literacy at Grade 5

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 6418 | 34 | 42 | 25 |
| Hispanic | 5478 | 32 | 43 | 25 |
| Non-Hispanic | 940 | 42 | 33 | 24 |
| White | 4922 | 32 | 43 | 25 |
| Black or African American | 164 | 62 | 24 | 14 |
| Asian | 139 | 33 | 29 | 37 |
| American Indian or Alaskan Native | 273 | 23 | 54 | 23 |
| Native Hawaiian or Other Pacific Islander | 20 | 20 | 50 | 30 |
| Multiple Indication | 719 | 39 | 38 | 23 |
| Special Education | 851 | 49 | 39 | 13 |
| Low SES | 4689 | 34 | 43 | 23 |

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

## Table C.67. AZELLA Stage III Reassessment Test Results on Total Combined at Grade 5

| | | *% at Proficiency Level | | | |
|---|---|---|---|---|---|
| **Group** | **N** | **PE/E** | **B** | **I** | **P** |
| All | 6418 | 14 | 19 | 52 | 14 |
| Hispanic | 5478 | 13 | 19 | 54 | 14 |
| Non-Hispanic | 940 | 24 | 19 | 40 | 16 |
| White | 4922 | 13 | 19 | 54 | 14 |
| Black or African American | 164 | 41 | 21 | 29 | 9 |
| Asian | 139 | 20 | 14 | 38 | 27 |
| American Indian or Alaskan Native | 273 | 6 | 19 | 62 | 13 |
| Native Hawaiian or Other Pacific Islander | 20 | 10 | 15 | 55 | 20 |
| Multiple Indication | 719 | 18 | 20 | 49 | 13 |
| Special Education | 851 | 18 | 30 | 46 | 6 |
| Low SES | 4689 | 14 | 19 | 53 | 13 |

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

## Table C.68. AZELLA Stage IV Reassessment Test Results on Listening at Grade 6

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 4312 | 38 | 26 | 36 |
| Hispanic | 3658 | 37 | 26 | 37 |
| Non-Hispanic | 654 | 48 | 22 | 29 |
| White | 3243 | 37 | 26 | 37 |
| Black or African American | 100 | 70 | 17 | 13 |
| Asian | 90 | 34 | 30 | 36 |
| American Indian or Alaskan Native | 189 | 39 | 29 | 33 |
| Native Hawaiian or Other Pacific Islander | 11 | 36 | 36 | 27 |
| Multiple Indication | 540 | 41 | 25 | 34 |
| Special Education | 587 | 48 | 24 | 28 |
| Low SES | 3127 | 39 | 26 | 35 |

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

## Table C.69. AZELLA Stage IV Reassessment Test Results on Speaking at Grade 6

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| Total | 4312 | 29 | 19 | 52 |
| Hispanic | 3658 | 27 | 19 | 54 |
| Non-Hispanic | 654 | 41 | 19 | 39 |
| White | 3243 | 28 | 19 | 53 |
| Black or African American | 100 | 66 | 9 | 25 |
| Asian | 90 | 39 | 22 | 39 |
| American Indian or Alaskan Native | 189 | 18 | 24 | 58 |
| Native Hawaiian or Other Pacific Islander | 11 | 45 | 9 | 45 |
| Multiple Indication | 540 | 31 | 18 | 51 |
| Special Education | 587 | 26 | 25 | 49 |
| Low SES | 3127 | 29 | 20 | 51 |

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

## Table C.70. AZELLA Stage IV Reassessment Test Results on Reading at Grade 6

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 4312 | 45 | 36 | 19 |
| Hispanic | 3658 | 44 | 37 | 20 |
| Non-Hispanic | 654 | 52 | 30 | 18 |
| White | 3243 | 44 | 36 | 20 |
| Black or African American | 100 | 71 | 19 | 10 |
| Asian | 90 | 39 | 34 | 27 |
| American Indian or Alaskan Native | 189 | 45 | 40 | 15 |
| Native Hawaiian or Other Pacific Islander | 11 | 55 | 36 | 9 |
| Multiple Indication | 540 | 46 | 38 | 16 |
| Special Education | 587 | 59 | 31 | 11 |
| Low SES | 3127 | 46 | 36 | 19 |

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

## Table C.71. AZELLA Stage IV Reassessment Test Results on Writing at Grade 6

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 4312 | 38 | 50 | 12 |
| Hispanic | 3658 | 36 | 51 | 12 |
| Non-Hispanic | 654 | 47 | 41 | 12 |
| White | 3243 | 37 | 51 | 12 |
| Black or African American | 100 | 65 | 30 | 5 |
| Asian | 90 | 34 | 50 | 16 |
| American Indian or Alaskan Native | 189 | 35 | 51 | 14 |
| Native Hawaiian or Other Pacific Islander | 11 | 55 | 27 | 18 |
| Multiple Indication | 540 | 41 | 48 | 11 |
| Special Education | 587 | 50 | 46 | 5 |
| Low SES | 3127 | 38 | 50 | 12 |

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

## Table C.72. AZELLA Stage IV Reassessment Test Results on Language at Grade 6

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 4312 | 33 | 57 | 11 |
| Hispanic | 3658 | 31 | 59 | 11 |
| Non-Hispanic | 654 | 44 | 47 | 9 |
| White | 3243 | 31 | 58 | 11 |
| Black or African American | 100 | 68 | 27 | 5 |
| Asian | 90 | 38 | 50 | 12 |
| American Indian or Alaskan Native | 189 | 25 | 65 | 10 |
| Native Hawaiian or Other Pacific Islander | 11 | 55 | 36 | 9 |
| Multiple Indication | 540 | 34 | 57 | 9 |
| Special Education | 587 | 41 | 55 | 4 |
| Low SES | 3127 | 33 | 57 | 10 |

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

## Table C.73. AZELLA Stage IV Reassessment Test Results on Oral at Grade 6

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 4312 | 32 | 28 | 40 |
| Hispanic | 3658 | 30 | 28 | 41 |
| Non-Hispanic | 654 | 43 | 26 | 31 |
| White | 3243 | 31 | 28 | 41 |
| Black or African American | 100 | 69 | 14 | 17 |
| Asian | 90 | 37 | 30 | 33 |
| American Indian or Alaskan Native | 189 | 24 | 34 | 42 |
| Native Hawaiian or Other Pacific Islander | 11 | 45 | 36 | 18 |
| Multiple Indication | 540 | 34 | 28 | 38 |
| Special Education | 587 | 34 | 36 | 30 |
| Low SES | 3127 | 32 | 28 | 39 |

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

## Table C.74. AZELLA Stage IV Reassessment Test Results on Comprehension at Grade 6

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 4312 | 39 | 38 | 23 |
| Hispanic | 3658 | 37 | 39 | 24 |
| Non-Hispanic | 654 | 48 | 31 | 21 |
| White | 3243 | 37 | 39 | 23 |
| Black or African American | 100 | 71 | 19 | 10 |
| Asian | 90 | 32 | 38 | 30 |
| American Indian or Alaskan Native | 189 | 37 | 42 | 22 |
| Native Hawaiian or Other Pacific Islander | 11 | 55 | 27 | 18 |
| Multiple Indication | 540 | 44 | 35 | 21 |
| Special Education | 587 | 51 | 37 | 12 |
| Low SES | 3127 | 40 | 38 | 22 |

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

## Table C.75. AZELLA Stage IV Reassessment Test Results on Literacy at Grade 6

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 4312 | 42 | 40 | 18 |
| Hispanic | 3658 | 40 | 41 | 19 |
| Non-Hispanic | 654 | 50 | 34 | 17 |
| White | 3243 | 41 | 41 | 18 |
| Black or African American | 100 | 69 | 23 | 8 |
| Asian | 90 | 33 | 44 | 22 |
| American Indian or Alaskan Native | 189 | 41 | 41 | 19 |
| Native Hawaiian or Other Pacific Islander | 11 | 55 | 27 | 18 |
| Multiple Indication | 540 | 42 | 42 | 16 |
| Special Education | 587 | 56 | 37 | 7 |
| Low SES | 3127 | 42 | 40 | 18 |

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

## Table C.76. AZELLA Stage IV Reassessment Test Results on Total Combined at Grade 6

| | | *% at Proficiency Level | | | |
|---|---|---|---|---|---|
| **Group** | **N** | **PE/E** | **B** | **I** | **P** |
| All | 4312 | 15 | 23 | 55 | 8 |
| Hispanic | 3658 | 13 | 23 | 57 | 8 |
| Non-Hispanic | 654 | 26 | 21 | 44 | 9 |
| White | 3243 | 14 | 23 | 56 | 8 |
| Black or African American | 100 | 50 | 21 | 25 | 4 |
| Asian | 90 | 18 | 19 | 51 | 12 |
| American Indian or Alaskan Native | 189 | 8 | 26 | 60 | 6 |
| Native Hawaiian or Other Pacific Islander | 11 | 27 | 27 | 36 | 9 |
| Multiple Indication | 540 | 16 | 21 | 55 | 7 |
| Special Education | 587 | 14 | 36 | 49 | 2 |
| Low SES | 3127 | 15 | 23 | 56 | 7 |
| Migrant | 4312 | 15 | 23 | 55 | 8 |

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

## Table C.77. AZELLA Stage IV Reassessment Test Results on Listening at Grade 7

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 4199 | 32 | 22 | 47 |
| Hispanic | 3521 | 30 | 22 | 48 |
| Non-Hispanic | 678 | 38 | 20 | 42 |
| White | 3161 | 30 | 22 | 48 |
| Black or African American | 125 | 58 | 16 | 26 |
| Asian | 107 | 36 | 17 | 47 |
| American Indian or Alaskan Native | 211 | 34 | 25 | 42 |
| Native Hawaiian or Other Pacific Islander | 16 | 31 | 25 | 44 |
| Multiple Indication | 410 | 31 | 21 | 48 |
| Special Education | 475 | 37 | 28 | 36 |
| Low SES | 2987 | 31 | 22 | 47 |

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

## Table C.78. AZELLA Stage IV Reassessment Test Results on Speaking at Grade 7

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 4199 | 29 | 17 | 54 |
| Hispanic | 3521 | 28 | 17 | 56 |
| Non-Hispanic | 678 | 38 | 19 | 43 |
| White | 3161 | 28 | 17 | 56 |
| Black or African American | 125 | 50 | 17 | 33 |
| Asian | 107 | 36 | 27 | 37 |
| American Indian or Alaskan Native | 211 | 28 | 20 | 51 |
| Native Hawaiian or Other Pacific Islander | 16 | 38 | 19 | 44 |
| Multiple Indication | 410 | 32 | 18 | 50 |
| Special Education | 475 | 25 | 23 | 52 |
| Low SES | 2987 | 29 | 17 | 54 |

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

## Table C.79. AZELLA Stage IV Reassessment Test Results on Reading at Grade 7

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 4199 | 36 | 38 | 26 |
| Hispanic | 3521 | 34 | 39 | 26 |
| Non-Hispanic | 678 | 42 | 33 | 25 |
| White | 3161 | 35 | 39 | 26 |
| Black or African American | 125 | 65 | 23 | 12 |
| Asian | 107 | 45 | 29 | 26 |
| American Indian or Alaskan Native | 211 | 31 | 49 | 20 |
| Native Hawaiian or Other Pacific Islander | 16 | 19 | 38 | 44 |
| Multiple Indication | 410 | 34 | 39 | 27 |
| Special Education | 475 | 50 | 39 | 11 |
| Low SES | 2987 | 36 | 39 | 25 |

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

## Table C.80. AZELLA Stage IV Reassessment Test Results on Writing at Grade 7

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 4199 | 31 | 54 | 15 |
| Hispanic | 3521 | 30 | 55 | 15 |
| Non-Hispanic | 678 | 39 | 47 | 14 |
| White | 3161 | 30 | 55 | 15 |
| Black or African American | 125 | 57 | 37 | 6 |
| Asian | 107 | 38 | 44 | 18 |
| American Indian or Alaskan Native | 211 | 26 | 66 | 8 |
| Native Hawaiian or Other Pacific Islander | 16 | 19 | 69 | 13 |
| Multiple Indication | 410 | 31 | 52 | 17 |
| Special Education | 475 | 43 | 53 | 5 |
| Low SES | 2987 | 31 | 55 | 14 |

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

## Table C.81. AZELLA Stage IV Reassessment Test Results on Language at Grade 7

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 4199 | 29 | 56 | 16 |
| Hispanic | 3521 | 27 | 57 | 16 |
| Non-Hispanic | 678 | 37 | 49 | 13 |
| White | 3161 | 27 | 57 | 16 |
| Black or African American | 125 | 59 | 33 | 8 |
| Asian | 107 | 39 | 48 | 13 |
| American Indian or Alaskan Native | 211 | 22 | 69 | 9 |
| Native Hawaiian or Other Pacific Islander | 16 | 19 | 75 | 6 |
| Multiple Indication | 410 | 32 | 51 | 17 |
| Special Education | 475 | 36 | 58 | 6 |
| Low SES | 2987 | 29 | 56 | 15 |

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

## Table C.82. AZELLA Stage IV Reassessment Test Results on Oral at Grade 7

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 4199 | 28 | 23 | 49 |
| Hispanic | 3521 | 27 | 23 | 51 |
| Non-Hispanic | 678 | 36 | 25 | 39 |
| White | 3161 | 27 | 23 | 51 |
| Black or African American | 125 | 54 | 21 | 25 |
| Asian | 107 | 38 | 22 | 39 |
| American Indian or Alaskan Native | 211 | 25 | 32 | 43 |
| Native Hawaiian or Other Pacific Islander | 16 | 44 | 19 | 38 |
| Multiple Indication | 410 | 29 | 23 | 48 |
| Special Education | 475 | 29 | 33 | 38 |
| Low SES | 2987 | 28 | 23 | 49 |

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

## Table C.83. AZELLA Stage IV Reassessment Test Results on Comprehension at Grade 7

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 4199 | 31 | 36 | 33 |
| Hispanic | 3521 | 29 | 37 | 33 |
| Non-Hispanic | 678 | 39 | 32 | 30 |
| White | 3161 | 30 | 37 | 33 |
| Black or African American | 125 | 58 | 26 | 16 |
| Asian | 107 | 44 | 25 | 31 |
| American Indian or Alaskan Native | 211 | 27 | 50 | 24 |
| Native Hawaiian or Other Pacific Islander | 16 | 25 | 38 | 38 |
| Multiple Indication | 410 | 31 | 34 | 35 |
| Special Education | 475 | 40 | 44 | 16 |
| Low SES | 2987 | 31 | 37 | 32 |

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

## Table C.84. AZELLA Stage IV Reassessment Test Results on Literacy at Grade 7

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 4199 | 33 | 46 | 20 |
| Hispanic | 3521 | 32 | 48 | 20 |
| Non-Hispanic | 678 | 40 | 41 | 19 |
| White | 3161 | 32 | 47 | 20 |
| Black or African American | 125 | 59 | 34 | 7 |
| Asian | 107 | 40 | 39 | 21 |
| American Indian or Alaskan Native | 211 | 27 | 60 | 13 |
| Native Hawaiian or Other Pacific Islander | 16 | 19 | 56 | 25 |
| Multiple Indication | 410 | 34 | 43 | 23 |
| Special Education | 475 | 46 | 47 | 7 |
| Low SES | 2987 | 33 | 47 | 20 |

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

## Table C.85. AZELLA Stage IV Reassessment Test Results on Total Combined at Grade 7

| | | *% at Proficiency Level | | | |
|---|---|---|---|---|---|
| **Group** | **N** | **PE/E** | **B** | **I** | **P** |
| All | 4199 | 14 | 17 | 56 | 13 |
| Hispanic | 3521 | 12 | 17 | 58 | 13 |
| Non-Hispanic | 678 | 21 | 17 | 49 | 13 |
| White | 3161 | 13 | 17 | 57 | 13 |
| Black or African American | 125 | 42 | 17 | 37 | 5 |
| Asian | 107 | 20 | 21 | 44 | 15 |
| American Indian or Alaskan Native | 211 | 8 | 17 | 68 | 7 |
| Native Hawaiian or Other Pacific Islander | 16 | 0 | 25 | 69 | 6 |
| Multiple Indication | 410 | 15 | 17 | 53 | 16 |
| Special Education | 475 | 10 | 30 | 56 | 4 |
| Low SES | 2987 | 14 | 17 | 57 | 13 |

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

## Table C.86. AZELLA Stage IV Reassessment Test Results on Listening at Grade 8

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 3392 | 28 | 21 | 51 |
| Hispanic | 2783 | 27 | 21 | 52 |
| Non-Hispanic | 609 | 35 | 21 | 44 |
| White | 2510 | 27 | 21 | 52 |
| Black or African American | 128 | 51 | 21 | 28 |
| Asian | 92 | 27 | 10 | 63 |
| American Indian or Alaskan Native | 196 | 23 | 22 | 54 |
| Native Hawaiian or Other Pacific Islander | 13 | 31 | 8 | 62 |
| Multiple Indication | 337 | 28 | 27 | 45 |
| Special Education | 312 | 34 | 26 | 40 |
| Low SES | 2364 | 28 | 21 | 51 |
| Migrant | 3392 | 28 | 21 | 51 |

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

## Table C.87. AZELLA Stage IV Reassessment Test Results on Speaking at Grade 8

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 3392 | 32 | 18 | 50 |
| Hispanic | 2783 | 31 | 17 | 52 |
| Non-Hispanic | 609 | 38 | 20 | 42 |
| White | 2510 | 31 | 17 | 51 |
| Black or African American | 128 | 54 | 20 | 27 |
| Asian | 92 | 34 | 18 | 48 |
| American Indian or Alaskan Native | 196 | 18 | 17 | 65 |
| Native Hawaiian or Other Pacific Islander | 13 | 31 | 23 | 46 |
| Multiple Indication | 337 | 34 | 21 | 44 |
| Special Education | 312 | 27 | 26 | 47 |
| Low SES | 2364 | 33 | 17 | 50 |

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

## Table C.88. AZELLA Stage IV Reassessment Test Results on Reading at Grade 8

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 3392 | 29 | 50 | 21 |
| Hispanic | 2783 | 27 | 51 | 22 |
| Non-Hispanic | 609 | 40 | 42 | 18 |
| White | 2510 | 28 | 50 | 22 |
| Black or African American | 128 | 60 | 30 | 10 |
| Asian | 92 | 32 | 37 | 32 |
| American Indian or Alaskan Native | 196 | 19 | 58 | 23 |
| Native Hawaiian or Other Pacific Islander | 13 | 46 | 38 | 15 |
| Multiple Indication | 337 | 28 | 56 | 15 |
| Special Education | 312 | 37 | 54 | 9 |
| Low SES | 2364 | 30 | 50 | 20 |

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

## Table C.89. AZELLA Stage IV Reassessment Test Results on Writing at Grade 8

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 3392 | 27 | 52 | 20 |
| Hispanic | 2783 | 25 | 54 | 21 |
| Non-Hispanic | 609 | 36 | 47 | 17 |
| White | 2510 | 26 | 53 | 21 |
| Black or African American | 128 | 54 | 34 | 13 |
| Asian | 92 | 32 | 42 | 26 |
| American Indian or Alaskan Native | 196 | 18 | 59 | 22 |
| Native Hawaiian or Other Pacific Islander | 13 | 23 | 69 | 8 |
| Multiple Indication | 337 | 29 | 53 | 17 |
| Special Education | 312 | 33 | 59 | 8 |
| Low SES | 2364 | 28 | 52 | 21 |

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

## Table C.90. AZELLA Stage IV Reassessment Test Results on Language at Grade 8

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 3392 | 27 | 57 | 16 |
| Hispanic | 2783 | 25 | 58 | 17 |
| Non-Hispanic | 609 | 38 | 49 | 12 |
| White | 2510 | 26 | 58 | 16 |
| Black or African American | 128 | 59 | 32 | 9 |
| Asian | 92 | 37 | 40 | 23 |
| American Indian or Alaskan Native | 196 | 15 | 66 | 18 |
| Native Hawaiian or Other Pacific Islander | 13 | 31 | 62 | 8 |
| Multiple Indication | 337 | 28 | 60 | 12 |
| Special Education | 312 | 29 | 66 | 5 |
| Low SES | 2364 | 28 | 56 | 16 |

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

## Table C.91. AZELLA Stage IV Reassessment Test Results on Oral at Grade 8

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 3392 | 29 | 20 | 50 |
| Hispanic | 2783 | 28 | 20 | 52 |
| Non-Hispanic | 609 | 38 | 21 | 42 |
| White | 2510 | 28 | 20 | 52 |
| Black or African American | 128 | 57 | 13 | 30 |
| Asian | 92 | 32 | 10 | 59 |
| American Indian or Alaskan Native | 196 | 17 | 24 | 58 |
| Native Hawaiian or Other Pacific Islander | 13 | 23 | 38 | 38 |
| Multiple Indication | 337 | 31 | 27 | 43 |
| Special Education | 312 | 29 | 32 | 39 |
| Low SES | 2364 | 30 | 20 | 51 |

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

## Table C.92. AZELLA Stage IV Reassessment Test Results on Comprehension at Grade 8

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 3392 | 26 | 38 | 36 |
| Hispanic | 2783 | 24 | 39 | 37 |
| Non-Hispanic | 609 | 37 | 35 | 29 |
| White | 2510 | 25 | 39 | 36 |
| Black or African American | 128 | 57 | 25 | 18 |
| Asian | 92 | 28 | 25 | 47 |
| American Indian or Alaskan Native | 196 | 17 | 43 | 39 |
| Native Hawaiian or Other Pacific Islander | 13 | 31 | 31 | 38 |
| Multiple Indication | 337 | 27 | 43 | 30 |
| Special Education | 312 | 32 | 47 | 21 |
| Low SES | 2364 | 27 | 38 | 36 |

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

## Table C.93. AZELLA Stage IV Reassessment Test Results on Literacy at Grade 8

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 3392 | 25 | 55 | 20 |
| Hispanic | 2783 | 23 | 57 | 20 |
| Non-Hispanic | 609 | 37 | 46 | 17 |
| White | 2510 | 24 | 56 | 20 |
| Black or African American | 128 | 57 | 34 | 9 |
| Asian | 92 | 33 | 38 | 29 |
| American Indian or Alaskan Native | 196 | 15 | 64 | 21 |
| Native Hawaiian or Other Pacific Islander | 13 | 31 | 62 | 8 |
| Multiple Indication | 337 | 25 | 60 | 15 |
| Special Education | 312 | 32 | 59 | 9 |
| Low SES | 2364 | 26 | 55 | 19 |

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

## Table C.94. AZELLA Stage IV Reassessment Test Results on Total Combined at Grade 8

| | | *% at Proficiency Level | | | |
|---|---|---|---|---|---|
| **Group** | **N** | **PE/E** | **B** | **I** | **P** |
| All | 3392 | 13 | 15 | 56 | 16 |
| Hispanic | 2783 | 11 | 14 | 58 | 17 |
| Non-Hispanic | 609 | 21 | 17 | 50 | 12 |
| White | 2510 | 12 | 14 | 57 | 17 |
| Black or African American | 128 | 41 | 19 | 33 | 7 |
| Asian | 92 | 18 | 17 | 37 | 27 |
| American Indian or Alaskan Native | 196 | 5 | 11 | 67 | 17 |
| Native Hawaiian or Other Pacific Islander | 13 | 8 | 15 | 69 | 8 |
| Multiple Indication | 337 | 12 | 16 | 60 | 11 |
| Special Education | 312 | 6 | 26 | 62 | 5 |
| Low SES | 2364 | 14 | 14 | 56 | 16 |

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

## Table C.95. AZELLA Stage V Reassessment Test Results on Listening at Grade 9

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 2902 | 44 | 22 | 33 |
| Hispanic | 2184 | 42 | 23 | 35 |
| Non-Hispanic | 718 | 52 | 19 | 29 |
| White | 2051 | 44 | 22 | 34 |
| Black or African American | 234 | 71 | 14 | 15 |
| Asian | 104 | 38 | 22 | 40 |
| American Indian or Alaskan Native | 112 | 24 | 36 | 40 |
| Native Hawaiian or Other Pacific Islander | 12 | 25 | 25 | 50 |
| Multiple Indication | 257 | 42 | 25 | 33 |
| Special Education | 168 | 30 | 32 | 38 |
| Low SES | 1701 | 42 | 23 | 36 |

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

## Table C.96. AZELLA Stage V Reassessment Test Results on Speaking at Grade 9

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 2902 | 43 | 14 | 44 |
| Hispanic | 2184 | 41 | 13 | 45 |
| Non-Hispanic | 718 | 47 | 14 | 38 |
| White | 2051 | 43 | 13 | 45 |
| Black or African American | 234 | 64 | 12 | 24 |
| Asian | 104 | 31 | 23 | 46 |
| American Indian or Alaskan Native | 112 | 18 | 20 | 63 |
| Native Hawaiian or Other Pacific Islander | 12 | 17 | 25 | 58 |
| Multiple Indication | 257 | 41 | 15 | 44 |
| Special Education | 168 | 28 | 17 | 55 |
| Low SES | 1701 | 41 | 13 | 46 |

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

## Table C.97. AZELLA Stage V Reassessment Test Results on Reading at Grade 9

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 2902 | 50 | 37 | 13 |
| Hispanic | 2184 | 47 | 39 | 14 |
| Non-Hispanic | 718 | 58 | 32 | 10 |
| White | 2051 | 47 | 39 | 14 |
| Black or African American | 234 | 75 | 21 | 4 |
| Asian | 104 | 41 | 43 | 15 |
| American Indian or Alaskan Native | 112 | 46 | 47 | 6 |
| Native Hawaiian or Other Pacific Islander | 12 | 33 | 50 | 17 |
| Multiple Indication | 257 | 53 | 33 | 15 |
| Special Education | 168 | 64 | 30 | 6 |
| Low SES | 1701 | 50 | 38 | 12 |

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

## Table C.98. AZELLA Stage V Reassessment Test Results on Writing at Grade 9

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 2902 | 45 | 44 | 11 |
| Hispanic | 2184 | 43 | 46 | 11 |
| Non-Hispanic | 718 | 53 | 37 | 11 |
| White | 2051 | 44 | 45 | 11 |
| Black or African American | 234 | 70 | 25 | 6 |
| Asian | 104 | 32 | 53 | 15 |
| American Indian or Alaskan Native | 112 | 35 | 53 | 13 |
| Native Hawaiian or Other Pacific Islander | 12 | 25 | 67 | 8 |
| Multiple Indication | 257 | 48 | 41 | 11 |
| Special Education | 168 | 42 | 53 | 5 |
| Low SES | 1701 | 45 | 45 | 11 |

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

## Table C.99. AZELLA Stage V Reassessment Test Results on Language at Grade 9

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 2902 | 45 | 44 | 11 |
| Hispanic | 2184 | 43 | 46 | 11 |
| Non-Hispanic | 718 | 53 | 37 | 10 |
| White | 2051 | 44 | 45 | 12 |
| Black or African American | 234 | 71 | 24 | 5 |
| Asian | 104 | 31 | 56 | 13 |
| American Indian or Alaskan Native | 112 | 30 | 60 | 10 |
| Native Hawaiian or Other Pacific Islander | 12 | 25 | 67 | 8 |
| Multiple Indication | 257 | 46 | 43 | 12 |
| Special Education | 168 | 44 | 52 | 4 |
| Low SES | 1701 | 45 | 45 | 11 |

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

## Table C.100. AZELLA Stage V Reassessment Test Results on Oral at Grade 9

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 2902 | 44 | 25 | 31 |
| Hispanic | 2184 | 42 | 25 | 33 |
| Non-Hispanic | 718 | 50 | 23 | 27 |
| White | 2051 | 43 | 25 | 32 |
| Black or African American | 234 | 70 | 16 | 14 |
| Asian | 104 | 35 | 33 | 33 |
| American Indian or Alaskan Native | 112 | 17 | 43 | 40 |
| Native Hawaiian or Other Pacific Islander | 12 | 25 | 25 | 50 |
| Multiple Indication | 257 | 43 | 25 | 32 |
| Special Education | 168 | 29 | 34 | 37 |
| Low SES | 1701 | 42 | 24 | 33 |

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

## Table C.101. AZELLA Stage V Reassessment Test Results on Comprehension at Grade 9

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 2902 | 50 | 31 | 19 |
| Hispanic | 2184 | 48 | 33 | 20 |
| Non-Hispanic | 718 | 58 | 27 | 15 |
| White | 2051 | 48 | 32 | 19 |
| Black or African American | 234 | 76 | 18 | 6 |
| Asian | 104 | 44 | 31 | 25 |
| American Indian or Alaskan Native | 112 | 42 | 46 | 13 |
| Native Hawaiian or Other Pacific Islander | 12 | 42 | 33 | 25 |
| Multiple Indication | 257 | 49 | 30 | 22 |
| Special Education | 168 | 60 | 28 | 12 |
| Low SES | 1701 | 49 | 33 | 18 |

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

## Table C.102. AZELLA Stage V Reassessment Test Results on Literacy at Grade 9

| | | *% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 2902 | 50 | 39 | 11 |
| Hispanic | 2184 | 48 | 40 | 12 |
| Non-Hispanic | 718 | 56 | 35 | 10 |
| White | 2051 | 48 | 40 | 12 |
| Black or African American | 234 | 74 | 22 | 4 |
| Asian | 104 | 37 | 47 | 16 |
| American Indian or Alaskan Native | 112 | 37 | 56 | 7 |
| Native Hawaiian or Other Pacific Islander | 12 | 33 | 58 | 8 |
| Multiple Indication | 257 | 52 | 36 | 12 |
| Special Education | 168 | 58 | 37 | 5 |
| Low SES | 1701 | 49 | 40 | 11 |

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

## Table C.103. AZELLA Stage V Reassessment Test Results on Total Combined at Grade 9

| | | *% at Proficiency Level | | | |
|---|---|---|---|---|---|
| **Group** | **N** | **PE/E** | **B** | **I** | **P** |
| All | 2902 | 24 | 24 | 43 | 9 |
| Hispanic | 2184 | 21 | 24 | 45 | 10 |
| Non-Hispanic | 718 | 32 | 22 | 37 | 8 |
| White | 2051 | 22 | 24 | 45 | 10 |
| Black or African American | 234 | 52 | 21 | 24 | 3 |
| Asian | 104 | 13 | 24 | 47 | 16 |
| American Indian or Alaskan Native | 112 | 7 | 25 | 62 | 6 |
| Native Hawaiian or Other Pacific Islander | 12 | 8 | 25 | 58 | 8 |
| Multiple Indication | 257 | 22 | 28 | 40 | 10 |
| Special Education | 168 | 13 | 39 | 45 | 4 |
| Low SES | 1701 | 23 | 24 | 45 | 9 |

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

## Table C.104. AZELLA Stage V Reassessment Test Results on Listening at Grade 10

| | | **% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 2298 | 36 | 23 | 41 |
| Hispanic | 1771 | 35 | 23 | 42 |
| Non-Hispanic | 527 | 39 | 21 | 41 |
| White | 1707 | 36 | 23 | 41 |
| Black or African American | 150 | 52 | 17 | 31 |
| Asian | 89 | 22 | 24 | 54 |
| American Indian or Alaskan Native | 79 | 28 | 23 | 49 |
| Native Hawaiian or Other Pacific Islander | 2 | * | * | * |
| Multiple Indication | 196 | 37 | 23 | 40 |
| Special Education | 116 | 35 | 25 | 40 |
| Low SES | 1397 | 36 | 23 | 41 |

* 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 Speaking at Grade 10

| | | **% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 2298 | 33 | 17 | 51 |
| Hispanic | 1771 | 33 | 15 | 52 |
| Non-Hispanic | 527 | 32 | 23 | 45 |
| White | 1707 | 32 | 16 | 52 |
| Black or African American | 150 | 40 | 26 | 34 |
| Asian | 89 | 29 | 21 | 49 |
| American Indian or Alaskan Native | 79 | 19 | 18 | 63 |
| Native Hawaiian or Other Pacific Islander | 2 | * | * | * |
| Multiple Indication | 196 | 40 | 17 | 42 |
| Special Education | 116 | 22 | 19 | 59 |
| Low SES | 1397 | 34 | 15 | 51 |

* 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 Reading at Grade 10

| | | **% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 2298 | 39 | 44 | 17 |
| Hispanic | 1771 | 37 | 44 | 19 |
| Non-Hispanic | 527 | 44 | 43 | 13 |
| White | 1707 | 37 | 45 | 17 |
| Black or African American | 150 | 53 | 36 | 11 |
| Asian | 89 | 21 | 49 | 29 |
| American Indian or Alaskan Native | 79 | 39 | 54 | 6 |
| Native Hawaiian or Other Pacific Islander | 2 | * | * | * |
| Multiple Indication | 196 | 46 | 35 | 19 |
| Special Education | 116 | 59 | 37 | 3 |
| Low SES | 1397 | 40 | 44 | 16 |

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

## Table C.107. AZELLA Stage V Reassessment Test Results on Writing at Grade 10

| | | **% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 2298 | 34 | 51 | 15 |
| Hispanic | 1771 | 34 | 52 | 15 |
| Non-Hispanic | 527 | 35 | 48 | 16 |
| White | 1707 | 34 | 52 | 14 |
| Black or African American | 150 | 48 | 40 | 12 |
| Asian | 89 | 24 | 47 | 29 |
| American Indian or Alaskan Native | 79 | 25 | 65 | 10 |
| Native Hawaiian or Other Pacific Islander | 2 | * | * | * |
| Multiple Indication | 196 | 34 | 49 | 16 |
| Special Education | 116 | 40 | 50 | 10 |
| Low SES | 1397 | 35 | 51 | 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.108. AZELLA Stage V Reassessment Test Results on Language at Grade 10

| | | **% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 2298 | 34 | 52 | 13 |
| Hispanic | 1771 | 34 | 53 | 13 |
| Non-Hispanic | 527 | 36 | 50 | 14 |
| White | 1707 | 34 | 53 | 13 |
| Black or African American | 150 | 51 | 37 | 12 |
| Asian | 89 | 24 | 51 | 26 |
| American Indian or Alaskan Native | 79 | 20 | 71 | 9 |
| Native Hawaiian or Other Pacific Islander | 2 | * | * | * |
| Multiple Indication | 196 | 34 | 52 | 14 |
| Special Education | 116 | 34 | 59 | 6 |
| Low SES | 1397 | 35 | 52 | 13 |

* 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 Oral at Grade 10

| | | **% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 2298 | 34 | 27 | 39 |
| Hispanic | 1771 | 33 | 27 | 39 |
| Non-Hispanic | 527 | 37 | 26 | 37 |
| White | 1707 | 34 | 27 | 39 |
| Black or African American | 150 | 53 | 19 | 29 |
| Asian | 89 | 28 | 19 | 53 |
| American Indian or Alaskan Native | 79 | 19 | 41 | 41 |
| Native Hawaiian or Other Pacific Islander | 2 | * | * | * |
| Multiple Indication | 196 | 36 | 29 | 35 |
| Special Education | 116 | 28 | 35 | 36 |
| Low SES | 1397 | 34 | 27 | 39 |

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

## Table C.110. AZELLA Stage V Reassessment Test Results on Comprehension at Grade 10

| | | **% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 2298 | 39 | 36 | 25 |
| Hispanic | 1771 | 38 | 37 | 26 |
| Non-Hispanic | 527 | 44 | 34 | 23 |
| White | 1707 | 38 | 38 | 25 |
| Black or African American | 150 | 53 | 29 | 18 |
| Asian | 89 | 25 | 31 | 44 |
| American Indian or Alaskan Native | 79 | 35 | 47 | 18 |
| Native Hawaiian or Other Pacific Islander | 2 | * | * | * |
| Multiple Indication | 196 | 48 | 27 | 25 |
| Special Education | 116 | 53 | 36 | 11 |
| Low SES | 1397 | 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.111. AZELLA Stage V Reassessment Test Results on Literacy at Grade 10

| | | **% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 2298 | 37 | 48 | 15 |
| Hispanic | 1771 | 36 | 48 | 16 |
| Non-Hispanic | 527 | 40 | 46 | 14 |
| White | 1707 | 36 | 49 | 14 |
| Black or African American | 150 | 51 | 39 | 10 |
| Asian | 89 | 20 | 49 | 30 |
| American Indian or Alaskan Native | 79 | 27 | 67 | 6 |
| Native Hawaiian or Other Pacific Islander | 2 | * | * | * |
| Multiple Indication | 196 | 45 | 35 | 20 |
| Special Education | 116 | 53 | 45 | 3 |
| Low SES | 1397 | 38 | 48 | 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.112. AZELLA Stage V Reassessment Test Results on Total Combined at Grade 10

| | | **% at Proficiency Level | | | |
|---|---|---|---|---|---|
| **Group** | **N** | **PE/E** | **B** | **I** | **P** |
| All | 2298 | 13 | 22 | 53 | 12 |
| Hispanic | 1771 | 13 | 22 | 54 | 12 |
| Non-Hispanic | 527 | 14 | 25 | 49 | 12 |
| White | 1707 | 13 | 22 | 54 | 11 |
| Black or African American | 150 | 23 | 26 | 43 | 8 |
| Asian | 89 | 8 | 18 | 47 | 27 |
| American Indian or Alaskan Native | 79 | 1 | 24 | 70 | 5 |
| Native Hawaiian or Other Pacific Islander | 2 | * | * | * | * |
| Multiple Indication | 196 | 17 | 27 | 42 | 14 |
| Special Education | 116 | 11 | 32 | 54 | 3 |
| Low SES | 1397 | 14 | 22 | 53 | 11 |

* 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.113 AZELLA Stage V Reassessment Test Results on Listening at Grade 11

| | | **% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 1503 | 31 | 20 | 49 |
| Hispanic | 1120 | 32 | 20 | 48 |
| Non-Hispanic | 383 | 27 | 22 | 51 |
| White | 1074 | 31 | 20 | 48 |
| Black or African American | 104 | 30 | 34 | 37 |
| Asian | 78 | 24 | 15 | 60 |
| American Indian or Alaskan Native | 64 | 19 | 14 | 67 |
| Native Hawaiian or Other Pacific Islander | 7 | * | * | * |
| Multiple Indication | 123 | 33 | 17 | 50 |
| Special Education | 70 | 24 | 27 | 49 |
| Low SES | 945 | 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 Speaking at Grade 11

| | | **% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 1503 | 28 | 17 | 55 |
| Hispanic | 1120 | 29 | 17 | 54 |
| Non-Hispanic | 383 | 23 | 17 | 60 |
| White | 1074 | 29 | 17 | 54 |
| Black or African American | 104 | 28 | 19 | 53 |
| Asian | 78 | 23 | 17 | 60 |
| American Indian or Alaskan Native | 64 | 13 | 11 | 77 |
| Native Hawaiian or Other Pacific Islander | 7 | * | * | * |
| Multiple Indication | 123 | 28 | 20 | 52 |
| Special Education | 70 | 14 | 26 | 60 |
| Low SES | 945 | 30 | 16 | 54 |

* 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 Reading at Grade 11

| | | **% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 1503 | 32 | 46 | 22 |
| Hispanic | 1120 | 32 | 45 | 23 |
| Non-Hispanic | 383 | 33 | 50 | 17 |
| White | 1074 | 32 | 45 | 24 |
| Black or African American | 104 | 42 | 44 | 13 |
| Asian | 78 | 23 | 49 | 28 |
| American Indian or Alaskan Native | 64 | 31 | 59 | 9 |
| Native Hawaiian or Other Pacific Islander | 7 | * | * | * |
| Multiple Indication | 123 | 27 | 54 | 19 |
| Special Education | 70 | 49 | 40 | 11 |
| Low SES | 945 | 34 | 45 | 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.116. AZELLA Stage V Reassessment Test Results on Writing at Grade 11

| | | **% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 1503 | 28 | 55 | 17 |
| Hispanic | 1120 | 28 | 55 | 17 |
| Non-Hispanic | 383 | 27 | 55 | 18 |
| White | 1074 | 28 | 55 | 17 |
| Black or African American | 104 | 36 | 51 | 13 |
| Asian | 78 | 24 | 53 | 23 |
| American Indian or Alaskan Native | 64 | 20 | 64 | 16 |
| Native Hawaiian or Other Pacific Islander | 7 | * | * | * |
| Multiple Indication | 123 | 31 | 52 | 17 |
| Special Education | 70 | 31 | 63 | 6 |
| Low SES | 945 | 30 | 53 | 17 |

* 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 Language at Grade 11

| | | **% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 1503 | 29 | 55 | 16 |
| Hispanic | 1120 | 29 | 55 | 16 |
| Non-Hispanic | 383 | 27 | 57 | 16 |
| White | 1074 | 28 | 55 | 16 |
| Black or African American | 104 | 38 | 49 | 13 |
| Asian | 78 | 22 | 58 | 21 |
| American Indian or Alaskan Native | 64 | 17 | 66 | 17 |
| Native Hawaiian or Other Pacific Islander | 7 | * | * | * |
| Multiple Indication | 123 | 30 | 54 | 15 |
| Special Education | 70 | 30 | 60 | 10 |
| Low SES | 945 | 30 | 54 | 16 |

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

## Table C.118. AZELLA Stage V Reassessment Test Results on Oral at Grade 11

| | | **% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 1503 | 29 | 26 | 45 |
| Hispanic | 1120 | 29 | 26 | 44 |
| Non-Hispanic | 383 | 26 | 26 | 48 |
| White | 1074 | 29 | 26 | 44 |
| Black or African American | 104 | 31 | 31 | 38 |
| Asian | 78 | 26 | 19 | 55 |
| American Indian or Alaskan Native | 64 | 14 | 23 | 63 |
| Native Hawaiian or Other Pacific Islander | 7 | * | * | * |
| Multiple Indication | 123 | 32 | 24 | 44 |
| Special Education | 70 | 20 | 34 | 46 |
| Low SES | 945 | 30 | 27 | 43 |

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

## Table C.119. AZELLA Stage V Reassessment Test Results on Comprehension at Grade 11

| | | **% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 1503 | 31 | 39 | 30 |
| Hispanic | 1120 | 31 | 38 | 32 |
| Non-Hispanic | 383 | 31 | 43 | 26 |
| White | 1074 | 31 | 37 | 32 |
| Black or African American | 104 | 40 | 43 | 16 |
| Asian | 78 | 24 | 37 | 38 |
| American Indian or Alaskan Native | 64 | 25 | 45 | 30 |
| Native Hawaiian or Other Pacific Islander | 7 | * | * | * |
| Multiple Indication | 123 | 25 | 50 | 24 |
| Special Education | 70 | 39 | 41 | 20 |
| Low SES | 945 | 32 | 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.120. AZELLA Stage V Reassessment Test Results on Literacy at Grade 11

| | | **% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 1503 | 29 | 52 | 19 |
| Hispanic | 1120 | 29 | 52 | 19 |
| Non-Hispanic | 383 | 30 | 52 | 18 |
| White | 1074 | 30 | 51 | 20 |
| Black or African American | 104 | 39 | 47 | 13 |
| Asian | 78 | 23 | 54 | 23 |
| American Indian or Alaskan Native | 64 | 23 | 64 | 13 |
| Native Hawaiian or Other Pacific Islander | 7 | * | * | * |
| Multiple Indication | 123 | 24 | 59 | 17 |
| Special Education | 70 | 40 | 53 | 7 |
| Low SES | 945 | 31 | 51 | 18 |

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

## Table C.121. AZELLA Stage V Reassessment Test Results on Total Combined at Grade 11

| | | **% at Proficiency Level | | | |
|---|---|---|---|---|---|
| **Group** | **N** | **PE/E** | **B** | **I** | **P** |
| All | 1503 | 10 | 18 | 58 | 15 |
| Hispanic | 1120 | 9 | 18 | 57 | 15 |
| Non-Hispanic | 383 | 10 | 16 | 59 | 14 |
| White | 1074 | 9 | 19 | 57 | 16 |
| Black or African American | 104 | 16 | 21 | 54 | 9 |
| Asian | 78 | 10 | 8 | 64 | 18 |
| American Indian or Alaskan Native | 64 | 2 | 20 | 67 | 11 |
| Native Hawaiian or Other Pacific Islander | 7 | * | * | * | * |
| Multiple Indication | 123 | 11 | 15 | 60 | 15 |
| Special Education | 70 | 10 | 20 | 64 | 6 |
| Low SES | 945 | 11 | 18 | 57 | 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.122. AZELLA Stage V Reassessment Test Results on Listening at Grade 12

| | | **% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 965 | 28 | 23 | 49 |
| Hispanic | 684 | 30 | 23 | 47 |
| Non-Hispanic | 281 | 24 | 22 | 54 |
| White | 668 | 30 | 22 | 48 |
| Black or African American | 69 | 33 | 28 | 39 |
| Asian | 45 | 20 | 13 | 67 |
| American Indian or Alaskan Native | 44 | 7 | 27 | 66 |
| Native Hawaiian or Other Pacific Islander | 7 | * | * | * |
| Multiple Indication | 100 | 24 | 25 | 51 |
| Special Education | 63 | 33 | 25 | 41 |
| Low SES | 614 | 28 | 23 | 49 |

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

## Table C.123. AZELLA Stage V Reassessment Test Results on Speaking at Grade 12

| | | **% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 965 | 30 | 16 | 54 |
| Hispanic | 684 | 33 | 15 | 53 |
| Non-Hispanic | 281 | 23 | 19 | 58 |
| White | 668 | 32 | 15 | 53 |
| Black or African American | 69 | 22 | 23 | 55 |
| Asian | 45 | 24 | 18 | 58 |
| American Indian or Alaskan Native | 44 | 18 | 7 | 75 |
| Native Hawaiian or Other Pacific Islander | 7 | * | * | * |
| Multiple Indication | 100 | 28 | 24 | 48 |
| Special Education | 63 | 30 | 17 | 52 |
| Low SES | 614 | 32 | 15 | 53 |

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

## Table C.124. AZELLA Stage V Reassessment Test Results on Reading at Grade 12

| | | **% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 965 | 32 | 44 | 24 |
| Hispanic | 684 | 35 | 40 | 26 |
| Non-Hispanic | 281 | 27 | 54 | 19 |
| White | 668 | 34 | 41 | 25 |
| Black or African American | 69 | 38 | 43 | 19 |
| Asian | 45 | 20 | 56 | 24 |
| American Indian or Alaskan Native | 44 | 25 | 59 | 16 |
| Native Hawaiian or Other Pacific Islander | 7 | * | * | * |
| Multiple Indication | 100 | 30 | 48 | 22 |
| Special Education | 63 | 60 | 29 | 11 |
| Low SES | 614 | 32 | 44 | 23 |

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

## Table C.125. AZELLA Stage V Reassessment Test Results on Writing at Grade 12

| | | **% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 965 | 30 | 51 | 19 |
| Hispanic | 684 | 32 | 49 | 19 |
| Non-Hispanic | 281 | 23 | 56 | 21 |
| White | 668 | 31 | 50 | 18 |
| Black or African American | 69 | 32 | 48 | 20 |
| Asian | 45 | 9 | 64 | 27 |
| American Indian or Alaskan Native | 44 | 25 | 55 | 20 |
| Native Hawaiian or Other Pacific Islander | 7 | * | * | * |
| Multiple Indication | 100 | 27 | 54 | 19 |
| Special Education | 63 | 56 | 40 | 5 |
| Low SES | 614 | 29 | 51 | 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.126. AZELLA Stage V Reassessment Test Results on Language at Grade 12

| | | **% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 965 | 29 | 54 | 17 |
| Hispanic | 684 | 32 | 51 | 17 |
| Non-Hispanic | 281 | 22 | 62 | 16 |
| White | 668 | 31 | 53 | 16 |
| Black or African American | 69 | 29 | 58 | 13 |
| Asian | 45 | 11 | 64 | 24 |
| American Indian or Alaskan Native | 44 | 14 | 64 | 23 |
| Native Hawaiian or Other Pacific Islander | 7 | * | * | * |
| Multiple Indication | 100 | 30 | 59 | 11 |
| Special Education | 63 | 43 | 51 | 6 |
| Low SES | 614 | 29 | 53 | 17 |

* 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 Oral at Grade 12

| | | **% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 965 | 28 | 29 | 43 |
| Hispanic | 684 | 30 | 30 | 40 |
| Non-Hispanic | 281 | 23 | 28 | 49 |
| White | 668 | 30 | 28 | 41 |
| Black or African American | 69 | 33 | 35 | 32 |
| Asian | 45 | 20 | 20 | 60 |
| American Indian or Alaskan Native | 44 | 14 | 20 | 66 |
| Native Hawaiian or Other Pacific Islander | 7 | * | * | * |
| Multiple Indication | 100 | 20 | 34 | 46 |
| Special Education | 63 | 32 | 35 | 33 |
| Low SES | 614 | 29 | 29 | 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.128. AZELLA Stage V Reassessment Test Results on Comprehension at Grade 12

| | | **% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 965 | 32 | 35 | 33 |
| Hispanic | 684 | 35 | 31 | 34 |
| Non-Hispanic | 281 | 25 | 44 | 31 |
| White | 668 | 35 | 33 | 32 |
| Black or African American | 69 | 35 | 36 | 29 |
| Asian | 45 | 16 | 47 | 38 |
| American Indian or Alaskan Native | 44 | 16 | 48 | 36 |
| Native Hawaiian or Other Pacific Islander | 7 | * | * | * |
| Multiple Indication | 100 | 26 | 38 | 36 |
| Special Education | 63 | 49 | 37 | 14 |
| Low SES | 614 | 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.129. AZELLA Stage V Reassessment Test Results on Literacy at Grade 12

| | | **% at Proficiency Levels | | |
|---|---|---|---|---|
| **Group** | **N** | **PE/E/B** | **I** | **P** |
| All | 965 | 32 | 48 | 21 |
| Hispanic | 684 | 35 | 43 | 22 |
| Non-Hispanic | 281 | 23 | 60 | 17 |
| White | 668 | 35 | 44 | 21 |
| Black or African American | 69 | 30 | 49 | 20 |
| Asian | 45 | 9 | 69 | 22 |
| American Indian or Alaskan Native | 44 | 16 | 70 | 14 |
| Native Hawaiian or Other Pacific Islander | 7 | * | * | * |
| Multiple Indication | 100 | 31 | 50 | 19 |
| Special Education | 63 | 59 | 35 | 6 |
| Low SES | 614 | 32 | 46 | 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.130. AZELLA Stage V Reassessment Test Results on Total Combined at Grade 12

| | | **% at Proficiency Level | | | |
|---|---|---|---|---|---|
| **Group** | **N** | **PE/E** | **B** | **I** | **P** |
| All | 965 | 8 | 21 | 55 | 16 |
| Hispanic | 684 | 9 | 24 | 50 | 17 |
| Non-Hispanic | 281 | 7 | 14 | 67 | 12 |
| White | 668 | 9 | 23 | 51 | 17 |
| Black or African American | 69 | 9 | 19 | 62 | 10 |
| Asian | 45 | 4 | 7 | 71 | 18 |
| American Indian or Alaskan Native | 44 | 2 | 11 | 77 | 9 |
| Native Hawaiian or Other Pacific Islander | 7 | * | * | * | * |
| Multiple Indication | 100 | 7 | 19 | 62 | 12 |
| Special Education | 63 | 13 | 30 | 51 | 6 |
| Low SES | 614 | 8 | 21 | 54 | 17 |

* 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.131. AZELLA Stage I Reassessment Form Frequency Distribution at Kindergarten**

| Raw Score | Scale Score | Freq. | % | Cum. Freq. | Cum. % | Raw Score | Scale Score | Freq. | % | Cum. Freq. | Cum. % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 0 | 2000 | 0 | 0.00 | 0 | 0.00 | 50 | 2374 | 374 | 2.98 | 10207 | 81.20 |
| 1 | 2000 | 1 | 0.01 | 1 | 0.01 | 51 | 2381 | 357 | 2.84 | 10564 | 84.04 |
| 2 | 2035 | 0 | 0.00 | 1 | 0.01 | 52 | 2389 | 308 | 2.45 | 10872 | 86.49 |
| 3 | 2066 | 2 | 0.02 | 3 | 0.02 | 53 | 2397 | 305 | 2.43 | 11177 | 88.92 |
| 4 | 2089 | 3 | 0.02 | 6 | 0.05 | 54 | 2405 | 261 | 2.08 | 11438 | 90.99 |
| 5 | 2107 | 1 | 0.01 | 7 | 0.06 | 55 | 2414 | 259 | 2.06 | 11697 | 93.05 |
| 6 | 2122 | 9 | 0.07 | 16 | 0.13 | 56 | 2424 | 207 | 1.65 | 11904 | 94.70 |
| 7 | 2135 | 3 | 0.02 | 19 | 0.15 | 57 | 2435 | 182 | 1.45 | 12086 | 96.15 |
| 8 | 2146 | 13 | 0.10 | 32 | 0.25 | 58 | 2448 | 142 | 1.13 | 12228 | 97.28 |
| 9 | 2156 | 10 | 0.08 | 42 | 0.33 | 59 | 2462 | 138 | 1.10 | 12366 | 98.38 |
| 10 | 2165 | 18 | 0.14 | 60 | 0.48 | 60 | 2479 | 88 | 0.70 | 12454 | 99.08 |
| 11 | 2173 | 31 | 0.25 | 91 | 0.72 | 61 | 2500 | 53 | 0.42 | 12507 | 99.50 |
| 12 | 2180 | 29 | 0.23 | 120 | 0.95 | 62 | 2529 | 41 | 0.33 | 12548 | 99.82 |
| 13 | 2187 | 40 | 0.32 | 160 | 1.27 | 63 | 2577 | 17 | 0.14 | 12565 | 99.96 |
| 14 | 2194 | 42 | 0.33 | 202 | 1.61 | 64 | 3000 | 5 | 0.04 | 12570 | 100.00 |
| 15 | 2200 | 70 | 0.56 | 272 | 2.16 | | | | | | |
| 16 | 2206 | 57 | 0.45 | 329 | 2.62 | | | | | | |
| 17 | 2212 | 89 | 0.71 | 418 | 3.33 | | | | | | |
| 18 | 2217 | 87 | 0.69 | 505 | 4.02 | | | | | | |
| 19 | 2222 | 108 | 0.86 | 613 | 4.88 | | | | | | |
| 20 | 2227 | 118 | 0.94 | 731 | 5.82 | | | | | | |
| 21 | 2232 | 140 | 1.11 | 871 | 6.93 | | | | | | |
| 22 | 2237 | 162 | 1.29 | 1033 | 8.22 | | | | | | |
| **23** | **2241** | **182** | **1.45** | **1215** | **9.67** | | | | | | |
| 24 | 2246 | 206 | 1.64 | 1421 | 11.30 | | | | | | |
| 25 | 2250 | 219 | 1.74 | 1640 | 13.05 | | | | | | |
| 26 | 2255 | 222 | 1.77 | 1862 | 14.81 | | | | | | |
| 27 | 2259 | 221 | 1.76 | 2083 | 16.57 | | | | | | |
| 28 | 2264 | 267 | 2.12 | 2350 | 18.70 | | | | | | |
| 29 | 2268 | 278 | 2.21 | 2628 | 20.91 | | | | | | |
| 30 | 2272 | 303 | 2.41 | 2931 | 23.32 | | | | | | |
| 31 | 2277 | 312 | 2.48 | 3243 | 25.80 | | | | | | |
| 32 | 2281 | 288 | 2.29 | 3531 | 28.09 | | | | | | |
| **33** | **2285** | **331** | **2.63** | **3862** | **30.72** | | | | | | |
| 34 | 2290 | 318 | 2.53 | 4180 | 33.25 | | | | | | |
| 35 | 2294 | 353 | 2.81 | 4533 | 36.06 | | | | | | |
| 36 | 2299 | 354 | 2.82 | 4887 | 38.88 | | | | | | |
| 37 | 2303 | 377 | 3.00 | 5264 | 41.88 | | | | | | |
| 38 | 2308 | 375 | 2.98 | 5639 | 44.86 | | | | | | |
| 39 | 2312 | 360 | 2.86 | 5999 | 47.72 | | | | | | |
| 40 | 2317 | 353 | 2.81 | 6352 | 50.53 | | | | | | |
| 41 | 2322 | 388 | 3.09 | 6740 | 53.62 | | | | | | |
| **42** | **2327** | **392** | **3.12** | **7132** | **56.74** | | | | | | |
| 43 | 2332 | 399 | 3.17 | 7531 | 59.91 | | | | | | |
| 44 | 2338 | 408 | 3.25 | 7939 | 63.16 | | | | | | |
| 45 | 2343 | 373 | 2.97 | 8312 | 66.13 | | | | | | |
| 46 | 2349 | 395 | 3.14 | 8707 | 69.27 | | | | | | |
| 47 | 2355 | 377 | 3.00 | 9084 | 72.27 | | | | | | |
| 48 | 2361 | 381 | 3.03 | 9465 | 75.30 | | | | | | |
| 49 | 2367 | 368 | 2.93 | 9833 | 78.23 | | | | | | |

**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 | 2313 | 91 | 1.00 | 976 | 10.69 |
| 1 | 2043 | 0 | 0.00 | 0 | 0.00 | 51 | 2315 | 92 | 1.01 | 1068 | 11.70 |
| 2 | 2088 | 0 | 0.00 | 0 | 0.00 | 52 | 2317 | 132 | 1.45 | 1200 | 13.14 |
| 3 | 2115 | 0 | 0.00 | 0 | 0.00 | 53 | 2319 | 102 | 1.12 | 1302 | 14.26 |
| 4 | 2134 | 0 | 0.00 | 0 | 0.00 | 54 | 2321 | 119 | 1.30 | 1421 | 15.56 |
| 5 | 2148 | 0 | 0.00 | 0 | 0.00 | 55 | 2323 | 150 | 1.64 | 1571 | 17.20 |
| 6 | 2160 | 1 | 0.01 | 1 | 0.01 | 56 | 2325 | 131 | 1.43 | 1702 | 18.64 |
| 7 | 2171 | 0 | 0.00 | 1 | 0.01 | 57 | 2327 | 136 | 1.49 | 1838 | 20.13 |
| 8 | 2179 | 1 | 0.01 | 2 | 0.02 | 58 | 2329 | 137 | 1.50 | 1975 | 21.63 |
| 9 | 2187 | 0 | 0.00 | 2 | 0.02 | 59 | 2331 | 151 | 1.65 | 2126 | 23.28 |
| 10 | 2194 | 0 | 0.00 | 2 | 0.02 | 60 | 2333 | 162 | 1.77 | 2288 | 25.05 |
| 11 | 2201 | 1 | 0.01 | 3 | 0.03 | 61 | 2334 | 175 | 1.92 | 2463 | 26.97 |
| 12 | 2207 | 0 | 0.00 | 3 | 0.03 | 62 | 2336 | 196 | 2.15 | 2659 | 29.12 |
| 13 | 2212 | 0 | 0.00 | 3 | 0.03 | 63 | 2338 | 188 | 2.06 | 2847 | 31.18 |
| 14 | 2217 | 1 | 0.01 | 4 | 0.04 | **64** | **2340** | **194** | **2.12** | **3041** | **33.30** |
| 15 | 2222 | 0 | 0.00 | 4 | 0.04 | 65 | 2342 | 177 | 1.94 | 3218 | 35.24 |
| 16 | 2226 | 0 | 0.00 | 4 | 0.04 | 66 | 2344 | 173 | 1.89 | 3391 | 37.13 |
| 17 | 2230 | 2 | 0.02 | 6 | 0.07 | 67 | 2346 | 184 | 2.01 | 3575 | 39.15 |
| 18 | 2234 | 3 | 0.03 | 9 | 0.10 | 68 | 2348 | 164 | 1.80 | 3739 | 40.94 |
| 19 | 2238 | 1 | 0.01 | 10 | 0.11 | 69 | 2350 | 161 | 1.76 | 3900 | 42.71 |
| 20 | 2241 | 2 | 0.02 | 12 | 0.13 | 70 | 2351 | 170 | 1.86 | 4070 | 44.57 |
| 21 | 2245 | 2 | 0.02 | 14 | 0.15 | 71 | 2353 | 171 | 1.87 | 4241 | 46.44 |
| 22 | 2248 | 4 | 0.04 | 18 | 0.20 | 72 | 2355 | 169 | 1.85 | 4410 | 48.29 |
| 23 | 2251 | 0 | 0.00 | 18 | 0.20 | 73 | 2357 | 180 | 1.97 | 4590 | 50.26 |
| 24 | 2254 | 6 | 0.07 | 24 | 0.26 | 74 | 2359 | 176 | 1.93 | 4766 | 52.19 |
| 25 | 2257 | 6 | 0.07 | 30 | 0.33 | 75 | 2361 | 168 | 1.84 | 4934 | 54.03 |
| 26 | 2260 | 12 | 0.13 | 42 | 0.46 | 76 | 2363 | 181 | 1.98 | 5115 | 56.01 |
| 27 | 2262 | 4 | 0.04 | 46 | 0.50 | 77 | 2365 | 179 | 1.96 | 5294 | 57.97 |
| 28 | 2265 | 7 | 0.08 | 53 | 0.58 | 78 | 2366 | 151 | 1.65 | 5445 | 59.63 |
| 29 | 2268 | 7 | 0.08 | 60 | 0.66 | 79 | 2368 | 159 | 1.74 | 5604 | 61.37 |
| 30 | 2270 | 16 | 0.18 | 76 | 0.83 | 80 | 2370 | 169 | 1.85 | 5773 | 63.22 |
| 31 | 2273 | 8 | 0.09 | 84 | 0.92 | 81 | 2372 | 133 | 1.46 | 5906 | 64.67 |
| 32 | 2275 | 23 | 0.25 | 107 | 1.17 | 82 | 2374 | 145 | 1.59 | 6051 | 66.26 |
| 33 | 2277 | 10 | 0.11 | 117 | 1.28 | 83 | 2376 | 134 | 1.47 | 6185 | 67.73 |
| 34 | 2280 | 20 | 0.22 | 137 | 1.50 | 84 | 2378 | 150 | 1.64 | 6335 | 69.37 |
| 35 | 2282 | 21 | 0.23 | 158 | 1.73 | 85 | 2379 | 114 | 1.25 | 6449 | 70.62 |
| 36 | 2284 | 29 | 0.32 | 187 | 2.05 | 86 | 2381 | 111 | 1.22 | 6560 | 71.84 |
| 37 | 2286 | 24 | 0.26 | 211 | 2.31 | 87 | 2383 | 101 | 1.11 | 6661 | 72.94 |
| 38 | 2288 | 32 | 0.35 | 243 | 2.66 | **88** | **2385** | **138** | **1.51** | **6799** | **74.45** |
| 39 | 2291 | 35 | 0.38 | 278 | 3.04 | 89 | 2387 | 110 | 1.20 | 6909 | 75.66 |
| 40 | 2293 | 39 | 0.43 | 317 | 3.47 | 90 | 2389 | 127 | 1.39 | 7036 | 77.05 |
| **41** | **2295** | **42** | **0.46** | **359** | **3.93** | 91 | 2391 | 81 | 0.89 | 7117 | 77.93 |
| 42 | 2297 | 59 | 0.65 | 418 | 4.58 | 92 | 2393 | 109 | 1.19 | 7226 | 79.13 |
| 43 | 2299 | 56 | 0.61 | 474 | 5.19 | 93 | 2394 | 90 | 0.99 | 7316 | 80.11 |
| 44 | 2301 | 52 | 0.57 | 526 | 5.76 | 94 | 2396 | 101 | 1.11 | 7417 | 81.22 |
| 45 | 2303 | 62 | 0.68 | 588 | 6.44 | 95 | 2398 | 83 | 0.91 | 7500 | 82.13 |
| 46 | 2305 | 66 | 0.72 | 654 | 7.16 | 96 | 2400 | 88 | 0.96 | 7588 | 83.09 |
| 47 | 2307 | 59 | 0.65 | 713 | 7.81 | 97 | 2402 | 86 | 0.94 | 7674 | 84.03 |
| 48 | 2309 | 75 | 0.82 | 788 | 8.63 | 98 | 2404 | 84 | 0.92 | 7758 | 84.95 |
| 49 | 2311 | 97 | 1.06 | 885 | 9.69 | 99 | 2406 | 69 | 0.76 | 7827 | 85.71 |

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

| | | | | | |
|---|---|---|---|---|---|
| 100 | 2408 | 79 | 0.87 | 7906 | 86.57 |
| 101 | 2410 | 70 | 0.77 | 7976 | 87.34 |
| 102 | 2412 | 64 | 0.70 | 8040 | 88.04 |
| 103 | 2414 | 64 | 0.70 | 8104 | 88.74 |
| 104 | 2416 | 70 | 0.77 | 8174 | 89.51 |
| 105 | 2418 | 51 | 0.56 | 8225 | 90.07 |
| 106 | 2420 | 59 | 0.65 | 8284 | 90.71 |
| 107 | 2422 | 50 | 0.55 | 8334 | 91.26 |
| 108 | 2425 | 46 | 0.50 | 8380 | 91.77 |
| 109 | 2427 | 53 | 0.58 | 8433 | 92.35 |
| 110 | 2429 | 59 | 0.65 | 8492 | 92.99 |
| 111 | 2431 | 41 | 0.45 | 8533 | 93.44 |
| 112 | 2434 | 44 | 0.48 | 8577 | 93.92 |
| 113 | 2436 | 50 | 0.55 | 8627 | 94.47 |
| 114 | 2438 | 31 | 0.34 | 8658 | 94.81 |
| 115 | 2441 | 46 | 0.50 | 8704 | 95.31 |
| 116 | 2443 | 42 | 0.46 | 8746 | 95.77 |
| 117 | 2446 | 41 | 0.45 | 8787 | 96.22 |
| 118 | 2448 | 33 | 0.36 | 8820 | 96.58 |
| 119 | 2451 | 32 | 0.35 | 8852 | 96.93 |
| 120 | 2454 | 20 | 0.22 | 8872 | 97.15 |
| 121 | 2456 | 22 | 0.24 | 8894 | 97.39 |
| 122 | 2459 | 23 | 0.25 | 8917 | 97.65 |
| 123 | 2462 | 29 | 0.32 | 8946 | 97.96 |
| 124 | 2465 | 27 | 0.30 | 8973 | 98.26 |
| 125 | 2468 | 16 | 0.18 | 8989 | 98.43 |
| 126 | 2472 | 19 | 0.21 | 9008 | 98.64 |
| 127 | 2475 | 9 | 0.10 | 9017 | 98.74 |
| 128 | 2479 | 13 | 0.14 | 9030 | 98.88 |
| 129 | 2482 | 19 | 0.21 | 9049 | 99.09 |
| 130 | 2486 | 13 | 0.14 | 9062 | 99.23 |
| 131 | 2490 | 15 | 0.16 | 9077 | 99.40 |
| 132 | 2495 | 12 | 0.13 | 9089 | 99.53 |
| 133 | 2499 | 8 | 0.09 | 9097 | 99.62 |
| 134 | 2504 | 5 | 0.05 | 9102 | 99.67 |
| 135 | 2509 | 4 | 0.04 | 9106 | 99.72 |
| 136 | 2515 | 6 | 0.07 | 9112 | 99.78 |
| 137 | 2521 | 5 | 0.05 | 9117 | 99.84 |
| 138 | 2528 | 2 | 0.02 | 9119 | 99.86 |
| 139 | 2535 | 4 | 0.04 | 9123 | 99.90 |
| 140 | 2543 | 3 | 0.03 | 9126 | 99.93 |
| 141 | 2552 | 3 | 0.03 | 9129 | 99.97 |
| 142 | 2562 | 1 | 0.01 | 9130 | 99.98 |
| 143 | 2575 | 0 | 0.00 | 9130 | 99.98 |
| 144 | 2590 | 0 | 0.00 | 9130 | 99.98 |
| 145 | 2609 | 0 | 0.00 | 9130 | 99.98 |
| 146 | 2635 | 0 | 0.00 | 9130 | 99.98 |
| 147 | 2680 | 1 | 0.01 | 9131 | 99.99 |
| 148 | 3000 | 1 | 0.01 | 9132 | 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 | 2313 | 26 | 0.29 | 345 | 3.82 |
| 1 | 2043 | 0 | 0.00 | 0 | 0.00 | 51 | 2315 | 28 | 0.31 | 373 | 4.13 |
| 2 | 2088 | 0 | 0.00 | 0 | 0.00 | 52 | 2317 | 37 | 0.41 | 410 | 4.54 |
| 3 | 2115 | 0 | 0.00 | 0 | 0.00 | 53 | 2319 | 27 | 0.30 | 437 | 4.84 |
| 4 | 2134 | 0 | 0.00 | 0 | 0.00 | 54 | 2321 | 31 | 0.34 | 468 | 5.18 |
| 5 | 2148 | 0 | 0.00 | 0 | 0.00 | 55 | 2323 | 47 | 0.52 | 515 | 5.70 |
| 6 | 2160 | 0 | 0.00 | 0 | 0.00 | 56 | 2325 | 49 | 0.54 | 564 | 6.24 |
| 7 | 2171 | 0 | 0.00 | 0 | 0.00 | 57 | 2327 | 58 | 0.64 | 622 | 6.89 |
| 8 | 2179 | 0 | 0.00 | 0 | 0.00 | 58 | 2329 | 41 | 0.45 | 663 | 7.34 |
| 9 | 2187 | 0 | 0.00 | 0 | 0.00 | 59 | 2331 | 53 | 0.59 | 716 | 7.93 |
| 10 | 2194 | 0 | 0.00 | 0 | 0.00 | 60 | 2333 | 52 | 0.58 | 768 | 8.50 |
| 11 | 2201 | 1 | 0.01 | 1 | 0.01 | 61 | 2334 | 51 | 0.56 | 819 | 9.07 |
| 12 | 2207 | 0 | 0.00 | 1 | 0.01 | 62 | 2336 | 61 | 0.68 | 880 | 9.74 |
| 13 | 2212 | 0 | 0.00 | 1 | 0.01 | **63** | **2338** | **56** | **0.62** | **936** | **10.36** |
| 14 | 2217 | 0 | 0.00 | 1 | 0.01 | 64 | 2340 | 72 | 0.80 | 1008 | 11.16 |
| 15 | 2222 | 0 | 0.00 | 1 | 0.01 | 65 | 2342 | 65 | 0.72 | 1073 | 11.88 |
| 16 | 2226 | 0 | 0.00 | 1 | 0.01 | 66 | 2344 | 84 | 0.93 | 1157 | 12.81 |
| 17 | 2230 | 1 | 0.01 | 2 | 0.02 | 67 | 2346 | 76 | 0.84 | 1233 | 13.65 |
| 18 | 2234 | 0 | 0.00 | 2 | 0.02 | 68 | 2348 | 91 | 1.01 | 1324 | 14.66 |
| 19 | 2238 | 0 | 0.00 | 2 | 0.02 | 69 | 2350 | 70 | 0.77 | 1394 | 15.43 |
| 20 | 2241 | 4 | 0.04 | 6 | 0.07 | 70 | 2351 | 86 | 0.95 | 1480 | 16.38 |
| 21 | 2245 | 0 | 0.00 | 6 | 0.07 | 71 | 2353 | 85 | 0.94 | 1565 | 17.32 |
| 22 | 2248 | 3 | 0.03 | 9 | 0.10 | 72 | 2355 | 86 | 0.95 | 1651 | 18.28 |
| 23 | 2251 | 2 | 0.02 | 11 | 0.12 | 73 | 2357 | 81 | 0.90 | 1732 | 19.17 |
| 24 | 2254 | 5 | 0.06 | 16 | 0.18 | 74 | 2359 | 86 | 0.95 | 1818 | 20.12 |
| 25 | 2257 | 4 | 0.04 | 20 | 0.22 | 75 | 2361 | 91 | 1.01 | 1909 | 21.13 |
| 26 | 2260 | 4 | 0.04 | 24 | 0.27 | 76 | 2363 | 91 | 1.01 | 2000 | 22.14 |
| 27 | 2262 | 0 | 0.00 | 24 | 0.27 | 77 | 2365 | 105 | 1.16 | 2105 | 23.30 |
| 28 | 2265 | 13 | 0.14 | 37 | 0.41 | 78 | 2366 | 97 | 1.07 | 2202 | 24.37 |
| 29 | 2268 | 2 | 0.02 | 39 | 0.43 | 79 | 2368 | 99 | 1.10 | 2301 | 25.47 |
| 30 | 2270 | 9 | 0.10 | 48 | 0.53 | 80 | 2370 | 108 | 1.20 | 2409 | 26.67 |
| 31 | 2273 | 4 | 0.04 | 52 | 0.58 | 81 | 2372 | 86 | 0.95 | 2495 | 27.62 |
| 32 | 2275 | 13 | 0.14 | 65 | 0.72 | 82 | 2374 | 105 | 1.16 | 2600 | 28.78 |
| 33 | 2277 | 3 | 0.03 | 68 | 0.75 | 83 | 2376 | 95 | 1.05 | 2695 | 29.83 |
| 34 | 2280 | 9 | 0.10 | 77 | 0.85 | 84 | 2378 | 103 | 1.14 | 2798 | 30.97 |
| 35 | 2282 | 8 | 0.09 | 85 | 0.94 | 85 | 2379 | 87 | 0.96 | 2885 | 31.93 |
| 36 | 2284 | 9 | 0.10 | 94 | 1.04 | 86 | 2381 | 81 | 0.90 | 2966 | 32.83 |
| 37 | 2286 | 4 | 0.04 | 98 | 1.08 | **87** | **2383** | **119** | **1.32** | **3085** | **34.15** |
| 38 | 2288 | 16 | 0.18 | 114 | 1.26 | 88 | 2385 | 110 | 1.22 | 3195 | 35.37 |
| 39 | 2291 | 12 | 0.13 | 126 | 1.39 | 89 | 2387 | 106 | 1.17 | 3301 | 36.54 |
| 40 | 2293 | 15 | 0.17 | 141 | 1.56 | 90 | 2389 | 105 | 1.16 | 3406 | 37.70 |
| 41 | 2295 | 10 | 0.11 | 151 | 1.67 | 91 | 2391 | 97 | 1.07 | 3503 | 38.78 |
| 42 | 2297 | 27 | 0.30 | 178 | 1.97 | 92 | 2393 | 101 | 1.12 | 3604 | 39.89 |
| 43 | 2299 | 7 | 0.08 | 185 | 2.05 | 93 | 2394 | 127 | 1.41 | 3731 | 41.30 |
| 44 | 2301 | 18 | 0.20 | 203 | 2.25 | 94 | 2396 | 115 | 1.27 | 3846 | 42.57 |
| 45 | 2303 | 16 | 0.18 | 219 | 2.42 | 95 | 2398 | 122 | 1.35 | 3968 | 43.92 |
| 46 | 2305 | 22 | 0.24 | 241 | 2.67 | 96 | 2400 | 119 | 1.32 | 4087 | 45.24 |
| 47 | 2307 | 22 | 0.24 | 263 | 2.91 | 97 | 2402 | 124 | 1.37 | 4211 | 46.61 |
| 48 | 2309 | 30 | 0.33 | 293 | 3.24 | 98 | 2404 | 101 | 1.12 | 4312 | 47.73 |
| 49 | 2311 | 26 | 0.29 | 319 | 3.53 | 99 | 2406 | 116 | 1.28 | 4428 | 49.01 |

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

| | | | | | |
|---|---|---|---|---|---|
| 100 | 2408 | 117 | 1.30 | 4545 | 50.31 |
| 101 | 2410 | 134 | 1.48 | 4679 | 51.79 |
| 102 | 2412 | 140 | 1.55 | 4819 | 53.34 |
| 103 | 2414 | 122 | 1.35 | 4941 | 54.69 |
| 104 | 2416 | 138 | 1.53 | 5079 | 56.22 |
| 105 | 2418 | 155 | 1.72 | 5234 | 57.94 |
| 106 | 2420 | 131 | 1.45 | 5365 | 59.39 |
| 107 | 2422 | 143 | 1.58 | 5508 | 60.97 |
| 108 | 2425 | 136 | 1.51 | 5644 | 62.48 |
| 109 | 2427 | 129 | 1.43 | 5773 | 63.90 |
| **110** | **2429** | **121** | **1.34** | **5894** | **65.24** |
| 111 | 2431 | 144 | 1.59 | 6038 | 66.84 |
| 112 | 2434 | 140 | 1.55 | 6178 | 68.39 |
| 113 | 2436 | 112 | 1.24 | 6290 | 69.63 |
| 114 | 2438 | 127 | 1.41 | 6417 | 71.03 |
| 115 | 2441 | 151 | 1.67 | 6568 | 72.70 |
| 116 | 2443 | 160 | 1.77 | 6728 | 74.47 |
| 117 | 2446 | 139 | 1.54 | 6867 | 76.01 |
| 118 | 2448 | 129 | 1.43 | 6996 | 77.44 |
| 119 | 2451 | 135 | 1.49 | 7131 | 78.94 |
| 120 | 2454 | 113 | 1.25 | 7244 | 80.19 |
| 121 | 2456 | 124 | 1.37 | 7368 | 81.56 |
| 122 | 2459 | 131 | 1.45 | 7499 | 83.01 |
| 123 | 2462 | 145 | 1.61 | 7644 | 84.61 |
| 124 | 2465 | 122 | 1.35 | 7766 | 85.96 |
| 125 | 2468 | 117 | 1.30 | 7883 | 87.26 |
| 126 | 2472 | 125 | 1.38 | 8008 | 88.64 |
| 127 | 2475 | 101 | 1.12 | 8109 | 89.76 |
| 128 | 2479 | 97 | 1.07 | 8206 | 90.83 |
| 129 | 2482 | 89 | 0.99 | 8295 | 91.82 |
| 130 | 2486 | 98 | 1.08 | 8393 | 92.90 |
| 131 | 2490 | 96 | 1.06 | 8489 | 93.97 |
| 132 | 2495 | 97 | 1.07 | 8586 | 95.04 |
| 133 | 2499 | 84 | 0.93 | 8670 | 95.97 |
| 134 | 2504 | 72 | 0.80 | 8742 | 96.77 |
| 135 | 2509 | 55 | 0.61 | 8797 | 97.38 |
| 136 | 2515 | 42 | 0.46 | 8839 | 97.84 |
| 137 | 2521 | 41 | 0.45 | 8880 | 98.30 |
| 138 | 2528 | 37 | 0.41 | 8917 | 98.70 |
| 139 | 2535 | 29 | 0.32 | 8946 | 99.03 |
| 140 | 2543 | 28 | 0.31 | 8974 | 99.34 |
| 141 | 2552 | 20 | 0.22 | 8994 | 99.56 |
| 142 | 2562 | 12 | 0.13 | 9006 | 99.69 |
| 143 | 2575 | 14 | 0.15 | 9020 | 99.85 |
| 144 | 2590 | 4 | 0.04 | 9024 | 99.89 |
| 145 | 2609 | 6 | 0.07 | 9030 | 99.96 |
| 146 | 2635 | 4 | 0.04 | 9034 | 100.00 |
| 147 | 2680 | 0 | 0.00 | 9034 | 100.00 |
| 148 | 3000 | 0 | 0.00 | 9034 | 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 | 2359 | 45 | 0.55 | 543 | 6.59 |
| 1 | 2100 | 0 | 0.00 | 0 | 0.00 | 51 | 2361 | 44 | 0.53 | 587 | 7.12 |
| 2 | 2145 | 1 | 0.01 | 1 | 0.01 | 52 | 2363 | 57 | 0.69 | 644 | 7.81 |
| 3 | 2172 | 0 | 0.00 | 1 | 0.01 | 53 | 2364 | 60 | 0.73 | 704 | 8.54 |
| 4 | 2190 | 0 | 0.00 | 1 | 0.01 | 54 | 2366 | 67 | 0.81 | 771 | 9.35 |
| 5 | 2205 | 0 | 0.00 | 1 | 0.01 | 55 | 2368 | 60 | 0.73 | 831 | 10.08 |
| 6 | 2217 | 0 | 0.00 | 1 | 0.01 | 56 | 2369 | 54 | 0.66 | 885 | 10.74 |
| 7 | 2227 | 0 | 0.00 | 1 | 0.01 | **57** | **2371** | **78** | **0.95** | **963** | **11.68** |
| 8 | 2236 | 0 | 0.00 | 1 | 0.01 | 58 | 2373 | 77 | 0.93 | 1040 | 12.62 |
| 9 | 2243 | 0 | 0.00 | 1 | 0.01 | 59 | 2374 | 75 | 0.91 | 1115 | 13.53 |
| 10 | 2250 | 1 | 0.01 | 2 | 0.02 | 60 | 2376 | 88 | 1.07 | 1203 | 14.59 |
| 11 | 2256 | 0 | 0.00 | 2 | 0.02 | 61 | 2378 | 72 | 0.87 | 1275 | 15.47 |
| 12 | 2262 | 0 | 0.00 | 2 | 0.02 | 62 | 2379 | 93 | 1.13 | 1368 | 16.60 |
| 13 | 2267 | 0 | 0.00 | 2 | 0.02 | 63 | 2381 | 119 | 1.44 | 1487 | 18.04 |
| 14 | 2272 | 2 | 0.02 | 4 | 0.05 | 64 | 2382 | 95 | 1.15 | 1582 | 19.19 |
| 15 | 2276 | 0 | 0.00 | 4 | 0.05 | 65 | 2384 | 110 | 1.33 | 1692 | 20.53 |
| 16 | 2280 | 0 | 0.00 | 4 | 0.05 | 66 | 2386 | 100 | 1.21 | 1792 | 21.74 |
| 17 | 2284 | 1 | 0.01 | 5 | 0.06 | 67 | 2387 | 111 | 1.35 | 1903 | 23.09 |
| 18 | 2288 | 1 | 0.01 | 6 | 0.07 | 68 | 2389 | 140 | 1.70 | 2043 | 24.78 |
| 19 | 2291 | 3 | 0.04 | 9 | 0.11 | 69 | 2391 | 121 | 1.47 | 2164 | 26.25 |
| 20 | 2294 | 4 | 0.05 | 13 | 0.16 | 70 | 2392 | 133 | 1.61 | 2297 | 27.87 |
| 21 | 2297 | 1 | 0.01 | 14 | 0.17 | 71 | 2394 | 122 | 1.48 | 2419 | 29.35 |
| 22 | 2300 | 3 | 0.04 | 17 | 0.21 | 72 | 2395 | 121 | 1.47 | 2540 | 30.81 |
| 23 | 2303 | 4 | 0.05 | 21 | 0.25 | 73 | 2397 | 143 | 1.73 | 2683 | 32.55 |
| 24 | 2306 | 6 | 0.07 | 27 | 0.33 | 74 | 2399 | 146 | 1.77 | 2829 | 34.32 |
| 25 | 2309 | 4 | 0.05 | 31 | 0.38 | 75 | 2400 | 145 | 1.76 | 2974 | 36.08 |
| 26 | 2311 | 11 | 0.13 | 42 | 0.51 | 76 | 2402 | 137 | 1.66 | 3111 | 37.74 |
| 27 | 2314 | 3 | 0.04 | 45 | 0.55 | 77 | 2404 | 133 | 1.61 | 3244 | 39.35 |
| 28 | 2316 | 9 | 0.11 | 54 | 0.66 | 78 | 2405 | 144 | 1.75 | 3388 | 41.10 |
| 29 | 2318 | 4 | 0.05 | 58 | 0.70 | 79 | 2407 | 144 | 1.75 | 3532 | 42.85 |
| 30 | 2321 | 10 | 0.12 | 68 | 0.82 | 80 | 2409 | 140 | 1.70 | 3672 | 44.55 |
| 31 | 2323 | 10 | 0.12 | 78 | 0.95 | 81 | 2411 | 130 | 1.58 | 3802 | 46.12 |
| 32 | 2325 | 19 | 0.23 | 97 | 1.18 | 82 | 2412 | 167 | 2.03 | 3969 | 48.15 |
| 33 | 2327 | 11 | 0.13 | 108 | 1.31 | **83** | **2414** | **148** | **1.80** | **4117** | **49.95** |
| 34 | 2329 | 15 | 0.18 | 123 | 1.49 | 84 | 2416 | 148 | 1.80 | 4265 | 51.74 |
| 35 | 2331 | 18 | 0.22 | 141 | 1.71 | 85 | 2417 | 140 | 1.70 | 4405 | 53.44 |
| 36 | 2333 | 27 | 0.33 | 168 | 2.04 | 86 | 2419 | 132 | 1.60 | 4537 | 55.04 |
| 37 | 2335 | 19 | 0.23 | 187 | 2.27 | 87 | 2421 | 126 | 1.53 | 4663 | 56.57 |
| 38 | 2337 | 14 | 0.17 | 201 | 2.44 | 88 | 2423 | 146 | 1.77 | 4809 | 58.34 |
| 39 | 2339 | 20 | 0.24 | 221 | 2.68 | 89 | 2425 | 141 | 1.71 | 4950 | 60.05 |
| 40 | 2341 | 18 | 0.22 | 239 | 2.90 | 90 | 2426 | 145 | 1.76 | 5095 | 61.81 |
| 41 | 2343 | 15 | 0.18 | 254 | 3.08 | 91 | 2428 | 130 | 1.58 | 5225 | 63.39 |
| 42 | 2345 | 22 | 0.27 | 276 | 3.35 | 92 | 2430 | 137 | 1.66 | 5362 | 65.05 |
| 43 | 2347 | 27 | 0.33 | 303 | 3.68 | 93 | 2432 | 133 | 1.61 | 5495 | 66.66 |
| 44 | 2349 | 30 | 0.36 | 333 | 4.04 | 94 | 2434 | 123 | 1.49 | 5618 | 68.15 |
| 45 | 2350 | 29 | 0.35 | 362 | 4.39 | 95 | 2436 | 95 | 1.15 | 5713 | 69.31 |
| 46 | 2352 | 31 | 0.38 | 393 | 4.77 | 96 | 2438 | 136 | 1.65 | 5849 | 70.96 |
| 47 | 2354 | 26 | 0.32 | 419 | 5.08 | 97 | 2439 | 111 | 1.35 | 5960 | 72.30 |
| 48 | 2356 | 28 | 0.34 | 447 | 5.42 | 98 | 2441 | 130 | 1.58 | 6090 | 73.88 |
| 49 | 2357 | 51 | 0.62 | 498 | 6.04 | 99 | 2443 | 130 | 1.58 | 6220 | 75.46 |

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

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 100 | 2445 | 107 | 1.30 | 6327 | 76.76 | 150 | 2602 | 3 | 0.04 | 8242 | 99.99 |
| 101 | 2447 | 114 | 1.38 | 6441 | 78.14 | 151 | 2609 | 1 | 0.01 | 8243 | 100.00 |
| 102 | 2449 | 126 | 1.53 | 6567 | 79.67 | 152 | 2616 | 0 | 0.00 | 8243 | 100.00 |
| 103 | 2451 | 85 | 1.03 | 6652 | 80.70 | 153 | 2624 | 0 | 0.00 | 8243 | 100.00 |
| 104 | 2453 | 110 | 1.33 | 6762 | 82.03 | 154 | 2632 | 0 | 0.00 | 8243 | 100.00 |
| 105 | 2455 | 91 | 1.10 | 6853 | 83.14 | 155 | 2641 | 0 | 0.00 | 8243 | 100.00 |
| 106 | 2458 | 88 | 1.07 | 6941 | 84.20 | 156 | 2651 | 0 | 0.00 | 8243 | 100.00 |
| 107 | 2460 | 85 | 1.03 | 7026 | 85.24 | 157 | 2662 | 0 | 0.00 | 8243 | 100.00 |
| 108 | 2462 | 90 | 1.09 | 7116 | 86.33 | 158 | 2675 | 0 | 0.00 | 8243 | 100.00 |
| 109 | 2464 | 74 | 0.90 | 7190 | 87.23 | 159 | 2689 | 0 | 0.00 | 8243 | 100.00 |
| 110 | 2466 | 94 | 1.14 | 7284 | 88.37 | 160 | 2707 | 0 | 0.00 | 8243 | 100.00 |
| 111 | 2468 | 57 | 0.69 | 7341 | 89.06 | 161 | 2729 | 0 | 0.00 | 8243 | 100.00 |
| 112 | 2471 | 77 | 0.93 | 7418 | 89.99 | 162 | 2758 | 0 | 0.00 | 8243 | 100.00 |
| 113 | 2473 | 65 | 0.79 | 7483 | 90.78 | 163 | 2806 | 0 | 0.00 | 8243 | 100.00 |
| **114** | **2475** | **62** | **0.75** | **7545** | **91.53** | 164 | 3000 | 0 | 0.00 | 8243 | 100.00 |
| 115 | 2477 | 62 | 0.75 | 7607 | 92.28 | | | | | | |
| 116 | 2480 | 44 | 0.53 | 7651 | 92.82 | | | | | | |
| 117 | 2482 | 41 | 0.50 | 7692 | 93.32 | | | | | | |
| 118 | 2485 | 51 | 0.62 | 7743 | 93.93 | | | | | | |
| 119 | 2487 | 39 | 0.47 | 7782 | 94.41 | | | | | | |
| 120 | 2490 | 36 | 0.44 | 7818 | 94.84 | | | | | | |
| 121 | 2492 | 40 | 0.49 | 7858 | 95.33 | | | | | | |
| 122 | 2495 | 53 | 0.64 | 7911 | 95.97 | | | | | | |
| 123 | 2497 | 33 | 0.40 | 7944 | 96.37 | | | | | | |
| 124 | 2500 | 31 | 0.38 | 7975 | 96.75 | | | | | | |
| 125 | 2503 | 22 | 0.27 | 7997 | 97.02 | | | | | | |
| 126 | 2506 | 27 | 0.33 | 8024 | 97.34 | | | | | | |
| 127 | 2508 | 21 | 0.25 | 8045 | 97.60 | | | | | | |
| 128 | 2511 | 15 | 0.18 | 8060 | 97.78 | | | | | | |
| 129 | 2514 | 20 | 0.24 | 8080 | 98.02 | | | | | | |
| 130 | 2517 | 16 | 0.19 | 8096 | 98.22 | | | | | | |
| 131 | 2520 | 17 | 0.21 | 8113 | 98.42 | | | | | | |
| 132 | 2523 | 22 | 0.27 | 8135 | 98.69 | | | | | | |
| 133 | 2527 | 4 | 0.05 | 8139 | 98.74 | | | | | | |
| 134 | 2530 | 16 | 0.19 | 8155 | 98.93 | | | | | | |
| 135 | 2533 | 15 | 0.18 | 8170 | 99.11 | | | | | | |
| 136 | 2537 | 15 | 0.18 | 8185 | 99.30 | | | | | | |
| 137 | 2541 | 8 | 0.10 | 8193 | 99.39 | | | | | | |
| 138 | 2544 | 9 | 0.11 | 8202 | 99.50 | | | | | | |
| 139 | 2548 | 5 | 0.06 | 8207 | 99.56 | | | | | | |
| 140 | 2552 | 7 | 0.08 | 8214 | 99.65 | | | | | | |
| 141 | 2556 | 4 | 0.05 | 8218 | 99.70 | | | | | | |
| 142 | 2560 | 5 | 0.06 | 8223 | 99.76 | | | | | | |
| 143 | 2565 | 0 | 0.00 | 8223 | 99.76 | | | | | | |
| 144 | 2569 | 3 | 0.04 | 8226 | 99.79 | | | | | | |
| 145 | 2574 | 1 | 0.01 | 8227 | 99.81 | | | | | | |
| 146 | 2579 | 8 | 0.10 | 8235 | 99.90 | | | | | | |
| 147 | 2584 | 1 | 0.01 | 8236 | 99.92 | | | | | | |
| 148 | 2590 | 2 | 0.02 | 8238 | 99.94 | | | | | | |
| 149 | 2596 | 1 | 0.01 | 8239 | 99.95 | | | | | | |

## 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 | 2359 | 25 | 0.30 | 404 | 4.90 |
| 1 | 2100 | 0 | 0.00 | 0 | 0.00 | 51 | 2361 | 24 | 0.29 | 428 | 5.19 |
| 2 | 2145 | 0 | 0.00 | 0 | 0.00 | 52 | 2363 | 30 | 0.36 | 458 | 5.55 |
| 3 | 2172 | 0 | 0.00 | 0 | 0.00 | 53 | 2364 | 31 | 0.38 | 489 | 5.93 |
| 4 | 2190 | 0 | 0.00 | 0 | 0.00 | 54 | 2366 | 42 | 0.51 | 531 | 6.44 |
| 5 | 2205 | 0 | 0.00 | 0 | 0.00 | 55 | 2368 | 32 | 0.39 | 563 | 6.83 |
| 6 | 2217 | 0 | 0.00 | 0 | 0.00 | 56 | 2369 | 32 | 0.39 | 595 | 7.22 |
| 7 | 2227 | 0 | 0.00 | 0 | 0.00 | 57 | 2371 | 28 | 0.34 | 623 | 7.56 |
| 8 | 2236 | 0 | 0.00 | 0 | 0.00 | 58 | 2373 | 40 | 0.49 | 663 | 8.04 |
| 9 | 2243 | 0 | 0.00 | 0 | 0.00 | 59 | 2374 | 49 | 0.59 | 712 | 8.64 |
| 10 | 2250 | 0 | 0.00 | 0 | 0.00 | 60 | 2376 | 38 | 0.46 | 750 | 9.10 |
| 11 | 2256 | 1 | 0.01 | 1 | 0.01 | 61 | 2378 | 44 | 0.53 | 794 | 9.63 |
| 12 | 2262 | 0 | 0.00 | 1 | 0.01 | 62 | 2379 | 38 | 0.46 | 832 | 10.09 |
| 13 | 2267 | 0 | 0.00 | 1 | 0.01 | 63 | 2381 | 39 | 0.47 | 871 | 10.56 |
| 14 | 2272 | 3 | 0.04 | 4 | 0.05 | 64 | 2382 | 54 | 0.65 | 925 | 11.22 |
| 15 | 2276 | 0 | 0.00 | 4 | 0.05 | 65 | 2384 | 52 | 0.63 | 977 | 11.85 |
| 16 | 2280 | 1 | 0.01 | 5 | 0.06 | 66 | 2386 | 58 | 0.70 | 1035 | 12.55 |
| 17 | 2284 | 1 | 0.01 | 6 | 0.07 | 67 | 2387 | 66 | 0.80 | 1101 | 13.35 |
| 18 | 2288 | 5 | 0.06 | 11 | 0.13 | 68 | 2389 | 57 | 0.69 | 1158 | 14.04 |
| 19 | 2291 | 0 | 0.00 | 11 | 0.13 | **69** | **2391** | **61** | **0.74** | **1219** | **14.78** |
| 20 | 2294 | 2 | 0.02 | 13 | 0.16 | 70 | 2392 | 56 | 0.68 | 1275 | 15.46 |
| 21 | 2297 | 2 | 0.02 | 15 | 0.18 | 71 | 2394 | 63 | 0.76 | 1338 | 16.23 |
| 22 | 2300 | 7 | 0.08 | 22 | 0.27 | 72 | 2395 | 61 | 0.74 | 1399 | 16.97 |
| 23 | 2303 | 0 | 0.00 | 22 | 0.27 | 73 | 2397 | 68 | 0.82 | 1467 | 17.79 |
| 24 | 2306 | 3 | 0.04 | 25 | 0.30 | 74 | 2399 | 54 | 0.65 | 1521 | 18.45 |
| 25 | 2309 | 2 | 0.02 | 27 | 0.33 | 75 | 2400 | 70 | 0.85 | 1591 | 19.30 |
| 26 | 2311 | 9 | 0.11 | 36 | 0.44 | 76 | 2402 | 62 | 0.75 | 1653 | 20.05 |
| 27 | 2314 | 4 | 0.05 | 40 | 0.49 | 77 | 2404 | 90 | 1.09 | 1743 | 21.14 |
| 28 | 2316 | 14 | 0.17 | 54 | 0.65 | 78 | 2405 | 76 | 0.92 | 1819 | 22.06 |
| 29 | 2318 | 8 | 0.10 | 62 | 0.75 | 79 | 2407 | 87 | 1.06 | 1906 | 23.12 |
| 30 | 2321 | 6 | 0.07 | 68 | 0.82 | 80 | 2409 | 76 | 0.92 | 1982 | 24.04 |
| 31 | 2323 | 5 | 0.06 | 73 | 0.89 | 81 | 2411 | 65 | 0.79 | 2047 | 24.83 |
| 32 | 2325 | 12 | 0.15 | 85 | 1.03 | 82 | 2412 | 80 | 0.97 | 2127 | 25.80 |
| 33 | 2327 | 12 | 0.15 | 97 | 1.18 | 83 | 2414 | 102 | 1.24 | 2229 | 27.03 |
| 34 | 2329 | 15 | 0.18 | 112 | 1.36 | 84 | 2416 | 87 | 1.06 | 2316 | 28.09 |
| 35 | 2331 | 12 | 0.15 | 124 | 1.50 | 85 | 2417 | 85 | 1.03 | 2401 | 29.12 |
| 36 | 2333 | 12 | 0.15 | 136 | 1.65 | 86 | 2419 | 86 | 1.04 | 2487 | 30.16 |
| 37 | 2335 | 13 | 0.16 | 149 | 1.81 | 87 | 2421 | 108 | 1.31 | 2595 | 31.47 |
| 38 | 2337 | 13 | 0.16 | 162 | 1.96 | 88 | 2423 | 108 | 1.31 | 2703 | 32.78 |
| 39 | 2339 | 15 | 0.18 | 177 | 2.15 | 89 | 2425 | 90 | 1.09 | 2793 | 33.88 |
| 40 | 2341 | 17 | 0.21 | 194 | 2.35 | 90 | 2426 | 102 | 1.24 | 2895 | 35.11 |
| 41 | 2343 | 16 | 0.19 | 210 | 2.55 | 91 | 2428 | 98 | 1.19 | 2993 | 36.30 |
| 42 | 2345 | 24 | 0.29 | 234 | 2.84 | 92 | 2430 | 96 | 1.16 | 3089 | 37.47 |
| 43 | 2347 | 13 | 0.16 | 247 | 3.00 | 93 | 2432 | 95 | 1.15 | 3184 | 38.62 |
| 44 | 2349 | 25 | 0.30 | 272 | 3.30 | **94** | **2434** | **114** | **1.38** | **3298** | **40.00** |
| 45 | 2350 | 16 | 0.19 | 288 | 3.49 | 95 | 2436 | 105 | 1.27 | 3403 | 41.27 |
| 46 | 2352 | 22 | 0.27 | 310 | 3.76 | 96 | 2438 | 122 | 1.48 | 3525 | 42.75 |
| 47 | 2354 | 21 | 0.25 | 331 | 4.01 | 97 | 2439 | 94 | 1.14 | 3619 | 43.89 |
| 48 | 2356 | 20 | 0.24 | 351 | 4.26 | 98 | 2441 | 108 | 1.31 | 3727 | 45.20 |
| 49 | 2357 | 28 | 0.34 | 379 | 4.60 | 99 | 2443 | 97 | 1.18 | 3824 | 46.38 |

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

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 100 | 2445 | 134 | 1.63 | 3958 | 48.00 | 150 | 2602 | 10 | 0.12 | 8227 | 99.78 |
| 101 | 2447 | 119 | 1.44 | 4077 | 49.45 | 151 | 2609 | 4 | 0.05 | 8231 | 99.83 |
| 102 | 2449 | 147 | 1.78 | 4224 | 51.23 | 152 | 2616 | 7 | 0.08 | 8238 | 99.92 |
| 103 | 2451 | 124 | 1.50 | 4348 | 52.73 | 153 | 2624 | 3 | 0.04 | 8241 | 99.95 |
| 104 | 2453 | 125 | 1.52 | 4473 | 54.25 | 154 | 2632 | 1 | 0.01 | 8242 | 99.96 |
| 105 | 2455 | 135 | 1.64 | 4608 | 55.89 | 155 | 2641 | 0 | 0.00 | 8242 | 99.96 |
| 106 | 2458 | 130 | 1.58 | 4738 | 57.47 | 156 | 2651 | 1 | 0.01 | 8243 | 99.98 |
| 107 | 2460 | 107 | 1.30 | 4845 | 58.76 | 157 | 2662 | 1 | 0.01 | 8244 | 99.99 |
| 108 | 2462 | 142 | 1.72 | 4987 | 60.49 | 158 | 2675 | 1 | 0.01 | 8245 | 100.00 |
| 109 | 2464 | 126 | 1.53 | 5113 | 62.01 | 159 | 2689 | 0 | 0.00 | 8245 | 100.00 |
| 110 | 2466 | 153 | 1.86 | 5266 | 63.87 | 160 | 2707 | 0 | 0.00 | 8245 | 100.00 |
| 111 | 2468 | 106 | 1.29 | 5372 | 65.15 | 161 | 2729 | 0 | 0.00 | 8245 | 100.00 |
| 112 | 2471 | 146 | 1.77 | 5518 | 66.93 | 162 | 2758 | 0 | 0.00 | 8245 | 100.00 |
| 113 | 2473 | 99 | 1.20 | 5617 | 68.13 | 163 | 2806 | 0 | 0.00 | 8245 | 100.00 |
| 114 | 2475 | 143 | 1.73 | 5760 | 69.86 | 164 | 3000 | 0 | 0.00 | 8245 | 100.00 |
| 115 | 2477 | 112 | 1.36 | 5872 | 71.22 | | | | | | |
| 116 | 2480 | 128 | 1.55 | 6000 | 72.77 | | | | | | |
| 117 | 2482 | 115 | 1.39 | 6115 | 74.17 | | | | | | |
| 118 | 2485 | 150 | 1.82 | 6265 | 75.99 | | | | | | |
| 119 | 2487 | 89 | 1.08 | 6354 | 77.06 | | | | | | |
| 120 | 2490 | 146 | 1.77 | 6500 | 78.84 | | | | | | |
| 121 | 2492 | 96 | 1.16 | 6596 | 80.00 | | | | | | |
| 122 | 2495 | 134 | 1.63 | 6730 | 81.63 | | | | | | |
| 123 | 2497 | 96 | 1.16 | 6826 | 82.79 | | | | | | |
| **124** | **2500** | **125** | **1.52** | **6951** | **84.31** | | | | | | |
| 125 | 2503 | 73 | 0.89 | 7024 | 85.19 | | | | | | |
| 126 | 2506 | 123 | 1.49 | 7147 | 86.68 | | | | | | |
| 127 | 2508 | 87 | 1.06 | 7234 | 87.74 | | | | | | |
| 128 | 2511 | 98 | 1.19 | 7332 | 88.93 | | | | | | |
| 129 | 2514 | 55 | 0.67 | 7387 | 89.59 | | | | | | |
| 130 | 2517 | 123 | 1.49 | 7510 | 91.09 | | | | | | |
| 131 | 2520 | 44 | 0.53 | 7554 | 91.62 | | | | | | |
| 132 | 2523 | 96 | 1.16 | 7650 | 92.78 | | | | | | |
| 133 | 2527 | 44 | 0.53 | 7694 | 93.32 | | | | | | |
| 134 | 2530 | 78 | 0.95 | 7772 | 94.26 | | | | | | |
| 135 | 2533 | 32 | 0.39 | 7804 | 94.65 | | | | | | |
| 136 | 2537 | 77 | 0.93 | 7881 | 95.59 | | | | | | |
| 137 | 2541 | 37 | 0.45 | 7918 | 96.03 | | | | | | |
| 138 | 2544 | 67 | 0.81 | 7985 | 96.85 | | | | | | |
| 139 | 2548 | 26 | 0.32 | 8011 | 97.16 | | | | | | |
| 140 | 2552 | 37 | 0.45 | 8048 | 97.61 | | | | | | |
| 141 | 2556 | 20 | 0.24 | 8068 | 97.85 | | | | | | |
| 142 | 2560 | 39 | 0.47 | 8107 | 98.33 | | | | | | |
| 143 | 2565 | 14 | 0.17 | 8121 | 98.50 | | | | | | |
| 144 | 2569 | 34 | 0.41 | 8155 | 98.91 | | | | | | |
| 145 | 2574 | 7 | 0.08 | 8162 | 98.99 | | | | | | |
| 146 | 2579 | 28 | 0.34 | 8190 | 99.33 | | | | | | |
| 147 | 2584 | 5 | 0.06 | 8195 | 99.39 | | | | | | |
| 148 | 2590 | 19 | 0.23 | 8214 | 99.62 | | | | | | |
| 149 | 2596 | 3 | 0.04 | 8217 | 99.66 | | | | | | |

## 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 | 2359 | 17 | 0.26 | 315 | 4.91 |
| 1 | 2100 | 0 | 0.00 | 0 | 0.00 | 51 | 2361 | 27 | 0.42 | 342 | 5.33 |
| 2 | 2145 | 0 | 0.00 | 0 | 0.00 | 52 | 2363 | 26 | 0.41 | 368 | 5.73 |
| 3 | 2172 | 0 | 0.00 | 0 | 0.00 | 53 | 2364 | 14 | 0.22 | 382 | 5.95 |
| 4 | 2190 | 0 | 0.00 | 0 | 0.00 | 54 | 2366 | 9 | 0.14 | 391 | 6.09 |
| 5 | 2205 | 0 | 0.00 | 0 | 0.00 | 55 | 2368 | 11 | 0.17 | 402 | 6.26 |
| 6 | 2217 | 0 | 0.00 | 0 | 0.00 | 56 | 2369 | 21 | 0.33 | 423 | 6.59 |
| 7 | 2227 | 0 | 0.00 | 0 | 0.00 | 57 | 2371 | 31 | 0.48 | 454 | 7.07 |
| 8 | 2236 | 0 | 0.00 | 0 | 0.00 | 58 | 2373 | 18 | 0.28 | 472 | 7.35 |
| 9 | 2243 | 0 | 0.00 | 0 | 0.00 | 59 | 2374 | 23 | 0.36 | 495 | 7.71 |
| 10 | 2250 | 0 | 0.00 | 0 | 0.00 | 60 | 2376 | 20 | 0.31 | 515 | 8.02 |
| 11 | 2256 | 0 | 0.00 | 0 | 0.00 | 61 | 2378 | 21 | 0.33 | 536 | 8.35 |
| 12 | 2262 | 0 | 0.00 | 0 | 0.00 | 62 | 2379 | 17 | 0.26 | 553 | 8.62 |
| 13 | 2267 | 0 | 0.00 | 0 | 0.00 | 63 | 2381 | 30 | 0.47 | 583 | 9.08 |
| 14 | 2272 | 1 | 0.02 | 1 | 0.02 | 64 | 2382 | 26 | 0.41 | 609 | 9.49 |
| 15 | 2276 | 0 | 0.00 | 1 | 0.02 | 65 | 2384 | 23 | 0.36 | 632 | 9.85 |
| 16 | 2280 | 2 | 0.03 | 3 | 0.05 | 66 | 2386 | 21 | 0.33 | 653 | 10.17 |
| 17 | 2284 | 1 | 0.02 | 4 | 0.06 | 67 | 2387 | 29 | 0.45 | 682 | 10.63 |
| 18 | 2288 | 1 | 0.02 | 5 | 0.08 | 68 | 2389 | 25 | 0.39 | 707 | 11.02 |
| 19 | 2291 | 1 | 0.02 | 6 | 0.09 | 69 | 2391 | 24 | 0.37 | 731 | 11.39 |
| 20 | 2294 | 1 | 0.02 | 7 | 0.11 | 70 | 2392 | 42 | 0.65 | 773 | 12.04 |
| 21 | 2297 | 0 | 0.00 | 7 | 0.11 | 71 | 2394 | 21 | 0.33 | 794 | 12.37 |
| 22 | 2300 | 5 | 0.08 | 12 | 0.19 | 72 | 2395 | 33 | 0.51 | 827 | 12.89 |
| 23 | 2303 | 2 | 0.03 | 14 | 0.22 | 73 | 2397 | 32 | 0.50 | 859 | 13.38 |
| 24 | 2306 | 4 | 0.06 | 18 | 0.28 | 74 | 2399 | 43 | 0.67 | 902 | 14.05 |
| 25 | 2309 | 3 | 0.05 | 21 | 0.33 | 75 | 2400 | 27 | 0.42 | 929 | 14.47 |
| 26 | 2311 | 5 | 0.08 | 26 | 0.41 | **76** | **2402** | **40** | **0.62** | **969** | **15.10** |
| 27 | 2314 | 1 | 0.02 | 27 | 0.42 | 77 | 2404 | 32 | 0.50 | 1001 | 15.60 |
| 28 | 2316 | 9 | 0.14 | 36 | 0.56 | 78 | 2405 | 42 | 0.65 | 1043 | 16.25 |
| 29 | 2318 | 5 | 0.08 | 41 | 0.64 | 79 | 2407 | 40 | 0.62 | 1083 | 16.87 |
| 30 | 2321 | 9 | 0.14 | 50 | 0.78 | 80 | 2409 | 47 | 0.73 | 1130 | 17.61 |
| 31 | 2323 | 3 | 0.05 | 53 | 0.83 | 81 | 2411 | 43 | 0.67 | 1173 | 18.28 |
| 32 | 2325 | 13 | 0.20 | 66 | 1.03 | 82 | 2412 | 35 | 0.55 | 1208 | 18.82 |
| 33 | 2327 | 4 | 0.06 | 70 | 1.09 | 83 | 2414 | 52 | 0.81 | 1260 | 19.63 |
| 34 | 2329 | 26 | 0.41 | 96 | 1.50 | 84 | 2416 | 54 | 0.84 | 1314 | 20.47 |
| 35 | 2331 | 13 | 0.20 | 109 | 1.70 | 85 | 2417 | 40 | 0.62 | 1354 | 21.10 |
| 36 | 2333 | 16 | 0.25 | 125 | 1.95 | 86 | 2419 | 60 | 0.93 | 1414 | 22.03 |
| 37 | 2335 | 7 | 0.11 | 132 | 2.06 | 87 | 2421 | 47 | 0.73 | 1461 | 22.76 |
| 38 | 2337 | 14 | 0.22 | 146 | 2.27 | 88 | 2423 | 56 | 0.87 | 1517 | 23.64 |
| 39 | 2339 | 12 | 0.19 | 158 | 2.46 | 89 | 2425 | 49 | 0.76 | 1566 | 24.40 |
| 40 | 2341 | 12 | 0.19 | 170 | 2.65 | 90 | 2426 | 66 | 1.03 | 1632 | 25.43 |
| 41 | 2343 | 9 | 0.14 | 179 | 2.79 | 91 | 2428 | 53 | 0.83 | 1685 | 26.25 |
| 42 | 2345 | 16 | 0.25 | 195 | 3.04 | 92 | 2430 | 63 | 0.98 | 1748 | 27.24 |
| 43 | 2347 | 18 | 0.28 | 213 | 3.32 | 93 | 2432 | 54 | 0.84 | 1802 | 28.08 |
| 44 | 2349 | 13 | 0.20 | 226 | 3.52 | 94 | 2434 | 63 | 0.98 | 1865 | 29.06 |
| 45 | 2350 | 13 | 0.20 | 239 | 3.72 | 95 | 2436 | 68 | 1.06 | 1933 | 30.12 |
| 46 | 2352 | 13 | 0.20 | 252 | 3.93 | 96 | 2438 | 80 | 1.25 | 2013 | 31.36 |
| 47 | 2354 | 8 | 0.12 | 260 | 4.05 | 97 | 2439 | 64 | 1.00 | 2077 | 32.36 |
| 48 | 2356 | 18 | 0.28 | 278 | 4.33 | 98 | 2441 | 69 | 1.08 | 2146 | 33.44 |
| 49 | 2357 | 20 | 0.31 | 298 | 4.64 | **99** | **2443** | **64** | **1.00** | **2210** | **34.43** |

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

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 100 | 2445 | 79 | 1.23 | 2289 | 35.67 | 150 | 2602 | 14 | 0.22 | 6394 | 99.63 |
| 101 | 2447 | 77 | 1.20 | 2366 | 36.87 | 151 | 2609 | 3 | 0.05 | 6397 | 99.67 |
| 102 | 2449 | 84 | 1.31 | 2450 | 38.17 | 152 | 2616 | 10 | 0.16 | 6407 | 99.83 |
| 103 | 2451 | 86 | 1.34 | 2536 | 39.51 | 153 | 2624 | 1 | 0.02 | 6408 | 99.84 |
| 104 | 2453 | 105 | 1.64 | 2641 | 41.15 | 154 | 2632 | 3 | 0.05 | 6411 | 99.89 |
| 105 | 2455 | 71 | 1.11 | 2712 | 42.26 | 155 | 2641 | 0 | 0.00 | 6411 | 99.89 |
| 106 | 2458 | 130 | 2.03 | 2842 | 44.28 | 156 | 2651 | 4 | 0.06 | 6415 | 99.95 |
| 107 | 2460 | 85 | 1.32 | 2927 | 45.61 | 157 | 2662 | 1 | 0.02 | 6416 | 99.97 |
| 108 | 2462 | 126 | 1.96 | 3053 | 47.57 | 158 | 2675 | 1 | 0.02 | 6417 | 99.98 |
| 109 | 2464 | 81 | 1.26 | 3134 | 48.83 | 159 | 2689 | 0 | 0.00 | 6417 | 99.98 |
| 110 | 2466 | 123 | 1.92 | 3257 | 50.75 | 160 | 2707 | 1 | 0.02 | 6418 | 100.00 |
| 111 | 2468 | 108 | 1.68 | 3365 | 52.43 | 161 | 2729 | 0 | 0.00 | 6418 | 100.00 |
| 112 | 2471 | 135 | 2.10 | 3500 | 54.53 | 162 | 2758 | 0 | 0.00 | 6418 | 100.00 |
| 113 | 2473 | 91 | 1.42 | 3591 | 55.95 | 163 | 2806 | 0 | 0.00 | 6418 | 100.00 |
| 114 | 2475 | 132 | 2.06 | 3723 | 58.01 | 164 | 3000 | 0 | 0.00 | 6418 | 100.00 |
| 115 | 2477 | 86 | 1.34 | 3809 | 59.35 | | | | | | |
| 116 | 2480 | 139 | 2.17 | 3948 | 61.51 | | | | | | |
| 117 | 2482 | 95 | 1.48 | 4043 | 62.99 | | | | | | |
| 118 | 2485 | 123 | 1.92 | 4166 | 64.91 | | | | | | |
| 119 | 2487 | 78 | 1.22 | 4244 | 66.13 | | | | | | |
| 120 | 2490 | 169 | 2.63 | 4413 | 68.76 | | | | | | |
| 121 | 2492 | 87 | 1.36 | 4500 | 70.12 | | | | | | |
| 122 | 2495 | 147 | 2.29 | 4647 | 72.41 | | | | | | |
| 123 | 2497 | 76 | 1.18 | 4723 | 73.59 | | | | | | |
| 124 | 2500 | 144 | 2.24 | 4867 | 75.83 | | | | | | |
| 125 | 2503 | 77 | 1.20 | 4944 | 77.03 | | | | | | |
| 126 | 2506 | 132 | 2.06 | 5076 | 79.09 | | | | | | |
| 127 | 2508 | 71 | 1.11 | 5147 | 80.20 | | | | | | |
| 128 | 2511 | 133 | 2.07 | 5280 | 82.27 | | | | | | |
| 129 | 2514 | 63 | 0.98 | 5343 | 83.25 | | | | | | |
| 130 | 2517 | 120 | 1.87 | 5463 | 85.12 | | | | | | |
| 131 | 2520 | 55 | 0.86 | 5518 | 85.98 | | | | | | |
| **132** | **2523** | **110** | **1.71** | **5628** | **87.69** | | | | | | |
| 133 | 2527 | 51 | 0.79 | 5679 | 88.49 | | | | | | |
| 134 | 2530 | 105 | 1.64 | 5784 | 90.12 | | | | | | |
| 135 | 2533 | 51 | 0.79 | 5835 | 90.92 | | | | | | |
| 136 | 2537 | 85 | 1.32 | 5920 | 92.24 | | | | | | |
| 137 | 2541 | 39 | 0.61 | 5959 | 92.85 | | | | | | |
| 138 | 2544 | 86 | 1.34 | 6045 | 94.19 | | | | | | |
| 139 | 2548 | 29 | 0.45 | 6074 | 94.64 | | | | | | |
| 140 | 2552 | 60 | 0.93 | 6134 | 95.57 | | | | | | |
| 141 | 2556 | 26 | 0.41 | 6160 | 95.98 | | | | | | |
| 142 | 2560 | 64 | 1.00 | 6224 | 96.98 | | | | | | |
| 143 | 2565 | 19 | 0.30 | 6243 | 97.27 | | | | | | |
| 144 | 2569 | 55 | 0.86 | 6298 | 98.13 | | | | | | |
| 145 | 2574 | 10 | 0.16 | 6308 | 98.29 | | | | | | |
| 146 | 2579 | 29 | 0.45 | 6337 | 98.74 | | | | | | |
| 147 | 2584 | 8 | 0.12 | 6345 | 98.86 | | | | | | |
| 148 | 2590 | 26 | 0.41 | 6371 | 99.27 | | | | | | |
| 149 | 2596 | 9 | 0.14 | 6380 | 99.41 | | | | | | |

## 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 | 2386 | 16 | 0.37 | 373 | 8.65 |
| 1 | 2125 | 0 | 0.00 | 0 | 0.00 | 51 | 2388 | 23 | 0.53 | 396 | 9.18 |
| 2 | 2169 | 0 | 0.00 | 0 | 0.00 | 52 | 2389 | 23 | 0.53 | 419 | 9.72 |
| 3 | 2196 | 0 | 0.00 | 0 | 0.00 | 53 | 2391 | 31 | 0.72 | 450 | 10.44 |
| 4 | 2214 | 0 | 0.00 | 0 | 0.00 | 54 | 2393 | 25 | 0.58 | 475 | 11.02 |
| 5 | 2229 | 0 | 0.00 | 0 | 0.00 | 55 | 2394 | 17 | 0.39 | 492 | 11.41 |
| 6 | 2241 | 0 | 0.00 | 0 | 0.00 | 56 | 2396 | 20 | 0.46 | 512 | 11.87 |
| 7 | 2251 | 0 | 0.00 | 0 | 0.00 | 57 | 2398 | 30 | 0.70 | 542 | 12.57 |
| 8 | 2260 | 0 | 0.00 | 0 | 0.00 | 58 | 2399 | 25 | 0.58 | 567 | 13.15 |
| 9 | 2267 | 0 | 0.00 | 0 | 0.00 | 59 | 2401 | 30 | 0.70 | 597 | 13.85 |
| 10 | 2274 | 0 | 0.00 | 0 | 0.00 | 60 | 2403 | 36 | 0.83 | 633 | 14.68 |
| 11 | 2280 | 0 | 0.00 | 0 | 0.00 | **61** | **2404** | **39** | **0.90** | **672** | **15.58** |
| 12 | 2286 | 0 | 0.00 | 0 | 0.00 | 62 | 2406 | 32 | 0.74 | 704 | 16.33 |
| 13 | 2291 | 0 | 0.00 | 0 | 0.00 | 63 | 2408 | 26 | 0.60 | 730 | 16.93 |
| 14 | 2296 | 1 | 0.02 | 1 | 0.02 | 64 | 2409 | 31 | 0.72 | 761 | 17.65 |
| 15 | 2301 | 0 | 0.00 | 1 | 0.02 | 65 | 2411 | 27 | 0.63 | 788 | 18.27 |
| 16 | 2305 | 1 | 0.02 | 2 | 0.05 | 66 | 2412 | 35 | 0.81 | 823 | 19.09 |
| 17 | 2309 | 0 | 0.00 | 2 | 0.05 | 67 | 2414 | 41 | 0.95 | 864 | 20.04 |
| 18 | 2313 | 0 | 0.00 | 2 | 0.05 | 68 | 2416 | 36 | 0.83 | 900 | 20.87 |
| 19 | 2316 | 1 | 0.02 | 3 | 0.07 | 69 | 2417 | 31 | 0.72 | 931 | 21.59 |
| 20 | 2319 | 2 | 0.05 | 5 | 0.12 | 70 | 2419 | 42 | 0.97 | 973 | 22.56 |
| 21 | 2323 | 0 | 0.00 | 5 | 0.12 | 71 | 2420 | 44 | 1.02 | 1017 | 23.59 |
| 22 | 2326 | 3 | 0.07 | 8 | 0.19 | 72 | 2422 | 37 | 0.86 | 1054 | 24.44 |
| 23 | 2329 | 0 | 0.00 | 8 | 0.19 | 73 | 2424 | 38 | 0.88 | 1092 | 25.32 |
| 24 | 2332 | 4 | 0.09 | 12 | 0.28 | 74 | 2425 | 37 | 0.86 | 1129 | 26.18 |
| 25 | 2334 | 9 | 0.21 | 21 | 0.49 | 75 | 2427 | 41 | 0.95 | 1170 | 27.13 |
| 26 | 2337 | 5 | 0.12 | 26 | 0.60 | 76 | 2429 | 43 | 1.00 | 1213 | 28.13 |
| 27 | 2340 | 3 | 0.07 | 29 | 0.67 | 77 | 2430 | 48 | 1.11 | 1261 | 29.24 |
| 28 | 2342 | 7 | 0.16 | 36 | 0.83 | 78 | 2432 | 49 | 1.14 | 1310 | 30.38 |
| 29 | 2344 | 4 | 0.09 | 40 | 0.93 | 79 | 2434 | 42 | 0.97 | 1352 | 31.35 |
| 30 | 2347 | 9 | 0.21 | 49 | 1.14 | 80 | 2435 | 47 | 1.09 | 1399 | 32.44 |
| 31 | 2349 | 12 | 0.28 | 61 | 1.41 | 81 | 2437 | 52 | 1.21 | 1451 | 33.65 |
| 32 | 2351 | 10 | 0.23 | 71 | 1.65 | 82 | 2439 | 39 | 0.90 | 1490 | 34.55 |
| 33 | 2354 | 13 | 0.30 | 84 | 1.95 | 83 | 2440 | 62 | 1.44 | 1552 | 35.99 |
| 34 | 2356 | 15 | 0.35 | 99 | 2.30 | 84 | 2442 | 57 | 1.32 | 1609 | 37.31 |
| 35 | 2358 | 14 | 0.32 | 113 | 2.62 | **85** | **2444** | **59** | **1.37** | **1668** | **38.68** |
| 36 | 2360 | 20 | 0.46 | 133 | 3.08 | 86 | 2445 | 63 | 1.46 | 1731 | 40.14 |
| 37 | 2362 | 8 | 0.19 | 141 | 3.27 | 87 | 2447 | 60 | 1.39 | 1791 | 41.54 |
| 38 | 2364 | 12 | 0.28 | 153 | 3.55 | 88 | 2449 | 63 | 1.46 | 1854 | 43.00 |
| 39 | 2366 | 8 | 0.19 | 161 | 3.73 | 89 | 2451 | 63 | 1.46 | 1917 | 44.46 |
| 40 | 2368 | 15 | 0.35 | 176 | 4.08 | 90 | 2452 | 52 | 1.21 | 1969 | 45.66 |
| 41 | 2370 | 18 | 0.42 | 194 | 4.50 | 91 | 2454 | 68 | 1.58 | 2037 | 47.24 |
| 42 | 2372 | 26 | 0.60 | 220 | 5.10 | 92 | 2456 | 59 | 1.37 | 2096 | 48.61 |
| 43 | 2374 | 20 | 0.46 | 240 | 5.57 | 93 | 2458 | 62 | 1.44 | 2158 | 50.05 |
| 44 | 2375 | 14 | 0.32 | 254 | 5.89 | 94 | 2460 | 72 | 1.67 | 2230 | 51.72 |
| 45 | 2377 | 27 | 0.63 | 281 | 6.52 | 95 | 2461 | 65 | 1.51 | 2295 | 53.22 |
| 46 | 2379 | 21 | 0.49 | 302 | 7.00 | 96 | 2463 | 51 | 1.18 | 2346 | 54.41 |
| 47 | 2381 | 18 | 0.42 | 320 | 7.42 | 97 | 2465 | 67 | 1.55 | 2413 | 55.96 |
| 48 | 2383 | 19 | 0.44 | 339 | 7.86 | 98 | 2467 | 72 | 1.67 | 2485 | 57.63 |
| 49 | 2384 | 18 | 0.42 | 357 | 8.28 | 99 | 2469 | 67 | 1.55 | 2552 | 59.18 |

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

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 100 | 2471 | 64 | 1.48 | 2616 | 60.67 | 150 | 2600 | 2 | 0.05 | 4302 | 99.77 |
| 101 | 2472 | 58 | 1.35 | 2674 | 62.01 | 151 | 2604 | 2 | 0.05 | 4304 | 99.81 |
| 102 | 2474 | 76 | 1.76 | 2750 | 63.78 | 152 | 2609 | 3 | 0.07 | 4307 | 99.88 |
| 103 | 2476 | 54 | 1.25 | 2804 | 65.03 | 153 | 2614 | 2 | 0.05 | 4309 | 99.93 |
| 104 | 2478 | 79 | 1.83 | 2883 | 66.86 | 154 | 2619 | 1 | 0.02 | 4310 | 99.95 |
| 105 | 2480 | 53 | 1.23 | 2936 | 68.09 | 155 | 2625 | 1 | 0.02 | 4311 | 99.98 |
| 106 | 2482 | 41 | 0.95 | 2977 | 69.04 | 156 | 2630 | 1 | 0.02 | 4312 | 100.00 |
| 107 | 2484 | 51 | 1.18 | 3028 | 70.22 | 157 | 2637 | 0 | 0.00 | 4312 | 100.00 |
| 108 | 2486 | 71 | 1.65 | 3099 | 71.87 | 158 | 2643 | 0 | 0.00 | 4312 | 100.00 |
| 109 | 2488 | 67 | 1.55 | 3166 | 73.42 | 159 | 2650 | 0 | 0.00 | 4312 | 100.00 |
| 110 | 2490 | 55 | 1.28 | 3221 | 74.70 | 160 | 2657 | 0 | 0.00 | 4312 | 100.00 |
| 111 | 2492 | 62 | 1.44 | 3283 | 76.14 | 161 | 2665 | 0 | 0.00 | 4312 | 100.00 |
| 112 | 2494 | 57 | 1.32 | 3340 | 77.46 | 162 | 2674 | 0 | 0.00 | 4312 | 100.00 |
| 113 | 2496 | 56 | 1.30 | 3396 | 78.76 | 163 | 2684 | 0 | 0.00 | 4312 | 100.00 |
| 114 | 2498 | 55 | 1.28 | 3451 | 80.03 | 164 | 2694 | 0 | 0.00 | 4312 | 100.00 |
| 115 | 2500 | 59 | 1.37 | 3510 | 81.40 | 165 | 2705 | 0 | 0.00 | 4312 | 100.00 |
| 116 | 2502 | 46 | 1.07 | 3556 | 82.47 | 166 | 2718 | 0 | 0.00 | 4312 | 100.00 |
| 117 | 2504 | 54 | 1.25 | 3610 | 83.72 | 167 | 2733 | 0 | 0.00 | 4312 | 100.00 |
| 118 | 2506 | 41 | 0.95 | 3651 | 84.67 | 168 | 2750 | 0 | 0.00 | 4312 | 100.00 |
| 119 | 2509 | 36 | 0.83 | 3687 | 85.51 | 169 | 2772 | 0 | 0.00 | 4312 | 100.00 |
| 120 | 2511 | 35 | 0.81 | 3722 | 86.32 | 170 | 2801 | 0 | 0.00 | 4312 | 100.00 |
| 121 | 2513 | 46 | 1.07 | 3768 | 87.38 | 171 | 2849 | 0 | 0.00 | 4312 | 100.00 |
| 122 | 2515 | 42 | 0.97 | 3810 | 88.36 | 172 | 3000 | 0 | 0.00 | 4312 | 100.00 |
| 123 | 2518 | 38 | 0.88 | 3848 | 89.24 | | | | | | |
| 124 | 2520 | 31 | 0.72 | 3879 | 89.96 | | | | | | |
| 125 | 2522 | 38 | 0.88 | 3917 | 90.84 | | | | | | |
| 126 | 2525 | 30 | 0.70 | 3947 | 91.54 | | | | | | |
| 127 | 2527 | 25 | 0.58 | 3972 | 92.12 | | | | | | |
| 128 | 2529 | 26 | 0.60 | 3998 | 92.72 | | | | | | |
| **129** | **2532** | **27** | **0.63** | **4025** | **93.34** | | | | | | |
| 130 | 2534 | 28 | 0.65 | 4053 | 93.99 | | | | | | |
| 131 | 2537 | 27 | 0.63 | 4080 | 94.62 | | | | | | |
| 132 | 2540 | 18 | 0.42 | 4098 | 95.04 | | | | | | |
| 133 | 2542 | 15 | 0.35 | 4113 | 95.38 | | | | | | |
| 134 | 2545 | 16 | 0.37 | 4129 | 95.76 | | | | | | |
| 135 | 2548 | 22 | 0.51 | 4151 | 96.27 | | | | | | |
| 136 | 2551 | 18 | 0.42 | 4169 | 96.68 | | | | | | |
| 137 | 2553 | 13 | 0.30 | 4182 | 96.99 | | | | | | |
| 138 | 2556 | 15 | 0.35 | 4197 | 97.33 | | | | | | |
| 139 | 2560 | 12 | 0.28 | 4209 | 97.61 | | | | | | |
| 140 | 2563 | 17 | 0.39 | 4226 | 98.01 | | | | | | |
| 141 | 2566 | 14 | 0.32 | 4240 | 98.33 | | | | | | |
| 142 | 2569 | 11 | 0.26 | 4251 | 98.59 | | | | | | |
| 143 | 2573 | 9 | 0.21 | 4260 | 98.79 | | | | | | |
| 144 | 2576 | 7 | 0.16 | 4267 | 98.96 | | | | | | |
| 145 | 2580 | 11 | 0.26 | 4278 | 99.21 | | | | | | |
| 146 | 2583 | 4 | 0.09 | 4282 | 99.30 | | | | | | |
| 147 | 2587 | 8 | 0.19 | 4290 | 99.49 | | | | | | |
| 148 | 2591 | 6 | 0.14 | 4296 | 99.63 | | | | | | |
| 149 | 2595 | 4 | 0.09 | 4300 | 99.72 | | | | | | |

## 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 | 1 | 0.02 | 1 | 0.02 | 50 | 2386 | 11 | 0.26 | 361 | 8.60 |
| 1 | 2125 | 0 | 0.00 | 1 | 0.02 | 51 | 2388 | 22 | 0.52 | 383 | 9.12 |
| 2 | 2169 | 1 | 0.02 | 2 | 0.05 | 52 | 2389 | 24 | 0.57 | 407 | 9.69 |
| 3 | 2196 | 0 | 0.00 | 2 | 0.05 | 53 | 2391 | 16 | 0.38 | 423 | 10.07 |
| 4 | 2214 | 0 | 0.00 | 2 | 0.05 | 54 | 2393 | 20 | 0.48 | 443 | 10.55 |
| 5 | 2229 | 0 | 0.00 | 2 | 0.05 | 55 | 2394 | 27 | 0.64 | 470 | 11.19 |
| 6 | 2241 | 0 | 0.00 | 2 | 0.05 | 56 | 2396 | 15 | 0.36 | 485 | 11.55 |
| 7 | 2251 | 0 | 0.00 | 2 | 0.05 | 57 | 2398 | 28 | 0.67 | 513 | 12.21 |
| 8 | 2260 | 0 | 0.00 | 2 | 0.05 | 58 | 2399 | 22 | 0.52 | 535 | 12.74 |
| 9 | 2267 | 0 | 0.00 | 2 | 0.05 | 59 | 2401 | 19 | 0.45 | 554 | 13.19 |
| 10 | 2274 | 1 | 0.02 | 3 | 0.07 | 60 | 2403 | 21 | 0.50 | 575 | 13.69 |
| 11 | 2280 | 0 | 0.00 | 3 | 0.07 | **61** | **2404** | **26** | **0.62** | **601** | **14.31** |
| 12 | 2286 | 1 | 0.02 | 4 | 0.10 | 62 | 2406 | 14 | 0.33 | 615 | 14.64 |
| 13 | 2291 | 0 | 0.00 | 4 | 0.10 | 63 | 2408 | 32 | 0.76 | 647 | 15.40 |
| 14 | 2296 | 2 | 0.05 | 6 | 0.14 | 64 | 2409 | 20 | 0.48 | 667 | 15.88 |
| 15 | 2301 | 0 | 0.00 | 6 | 0.14 | 65 | 2411 | 20 | 0.48 | 687 | 16.36 |
| 16 | 2305 | 1 | 0.02 | 7 | 0.17 | 66 | 2412 | 30 | 0.71 | 717 | 17.07 |
| 17 | 2309 | 2 | 0.05 | 9 | 0.21 | 67 | 2414 | 28 | 0.67 | 745 | 17.74 |
| 18 | 2313 | 0 | 0.00 | 9 | 0.21 | 68 | 2416 | 30 | 0.71 | 775 | 18.45 |
| 19 | 2316 | 3 | 0.07 | 12 | 0.29 | 69 | 2417 | 26 | 0.62 | 801 | 19.07 |
| 20 | 2319 | 4 | 0.10 | 16 | 0.38 | 70 | 2419 | 22 | 0.52 | 823 | 19.60 |
| 21 | 2323 | 1 | 0.02 | 17 | 0.40 | 71 | 2420 | 28 | 0.67 | 851 | 20.26 |
| 22 | 2326 | 4 | 0.10 | 21 | 0.50 | 72 | 2422 | 35 | 0.83 | 886 | 21.10 |
| 23 | 2329 | 3 | 0.07 | 24 | 0.57 | 73 | 2424 | 31 | 0.74 | 917 | 21.83 |
| 24 | 2332 | 2 | 0.05 | 26 | 0.62 | 74 | 2425 | 34 | 0.81 | 951 | 22.64 |
| 25 | 2334 | 3 | 0.07 | 29 | 0.69 | 75 | 2427 | 28 | 0.67 | 979 | 23.31 |
| 26 | 2337 | 8 | 0.19 | 37 | 0.88 | 76 | 2429 | 29 | 0.69 | 1008 | 24.00 |
| 27 | 2340 | 7 | 0.17 | 44 | 1.05 | 77 | 2430 | 35 | 0.83 | 1043 | 24.83 |
| 28 | 2342 | 3 | 0.07 | 47 | 1.12 | 78 | 2432 | 32 | 0.76 | 1075 | 25.60 |
| 29 | 2344 | 11 | 0.26 | 58 | 1.38 | 79 | 2434 | 24 | 0.57 | 1099 | 26.17 |
| 30 | 2347 | 11 | 0.26 | 69 | 1.64 | 80 | 2435 | 46 | 1.10 | 1145 | 27.26 |
| 31 | 2349 | 6 | 0.14 | 75 | 1.79 | 81 | 2437 | 29 | 0.69 | 1174 | 27.95 |
| 32 | 2351 | 14 | 0.33 | 89 | 2.12 | 82 | 2439 | 38 | 0.90 | 1212 | 28.86 |
| 33 | 2354 | 12 | 0.29 | 101 | 2.40 | 83 | 2440 | 32 | 0.76 | 1244 | 29.62 |
| 34 | 2356 | 7 | 0.17 | 108 | 2.57 | 84 | 2442 | 43 | 1.02 | 1287 | 30.64 |
| 35 | 2358 | 10 | 0.24 | 118 | 2.81 | **85** | **2444** | **29** | **0.69** | **1316** | **31.33** |
| 36 | 2360 | 19 | 0.45 | 137 | 3.26 | 86 | 2445 | 44 | 1.05 | 1360 | 32.38 |
| 37 | 2362 | 13 | 0.31 | 150 | 3.57 | 87 | 2447 | 34 | 0.81 | 1394 | 33.19 |
| 38 | 2364 | 21 | 0.50 | 171 | 4.07 | 88 | 2449 | 40 | 0.95 | 1434 | 34.14 |
| 39 | 2366 | 12 | 0.29 | 183 | 4.36 | 89 | 2451 | 39 | 0.93 | 1473 | 35.07 |
| 40 | 2368 | 17 | 0.40 | 200 | 4.76 | 90 | 2452 | 41 | 0.98 | 1514 | 36.05 |
| 41 | 2370 | 15 | 0.36 | 215 | 5.12 | 91 | 2454 | 56 | 1.33 | 1570 | 37.38 |
| 42 | 2372 | 18 | 0.43 | 233 | 5.55 | 92 | 2456 | 55 | 1.31 | 1625 | 38.69 |
| 43 | 2374 | 15 | 0.36 | 248 | 5.90 | 93 | 2458 | 46 | 1.10 | 1671 | 39.79 |
| 44 | 2375 | 20 | 0.48 | 268 | 6.38 | 94 | 2460 | 44 | 1.05 | 1715 | 40.83 |
| 45 | 2377 | 15 | 0.36 | 283 | 6.74 | 95 | 2461 | 41 | 0.98 | 1756 | 41.81 |
| 46 | 2379 | 15 | 0.36 | 298 | 7.10 | 96 | 2463 | 47 | 1.12 | 1803 | 42.93 |
| 47 | 2381 | 20 | 0.48 | 318 | 7.57 | 97 | 2465 | 49 | 1.17 | 1852 | 44.10 |
| 48 | 2383 | 11 | 0.26 | 329 | 7.83 | 98 | 2467 | 52 | 1.24 | 1904 | 45.33 |
| 49 | 2384 | 21 | 0.50 | 350 | 8.33 | 99 | 2469 | 43 | 1.02 | 1947 | 46.36 |

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

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 100 | 2471 | 62 | 1.48 | 2009 | 47.83 | 150 | 2600 | 5 | 0.12 | 4164 | 99.14 |
| 101 | 2472 | 56 | 1.33 | 2065 | 49.17 | 151 | 2604 | 7 | 0.17 | 4171 | 99.31 |
| 102 | 2474 | 53 | 1.26 | 2118 | 50.43 | 152 | 2609 | 10 | 0.24 | 4181 | 99.55 |
| 103 | 2476 | 53 | 1.26 | 2171 | 51.69 | 153 | 2614 | 2 | 0.05 | 4183 | 99.60 |
| 104 | 2478 | 41 | 0.98 | 2212 | 52.67 | 154 | 2619 | 3 | 0.07 | 4186 | 99.67 |
| 105 | 2480 | 55 | 1.31 | 2267 | 53.98 | 155 | 2625 | 4 | 0.10 | 4190 | 99.76 |
| 106 | 2482 | 59 | 1.40 | 2326 | 55.38 | 156 | 2630 | 5 | 0.12 | 4195 | 99.88 |
| 107 | 2484 | 63 | 1.50 | 2389 | 56.88 | 157 | 2637 | 2 | 0.05 | 4197 | 99.93 |
| 108 | 2486 | 70 | 1.67 | 2459 | 58.55 | 158 | 2643 | 0 | 0.00 | 4197 | 99.93 |
| 109 | 2488 | 61 | 1.45 | 2520 | 60.00 | 159 | 2650 | 0 | 0.00 | 4197 | 99.93 |
| 110 | 2490 | 65 | 1.55 | 2585 | 61.55 | 160 | 2657 | 1 | 0.02 | 4198 | 99.95 |
| 111 | 2492 | 59 | 1.40 | 2644 | 62.95 | 161 | 2665 | 0 | 0.00 | 4198 | 99.95 |
| 112 | 2494 | 61 | 1.45 | 2705 | 64.40 | 162 | 2674 | 1 | 0.02 | 4199 | 99.98 |
| 113 | 2496 | 51 | 1.21 | 2756 | 65.62 | 163 | 2684 | 1 | 0.02 | 4200 | 100.00 |
| 114 | 2498 | 60 | 1.43 | 2816 | 67.05 | 164 | 2694 | 0 | 0.00 | 4200 | 100.00 |
| 115 | 2500 | 58 | 1.38 | 2874 | 68.43 | 165 | 2705 | 0 | 0.00 | 4200 | 100.00 |
| 116 | 2502 | 54 | 1.29 | 2928 | 69.71 | 166 | 2718 | 0 | 0.00 | 4200 | 100.00 |
| 117 | 2504 | 42 | 1.00 | 2970 | 70.71 | 167 | 2733 | 0 | 0.00 | 4200 | 100.00 |
| 118 | 2506 | 53 | 1.26 | 3023 | 71.98 | 168 | 2750 | 0 | 0.00 | 4200 | 100.00 |
| 119 | 2509 | 54 | 1.29 | 3077 | 73.26 | 169 | 2772 | 0 | 0.00 | 4200 | 100.00 |
| 120 | 2511 | 70 | 1.67 | 3147 | 74.93 | 170 | 2801 | 0 | 0.00 | 4200 | 100.00 |
| 121 | 2513 | 62 | 1.48 | 3209 | 76.40 | 171 | 2849 | 0 | 0.00 | 4200 | 100.00 |
| 122 | 2515 | 51 | 1.21 | 3260 | 77.62 | 172 | 3000 | 0 | 0.00 | 4200 | 100.00 |
| 123 | 2518 | 62 | 1.48 | 3322 | 79.10 | | | | | | |
| 124 | 2520 | 46 | 1.10 | 3368 | 80.19 | | | | | | |
| 125 | 2522 | 38 | 0.90 | 3406 | 81.10 | | | | | | |
| 126 | 2525 | 43 | 1.02 | 3449 | 82.12 | | | | | | |
| 127 | 2527 | 50 | 1.19 | 3499 | 83.31 | | | | | | |
| 128 | 2529 | 58 | 1.38 | 3557 | 84.69 | | | | | | |
| 129 | 2532 | 56 | 1.33 | 3613 | 86.02 | | | | | | |
| 130 | 2534 | 51 | 1.21 | 3664 | 87.24 | | | | | | |
| **131** | **2537** | **30** | **0.71** | **3694** | **87.95** | | | | | | |
| 132 | 2540 | 41 | 0.98 | 3735 | 88.93 | | | | | | |
| 133 | 2542 | 47 | 1.12 | 3782 | 90.05 | | | | | | |
| 134 | 2545 | 40 | 0.95 | 3822 | 91.00 | | | | | | |
| 135 | 2548 | 40 | 0.95 | 3862 | 91.95 | | | | | | |
| 136 | 2551 | 23 | 0.55 | 3885 | 92.50 | | | | | | |
| 137 | 2553 | 39 | 0.93 | 3924 | 93.43 | | | | | | |
| 138 | 2556 | 35 | 0.83 | 3959 | 94.26 | | | | | | |
| 139 | 2560 | 21 | 0.50 | 3980 | 94.76 | | | | | | |
| 140 | 2563 | 35 | 0.83 | 4015 | 95.60 | | | | | | |
| 141 | 2566 | 19 | 0.45 | 4034 | 96.05 | | | | | | |
| 142 | 2569 | 21 | 0.50 | 4055 | 96.55 | | | | | | |
| 143 | 2573 | 16 | 0.38 | 4071 | 96.93 | | | | | | |
| 144 | 2576 | 20 | 0.48 | 4091 | 97.40 | | | | | | |
| 145 | 2580 | 17 | 0.40 | 4108 | 97.81 | | | | | | |
| 146 | 2583 | 19 | 0.45 | 4127 | 98.26 | | | | | | |
| 147 | 2587 | 10 | 0.24 | 4137 | 98.50 | | | | | | |
| 148 | 2591 | 14 | 0.33 | 4151 | 98.83 | | | | | | |
| 149 | 2595 | 8 | 0.19 | 4159 | 99.02 | | | | | | |

## 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 | 2386 | 11 | 0.32 | 281 | 8.28 |
| 1 | 2125 | 0 | 0.00 | 0 | 0.00 | 51 | 2388 | 11 | 0.32 | 292 | 8.61 |
| 2 | 2169 | 0 | 0.00 | 0 | 0.00 | 52 | 2389 | 20 | 0.59 | 312 | 9.20 |
| 3 | 2196 | 0 | 0.00 | 0 | 0.00 | 53 | 2391 | 11 | 0.32 | 323 | 9.52 |
| 4 | 2214 | 0 | 0.00 | 0 | 0.00 | 54 | 2393 | 15 | 0.44 | 338 | 9.96 |
| 5 | 2229 | 0 | 0.00 | 0 | 0.00 | 55 | 2394 | 18 | 0.53 | 356 | 10.50 |
| 6 | 2241 | 0 | 0.00 | 0 | 0.00 | 56 | 2396 | 14 | 0.41 | 370 | 10.91 |
| 7 | 2251 | 0 | 0.00 | 0 | 0.00 | 57 | 2398 | 24 | 0.71 | 394 | 11.62 |
| 8 | 2260 | 0 | 0.00 | 0 | 0.00 | 58 | 2399 | 15 | 0.44 | 409 | 12.06 |
| 9 | 2267 | 0 | 0.00 | 0 | 0.00 | 59 | 2401 | 15 | 0.44 | 424 | 12.50 |
| 10 | 2274 | 0 | 0.00 | 0 | 0.00 | 60 | 2403 | 17 | 0.50 | 441 | 13.00 |
| 11 | 2280 | 0 | 0.00 | 0 | 0.00 | **61** | **2404** | **21** | **0.62** | **462** | **13.62** |
| 12 | 2286 | 0 | 0.00 | 0 | 0.00 | 62 | 2406 | 25 | 0.74 | 487 | 14.36 |
| 13 | 2291 | 0 | 0.00 | 0 | 0.00 | 63 | 2408 | 10 | 0.29 | 497 | 14.65 |
| 14 | 2296 | 0 | 0.00 | 0 | 0.00 | 64 | 2409 | 16 | 0.47 | 513 | 15.12 |
| 15 | 2301 | 0 | 0.00 | 0 | 0.00 | 65 | 2411 | 23 | 0.68 | 536 | 15.80 |
| 16 | 2305 | 2 | 0.06 | 2 | 0.06 | 66 | 2412 | 15 | 0.44 | 551 | 16.24 |
| 17 | 2309 | 0 | 0.00 | 2 | 0.06 | 67 | 2414 | 18 | 0.53 | 569 | 16.77 |
| 18 | 2313 | 1 | 0.03 | 3 | 0.09 | 68 | 2416 | 21 | 0.62 | 590 | 17.39 |
| 19 | 2316 | 1 | 0.03 | 4 | 0.12 | 69 | 2417 | 17 | 0.50 | 607 | 17.90 |
| 20 | 2319 | 2 | 0.06 | 6 | 0.18 | 70 | 2419 | 13 | 0.38 | 620 | 18.28 |
| 21 | 2323 | 2 | 0.06 | 8 | 0.24 | 71 | 2420 | 14 | 0.41 | 634 | 18.69 |
| 22 | 2326 | 3 | 0.09 | 11 | 0.32 | 72 | 2422 | 21 | 0.62 | 655 | 19.31 |
| 23 | 2329 | 1 | 0.03 | 12 | 0.35 | 73 | 2424 | 28 | 0.83 | 683 | 20.14 |
| 24 | 2332 | 5 | 0.15 | 17 | 0.50 | 74 | 2425 | 24 | 0.71 | 707 | 20.84 |
| 25 | 2334 | 0 | 0.00 | 17 | 0.50 | 75 | 2427 | 23 | 0.68 | 730 | 21.52 |
| 26 | 2337 | 8 | 0.24 | 25 | 0.74 | 76 | 2429 | 15 | 0.44 | 745 | 21.96 |
| 27 | 2340 | 4 | 0.12 | 29 | 0.85 | 77 | 2430 | 27 | 0.80 | 772 | 22.76 |
| 28 | 2342 | 7 | 0.21 | 36 | 1.06 | 78 | 2432 | 30 | 0.88 | 802 | 23.64 |
| 29 | 2344 | 12 | 0.35 | 48 | 1.42 | 79 | 2434 | 19 | 0.56 | 821 | 24.20 |
| 30 | 2347 | 8 | 0.24 | 56 | 1.65 | 80 | 2435 | 33 | 0.97 | 854 | 25.18 |
| 31 | 2349 | 4 | 0.12 | 60 | 1.77 | 81 | 2437 | 22 | 0.65 | 876 | 25.83 |
| 32 | 2351 | 6 | 0.18 | 66 | 1.95 | 82 | 2439 | 19 | 0.56 | 895 | 26.39 |
| 33 | 2354 | 10 | 0.29 | 76 | 2.24 | 83 | 2440 | 24 | 0.71 | 919 | 27.09 |
| 34 | 2356 | 7 | 0.21 | 83 | 2.45 | 84 | 2442 | 19 | 0.56 | 938 | 27.65 |
| 35 | 2358 | 3 | 0.09 | 86 | 2.54 | **85** | **2444** | **27** | **0.80** | **965** | **28.45** |
| 36 | 2360 | 10 | 0.29 | 96 | 2.83 | 86 | 2445 | 27 | 0.80 | 992 | 29.25 |
| 37 | 2362 | 17 | 0.50 | 113 | 3.33 | 87 | 2447 | 25 | 0.74 | 1017 | 29.98 |
| 38 | 2364 | 19 | 0.56 | 132 | 3.89 | 88 | 2449 | 27 | 0.80 | 1044 | 30.78 |
| 39 | 2366 | 13 | 0.38 | 145 | 4.27 | 89 | 2451 | 29 | 0.85 | 1073 | 31.63 |
| 40 | 2368 | 16 | 0.47 | 161 | 4.75 | 90 | 2452 | 25 | 0.74 | 1098 | 32.37 |
| 41 | 2370 | 18 | 0.53 | 179 | 5.28 | 91 | 2454 | 27 | 0.80 | 1125 | 33.17 |
| 42 | 2372 | 10 | 0.29 | 189 | 5.57 | 92 | 2456 | 22 | 0.65 | 1147 | 33.81 |
| 43 | 2374 | 11 | 0.32 | 200 | 5.90 | 93 | 2458 | 39 | 1.15 | 1186 | 34.96 |
| 44 | 2375 | 10 | 0.29 | 210 | 6.19 | 94 | 2460 | 28 | 0.83 | 1214 | 35.79 |
| 45 | 2377 | 9 | 0.27 | 219 | 6.46 | 95 | 2461 | 25 | 0.74 | 1239 | 36.53 |
| 46 | 2379 | 11 | 0.32 | 230 | 6.78 | 96 | 2463 | 35 | 1.03 | 1274 | 37.56 |
| 47 | 2381 | 15 | 0.44 | 245 | 7.22 | 97 | 2465 | 34 | 1.00 | 1308 | 38.56 |
| 48 | 2383 | 12 | 0.35 | 257 | 7.58 | 98 | 2467 | 44 | 1.30 | 1352 | 39.86 |
| 49 | 2384 | 13 | 0.38 | 270 | 7.96 | 99 | 2469 | 31 | 0.91 | 1383 | 40.77 |

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

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 100 | 2471 | 39 | 1.15 | 1422 | 41.92 | 150 | 2600 | 10 | 0.29 | 3348 | 98.70 |
| 101 | 2472 | 40 | 1.18 | 1462 | 43.10 | 151 | 2604 | 9 | 0.27 | 3357 | 98.97 |
| 102 | 2474 | 34 | 1.00 | 1496 | 44.10 | 152 | 2609 | 6 | 0.18 | 3363 | 99.15 |
| 103 | 2476 | 37 | 1.09 | 1533 | 45.19 | 153 | 2614 | 8 | 0.24 | 3371 | 99.38 |
| 104 | 2478 | 46 | 1.36 | 1579 | 46.55 | 154 | 2619 | 6 | 0.18 | 3377 | 99.56 |
| 105 | 2480 | 39 | 1.15 | 1618 | 47.70 | 155 | 2625 | 3 | 0.09 | 3380 | 99.65 |
| 106 | 2482 | 37 | 1.09 | 1655 | 48.79 | 156 | 2630 | 3 | 0.09 | 3383 | 99.73 |
| 107 | 2484 | 53 | 1.56 | 1708 | 50.35 | 157 | 2637 | 2 | 0.06 | 3385 | 99.79 |
| 108 | 2486 | 36 | 1.06 | 1744 | 51.42 | 158 | 2643 | 5 | 0.15 | 3390 | 99.94 |
| 109 | 2488 | 49 | 1.44 | 1793 | 52.86 | 159 | 2650 | 0 | 0.00 | 3390 | 99.94 |
| 110 | 2490 | 47 | 1.39 | 1840 | 54.25 | 160 | 2657 | 1 | 0.03 | 3391 | 99.97 |
| 111 | 2492 | 53 | 1.56 | 1893 | 55.81 | 161 | 2665 | 0 | 0.00 | 3391 | 99.97 |
| 112 | 2494 | 45 | 1.33 | 1938 | 57.13 | 162 | 2674 | 1 | 0.03 | 3392 | 100.00 |
| 113 | 2496 | 44 | 1.30 | 1982 | 58.43 | 163 | 2684 | 0 | 0.00 | 3392 | 100.00 |
| 114 | 2498 | 52 | 1.53 | 2034 | 59.96 | 164 | 2694 | 0 | 0.00 | 3392 | 100.00 |
| 115 | 2500 | 41 | 1.21 | 2075 | 61.17 | 165 | 2705 | 0 | 0.00 | 3392 | 100.00 |
| 116 | 2502 | 53 | 1.56 | 2128 | 62.74 | 166 | 2718 | 0 | 0.00 | 3392 | 100.00 |
| 117 | 2504 | 54 | 1.59 | 2182 | 64.33 | 167 | 2733 | 0 | 0.00 | 3392 | 100.00 |
| 118 | 2506 | 46 | 1.36 | 2228 | 65.68 | 168 | 2750 | 0 | 0.00 | 3392 | 100.00 |
| 119 | 2509 | 45 | 1.33 | 2273 | 67.01 | 169 | 2772 | 0 | 0.00 | 3392 | 100.00 |
| 120 | 2511 | 45 | 1.33 | 2318 | 68.34 | 170 | 2801 | 0 | 0.00 | 3392 | 100.00 |
| 121 | 2513 | 55 | 1.62 | 2373 | 69.96 | 171 | 2849 | 0 | 0.00 | 3392 | 100.00 |
| 122 | 2515 | 40 | 1.18 | 2413 | 71.14 | 172 | 3000 | 0 | 0.00 | 3392 | 100.00 |
| 123 | 2518 | 61 | 1.80 | 2474 | 72.94 | | | | | | |
| 124 | 2520 | 54 | 1.59 | 2528 | 74.53 | | | | | | |
| 125 | 2522 | 40 | 1.18 | 2568 | 75.71 | | | | | | |
| 126 | 2525 | 59 | 1.74 | 2627 | 77.45 | | | | | | |
| 127 | 2527 | 51 | 1.50 | 2678 | 78.95 | | | | | | |
| 128 | 2529 | 40 | 1.18 | 2718 | 80.13 | | | | | | |
| 129 | 2532 | 48 | 1.42 | 2766 | 81.54 | | | | | | |
| 130 | 2534 | 37 | 1.09 | 2803 | 82.64 | | | | | | |
| 131 | 2537 | 45 | 1.33 | 2848 | 83.96 | | | | | | |
| **132** | **2540** | **44** | **1.30** | **2892** | **85.26** | | | | | | |
| 133 | 2542 | 38 | 1.12 | 2930 | 86.38 | | | | | | |
| 134 | 2545 | 38 | 1.12 | 2968 | 87.50 | | | | | | |
| 135 | 2548 | 39 | 1.15 | 3007 | 88.65 | | | | | | |
| 136 | 2551 | 33 | 0.97 | 3040 | 89.62 | | | | | | |
| 137 | 2553 | 38 | 1.12 | 3078 | 90.74 | | | | | | |
| 138 | 2556 | 31 | 0.91 | 3109 | 91.66 | | | | | | |
| 139 | 2560 | 22 | 0.65 | 3131 | 92.31 | | | | | | |
| 140 | 2563 | 28 | 0.83 | 3159 | 93.13 | | | | | | |
| 141 | 2566 | 31 | 0.91 | 3190 | 94.04 | | | | | | |
| 142 | 2569 | 20 | 0.59 | 3210 | 94.63 | | | | | | |
| 143 | 2573 | 29 | 0.85 | 3239 | 95.49 | | | | | | |
| 144 | 2576 | 28 | 0.83 | 3267 | 96.31 | | | | | | |
| 145 | 2580 | 18 | 0.53 | 3285 | 96.85 | | | | | | |
| 146 | 2583 | 17 | 0.50 | 3302 | 97.35 | | | | | | |
| 147 | 2587 | 10 | 0.29 | 3312 | 97.64 | | | | | | |
| 148 | 2591 | 17 | 0.50 | 3329 | 98.14 | | | | | | |
| 149 | 2595 | 9 | 0.27 | 3338 | 98.41 | | | | | | |

**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 | 2405 | 23 | 0.79 | 436 | 15.02 |
| 1 | 2140 | 0 | 0.00 | 0 | 0.00 | 51 | 2407 | 16 | 0.55 | 452 | 15.58 |
| 2 | 2185 | 0 | 0.00 | 0 | 0.00 | 52 | 2409 | 25 | 0.86 | 477 | 16.44 |
| 3 | 2211 | 0 | 0.00 | 0 | 0.00 | 53 | 2411 | 23 | 0.79 | 500 | 17.23 |
| 4 | 2230 | 0 | 0.00 | 0 | 0.00 | 54 | 2412 | 17 | 0.59 | 517 | 17.82 |
| 5 | 2245 | 0 | 0.00 | 0 | 0.00 | 55 | 2414 | 22 | 0.76 | 539 | 18.57 |
| 6 | 2257 | 0 | 0.00 | 0 | 0.00 | 56 | 2416 | 24 | 0.83 | 563 | 19.40 |
| 7 | 2267 | 0 | 0.00 | 0 | 0.00 | 57 | 2418 | 27 | 0.93 | 590 | 20.33 |
| 8 | 2276 | 0 | 0.00 | 0 | 0.00 | 58 | 2420 | 24 | 0.83 | 614 | 21.16 |
| 9 | 2284 | 0 | 0.00 | 0 | 0.00 | 59 | 2421 | 24 | 0.83 | 638 | 21.98 |
| 10 | 2291 | 1 | 0.03 | 1 | 0.03 | 60 | 2423 | 20 | 0.69 | 658 | 22.67 |
| 11 | 2297 | 0 | 0.00 | 1 | 0.03 | 61 | 2425 | 25 | 0.86 | 683 | 23.54 |
| 12 | 2303 | 1 | 0.03 | 2 | 0.07 | **62** | **2427** | **18** | **0.62** | **701** | **24.16** |
| 13 | 2308 | 0 | 0.00 | 2 | 0.07 | 63 | 2428 | 29 | 1.00 | 730 | 25.16 |
| 14 | 2313 | 0 | 0.00 | 2 | 0.07 | 64 | 2430 | 28 | 0.96 | 758 | 26.12 |
| 15 | 2318 | 0 | 0.00 | 2 | 0.07 | 65 | 2432 | 30 | 1.03 | 788 | 27.15 |
| 16 | 2322 | 0 | 0.00 | 2 | 0.07 | 66 | 2434 | 18 | 0.62 | 806 | 27.77 |
| 17 | 2326 | 0 | 0.00 | 2 | 0.07 | 67 | 2435 | 22 | 0.76 | 828 | 28.53 |
| 18 | 2330 | 2 | 0.07 | 4 | 0.14 | 68 | 2437 | 25 | 0.86 | 853 | 29.39 |
| 19 | 2334 | 0 | 0.00 | 4 | 0.14 | 69 | 2439 | 28 | 0.96 | 881 | 30.36 |
| 20 | 2337 | 1 | 0.03 | 5 | 0.17 | 70 | 2441 | 27 | 0.93 | 908 | 31.29 |
| 21 | 2340 | 1 | 0.03 | 6 | 0.21 | 71 | 2442 | 20 | 0.69 | 928 | 31.98 |
| 22 | 2343 | 3 | 0.10 | 9 | 0.31 | 72 | 2444 | 27 | 0.93 | 955 | 32.91 |
| 23 | 2347 | 2 | 0.07 | 11 | 0.38 | 73 | 2446 | 38 | 1.31 | 993 | 34.22 |
| 24 | 2349 | 5 | 0.17 | 16 | 0.55 | 74 | 2448 | 26 | 0.90 | 1019 | 35.11 |
| 25 | 2352 | 3 | 0.10 | 19 | 0.65 | 75 | 2450 | 34 | 1.17 | 1053 | 36.29 |
| 26 | 2355 | 8 | 0.28 | 27 | 0.93 | 76 | 2451 | 39 | 1.34 | 1092 | 37.63 |
| 27 | 2358 | 4 | 0.14 | 31 | 1.07 | 77 | 2453 | 41 | 1.41 | 1133 | 39.04 |
| 28 | 2360 | 9 | 0.31 | 40 | 1.38 | 78 | 2455 | 35 | 1.21 | 1168 | 40.25 |
| 29 | 2363 | 6 | 0.21 | 46 | 1.59 | 79 | 2457 | 30 | 1.03 | 1198 | 41.28 |
| 30 | 2365 | 16 | 0.55 | 62 | 2.14 | 80 | 2459 | 36 | 1.24 | 1234 | 42.52 |
| 31 | 2367 | 7 | 0.24 | 69 | 2.38 | 81 | 2460 | 38 | 1.31 | 1272 | 43.83 |
| 32 | 2370 | 14 | 0.48 | 83 | 2.86 | 82 | 2462 | 35 | 1.21 | 1307 | 45.04 |
| 33 | 2372 | 8 | 0.28 | 91 | 3.14 | 83 | 2464 | 36 | 1.24 | 1343 | 46.28 |
| 34 | 2374 | 20 | 0.69 | 111 | 3.82 | 84 | 2466 | 35 | 1.21 | 1378 | 47.48 |
| 35 | 2376 | 13 | 0.45 | 124 | 4.27 | **85** | **2468** | **34** | **1.17** | **1412** | **48.66** |
| 36 | 2378 | 13 | 0.45 | 137 | 4.72 | 86 | 2469 | 33 | 1.14 | 1445 | 49.79 |
| 37 | 2380 | 13 | 0.45 | 150 | 5.17 | 87 | 2471 | 29 | 1.00 | 1474 | 50.79 |
| 38 | 2382 | 23 | 0.79 | 173 | 5.96 | 88 | 2473 | 38 | 1.31 | 1512 | 52.10 |
| 39 | 2384 | 14 | 0.48 | 187 | 6.44 | 89 | 2475 | 37 | 1.27 | 1549 | 53.38 |
| 40 | 2386 | 15 | 0.52 | 202 | 6.96 | 90 | 2477 | 29 | 1.00 | 1578 | 54.38 |
| 41 | 2388 | 13 | 0.45 | 215 | 7.41 | 91 | 2479 | 30 | 1.03 | 1608 | 55.41 |
| 42 | 2390 | 27 | 0.93 | 242 | 8.34 | 92 | 2481 | 45 | 1.55 | 1653 | 56.96 |
| 43 | 2392 | 23 | 0.79 | 265 | 9.13 | 93 | 2483 | 46 | 1.59 | 1699 | 58.55 |
| 44 | 2394 | 27 | 0.93 | 292 | 10.06 | 94 | 2484 | 39 | 1.34 | 1738 | 59.89 |
| 45 | 2396 | 16 | 0.55 | 308 | 10.61 | 95 | 2486 | 30 | 1.03 | 1768 | 60.92 |
| 46 | 2398 | 29 | 1.00 | 337 | 11.61 | 96 | 2488 | 35 | 1.21 | 1803 | 62.13 |
| 47 | 2400 | 29 | 1.00 | 366 | 12.61 | 97 | 2490 | 34 | 1.17 | 1837 | 63.30 |
| 48 | 2402 | 17 | 0.59 | 383 | 13.20 | 98 | 2492 | 42 | 1.45 | 1879 | 64.75 |
| 49 | 2403 | 30 | 1.03 | 413 | 14.23 | 99 | 2494 | 41 | 1.41 | 1920 | 66.16 |

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

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 100 | 2496 | 36 | 1.24 | 1956 | 67.40 | 150 | 2640 | 1 | 0.03 | 2900 | 99.93 |
| 101 | 2498 | 33 | 1.14 | 1989 | 68.54 | 151 | 2646 | 0 | 0.00 | 2900 | 99.93 |
| 102 | 2500 | 30 | 1.03 | 2019 | 69.57 | 152 | 2651 | 1 | 0.03 | 2901 | 99.97 |
| 103 | 2502 | 36 | 1.24 | 2055 | 70.81 | 153 | 2657 | 0 | 0.00 | 2901 | 99.97 |
| 104 | 2504 | 35 | 1.21 | 2090 | 72.02 | 154 | 2664 | 0 | 0.00 | 2901 | 99.97 |
| 105 | 2506 | 39 | 1.34 | 2129 | 73.36 | 155 | 2670 | 0 | 0.00 | 2901 | 99.97 |
| 106 | 2508 | 22 | 0.76 | 2151 | 74.12 | 156 | 2677 | 0 | 0.00 | 2901 | 99.97 |
| 107 | 2510 | 37 | 1.27 | 2188 | 75.40 | 157 | 2685 | 0 | 0.00 | 2901 | 99.97 |
| 108 | 2512 | 31 | 1.07 | 2219 | 76.46 | 158 | 2693 | 1 | 0.03 | 2902 | 100.00 |
| 109 | 2514 | 30 | 1.03 | 2249 | 77.50 | 159 | 2701 | 0 | 0.00 | 2902 | 100.00 |
| 110 | 2516 | 30 | 1.03 | 2279 | 78.53 | 160 | 2710 | 0 | 0.00 | 2902 | 100.00 |
| 111 | 2519 | 38 | 1.31 | 2317 | 79.84 | 161 | 2720 | 0 | 0.00 | 2902 | 100.00 |
| 112 | 2521 | 30 | 1.03 | 2347 | 80.88 | 162 | 2730 | 0 | 0.00 | 2902 | 100.00 |
| 113 | 2523 | 32 | 1.10 | 2379 | 81.98 | 163 | 2741 | 0 | 0.00 | 2902 | 100.00 |
| 114 | 2525 | 28 | 0.96 | 2407 | 82.94 | 164 | 2753 | 0 | 0.00 | 2902 | 100.00 |
| 115 | 2527 | 29 | 1.00 | 2436 | 83.94 | 165 | 2767 | 0 | 0.00 | 2902 | 100.00 |
| 116 | 2530 | 23 | 0.79 | 2459 | 84.73 | 166 | 2782 | 0 | 0.00 | 2902 | 100.00 |
| 117 | 2532 | 23 | 0.79 | 2482 | 85.53 | 167 | 2799 | 0 | 0.00 | 2902 | 100.00 |
| 118 | 2534 | 28 | 0.96 | 2510 | 86.49 | 168 | 2819 | 0 | 0.00 | 2902 | 100.00 |
| 119 | 2537 | 20 | 0.69 | 2530 | 87.18 | 169 | 2843 | 0 | 0.00 | 2902 | 100.00 |
| 120 | 2539 | 28 | 0.96 | 2558 | 88.15 | 170 | 2875 | 0 | 0.00 | 2902 | 100.00 |
| 121 | 2541 | 19 | 0.65 | 2577 | 88.80 | 171 | 2926 | 0 | 0.00 | 2902 | 100.00 |
| 122 | 2544 | 21 | 0.72 | 2598 | 89.52 | 172 | 3000 | 0 | 0.00 | 2902 | 100.00 |
| 123 | 2546 | 23 | 0.79 | 2621 | 90.32 | | | | | | |
| 124 | 2549 | 17 | 0.59 | 2638 | 90.90 | | | | | | |
| **125** | **2551** | **16** | **0.55** | **2654** | **91.45** | | | | | | |
| 126 | 2554 | 24 | 0.83 | 2678 | 92.28 | | | | | | |
| 127 | 2557 | 19 | 0.65 | 2697 | 92.94 | | | | | | |
| 128 | 2559 | 20 | 0.69 | 2717 | 93.63 | | | | | | |
| 129 | 2562 | 23 | 0.79 | 2740 | 94.42 | | | | | | |
| 130 | 2565 | 15 | 0.52 | 2755 | 94.93 | | | | | | |
| 131 | 2568 | 14 | 0.48 | 2769 | 95.42 | | | | | | |
| 132 | 2571 | 18 | 0.62 | 2787 | 96.04 | | | | | | |
| 133 | 2574 | 11 | 0.38 | 2798 | 96.42 | | | | | | |
| 134 | 2577 | 7 | 0.24 | 2805 | 96.66 | | | | | | |
| 135 | 2580 | 11 | 0.38 | 2816 | 97.04 | | | | | | |
| 136 | 2583 | 4 | 0.14 | 2820 | 97.17 | | | | | | |
| 137 | 2586 | 15 | 0.52 | 2835 | 97.69 | | | | | | |
| 138 | 2590 | 10 | 0.34 | 2845 | 98.04 | | | | | | |
| 139 | 2593 | 6 | 0.21 | 2851 | 98.24 | | | | | | |
| 140 | 2597 | 12 | 0.41 | 2863 | 98.66 | | | | | | |
| 141 | 2600 | 7 | 0.24 | 2870 | 98.90 | | | | | | |
| 142 | 2604 | 3 | 0.10 | 2873 | 99.00 | | | | | | |
| 143 | 2608 | 5 | 0.17 | 2878 | 99.17 | | | | | | |
| 144 | 2612 | 8 | 0.28 | 2886 | 99.45 | | | | | | |
| 145 | 2616 | 6 | 0.21 | 2892 | 99.66 | | | | | | |
| 146 | 2621 | 3 | 0.10 | 2895 | 99.76 | | | | | | |
| 147 | 2625 | 0 | 0.00 | 2895 | 99.76 | | | | | | |
| 148 | 2630 | 3 | 0.10 | 2898 | 99.86 | | | | | | |
| 149 | 2635 | 1 | 0.03 | 2899 | 99.90 | | | | | | |

## 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 | 2405 | 14 | 0.61 | 160 | 6.96 |
| 1 | 2140 | 0 | 0.00 | 0 | 0.00 | 51 | 2407 | 9 | 0.39 | 169 | 7.35 |
| 2 | 2185 | 0 | 0.00 | 0 | 0.00 | 52 | 2409 | 13 | 0.57 | 182 | 7.92 |
| 3 | 2211 | 0 | 0.00 | 0 | 0.00 | 53 | 2411 | 18 | 0.78 | 200 | 8.70 |
| 4 | 2230 | 0 | 0.00 | 0 | 0.00 | 54 | 2412 | 11 | 0.48 | 211 | 9.18 |
| 5 | 2245 | 0 | 0.00 | 0 | 0.00 | 55 | 2414 | 13 | 0.57 | 224 | 9.75 |
| 6 | 2257 | 0 | 0.00 | 0 | 0.00 | 56 | 2416 | 12 | 0.52 | 236 | 10.27 |
| 7 | 2267 | 0 | 0.00 | 0 | 0.00 | 57 | 2418 | 13 | 0.57 | 249 | 10.84 |
| 8 | 2276 | 0 | 0.00 | 0 | 0.00 | 58 | 2420 | 15 | 0.65 | 264 | 11.49 |
| 9 | 2284 | 0 | 0.00 | 0 | 0.00 | 59 | 2421 | 13 | 0.57 | 277 | 12.05 |
| 10 | 2291 | 0 | 0.00 | 0 | 0.00 | 60 | 2423 | 14 | 0.61 | 291 | 12.66 |
| 11 | 2297 | 0 | 0.00 | 0 | 0.00 | 61 | 2425 | 13 | 0.57 | 304 | 13.23 |
| 12 | 2303 | 0 | 0.00 | 0 | 0.00 | **62** | **2427** | **20** | **0.87** | **324** | **14.10** |
| 13 | 2308 | 0 | 0.00 | 0 | 0.00 | 63 | 2428 | 19 | 0.83 | 343 | 14.93 |
| 14 | 2313 | 0 | 0.00 | 0 | 0.00 | 64 | 2430 | 20 | 0.87 | 363 | 15.80 |
| 15 | 2318 | 0 | 0.00 | 0 | 0.00 | 65 | 2432 | 20 | 0.87 | 383 | 16.67 |
| 16 | 2322 | 1 | 0.04 | 1 | 0.04 | 66 | 2434 | 21 | 0.91 | 404 | 17.58 |
| 17 | 2326 | 0 | 0.00 | 1 | 0.04 | 67 | 2435 | 23 | 1.00 | 427 | 18.58 |
| 18 | 2330 | 0 | 0.00 | 1 | 0.04 | 68 | 2437 | 24 | 1.04 | 451 | 19.63 |
| 19 | 2334 | 1 | 0.04 | 2 | 0.09 | 69 | 2439 | 19 | 0.83 | 470 | 20.45 |
| 20 | 2337 | 0 | 0.00 | 2 | 0.09 | 70 | 2441 | 21 | 0.91 | 491 | 21.37 |
| 21 | 2340 | 0 | 0.00 | 2 | 0.09 | 71 | 2442 | 25 | 1.09 | 516 | 22.45 |
| 22 | 2343 | 0 | 0.00 | 2 | 0.09 | 72 | 2444 | 21 | 0.91 | 537 | 23.37 |
| 23 | 2347 | 2 | 0.09 | 4 | 0.17 | 73 | 2446 | 19 | 0.83 | 556 | 24.19 |
| 24 | 2349 | 1 | 0.04 | 5 | 0.22 | 74 | 2448 | 24 | 1.04 | 580 | 25.24 |
| 25 | 2352 | 2 | 0.09 | 7 | 0.30 | 75 | 2450 | 19 | 0.83 | 599 | 26.07 |
| 26 | 2355 | 1 | 0.04 | 8 | 0.35 | 76 | 2451 | 24 | 1.04 | 623 | 27.11 |
| 27 | 2358 | 1 | 0.04 | 9 | 0.39 | 77 | 2453 | 20 | 0.87 | 643 | 27.98 |
| 28 | 2360 | 2 | 0.09 | 11 | 0.48 | 78 | 2455 | 28 | 1.22 | 671 | 29.20 |
| 29 | 2363 | 0 | 0.00 | 11 | 0.48 | 79 | 2457 | 22 | 0.96 | 693 | 30.16 |
| 30 | 2365 | 6 | 0.26 | 17 | 0.74 | 80 | 2459 | 21 | 0.91 | 714 | 31.07 |
| 31 | 2367 | 2 | 0.09 | 19 | 0.83 | 81 | 2460 | 27 | 1.17 | 741 | 32.25 |
| 32 | 2370 | 7 | 0.30 | 26 | 1.13 | 82 | 2462 | 33 | 1.44 | 774 | 33.68 |
| 33 | 2372 | 1 | 0.04 | 27 | 1.17 | 83 | 2464 | 17 | 0.74 | 791 | 34.42 |
| 34 | 2374 | 2 | 0.09 | 29 | 1.26 | 84 | 2466 | 26 | 1.13 | 817 | 35.55 |
| 35 | 2376 | 3 | 0.13 | 32 | 1.39 | **85** | **2468** | **22** | **0.96** | **839** | **36.51** |
| 36 | 2378 | 8 | 0.35 | 40 | 1.74 | 86 | 2469 | 25 | 1.09 | 864 | 37.60 |
| 37 | 2380 | 6 | 0.26 | 46 | 2.00 | 87 | 2471 | 29 | 1.26 | 893 | 38.86 |
| 38 | 2382 | 3 | 0.13 | 49 | 2.13 | 88 | 2473 | 32 | 1.39 | 925 | 40.25 |
| 39 | 2384 | 7 | 0.30 | 56 | 2.44 | 89 | 2475 | 29 | 1.26 | 954 | 41.51 |
| 40 | 2386 | 12 | 0.52 | 68 | 2.96 | 90 | 2477 | 30 | 1.31 | 984 | 42.82 |
| 41 | 2388 | 6 | 0.26 | 74 | 3.22 | 91 | 2479 | 21 | 0.91 | 1005 | 43.73 |
| 42 | 2390 | 7 | 0.30 | 81 | 3.52 | 92 | 2481 | 37 | 1.61 | 1042 | 45.34 |
| 43 | 2392 | 11 | 0.48 | 92 | 4.00 | 93 | 2483 | 28 | 1.22 | 1070 | 46.56 |
| 44 | 2394 | 9 | 0.39 | 101 | 4.40 | 94 | 2484 | 28 | 1.22 | 1098 | 47.78 |
| 45 | 2396 | 8 | 0.35 | 109 | 4.74 | 95 | 2486 | 31 | 1.35 | 1129 | 49.13 |
| 46 | 2398 | 10 | 0.44 | 119 | 5.18 | 96 | 2488 | 43 | 1.87 | 1172 | 51.00 |
| 47 | 2400 | 7 | 0.30 | 126 | 5.48 | 97 | 2490 | 25 | 1.09 | 1197 | 52.09 |
| 48 | 2402 | 12 | 0.52 | 138 | 6.01 | 98 | 2492 | 33 | 1.44 | 1230 | 53.52 |
| 49 | 2403 | 8 | 0.35 | 146 | 6.35 | 99 | 2494 | 29 | 1.26 | 1259 | 54.79 |

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

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 100 | 2496 | 42 | 1.83 | 1301 | 56.61 | 150 | 2640 | 1 | 0.04 | 2290 | 99.65 |
| 101 | 2498 | 24 | 1.04 | 1325 | 57.66 | 151 | 2646 | 1 | 0.04 | 2291 | 99.70 |
| 102 | 2500 | 44 | 1.91 | 1369 | 59.57 | 152 | 2651 | 3 | 0.13 | 2294 | 99.83 |
| 103 | 2502 | 28 | 1.22 | 1397 | 60.79 | 153 | 2657 | 2 | 0.09 | 2296 | 99.91 |
| 104 | 2504 | 34 | 1.48 | 1431 | 62.27 | 154 | 2664 | 1 | 0.04 | 2297 | 99.96 |
| 105 | 2506 | 36 | 1.57 | 1467 | 63.84 | 155 | 2670 | 0 | 0.00 | 2297 | 99.96 |
| 106 | 2508 | 28 | 1.22 | 1495 | 65.06 | 156 | 2677 | 0 | 0.00 | 2297 | 99.96 |
| 107 | 2510 | 35 | 1.52 | 1530 | 66.58 | 157 | 2685 | 0 | 0.00 | 2297 | 99.96 |
| 108 | 2512 | 37 | 1.61 | 1567 | 68.19 | 158 | 2693 | 0 | 0.00 | 2297 | 99.96 |
| 109 | 2514 | 31 | 1.35 | 1598 | 69.54 | 159 | 2701 | 0 | 0.00 | 2297 | 99.96 |
| 110 | 2516 | 51 | 2.22 | 1649 | 71.76 | 160 | 2710 | 0 | 0.00 | 2297 | 99.96 |
| 111 | 2519 | 30 | 1.31 | 1679 | 73.06 | 161 | 2720 | 1 | 0.04 | 2298 | 100.00 |
| 112 | 2521 | 38 | 1.65 | 1717 | 74.72 | 162 | 2730 | 0 | 0.00 | 2298 | 100.00 |
| 113 | 2523 | 35 | 1.52 | 1752 | 76.24 | 163 | 2741 | 0 | 0.00 | 2298 | 100.00 |
| 114 | 2525 | 27 | 1.17 | 1779 | 77.42 | 164 | 2753 | 0 | 0.00 | 2298 | 100.00 |
| 115 | 2527 | 28 | 1.22 | 1807 | 78.63 | 165 | 2767 | 0 | 0.00 | 2298 | 100.00 |
| 116 | 2530 | 29 | 1.26 | 1836 | 79.90 | 166 | 2782 | 0 | 0.00 | 2298 | 100.00 |
| 117 | 2532 | 28 | 1.22 | 1864 | 81.11 | 167 | 2799 | 0 | 0.00 | 2298 | 100.00 |
| 118 | 2534 | 20 | 0.87 | 1884 | 81.98 | 168 | 2819 | 0 | 0.00 | 2298 | 100.00 |
| 119 | 2537 | 26 | 1.13 | 1910 | 83.12 | 169 | 2843 | 0 | 0.00 | 2298 | 100.00 |
| 120 | 2539 | 25 | 1.09 | 1935 | 84.20 | 170 | 2875 | 0 | 0.00 | 2298 | 100.00 |
| 121 | 2541 | 31 | 1.35 | 1966 | 85.55 | 171 | 2926 | 0 | 0.00 | 2298 | 100.00 |
| 122 | 2544 | 17 | 0.74 | 1983 | 86.29 | 172 | 3000 | 0 | 0.00 | 2298 | 100.00 |
| 123 | 2546 | 27 | 1.17 | 2010 | 87.47 | | | | | | |
| 124 | 2549 | 20 | 0.87 | 2030 | 88.34 | | | | | | |
| **125** | **2551** | **18** | **0.78** | **2048** | **89.12** | | | | | | |
| 126 | 2554 | 14 | 0.61 | 2062 | 89.73 | | | | | | |
| 127 | 2557 | 25 | 1.09 | 2087 | 90.82 | | | | | | |
| 128 | 2559 | 23 | 1.00 | 2110 | 91.82 | | | | | | |
| 129 | 2562 | 18 | 0.78 | 2128 | 92.60 | | | | | | |
| 130 | 2565 | 20 | 0.87 | 2148 | 93.47 | | | | | | |
| 131 | 2568 | 15 | 0.65 | 2163 | 94.13 | | | | | | |
| 132 | 2571 | 15 | 0.65 | 2178 | 94.78 | | | | | | |
| 133 | 2574 | 9 | 0.39 | 2187 | 95.17 | | | | | | |
| 134 | 2577 | 9 | 0.39 | 2196 | 95.56 | | | | | | |
| 135 | 2580 | 7 | 0.30 | 2203 | 95.87 | | | | | | |
| 136 | 2583 | 9 | 0.39 | 2212 | 96.26 | | | | | | |
| 137 | 2586 | 13 | 0.57 | 2225 | 96.82 | | | | | | |
| 138 | 2590 | 8 | 0.35 | 2233 | 97.17 | | | | | | |
| 139 | 2593 | 11 | 0.48 | 2244 | 97.65 | | | | | | |
| 140 | 2597 | 6 | 0.26 | 2250 | 97.91 | | | | | | |
| 141 | 2600 | 8 | 0.35 | 2258 | 98.26 | | | | | | |
| 142 | 2604 | 6 | 0.26 | 2264 | 98.52 | | | | | | |
| 143 | 2608 | 9 | 0.39 | 2273 | 98.91 | | | | | | |
| 144 | 2612 | 2 | 0.09 | 2275 | 99.00 | | | | | | |
| 145 | 2616 | 2 | 0.09 | 2277 | 99.09 | | | | | | |
| 146 | 2621 | 3 | 0.13 | 2280 | 99.22 | | | | | | |
| 147 | 2625 | 4 | 0.17 | 2284 | 99.39 | | | | | | |
| 148 | 2630 | 1 | 0.04 | 2285 | 99.43 | | | | | | |
| 149 | 2635 | 4 | 0.17 | 2289 | 99.61 | | | | | | |

**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 | 2405 | 7 | 0.47 | 68 | 4.52 |
| 1 | 2140 | 0 | 0.00 | 0 | 0.00 | 51 | 2407 | 6 | 0.40 | 74 | 4.92 |
| 2 | 2185 | 0 | 0.00 | 0 | 0.00 | 52 | 2409 | 3 | 0.20 | 77 | 5.12 |
| 3 | 2211 | 0 | 0.00 | 0 | 0.00 | 53 | 2411 | 5 | 0.33 | 82 | 5.46 |
| 4 | 2230 | 0 | 0.00 | 0 | 0.00 | 54 | 2412 | 6 | 0.40 | 88 | 5.85 |
| 5 | 2245 | 0 | 0.00 | 0 | 0.00 | 55 | 2414 | 6 | 0.40 | 94 | 6.25 |
| 6 | 2257 | 0 | 0.00 | 0 | 0.00 | 56 | 2416 | 13 | 0.86 | 107 | 7.12 |
| 7 | 2267 | 0 | 0.00 | 0 | 0.00 | 57 | 2418 | 6 | 0.40 | 113 | 7.52 |
| 8 | 2276 | 0 | 0.00 | 0 | 0.00 | 58 | 2420 | 6 | 0.40 | 119 | 7.92 |
| 9 | 2284 | 0 | 0.00 | 0 | 0.00 | 59 | 2421 | 8 | 0.53 | 127 | 8.45 |
| 10 | 2291 | 0 | 0.00 | 0 | 0.00 | 60 | 2423 | 9 | 0.60 | 136 | 9.05 |
| 11 | 2297 | 0 | 0.00 | 0 | 0.00 | 61 | 2425 | 8 | 0.53 | 144 | 9.58 |
| 12 | 2303 | 0 | 0.00 | 0 | 0.00 | **62** | **2427** | **5** | **0.33** | **149** | **9.91** |
| 13 | 2308 | 0 | 0.00 | 0 | 0.00 | 63 | 2428 | 7 | 0.47 | 156 | 10.38 |
| 14 | 2313 | 0 | 0.00 | 0 | 0.00 | 64 | 2430 | 11 | 0.73 | 167 | 11.11 |
| 15 | 2318 | 0 | 0.00 | 0 | 0.00 | 65 | 2432 | 13 | 0.86 | 180 | 11.98 |
| 16 | 2322 | 1 | 0.07 | 1 | 0.07 | 66 | 2434 | 6 | 0.40 | 186 | 12.38 |
| 17 | 2326 | 0 | 0.00 | 1 | 0.07 | 67 | 2435 | 13 | 0.86 | 199 | 13.24 |
| 18 | 2330 | 0 | 0.00 | 1 | 0.07 | 68 | 2437 | 13 | 0.86 | 212 | 14.11 |
| 19 | 2334 | 1 | 0.07 | 2 | 0.13 | 69 | 2439 | 8 | 0.53 | 220 | 14.64 |
| 20 | 2337 | 0 | 0.00 | 2 | 0.13 | 70 | 2441 | 14 | 0.93 | 234 | 15.57 |
| 21 | 2340 | 1 | 0.07 | 3 | 0.20 | 71 | 2442 | 8 | 0.53 | 242 | 16.10 |
| 22 | 2343 | 0 | 0.00 | 3 | 0.20 | 72 | 2444 | 10 | 0.67 | 252 | 16.77 |
| 23 | 2347 | 1 | 0.07 | 4 | 0.27 | 73 | 2446 | 6 | 0.40 | 258 | 17.17 |
| 24 | 2349 | 1 | 0.07 | 5 | 0.33 | 74 | 2448 | 9 | 0.60 | 267 | 17.76 |
| 25 | 2352 | 0 | 0.00 | 5 | 0.33 | 75 | 2450 | 15 | 1.00 | 282 | 18.76 |
| 26 | 2355 | 0 | 0.00 | 5 | 0.33 | 76 | 2451 | 15 | 1.00 | 297 | 19.76 |
| 27 | 2358 | 0 | 0.00 | 5 | 0.33 | 77 | 2453 | 14 | 0.93 | 311 | 20.69 |
| 28 | 2360 | 1 | 0.07 | 6 | 0.40 | 78 | 2455 | 12 | 0.80 | 323 | 21.49 |
| 29 | 2363 | 0 | 0.00 | 6 | 0.40 | 79 | 2457 | 8 | 0.53 | 331 | 22.02 |
| 30 | 2365 | 2 | 0.13 | 8 | 0.53 | 80 | 2459 | 17 | 1.13 | 348 | 23.15 |
| 31 | 2367 | 1 | 0.07 | 9 | 0.60 | 81 | 2460 | 14 | 0.93 | 362 | 24.09 |
| 32 | 2370 | 2 | 0.13 | 11 | 0.73 | 82 | 2462 | 15 | 1.00 | 377 | 25.08 |
| 33 | 2372 | 1 | 0.07 | 12 | 0.80 | 83 | 2464 | 14 | 0.93 | 391 | 26.01 |
| 34 | 2374 | 2 | 0.13 | 14 | 0.93 | 84 | 2466 | 18 | 1.20 | 409 | 27.21 |
| 35 | 2376 | 1 | 0.07 | 15 | 1.00 | **85** | **2468** | **19** | **1.26** | **428** | **28.48** |
| 36 | 2378 | 2 | 0.13 | 17 | 1.13 | 86 | 2469 | 16 | 1.06 | 444 | 29.54 |
| 37 | 2380 | 2 | 0.13 | 19 | 1.26 | 87 | 2471 | 16 | 1.06 | 460 | 30.61 |
| 38 | 2382 | 4 | 0.27 | 23 | 1.53 | 88 | 2473 | 23 | 1.53 | 483 | 32.14 |
| 39 | 2384 | 0 | 0.00 | 23 | 1.53 | 89 | 2475 | 22 | 1.46 | 505 | 33.60 |
| 40 | 2386 | 0 | 0.00 | 23 | 1.53 | 90 | 2477 | 25 | 1.66 | 530 | 35.26 |
| 41 | 2388 | 3 | 0.20 | 26 | 1.73 | 91 | 2479 | 17 | 1.13 | 547 | 36.39 |
| 42 | 2390 | 3 | 0.20 | 29 | 1.93 | 92 | 2481 | 20 | 1.33 | 567 | 37.72 |
| 43 | 2392 | 6 | 0.40 | 35 | 2.33 | 93 | 2483 | 23 | 1.53 | 590 | 39.25 |
| 44 | 2394 | 3 | 0.20 | 38 | 2.53 | 94 | 2484 | 30 | 2.00 | 620 | 41.25 |
| 45 | 2396 | 3 | 0.20 | 41 | 2.73 | 95 | 2486 | 18 | 1.20 | 638 | 42.45 |
| 46 | 2398 | 5 | 0.33 | 46 | 3.06 | 96 | 2488 | 23 | 1.53 | 661 | 43.98 |
| 47 | 2400 | 7 | 0.47 | 53 | 3.53 | 97 | 2490 | 19 | 1.26 | 680 | 45.24 |
| 48 | 2402 | 0 | 0.00 | 53 | 3.53 | 98 | 2492 | 20 | 1.33 | 700 | 46.57 |
| 49 | 2403 | 8 | 0.53 | 61 | 4.06 | 99 | 2494 | 24 | 1.60 | 724 | 48.17 |

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

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 100 | 2496 | 25 | 1.66 | 749 | 49.83 | 150 | 2640 | 1 | 0.07 | 1501 | 99.87 |
| 101 | 2498 | 22 | 1.46 | 771 | 51.30 | 151 | 2646 | 1 | 0.07 | 1502 | 99.93 |
| 102 | 2500 | 27 | 1.80 | 798 | 53.09 | 152 | 2651 | 0 | 0.00 | 1502 | 99.93 |
| 103 | 2502 | 24 | 1.60 | 822 | 54.69 | 153 | 2657 | 0 | 0.00 | 1502 | 99.93 |
| 104 | 2504 | 26 | 1.73 | 848 | 56.42 | 154 | 2664 | 0 | 0.00 | 1502 | 99.93 |
| 105 | 2506 | 25 | 1.66 | 873 | 58.08 | 155 | 2670 | 1 | 0.07 | 1503 | 100.00 |
| 106 | 2508 | 23 | 1.53 | 896 | 59.61 | 156 | 2677 | 0 | 0.00 | 1503 | 100.00 |
| 107 | 2510 | 16 | 1.06 | 912 | 60.68 | 157 | 2685 | 0 | 0.00 | 1503 | 100.00 |
| 108 | 2512 | 25 | 1.66 | 937 | 62.34 | 158 | 2693 | 0 | 0.00 | 1503 | 100.00 |
| 109 | 2514 | 30 | 2.00 | 967 | 64.34 | 159 | 2701 | 0 | 0.00 | 1503 | 100.00 |
| 110 | 2516 | 24 | 1.60 | 991 | 65.93 | 160 | 2710 | 0 | 0.00 | 1503 | 100.00 |
| 111 | 2519 | 25 | 1.66 | 1016 | 67.60 | 161 | 2720 | 0 | 0.00 | 1503 | 100.00 |
| 112 | 2521 | 16 | 1.06 | 1032 | 68.66 | 162 | 2730 | 0 | 0.00 | 1503 | 100.00 |
| 113 | 2523 | 23 | 1.53 | 1055 | 70.19 | 163 | 2741 | 0 | 0.00 | 1503 | 100.00 |
| 114 | 2525 | 25 | 1.66 | 1080 | 71.86 | 164 | 2753 | 0 | 0.00 | 1503 | 100.00 |
| 115 | 2527 | 20 | 1.33 | 1100 | 73.19 | 165 | 2767 | 0 | 0.00 | 1503 | 100.00 |
| 116 | 2530 | 22 | 1.46 | 1122 | 74.65 | 166 | 2782 | 0 | 0.00 | 1503 | 100.00 |
| 117 | 2532 | 22 | 1.46 | 1144 | 76.11 | 167 | 2799 | 0 | 0.00 | 1503 | 100.00 |
| 118 | 2534 | 18 | 1.20 | 1162 | 77.31 | 168 | 2819 | 0 | 0.00 | 1503 | 100.00 |
| 119 | 2537 | 22 | 1.46 | 1184 | 78.78 | 169 | 2843 | 0 | 0.00 | 1503 | 100.00 |
| 120 | 2539 | 17 | 1.13 | 1201 | 79.91 | 170 | 2875 | 0 | 0.00 | 1503 | 100.00 |
| 121 | 2541 | 20 | 1.33 | 1221 | 81.24 | 171 | 2926 | 0 | 0.00 | 1503 | 100.00 |
| 122 | 2544 | 24 | 1.60 | 1245 | 82.83 | 172 | 3000 | 0 | 0.00 | 1503 | 100.00 |
| 123 | 2546 | 19 | 1.26 | 1264 | 84.10 | | | | | | |
| 124 | 2549 | 16 | 1.06 | 1280 | 85.16 | | | | | | |
| **125** | **2551** | **22** | **1.46** | **1302** | **86.63** | | | | | | |
| 126 | 2554 | 15 | 1.00 | 1317 | 87.62 | | | | | | |
| 127 | 2557 | 22 | 1.46 | 1339 | 89.09 | | | | | | |
| 128 | 2559 | 11 | 0.73 | 1350 | 89.82 | | | | | | |
| 129 | 2562 | 19 | 1.26 | 1369 | 91.08 | | | | | | |
| 130 | 2565 | 12 | 0.80 | 1381 | 91.88 | | | | | | |
| 131 | 2568 | 13 | 0.86 | 1394 | 92.75 | | | | | | |
| 132 | 2571 | 15 | 1.00 | 1409 | 93.75 | | | | | | |
| 133 | 2574 | 10 | 0.67 | 1419 | 94.41 | | | | | | |
| 134 | 2577 | 10 | 0.67 | 1429 | 95.08 | | | | | | |
| 135 | 2580 | 11 | 0.73 | 1440 | 95.81 | | | | | | |
| 136 | 2583 | 6 | 0.40 | 1446 | 96.21 | | | | | | |
| 137 | 2586 | 10 | 0.67 | 1456 | 96.87 | | | | | | |
| 138 | 2590 | 7 | 0.47 | 1463 | 97.34 | | | | | | |
| 139 | 2593 | 4 | 0.27 | 1467 | 97.60 | | | | | | |
| 140 | 2597 | 6 | 0.40 | 1473 | 98.00 | | | | | | |
| 141 | 2600 | 3 | 0.20 | 1476 | 98.20 | | | | | | |
| 142 | 2604 | 4 | 0.27 | 1480 | 98.47 | | | | | | |
| 143 | 2608 | 3 | 0.20 | 1483 | 98.67 | | | | | | |
| 144 | 2612 | 7 | 0.47 | 1490 | 99.14 | | | | | | |
| 145 | 2616 | 3 | 0.20 | 1493 | 99.33 | | | | | | |
| 146 | 2621 | 2 | 0.13 | 1495 | 99.47 | | | | | | |
| 147 | 2625 | 2 | 0.13 | 1497 | 99.60 | | | | | | |
| 148 | 2630 | 3 | 0.20 | 1500 | 99.80 | | | | | | |
| 149 | 2635 | 0 | 0.00 | 1500 | 99.80 | | | | | | |

## 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 | 0 | 0.00 | 0 | 0.00 | 50 | 2405 | 1 | 0.10 | 25 | 2.59 |
| 1 | 2140 | 0 | 0.00 | 0 | 0.00 | 51 | 2407 | 1 | 0.10 | 26 | 2.69 |
| 2 | 2185 | 0 | 0.00 | 0 | 0.00 | 52 | 2409 | 3 | 0.31 | 29 | 3.01 |
| 3 | 2211 | 0 | 0.00 | 0 | 0.00 | 53 | 2411 | 7 | 0.73 | 36 | 3.73 |
| 4 | 2230 | 0 | 0.00 | 0 | 0.00 | 54 | 2412 | 6 | 0.62 | 42 | 4.35 |
| 5 | 2245 | 0 | 0.00 | 0 | 0.00 | 55 | 2414 | 8 | 0.83 | 50 | 5.18 |
| 6 | 2257 | 0 | 0.00 | 0 | 0.00 | 56 | 2416 | 4 | 0.41 | 54 | 5.60 |
| 7 | 2267 | 0 | 0.00 | 0 | 0.00 | 57 | 2418 | 4 | 0.41 | 58 | 6.01 |
| 8 | 2276 | 0 | 0.00 | 0 | 0.00 | 58 | 2420 | 6 | 0.62 | 64 | 6.63 |
| 9 | 2284 | 0 | 0.00 | 0 | 0.00 | 59 | 2421 | 5 | 0.52 | 69 | 7.15 |
| 10 | 2291 | 0 | 0.00 | 0 | 0.00 | 60 | 2423 | 4 | 0.41 | 73 | 7.56 |
| 11 | 2297 | 0 | 0.00 | 0 | 0.00 | 61 | 2425 | 6 | 0.62 | 79 | 8.19 |
| 12 | 2303 | 0 | 0.00 | 0 | 0.00 | **62** | **2427** | **7** | **0.73** | **86** | **8.91** |
| 13 | 2308 | 0 | 0.00 | 0 | 0.00 | 63 | 2428 | 4 | 0.41 | 90 | 9.33 |
| 14 | 2313 | 0 | 0.00 | 0 | 0.00 | 64 | 2430 | 9 | 0.93 | 99 | 10.26 |
| 15 | 2318 | 0 | 0.00 | 0 | 0.00 | 65 | 2432 | 4 | 0.41 | 103 | 10.67 |
| 16 | 2322 | 0 | 0.00 | 0 | 0.00 | 66 | 2434 | 9 | 0.93 | 112 | 11.61 |
| 17 | 2326 | 0 | 0.00 | 0 | 0.00 | 67 | 2435 | 6 | 0.62 | 118 | 12.23 |
| 18 | 2330 | 0 | 0.00 | 0 | 0.00 | 68 | 2437 | 9 | 0.93 | 127 | 13.16 |
| 19 | 2334 | 0 | 0.00 | 0 | 0.00 | 69 | 2439 | 6 | 0.62 | 133 | 13.78 |
| 20 | 2337 | 0 | 0.00 | 0 | 0.00 | 70 | 2441 | 6 | 0.62 | 139 | 14.40 |
| 21 | 2340 | 0 | 0.00 | 0 | 0.00 | 71 | 2442 | 13 | 1.35 | 152 | 15.75 |
| 22 | 2343 | 0 | 0.00 | 0 | 0.00 | 72 | 2444 | 8 | 0.83 | 160 | 16.58 |
| 23 | 2347 | 0 | 0.00 | 0 | 0.00 | 73 | 2446 | 12 | 1.24 | 172 | 17.82 |
| 24 | 2349 | 0 | 0.00 | 0 | 0.00 | 74 | 2448 | 8 | 0.83 | 180 | 18.65 |
| 25 | 2352 | 0 | 0.00 | 0 | 0.00 | 75 | 2450 | 3 | 0.31 | 183 | 18.96 |
| 26 | 2355 | 0 | 0.00 | 0 | 0.00 | 76 | 2451 | 10 | 1.04 | 193 | 20.00 |
| 27 | 2358 | 0 | 0.00 | 0 | 0.00 | 77 | 2453 | 14 | 1.45 | 207 | 21.45 |
| 28 | 2360 | 0 | 0.00 | 0 | 0.00 | 78 | 2455 | 8 | 0.83 | 215 | 22.28 |
| 29 | 2363 | 0 | 0.00 | 0 | 0.00 | 79 | 2457 | 8 | 0.83 | 223 | 23.11 |
| 30 | 2365 | 0 | 0.00 | 0 | 0.00 | 80 | 2459 | 13 | 1.35 | 236 | 24.46 |
| 31 | 2367 | 0 | 0.00 | 0 | 0.00 | 81 | 2460 | 16 | 1.66 | 252 | 26.11 |
| 32 | 2370 | 0 | 0.00 | 0 | 0.00 | 82 | 2462 | 13 | 1.35 | 265 | 27.46 |
| 33 | 2372 | 0 | 0.00 | 0 | 0.00 | 83 | 2464 | 12 | 1.24 | 277 | 28.70 |
| 34 | 2374 | 2 | 0.21 | 2 | 0.21 | 84 | 2466 | 7 | 0.73 | 284 | 29.43 |
| 35 | 2376 | 1 | 0.10 | 3 | 0.31 | **85** | **2468** | **8** | **0.83** | **292** | **30.26** |
| 36 | 2378 | 2 | 0.21 | 5 | 0.52 | 86 | 2469 | 7 | 0.73 | 299 | 30.98 |
| 37 | 2380 | 1 | 0.10 | 6 | 0.62 | 87 | 2471 | 12 | 1.24 | 311 | 32.23 |
| 38 | 2382 | 0 | 0.00 | 6 | 0.62 | 88 | 2473 | 9 | 0.93 | 320 | 33.16 |
| 39 | 2384 | 2 | 0.21 | 8 | 0.83 | 89 | 2475 | 15 | 1.55 | 335 | 34.72 |
| 40 | 2386 | 1 | 0.10 | 9 | 0.93 | 90 | 2477 | 11 | 1.14 | 346 | 35.85 |
| 41 | 2388 | 2 | 0.21 | 11 | 1.14 | 91 | 2479 | 10 | 1.04 | 356 | 36.89 |
| 42 | 2390 | 0 | 0.00 | 11 | 1.14 | 92 | 2481 | 8 | 0.83 | 364 | 37.72 |
| 43 | 2392 | 2 | 0.21 | 13 | 1.35 | 93 | 2483 | 11 | 1.14 | 375 | 38.86 |
| 44 | 2394 | 2 | 0.21 | 15 | 1.55 | 94 | 2484 | 5 | 0.52 | 380 | 39.38 |
| 45 | 2396 | 1 | 0.10 | 16 | 1.66 | 95 | 2486 | 26 | 2.69 | 406 | 42.07 |
| 46 | 2398 | 0 | 0.00 | 16 | 1.66 | 96 | 2488 | 13 | 1.35 | 419 | 43.42 |
| 47 | 2400 | 1 | 0.10 | 17 | 1.76 | 97 | 2490 | 11 | 1.14 | 430 | 44.56 |
| 48 | 2402 | 5 | 0.52 | 22 | 2.28 | 98 | 2492 | 14 | 1.45 | 444 | 46.01 |
| 49 | 2403 | 2 | 0.21 | 24 | 2.49 | 99 | 2494 | 14 | 1.45 | 458 | 47.46 |

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

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 100 | 2496 | 12 | 1.24 | 470 | 48.70 | 150 | 2640 | 0 | 0.00 | 957 | 99.17 |
| 101 | 2498 | 5 | 0.52 | 475 | 49.22 | 151 | 2646 | 1 | 0.10 | 958 | 99.27 |
| 102 | 2500 | 15 | 1.55 | 490 | 50.78 | 152 | 2651 | 2 | 0.21 | 960 | 99.48 |
| 103 | 2502 | 17 | 1.76 | 507 | 52.54 | 153 | 2657 | 2 | 0.21 | 962 | 99.69 |
| 104 | 2504 | 15 | 1.55 | 522 | 54.09 | 154 | 2664 | 0 | 0.00 | 962 | 99.69 |
| 105 | 2506 | 19 | 1.97 | 541 | 56.06 | 155 | 2670 | 0 | 0.00 | 962 | 99.69 |
| 106 | 2508 | 14 | 1.45 | 555 | 57.51 | 156 | 2677 | 1 | 0.10 | 963 | 99.79 |
| 107 | 2510 | 16 | 1.66 | 571 | 59.17 | 157 | 2685 | 0 | 0.00 | 963 | 99.79 |
| 108 | 2512 | 15 | 1.55 | 586 | 60.73 | 158 | 2693 | 1 | 0.10 | 964 | 99.90 |
| 109 | 2514 | 14 | 1.45 | 600 | 62.18 | 159 | 2701 | 0 | 0.00 | 964 | 99.90 |
| 110 | 2516 | 22 | 2.28 | 622 | 64.46 | 160 | 2710 | 0 | 0.00 | 964 | 99.90 |
| 111 | 2519 | 13 | 1.35 | 635 | 65.80 | 161 | 2720 | 1 | 0.10 | 965 | 100.00 |
| 112 | 2521 | 24 | 2.49 | 659 | 68.29 | 162 | 2730 | 0 | 0.00 | 965 | 100.00 |
| 113 | 2523 | 16 | 1.66 | 675 | 69.95 | 163 | 2741 | 0 | 0.00 | 965 | 100.00 |
| 114 | 2525 | 14 | 1.45 | 689 | 71.40 | 164 | 2753 | 0 | 0.00 | 965 | 100.00 |
| 115 | 2527 | 14 | 1.45 | 703 | 72.85 | 165 | 2767 | 0 | 0.00 | 965 | 100.00 |
| 116 | 2530 | 13 | 1.35 | 716 | 74.20 | 166 | 2782 | 0 | 0.00 | 965 | 100.00 |
| 117 | 2532 | 18 | 1.87 | 734 | 76.06 | 167 | 2799 | 0 | 0.00 | 965 | 100.00 |
| 118 | 2534 | 14 | 1.45 | 748 | 77.51 | 168 | 2819 | 0 | 0.00 | 965 | 100.00 |
| 119 | 2537 | 13 | 1.35 | 761 | 78.86 | 169 | 2843 | 0 | 0.00 | 965 | 100.00 |
| 120 | 2539 | 8 | 0.83 | 769 | 79.69 | 170 | 2875 | 0 | 0.00 | 965 | 100.00 |
| 121 | 2541 | 10 | 1.04 | 779 | 80.73 | 171 | 2926 | 0 | 0.00 | 965 | 100.00 |
| 122 | 2544 | 15 | 1.55 | 794 | 82.28 | 172 | 3000 | 0 | 0.00 | 965 | 100.00 |
| 123 | 2546 | 8 | 0.83 | 802 | 83.11 | | | | | | |
| 124 | 2549 | 13 | 1.35 | 815 | 84.46 | | | | | | |
| **125** | **2551** | **12** | **1.24** | **827** | **85.70** | | | | | | |
| 126 | 2554 | 7 | 0.73 | 834 | 86.42 | | | | | | |
| 127 | 2557 | 7 | 0.73 | 841 | 87.15 | | | | | | |
| 128 | 2559 | 13 | 1.35 | 854 | 88.50 | | | | | | |
| 129 | 2562 | 8 | 0.83 | 862 | 89.33 | | | | | | |
| 130 | 2565 | 13 | 1.35 | 875 | 90.67 | | | | | | |
| 131 | 2568 | 6 | 0.62 | 881 | 91.30 | | | | | | |
| 132 | 2571 | 9 | 0.93 | 890 | 92.23 | | | | | | |
| 133 | 2574 | 6 | 0.62 | 896 | 92.85 | | | | | | |
| 134 | 2577 | 5 | 0.52 | 901 | 93.37 | | | | | | |
| 135 | 2580 | 12 | 1.24 | 913 | 94.61 | | | | | | |
| 136 | 2583 | 5 | 0.52 | 918 | 95.13 | | | | | | |
| 137 | 2586 | 3 | 0.31 | 921 | 95.44 | | | | | | |
| 138 | 2590 | 3 | 0.31 | 924 | 95.75 | | | | | | |
| 139 | 2593 | 3 | 0.31 | 927 | 96.06 | | | | | | |
| 140 | 2597 | 6 | 0.62 | 933 | 96.68 | | | | | | |
| 141 | 2600 | 3 | 0.31 | 936 | 96.99 | | | | | | |
| 142 | 2604 | 5 | 0.52 | 941 | 97.51 | | | | | | |
| 143 | 2608 | 3 | 0.31 | 944 | 97.82 | | | | | | |
| 144 | 2612 | 4 | 0.41 | 948 | 98.24 | | | | | | |
| 145 | 2616 | 4 | 0.41 | 952 | 98.65 | | | | | | |
| 146 | 2621 | 2 | 0.21 | 954 | 98.86 | | | | | | |
| 147 | 2625 | 1 | 0.10 | 955 | 98.96 | | | | | | |
| 148 | 2630 | 2 | 0.21 | 957 | 99.17 | | | | | | |
| 149 | 2635 | 0 | 0.00 | 957 | 99.17 | | | | | | |

# Appendix D. AZELLA PLACEMENT ADMINISTRATION RESULTS

This appendix presents the results of the AZELLA 2016-2017 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 realiability indices for the AZELLA Placement tests.

## Table D.1. Percent of Students at Each Proficiency Level on Kindergarten Placement Test

| | | % at Proficiency Level | | |
|---|---|---|---|---|
| Grade | N | Pre-Emergent/ Emergent | Basic/ Intermediate | Proficient |
| Kindergarten | 20508 | 19 | 47 | 34 |

## Table D.2. Percent of Students at Each Proficiency Level in Overall by Grade for Stages II through V Tests

| | | *% at Proficiency Level | | | |
|---|---|---|---|---|---|
| Grade | N | Pre-Emergent/ Emergent | Basic | Intermidiate | Proficient |
| 01 | 3161 | 31 | 34 | 25 | 10 |
| 02 | 2945 | 37 | 22 | 22 | 19 |
| 03 | 1847 | 47 | 18 | 23 | 12 |
| 04 | 3133 | 33 | 15 | 40 | 12 |
| 05 | 1757 | 47 | 10 | 28 | 15 |
| 06 | 1740 | 40 | 9 | 36 | 15 |
| 07 | 1920 | 39 | 8 | 39 | 14 |
| 08 | 1856 | 37 | 7 | 40 | 16 |
| 09 | 4330 | 64 | 6 | 18 | 12 |
| 10 | 1271 | 31 | 11 | 36 | 22 |
| 11 | 960 | 18 | 11 | 38 | 33 |
| 12 | 773 | 14 | 10 | 34 | 42 |

## Table D.3. Percent of Students at Each Proficiency Level in Each Domain and Subdomain by Grade for Stages II through V Tests

| | | | % at Proficiency Level | | |
|---|---|---|---|---|---|
| Grade | Domain/Subdomain | N | Pre-Emergent/ Emergent/ Basic | Intermediate | Proficient |
| 01 | Listening | 3161 | 50 | 23 | 28 |
| | Speaking | 3161 | 44 | 19 | 37 |
| | Reading | 3161 | 67 | 17 | 16 |
| | Writing | 3161 | 70 | 18 | 12 |
| | Language | 3161 | 64 | 21 | 15 |
| | Oral | 3161 | 46 | 29 | 25 |
| | Comprehension | 3161 | 65 | 19 | 16 |
| | Literacy | 3161 | 73 | 14 | 14 |
| 02 | Listening | 2945 | 55 | 19 | 26 |
| | Speaking | 2945 | 48 | 24 | 28 |
| | Reading | 2945 | 58 | 13 | 29 |
| | Writing | 2945 | 61 | 16 | 23 |
| | Language | 2945 | 59 | 19 | 21 |
| | Oral | 2945 | 54 | 22 | 24 |
| | Comprehension | 2945 | 56 | 19 | 25 |
| | Literacy | 2945 | 61 | 14 | 25 |
| 03 | Listening | 1847 | 66 | 15 | 19 |
| | Speaking | 1847 | 61 | 17 | 22 |
| | Reading | 1847 | 62 | 24 | 15 |
| | Writing | 1847 | 63 | 11 | 26 |
| | Language | 1847 | 64 | 19 | 17 |
| | Oral | 1847 | 62 | 18 | 19 |
| | Comprehension | 1847 | 63 | 19 | 18 |
| | Literacy | 1847 | 63 | 15 | 22 |

| | | | % at Proficiency Level | | |
|---|---|---|---|---|---|
| 04 | Listening | 3133 | 56 | 11 | 33 |
| | Speaking | 3133 | 47 | 10 | 43 |
| | Reading | 3133 | 48 | 34 | 18 |
| | Writing | 3133 | 50 | 25 | 25 |
| | Language | 3133 | 45 | 27 | 27 |
| | Oral | 3133 | 49 | 21 | 30 |
| | Comprehension | 3133 | 48 | 29 | 23 |
| | Literacy | 3133 | 47 | 36 | 18 |
| 05 | Listening | 1757 | 60 | 6 | 34 |
| | Speaking | 1757 | 57 | 7 | 36 |
| | Reading | 1757 | 56 | 20 | 25 |
| | Writing | 1757 | 55 | 21 | 24 |
| | Language | 1757 | 57 | 21 | 22 |
| | Oral | 1757 | 59 | 11 | 30 |
| | Comprehension | 1757 | 55 | 17 | 28 |
| | Literacy | 1757 | 54 | 23 | 23 |
| 06 | Listening | 1740 | 54 | 17 | 28 |
| | Speaking | 1740 | 49 | 9 | 42 |
| | Reading | 1740 | 49 | 27 | 24 |
| | Writing | 1740 | 48 | 27 | 25 |
| | Language | 1740 | 48 | 26 | 27 |
| | Oral | 1740 | 52 | 16 | 31 |
| | Comprehension | 1740 | 52 | 19 | 29 |
| | Literacy | 1740 | 47 | 25 | 27 |
| 07 | Listening | 1920 | 50 | 17 | 33 |
| | Speaking | 1920 | 52 | 7 | 41 |
| | Reading | 1920 | 47 | 33 | 20 |
| | Writing | 1920 | 48 | 28 | 24 |
| | Language | 1920 | 48 | 25 | 27 |
| | Oral | 1920 | 51 | 14 | 35 |
| | Comprehension | 1920 | 46 | 27 | 28 |
| | Literacy | 1920 | 46 | 30 | 25 |
| 08 | Listening | 1856 | 48 | 15 | 38 |
| | Speaking | 1856 | 51 | 8 | 41 |
| | Reading | 1856 | 42 | 38 | 20 |
| | Writing | 1856 | 44 | 27 | 29 |
| | Language | 1856 | 45 | 25 | 30 |
| | Oral | 1856 | 49 | 13 | 38 |
| | Comprehension | 1856 | 42 | 29 | 29 |
| | Literacy | 1856 | 43 | 32 | 25 |
| 09 | Listening | 4330 | 69 | 7 | 23 |
| | Speaking | 4330 | 72 | 6 | 23 |
| | Reading | 4330 | 68 | 17 | 14 |
| | Writing | 4330 | 69 | 13 | 18 |
| | Language | 4330 | 71 | 14 | 16 |
| | Oral | 4330 | 72 | 6 | 22 |
| | Comprehension | 4330 | 69 | 13 | 18 |
| | Literacy | 4330 | 69 | 14 | 16 |
| 10 | Listening | 1271 | 42 | 13 | 46 |
| | Speaking | 1271 | 45 | 11 | 44 |
| | Reading | 1271 | 38 | 33 | 29 |
| | Writing | 1271 | 39 | 26 | 35 |
| | Language | 1271 | 42 | 30 | 28 |
| | Oral | 1271 | 46 | 10 | 44 |
| | Comprehension | 1271 | 41 | 23 | 36 |
| | Literacy | 1271 | 40 | 28 | 32 |
| 11 | Listening | 960 | 30 | 12 | 58 |
| | Speaking | 960 | 32 | 16 | 52 |
| | Reading | 960 | 25 | 34 | 41 |
| | Writing | 960 | 27 | 25 | 48 |
| | Language | 960 | 29 | 32 | 39 |

| | | | % at Proficiency Level | | |
|---|---|---|---|---|---|
| | Oral | 960 | 32 | 12 | 56 |
| | Comprehension | 960 | 27 | 24 | 49 |
| | Literacy | 960 | 26 | 29 | 46 |
| 12 | Listening | 773 | 23 | 10 | 66 |
| | Speaking | 773 | 29 | 13 | 58 |
| | Reading | 773 | 20 | 32 | 48 |
| | Writing | 773 | 21 | 24 | 54 |
| | Language | 773 | 25 | 28 | 47 |
| | Oral | 773 | 27 | 10 | 63 |
| | Comprehension | 773 | 23 | 19 | 58 |
| | Literacy | 773 | 21 | 26 | 52 |

## Table D.4. Percent of Students at Each Proficiency Level in Total Combined by Grade for Stages II through V Tests

| | | *% at Proficiency Level | | | |
|---|---|---|---|---|---|
| Grade | N | Pre-Emergent/ Emergent | Basic | Intermediate | Proficient |
| 01 | 3161 | 31 | 34 | 20 | 15 |
| 02 | 2945 | 37 | 22 | 18 | 23 |
| 03 | 1847 | 47 | 18 | 20 | 15 |
| 04 | 3133 | 33 | 15 | 35 | 17 |
| 05 | 1757 | 47 | 10 | 26 | 17 |
| 06 | 1740 | 40 | 9 | 33 | 18 |
| 07 | 1920 | 39 | 8 | 34 | 19 |
| 08 | 1856 | 37 | 7 | 33 | 22 |
| 09 | 4330 | 64 | 6 | 15 | 15 |
| 10 | 1271 | 31 | 11 | 30 | 28 |
| 11 | 960 | 18 | 11 | 30 | 41 |
| 12 | 773 | 14 | 10 | 29 | 48 |

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

| Grade | N | Mean | Median | SD | *IQR |
|---|---|---|---|---|---|
| Kindergarten | 20508 | 29.88 | 34 | 11.79 | 14 |

*Interquartile range (IQR) is a difference between a value at 75$^{th}$ percentile and 25$^{th}$ percentile.

## 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 | 3161 | 13.05 | 14.0 | 6.87 | 10.0 |
| | Speaking | 3161 | 11.84 | 14.0 | 6.68 | 10.0 |
| | Reading | 3161 | 16.80 | 16.0 | 10.50 | 12.0 |
| | Writing | 3161 | 12.04 | 10.0 | 8.74 | 10.0 |
| | Language | 3161 | 32.81 | 33.0 | 17.21 | 22.0 |
| | Oral | 3161 | 24.89 | 27.0 | 12.21 | 18.0 |
| | Comprehension | 3161 | 29.85 | 28.0 | 16.00 | 18.0 |
| | Literacy | 3161 | 28.84 | 26.0 | 18.24 | 18.0 |
| | Total Combined | 3161 | 53.73 | 52.0 | 28.13 | 32.0 |
| 02 | Listening | 2945 | 15.35 | 16.0 | 7.76 | 12.0 |
| | Speaking | 2945 | 13.39 | 16.0 | 7.31 | 11.0 |
| | Reading | 2945 | 23.82 | 24.0 | 13.28 | 20.0 |
| | Writing | 2945 | 17.42 | 18.0 | 10.78 | 16.0 |
| | Language | 2945 | 41.54 | 46.0 | 21.42 | 35.0 |

| Grade | Domain/Subdomain | N | Mean | Median | SD | *IQR |
|---|---|---|---|---|---|---|
| | Oral | 2945 | 28.73 | 33.0 | 14.01 | 21.0 |
| | Comprehension | 2945 | 39.16 | 40.0 | 19.99 | 30.0 |
| | Literacy | 2945 | 41.24 | 40.0 | 23.29 | 36.0 |
| | Total Combined | 2945 | 69.97 | 73.0 | 35.81 | 55.0 |
| 03 | Listening | 1847 | 11.63 | 12.0 | 7.36 | 12.0 |
| | Speaking | 1847 | 14.23 | 18.0 | 9.03 | 17.0 |
| | Reading | 1847 | 18.50 | 18.0 | 12.27 | 18.0 |
| | Writing | 1847 | 19.06 | 18.0 | 14.32 | 26.0 |
| | Language | 1847 | 35.28 | 37.0 | 23.18 | 42.0 |
| | Oral | 1847 | 25.87 | 29.0 | 15.21 | 27.0 |
| | Comprehension | 1847 | 30.14 | 28.0 | 18.67 | 26.0 |
| | Literacy | 1847 | 37.56 | 34.0 | 25.68 | 38.0 |
| | Total Combined | 1847 | 63.43 | 64.0 | 39.44 | 65.0 |
| 04 | Listening | 3133 | 14.67 | 16.0 | 7.41 | 10.0 |
| | Speaking | 3133 | 17.78 | 22.0 | 8.38 | 10.0 |
| | Reading | 3133 | 24.48 | 26.0 | 12.65 | 20.0 |
| | Writing | 3133 | 25.74 | 30.0 | 14.20 | 22.0 |
| | Language | 3133 | 46.62 | 55.0 | 22.91 | 35.0 |
| | Oral | 3133 | 32.46 | 38.0 | 14.74 | 21.0 |
| | Comprehension | 3133 | 39.15 | 42.0 | 18.97 | 30.0 |
| | Literacy | 3133 | 50.23 | 56.0 | 25.91 | 42.0 |
| | Total Combined | 3133 | 82.68 | 94.0 | 39.25 | 60.0 |
| 05 | Listening | 1757 | 13.34 | 14.0 | 8.49 | 14.0 |
| | Speaking | 1757 | 15.09 | 20.0 | 9.48 | 18.0 |
| | Reading | 1757 | 23.74 | 24.0 | 15.29 | 24.0 |
| | Writing | 1757 | 23.51 | 26.0 | 16.77 | 30.0 |
| | Language | 1757 | 41.26 | 48.0 | 26.92 | 52.0 |
| | Oral | 1757 | 28.43 | 33.0 | 17.13 | 32.0 |
| | Comprehension | 1757 | 37.09 | 38.0 | 22.97 | 38.0 |
| | Literacy | 1757 | 47.25 | 48.0 | 31.38 | 56.0 |
| | Total Combined | 1757 | 75.69 | 83.0 | 47.35 | 84.0 |
| 06 | Listening | 1740 | 13.18 | 14.0 | 7.94 | 12.0 |
| | Speaking | 1740 | 14.62 | 19.0 | 8.98 | 17.0 |
| | Reading | 1740 | 23.49 | 24.0 | 14.35 | 20.0 |
| | Writing | 1740 | 23.40 | 24.0 | 16.23 | 29.0 |
| | Language | 1740 | 37.37 | 44.0 | 23.81 | 44.0 |
| | Oral | 1740 | 27.81 | 32.5 | 15.98 | 29.0 |
| | Comprehension | 1740 | 36.68 | 38.0 | 21.50 | 34.0 |
| | Literacy | 1740 | 46.89 | 48.0 | 29.73 | 50.0 |
| | Total Combined | 1740 | 74.69 | 83.0 | 44.63 | 76.0 |
| 07 | Listening | 1920 | 13.83 | 14.0 | 8.12 | 12.0 |
| | Speaking | 1920 | 14.18 | 18.0 | 9.34 | 19.0 |
| | Reading | 1920 | 24.79 | 24.0 | 14.74 | 22.0 |
| | Writing | 1920 | 24.30 | 26.0 | 16.60 | 28.0 |
| | Language | 1920 | 37.72 | 44.5 | 24.58 | 47.0 |
| | Oral | 1920 | 28.01 | 33.0 | 16.48 | 30.0 |
| | Comprehension | 1920 | 38.62 | 40.0 | 22.01 | 34.0 |
| | Literacy | 1920 | 49.09 | 50.0 | 30.50 | 50.0 |
| | Total Combined | 1920 | 77.10 | 84.5 | 45.78 | 80.0 |
| 08 | Listening | 1856 | 14.37 | 16.0 | 8.46 | 14.0 |
| | Speaking | 1856 | 14.32 | 18.0 | 9.20 | 18.0 |
| | Reading | 1856 | 26.05 | 28.0 | 15.51 | 24.0 |
| | Writing | 1856 | 25.71 | 28.0 | 17.10 | 30.0 |
| | Language | 1856 | 39.29 | 47.0 | 25.22 | 48.0 |
| | Oral | 1856 | 28.68 | 34.0 | 16.80 | 30.0 |
| | Comprehension | 1856 | 40.41 | 42.0 | 23.23 | 38.0 |
| | Literacy | 1856 | 51.76 | 56.0 | 31.82 | 52.0 |
| | Total Combined | 1856 | 80.44 | 91.0 | 47.68 | 84.0 |
| 09 | Listening | 4330 | 8.29 | 6.0 | 9.14 | 16.0 |
| | Speaking | 4330 | 9.30 | 3.0 | 10.44 | 22.0 |
| | Reading | 4330 | 17.78 | 14.0 | 18.46 | 34.0 |

| Grade | Domain/Subdomain | N | Mean | Median | SD | *IQR |
|---|---|---|---|---|---|---|
| | Writing | 4330 | 15.34 | 8.0 | 17.04 | 32.0 |
| | Language | 4330 | 21.21 | 11.0 | 22.99 | 46.0 |
| | Oral | 4330 | 17.58 | 10.0 | 18.98 | 37.0 |
| | Comprehension | 4330 | 26.07 | 20.0 | 27.09 | 50.0 |
| | Literacy | 4330 | 33.12 | 24.0 | 35.03 | 66.0 |
| | Total Combined | 4330 | 50.70 | 35.0 | 53.36 | 102.0 |
| 10 | Listening | 1271 | 14.85 | 16.0 | 8.19 | 14.0 |
| | Speaking | 1271 | 17.21 | 21.0 | 8.57 | 14.0 |
| | Reading | 1271 | 31.66 | 34.0 | 15.18 | 24.0 |
| | Writing | 1271 | 27.87 | 30.0 | 14.85 | 24.0 |
| | Language | 1271 | 38.73 | 45.0 | 19.00 | 33.0 |
| | Oral | 1271 | 32.06 | 36.0 | 15.69 | 28.0 |
| | Comprehension | 1271 | 46.51 | 50.0 | 22.52 | 38.0 |
| | Literacy | 1271 | 59.53 | 64.0 | 29.20 | 50.0 |
| | Total Combined | 1271 | 91.59 | 101.0 | 43.77 | 76.0 |
| 11 | Listening | 960 | 16.98 | 20.0 | 8.02 | 14.0 |
| | Speaking | 960 | 19.47 | 23.0 | 7.41 | 8.0 |
| | Reading | 960 | 36.25 | 40.0 | 14.29 | 21.0 |
| | Writing | 960 | 32.30 | 36.0 | 13.97 | 18.0 |
| | Language | 960 | 44.44 | 50.5 | 17.09 | 23.0 |
| | Oral | 960 | 36.44 | 42.0 | 14.44 | 20.0 |
| | Comprehension | 960 | 53.22 | 58.0 | 21.38 | 32.0 |
| | Literacy | 960 | 68.54 | 76.0 | 27.37 | 38.0 |
| | Total Combined | 960 | 104.98 | 118.0 | 40.69 | 56.5 |
| 12 | Listening | 773 | 18.43 | 20.0 | 7.67 | 10.0 |
| | Speaking | 773 | 20.27 | 23.0 | 6.96 | 7.0 |
| | Reading | 773 | 38.56 | 42.0 | 13.85 | 20.0 |
| | Writing | 773 | 34.52 | 38.0 | 13.27 | 16.0 |
| | Language | 773 | 46.94 | 53.0 | 16.18 | 20.0 |
| | Oral | 773 | 38.71 | 44.0 | 13.75 | 17.0 |
| | Comprehension | 773 | 57.00 | 64.0 | 20.60 | 30.0 |
| | Literacy | 773 | 73.08 | 80.0 | 26.30 | 34.0 |
| | Total Combined | 773 | 111.79 | 124.0 | 38.82 | 52.0 |

*Interquartile range (IQR) is a difference between a value at 75th percentile and 25th percentile.
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 | 20508 | 234.46 | 242 | 45.2 | 51 |

*Interquartile range (IQR) is a difference between a value at 75th percentile and 25th percentile.

## 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 | 3161 | 224.85 | 232.0 | 53.23 | 51.0 |
| | Speaking | 3161 | 223.39 | 238.0 | 50.79 | 51.0 |
| | Reading | 3161 | 217.38 | 222.0 | 42.63 | 35.0 |
| | Writing | 3161 | 206.14 | 209.0 | 50.81 | 38.0 |
| | Language | 3161 | 216.45 | 220.0 | 39.84 | 34.0 |
| | Oral | 3161 | 224.85 | 232.0 | 41.86 | 45.0 |
| | Comprehension | 3161 | 220.06 | 222.0 | 41.43 | 33.0 |
| | Literacy | 3161 | 214.01 | 216.0 | 41.80 | 30.0 |
| | Total Combined | 3161 | 2311.85 | 2320.0 | 92.63 | 69.0 |
| 02 | Listening | 2945 | 223.05 | 223.0 | 62.35 | 64.0 |
| | Speaking | 2945 | 215.81 | 231.0 | 51.73 | 62.0 |

| Grade | Domain/Subdomain | N | Mean | Median | SD | *IQR |
|---|---|---|---|---|---|---|
| | Reading | 2945 | 220.11 | 224.0 | 49.32 | 54.0 |
| | Writing | 2945 | 212.33 | 217.0 | 56.64 | 55.0 |
| | Language | 2945 | 213.95 | 222.0 | 47.26 | 60.0 |
| | Oral | 2945 | 217.54 | 229.0 | 46.63 | 56.0 |
| | Comprehension | 2945 | 219.55 | 223.0 | 48.34 | 53.0 |
| | Literacy | 2945 | 216.34 | 218.0 | 48.52 | 55.0 |
| | Total Combined | 2945 | 2348.32 | 2364.0 | 114.58 | 120.0 |
| 03 | Listening | 1847 | 209.18 | 218.0 | 54.71 | 65.0 |
| | Speaking | 1847 | 206.12 | 215.0 | 57.33 | 74.0 |
| | Reading | 1847 | 211.50 | 223.0 | 47.64 | 37.0 |
| | Writing | 1847 | 202.87 | 206.0 | 61.08 | 85.0 |
| | Language | 1847 | 210.07 | 214.0 | 44.70 | 53.0 |
| | Oral | 1847 | 207.88 | 214.0 | 48.76 | 65.0 |
| | Comprehension | 1847 | 211.91 | 218.0 | 46.13 | 40.0 |
| | Literacy | 1847 | 206.28 | 209.0 | 54.84 | 60.0 |
| | Total Combined | 1847 | 2357.43 | 2376.0 | 129.54 | 133.0 |
| 04 | Listening | 3133 | 220.95 | 228.0 | 56.82 | 58.0 |
| | Speaking | 3133 | 223.82 | 236.0 | 60.52 | 90.0 |
| | Reading | 3133 | 222.49 | 231.0 | 38.27 | 32.0 |
| | Writing | 3133 | 220.61 | 232.0 | 46.79 | 43.0 |
| | Language | 3133 | 223.72 | 233.0 | 40.26 | 49.0 |
| | Oral | 3133 | 219.40 | 230.0 | 51.45 | 71.0 |
| | Comprehension | 3133 | 222.37 | 231.0 | 39.98 | 41.0 |
| | Literacy | 3133 | 221.62 | 232.0 | 39.81 | 39.0 |
| | Total Combined | 3133 | 2408.65 | 2439.0 | 119.82 | 129.0 |
| 05 | Listening | 1757 | 206.35 | 209.0 | 72.47 | 104.0 |
| | Speaking | 1757 | 203.18 | 207.0 | 76.37 | 144.0 |
| | Reading | 1757 | 216.43 | 226.0 | 52.00 | 43.0 |
| | Writing | 1757 | 211.89 | 223.0 | 56.67 | 51.0 |
| | Language | 1757 | 214.97 | 222.0 | 44.82 | 55.0 |
| | Oral | 1757 | 201.49 | 204.0 | 68.78 | 117.0 |
| | Comprehension | 1757 | 213.91 | 222.0 | 54.37 | 62.0 |
| | Literacy | 1757 | 213.83 | 222.0 | 51.24 | 55.0 |
| | Total Combined | 1757 | 2387.41 | 2415.0 | 153.51 | 181.0 |
| 06 | Listening | 1740 | 216.17 | 224.0 | 64.92 | 77.0 |
| | Speaking | 1740 | 224.34 | 232.0 | 74.68 | 119.0 |
| | Reading | 1740 | 219.82 | 231.0 | 47.46 | 35.0 |
| | Writing | 1740 | 220.16 | 231.0 | 53.61 | 43.0 |
| | Language | 1740 | 222.96 | 232.0 | 42.45 | 43.0 |
| | Oral | 1740 | 217.10 | 225.5 | 61.34 | 89.0 |
| | Comprehension | 1740 | 219.57 | 229.0 | 50.04 | 53.0 |
| | Literacy | 1740 | 221.11 | 231.0 | 49.05 | 45.0 |
| | Total Combined | 1740 | 2415.62 | 2449.0 | 145.79 | 148.0 |
| 07 | Listening | 1920 | 221.16 | 224.0 | 66.73 | 77.0 |
| | Speaking | 1920 | 222.28 | 225.0 | 79.67 | 131.0 |
| | Reading | 1920 | 221.50 | 231.0 | 45.52 | 31.0 |
| | Writing | 1920 | 221.69 | 234.0 | 51.78 | 34.0 |
| | Language | 1920 | 222.81 | 232.5 | 43.95 | 45.0 |
| | Oral | 1920 | 218.48 | 227.0 | 63.70 | 92.0 |
| | Comprehension | 1920 | 222.24 | 232.0 | 47.46 | 44.0 |
| | Literacy | 1920 | 222.43 | 232.0 | 46.03 | 35.0 |
| | Total Combined | 1920 | 2420.46 | 2451.5 | 150.59 | 157.0 |
| 08 | Listening | 1856 | 226.11 | 236.0 | 71.30 | 93.0 |
| | Speaking | 1856 | 222.11 | 225.0 | 77.37 | 124.0 |
| | Reading | 1856 | 222.07 | 235.0 | 47.83 | 28.0 |
| | Writing | 1856 | 223.19 | 236.0 | 54.65 | 37.0 |
| | Language | 1856 | 224.20 | 235.0 | 44.92 | 44.0 |
| | Oral | 1856 | 221.73 | 231.0 | 66.40 | 95.0 |
| | Comprehension | 1856 | 223.44 | 234.0 | 49.53 | 44.0 |
| | Literacy | 1856 | 222.70 | 235.0 | 46.83 | 31.0 |
| | Total Combined | 1856 | 2425.46 | 2464.0 | 161.91 | 168.0 |

| Grade | Domain/Subdomain | N | Mean | Median | SD | *IQR |
|---|---|---|---|---|---|---|
| 09 | Listening | 4330 | 178.15 | 186.0 | 77.14 | 140.0 |
| | Speaking | 4330 | 178.27 | 166.0 | 81.28 | 148.0 |
| | Reading | 4330 | 180.08 | 210.0 | 71.53 | 138.0 |
| | Writing | 4330 | 177.54 | 202.0 | 68.82 | 140.0 |
| | Language | 4330 | 179.90 | 202.0 | 65.29 | 137.0 |
| | Oral | 4330 | 178.18 | 178.0 | 73.54 | 140.0 |
| | Comprehension | 4330 | 179.56 | 202.0 | 70.01 | 139.0 |
| | Literacy | 4330 | 178.59 | 208.0 | 68.10 | 139.0 |
| | Total Combined | 4330 | 2289.49 | 2375.0 | 237.95 | 495.0 |
| 10 | Listening | 1271 | 236.14 | 240.0 | 62.64 | 75.0 |
| | Speaking | 1271 | 238.83 | 240.0 | 60.60 | 82.0 |
| | Reading | 1271 | 233.78 | 238.0 | 44.00 | 34.0 |
| | Writing | 1271 | 230.23 | 236.0 | 41.02 | 40.0 |
| | Language | 1271 | 232.23 | 236.0 | 28.87 | 40.0 |
| | Oral | 1271 | 235.94 | 237.0 | 51.95 | 78.0 |
| | Comprehension | 1271 | 233.82 | 239.0 | 43.85 | 47.0 |
| | Literacy | 1271 | 231.35 | 237.0 | 37.42 | 39.0 |
| | Total Combined | 1271 | 2480.52 | 2493.0 | 112.87 | 151.0 |
| 11 | Listening | 960 | 251.51 | 262.0 | 64.21 | 81.0 |
| | Speaking | 960 | 253.35 | 260.0 | 56.90 | 85.0 |
| | Reading | 960 | 242.05 | 246.0 | 42.11 | 32.5 |
| | Writing | 960 | 239.24 | 247.0 | 38.91 | 33.0 |
| | Language | 960 | 239.95 | 244.0 | 28.35 | 34.0 |
| | Oral | 960 | 250.24 | 257.0 | 50.69 | 69.0 |
| | Comprehension | 960 | 243.90 | 249.0 | 41.06 | 42.0 |
| | Literacy | 960 | 239.70 | 247.0 | 35.68 | 32.0 |
| | Total Combined | 960 | 2510.77 | 2530.0 | 109.48 | 129.0 |
| 12 | Listening | 773 | 262.45 | 262.0 | 62.93 | 61.0 |
| | Speaking | 773 | 260.59 | 260.0 | 56.50 | 81.0 |
| | Reading | 773 | 250.28 | 249.0 | 47.50 | 35.0 |
| | Writing | 773 | 244.52 | 251.0 | 36.57 | 32.0 |
| | Language | 773 | 243.92 | 249.0 | 27.34 | 34.0 |
| | Oral | 773 | 258.64 | 265.0 | 49.92 | 67.0 |
| | Comprehension | 773 | 251.21 | 257.0 | 41.64 | 44.0 |
| | Literacy | 773 | 244.66 | 250.0 | 34.29 | 30.0 |
| | Total Combined | 773 | 2528.54 | 2546.0 | 106.72 | 129.0 |

*Interquartile range (IQR) is a difference between a value at 75$^{th}$ percentile and 25$^{th}$ percentile.

# Appendix E. AZELLA REASSESSMENT RELIABILITY

This appendix presents reliability indices for Spring 2017 AZELLA Reassessment. Table E.1 through table E.25 present coefficient alpha and SEM by subgroup.

**Table E.1. Coefficient Alpha and SEM by Subgroup in Total Combined on Stage I**

| Group | N | Coefficient Alpha | SEM |
|---|---|---|---|
| Male | 6604 | 0.903 | 3.579 |
| Female | 5946 | 0.902 | 3.548 |
| Hispanic | 10765 | 0.899 | 3.566 |
| Asian | 461 | 0.918 | 3.581 |
| American Indian or Alaskan Native | 231 | 0.891 | 3.654 |
| Black or African American | 246 | 0.939 | 3.580 |
| Native Hawaiian or Other Pacific Islander | 46 | 0.909 | 3.561 |
| Multiple Indication | 1332 | 0.900 | 3.536 |
| White | 9631 | 0.900 | 3.554 |
| Special Ed. | 839 | 0.901 | 3.625 |
| FRL | 8568 | 0.902 | 3.565 |

**Table E.2. Coefficient Alpha and SEM by Subgroup in Listening on Stage I**

| Group | N | Coefficient Alpha | SEM |
|---|---|---|---|
| Male | 6604 | 0.742 | 1.532 |
| Female | 5946 | 0.744 | 1.485 |
| Hispanic | 10765 | 0.738 | 1.513 |
| Asian | 461 | 0.784 | 1.454 |
| American Indian or Alaskan Native | 231 | 0.726 | 1.544 |
| Black or African American | 246 | 0.809 | 1.548 |
| Native Hawaiian or Other Pacific Islander | 46 | 0.714 | 1.550 |
| Multiple Indication | 1332 | 0.734 | 1.491 |
| White | 9631 | 0.740 | 1.510 |
| Special Ed. | 839 | 0.739 | 1.586 |
| FRL | 8568 | 0.741 | 1.511 |

**Table E.3. Coefficient Alpha and SEM by Subgroup in Speaking on Stage I**

| Group | N | Coefficient Alpha | SEM |
|---|---|---|---|
| Male | 6604 | 0.690 | 1.746 |
| Female | 5946 | 0.680 | 1.732 |
| Hispanic | 10765 | 0.676 | 1.733 |
| Asian | 461 | 0.735 | 1.846 |
| American Indian or Alaskan Native | 231 | 0.633 | 1.800 |
| Black or African American | 246 | 0.787 | 1.785 |
| Native Hawaiian or Other Pacific Islander | 46 | 0.720 | 1.684 |
| Multiple Indication | 1332 | 0.681 | 1.710 |
| White | 9631 | 0.675 | 1.728 |
| Special Ed. | 839 | 0.680 | 1.793 |
| FRL | 8568 | 0.683 | 1.731 |

**Table E.4. Coefficient Alpha and SEM by Subgroup in Reading on Stage I**

| Group | N | Coefficient Alpha | SEM |
|---|---|---|---|
| Male | 6604 | 0.771 | 1.827 |
| Female | 5946 | 0.789 | 1.795 |
| Hispanic | 10765 | 0.773 | 1.822 |
| Asian | 461 | 0.807 | 1.717 |
| American Indian or Alaskan Native | 231 | 0.762 | 1.841 |
| Black or African American | 246 | 0.835 | 1.824 |
| Native Hawaiian or Other Pacific Islander | 46 | 0.766 | 1.879 |
| Multiple Indication | 1332 | 0.782 | 1.788 |
| White | 9631 | 0.776 | 1.816 |
| Special Ed. | 839 | 0.761 | 1.890 |
| FRL | 8568 | 0.776 | 1.820 |

**Table E.5. Coefficient Alpha and SEM by Subgroup in Writing on Stage I**

| Group | N | Coefficient Alpha | SEM |
|---|---|---|---|
| Male | 6604 | 0.837 | 1.701 |
| Female | 5946 | 0.829 | 1.729 |
| Hispanic | 10765 | 0.831 | 1.714 |
| Asian | 461 | 0.850 | 1.732 |
| American Indian or Alaskan Native | 231 | 0.814 | 1.802 |
| Black or African American | 246 | 0.878 | 1.636 |
| Native Hawaiian or Other Pacific Islander | 46 | 0.839 | 1.692 |
| Multiple Indication | 1332 | 0.832 | 1.724 |
| White | 9631 | 0.829 | 1.711 |
| Special Ed. | 839 | 0.834 | 1.660 |
| FRL | 8568 | 0.835 | 1.714 |

**Table E.6. Coefficient Alpha and SEM by Subgroup in Total Combined on Stage II**

| Group | N | Coefficient Alpha | SEM |
|---|---|---|---|
| Male | 9716 | 0.902 | 9.354 |
| Female | 8395 | 0.903 | 9.338 |
| Hispanic | 15681 | 0.899 | 9.306 |
| Asian | 466 | 0.922 | 9.344 |
| American Indian or Alaskan Native | 445 | 0.885 | 9.186 |
| Black or African American | 339 | 0.930 | 10.278 |
| Native Hawaiian or Other Pacific Islander | 53 | 0.899 | 9.774 |
| Multiple Indication | 2404 | 0.904 | 9.274 |
| White | 13779 | 0.900 | 9.327 |
| Special Ed. | 1815 | 0.882 | 9.408 |
| FRL | 13052 | 0.901 | 9.334 |

**Table E.7. Coefficient Alpha and SEM by Subgroup in Listening on Stage II**

| Group | N | Coefficient Alpha | SEM |
|---|---|---|---|
| Male | 9716 | 0.698 | 1.631 |
| Female | 8395 | 0.698 | 1.606 |
| Hispanic | 15681 | 0.694 | 1.619 |
| Asian | 466 | 0.744 | 1.575 |
| American Indian or Alaskan Native | 445 | 0.674 | 1.660 |
| Black or African American | 339 | 0.713 | 1.650 |
| Native Hawaiian or Other Pacific Islander | 53 | 0.657 | 1.685 |
| Multiple Indication | 2404 | 0.705 | 1.617 |
| White | 13779 | 0.697 | 1.618 |
| Special Ed. | 1815 | 0.657 | 1.694 |
| FRL | 13052 | 0.697 | 1.619 |

**Table E.8. Coefficient Alpha and SEM by Subgroup in Speaking on Stage II**

| Group | N | Coefficient Alpha | SEM |
|---|---|---|---|
| Male | 9716 | 0.811 | 2.614 |
| Female | 8395 | 0.827 | 2.608 |
| Hispanic | 15681 | 0.808 | 2.608 |
| Asian | 466 | 0.855 | 2.605 |
| American Indian or Alaskan Native | 445 | 0.740 | 2.600 |
| Black or African American | 339 | 0.929 | 2.534 |
| Native Hawaiian or Other Pacific Islander | 53 | 0.839 | 2.746 |
| Multiple Indication | 2404 | 0.810 | 2.605 |
| White | 13779 | 0.810 | 2.616 |
| Special Ed. | 1815 | 0.803 | 2.594 |
| FRL | 13052 | 0.813 | 2.612 |

**Table E.9. Coefficient Alpha and SEM by Subgroup in Reading on Stage II**

| Group | N | Coefficient Alpha | SEM |
|---|---|---|---|
| Male | 9716 | 0.801 | 2.397 |
| Female | 8395 | 0.802 | 2.367 |
| Hispanic | 15681 | 0.798 | 2.384 |
| Asian | 466 | 0.823 | 2.366 |
| American Indian or Alaskan Native | 445 | 0.804 | 2.373 |
| Black or African American | 339 | 0.827 | 2.348 |
| Native Hawaiian or Other Pacific Islander | 53 | 0.777 | 2.425 |
| Multiple Indication | 2404 | 0.808 | 2.376 |
| White | 13779 | 0.798 | 2.386 |
| Special Ed. | 1815 | 0.757 | 2.388 |
| FRL | 13052 | 0.799 | 2.386 |

**Table E.10. Coefficient Alpha and SEM by Subgroup in Writing on Stage II**

| Group | N | Coefficient Alpha | SEM |
|---|---|---|---|
| Male | 9716 | 0.772 | 1.994 |
| Female | 8395 | 0.764 | 1.970 |
| Hispanic | 15681 | 0.764 | 1.985 |
| Asian | 466 | 0.809 | 1.895 |
| American Indian or Alaskan Native | 445 | 0.740 | 2.015 |
| Black or African American | 339 | 0.777 | 2.102 |
| Native Hawaiian or Other Pacific Islander | 53 | 0.736 | 2.048 |
| Multiple Indication | 2404 | 0.775 | 1.963 |
| White | 13779 | 0.766 | 1.984 |
| Special Ed. | 1815 | 0.741 | 2.043 |
| FRL | 13052 | 0.765 | 1.988 |

**Table E.11. Coefficient Alpha and SEM by Subgroup in Total Combined on Stage III**

| Group | N | Coefficient Alpha | SEM |
|---|---|---|---|
| Male | 12535 | 0.906 | 9.461 |
| Female | 10247 | 0.909 | 9.441 |
| Hispanic | 19727 | 0.902 | 9.350 |
| Asian | 512 | 0.929 | 9.769 |
| American Indian or Alaskan Native | 764 | 0.888 | 9.298 |
| Black or African American | 499 | 0.935 | 10.752 |
| Native Hawaiian or Other Pacific Islander | 52 | 0.916 | 9.284 |
| Multiple Indication | 2756 | 0.904 | 9.423 |
| White | 17455 | 0.904 | 9.388 |
| Special Ed. | 2827 | 0.877 | 9.465 |
| FRL | 16831 | 0.907 | 9.437 |

**Table E.12. Coefficient Alpha and SEM by Subgroup in Listening on Stage III**

| Group | N | Coefficient Alpha | SEM |
|---|---|---|---|
| Male | 12535 | 0.642 | 1.688 |
| Female | 10247 | 0.621 | 1.689 |
| Hispanic | 19727 | 0.620 | 1.690 |
| Asian | 512 | 0.723 | 1.636 |
| American Indian or Alaskan Native | 764 | 0.598 | 1.688 |
| Black or African American | 499 | 0.695 | 1.690 |
| Native Hawaiian or Other Pacific Islander | 52 | 0.723 | 1.623 |
| Multiple Indication | 2756 | 0.640 | 1.688 |
| White | 17455 | 0.624 | 1.690 |
| Special Ed. | 2827 | 0.594 | 1.716 |
| FRL | 16831 | 0.626 | 1.690 |

**Table E.13. Coefficient Alpha and SEM by Subgroup in Speaking on Stage III**

| Group | N | Coefficient Alpha | SEM |
|---|---|---|---|
| Male | 12535 | 0.818 | 2.634 |
| Female | 10247 | 0.851 | 2.535 |
| Hispanic | 19727 | 0.818 | 2.570 |
| Asian | 512 | 0.856 | 2.758 |
| American Indian or Alaskan Native | 764 | 0.751 | 2.668 |
| Black or African American | 499 | 0.928 | 2.679 |
| Native Hawaiian or Other Pacific Islander | 52 | 0.818 | 2.657 |
| Multiple Indication | 2756 | 0.808 | 2.636 |
| White | 17455 | 0.826 | 2.574 |
| Special Ed. | 2827 | 0.730 | 2.749 |
| FRL | 16831 | 0.835 | 2.577 |

**Table E.14. Coefficient Alpha and SEM by Subgroup in Reading on Stage III**

| Group | N | Coefficient Alpha | SEM |
|---|---|---|---|
| Male | 12535 | 0.790 | 2.310 |
| Female | 10247 | 0.788 | 2.298 |
| Hispanic | 19727 | 0.783 | 2.309 |
| Asian | 512 | 0.831 | 2.256 |
| American Indian or Alaskan Native | 764 | 0.766 | 2.318 |
| Black or African American | 499 | 0.819 | 2.254 |
| Native Hawaiian or Other Pacific Islander | 52 | 0.792 | 2.308 |
| Multiple Indication | 2756 | 0.786 | 2.307 |
| White | 17455 | 0.785 | 2.308 |
| Special Ed. | 2827 | 0.738 | 2.307 |
| FRL | 16831 | 0.785 | 2.308 |

**Table E.15. Coefficient Alpha and SEM by Subgroup in Writing on Stage III**

| Group | N | Coefficient Alpha | SEM |
|---|---|---|---|
| Male | 12535 | 0.813 | 2.102 |
| Female | 10247 | 0.816 | 2.088 |
| Hispanic | 19727 | 0.811 | 2.077 |
| Asian | 512 | 0.822 | 2.198 |
| American Indian or Alaskan Native | 764 | 0.809 | 2.049 |
| Black or African American | 499 | 0.839 | 2.356 |
| Native Hawaiian or Other Pacific Islander | 52 | 0.848 | 1.924 |
| Multiple Indication | 2756 | 0.818 | 2.094 |
| White | 17455 | 0.812 | 2.082 |
| Special Ed. | 2827 | 0.784 | 2.152 |
| FRL | 16831 | 0.815 | 2.089 |

**Table E.16. Coefficient Alpha and SEM by Subgroup in Total Combined on Stage IV**

| Group | N | Coefficient Alpha | SEM |
|---|---|---|---|
| Male | 6891 | 0.922 | 9.480 |
| Female | 4988 | 0.926 | 9.732 |
| Hispanic | 9958 | 0.920 | 9.505 |
| Asian | 288 | 0.936 | 9.731 |
| American Indian or Alaskan Native | 596 | 0.898 | 9.139 |
| Black or African American | 352 | 0.940 | 10.621 |
| Native Hawaiian or Other Pacific Islander | 40 | 0.902 | 9.472 |
| Multiple Indication | 1287 | 0.921 | 9.548 |
| White | 8909 | 0.921 | 9.530 |
| Special Ed. | 1372 | 0.870 | 9.311 |
| FRL | 8474 | 0.924 | 9.609 |

**Table E.17. Coefficient Alpha and SEM by Subgroup in Listening on Stage IV**

| Group | N | Coefficient Alpha | SEM |
|---|---|---|---|
| Male | 6891 | 0.683 | 1.662 |
| Female | 4988 | 0.679 | 1.669 |
| Hispanic | 9958 | 0.675 | 1.666 |
| Asian | 288 | 0.722 | 1.623 |
| American Indian or Alaskan Native | 596 | 0.644 | 1.659 |
| Black or African American | 352 | 0.700 | 1.681 |
| Native Hawaiian or Other Pacific Islander | 40 | 0.684 | 1.589 |
| Multiple Indication | 1287 | 0.679 | 1.665 |
| White | 8909 | 0.677 | 1.667 |
| Special Ed. | 1372 | 0.607 | 1.701 |
| FRL | 8474 | 0.680 | 1.667 |

**Table E.18. Coefficient Alpha and SEM by Subgroup in Speaking on Stage IV**

| Group | N | Coefficient Alpha | SEM |
|---|---|---|---|
| Male | 6891 | 0.876 | 2.374 |
| Female | 4988 | 0.893 | 2.432 |
| Hispanic | 9958 | 0.876 | 2.384 |
| Asian | 288 | 0.882 | 2.518 |
| American Indian or Alaskan Native | 596 | 0.824 | 2.312 |
| Black or African American | 352 | 0.935 | 2.511 |
| Native Hawaiian or Other Pacific Islander | 40 | 0.748 | 2.802 |
| Multiple Indication | 1287 | 0.869 | 2.420 |
| White | 8909 | 0.878 | 2.389 |
| Special Ed. | 1372 | 0.792 | 2.388 |
| FRL | 8474 | 0.888 | 2.390 |

**Table E.19. Coefficient Alpha and SEM by Subgroup in Reading on Stage IV**

| Group | N | Coefficient Alpha | SEM |
|---|---|---|---|
| Male | 6891 | 0.842 | 2.308 |
| Female | 4988 | 0.841 | 2.294 |
| Hispanic | 9958 | 0.836 | 2.306 |
| Asian | 288 | 0.880 | 2.247 |
| American Indian or Alaskan Native | 596 | 0.803 | 2.296 |
| Black or African American | 352 | 0.852 | 2.288 |
| Native Hawaiian or Other Pacific Islander | 40 | 0.842 | 2.307 |
| Multiple Indication | 1287 | 0.839 | 2.309 |
| White | 8909 | 0.837 | 2.306 |
| Special Ed. | 1372 | 0.759 | 2.352 |
| FRL | 8474 | 0.840 | 2.307 |

**Table E.20. Coefficient Alpha and SEM by Subgroup in Writing on Stage IV**

| Group | N | Coefficient Alpha | SEM |
|---|---|---|---|
| Male | 6891 | 0.805 | 2.253 |
| Female | 4988 | 0.809 | 2.294 |
| Hispanic | 9958 | 0.800 | 2.253 |
| Asian | 288 | 0.825 | 2.350 |
| American Indian or Alaskan Native | 596 | 0.772 | 2.241 |
| Black or African American | 352 | 0.838 | 2.393 |
| Native Hawaiian or Other Pacific Islander | 40 | 0.818 | 2.092 |
| Multiple Indication | 1287 | 0.810 | 2.291 |
| White | 8909 | 0.801 | 2.259 |
| Special Ed. | 1372 | 0.763 | 2.267 |
| FRL | 8474 | 0.809 | 2.265 |

**Table E.21. Coefficient Alpha and SEM by Subgroup in Total Combined on Stage V**

| Group | N | Coefficient Alpha | SEM |
|---|---|---|---|
| Male | 4308 | 0.919 | 9.086 |
| Female | 3351 | 0.922 | 9.031 |
| Hispanic | 5760 | 0.918 | 9.069 |
| Asian | 316 | 0.918 | 8.541 |
| American Indian or Alaskan Native | 299 | 0.837 | 8.490 |
| Black or African American | 556 | 0.928 | 9.271 |
| Native Hawaiian or Other Pacific Islander | 28 | 0.890 | 9.203 |
| Multiple Indication | 676 | 0.919 | 8.987 |
| White | 5498 | 0.919 | 9.082 |
| Special Ed. | 417 | 0.865 | 8.756 |
| FRL | 4657 | 0.921 | 9.122 |

**Table E.22. Coefficient Alpha and SEM by Subgroup in Listening on Stage V**

| Group | N | Coefficient Alpha | SEM |
|---|---|---|---|
| Male | 4308 | 0.696 | 1.661 |
| Female | 3351 | 0.681 | 1.685 |
| Hispanic | 5760 | 0.684 | 1.676 |
| Asian | 316 | 0.709 | 1.630 |
| American Indian or Alaskan Native | 299 | 0.524 | 1.651 |
| Black or African American | 556 | 0.686 | 1.682 |
| Native Hawaiian or Other Pacific Islander | 28 | 0.480 | 1.674 |
| Multiple Indication | 676 | 0.671 | 1.675 |
| White | 5498 | 0.691 | 1.673 |
| Special Ed. | 417 | 0.646 | 1.671 |
| FRL | 4657 | 0.686 | 1.671 |

**Table E.23. Coefficient Alpha and SEM by Subgroup in Speaking on Stage V**

| Group | N | Coefficient Alpha | SEM |
|---|---|---|---|
| Male | 4308 | 0.892 | 1.999 |
| Female | 3351 | 0.883 | 2.027 |
| Hispanic | 5760 | 0.889 | 2.019 |
| Asian | 316 | 0.831 | 1.946 |
| American Indian or Alaskan Native | 299 | 0.767 | 1.859 |
| Black or African American | 556 | 0.902 | 2.019 |
| Native Hawaiian or Other Pacific Islander | 28 | 0.917 | 1.931 |
| Multiple Indication | 676 | 0.855 | 2.070 |
| White | 5498 | 0.891 | 2.015 |
| Special Ed. | 417 | 0.816 | 1.919 |
| FRL | 4657 | 0.894 | 2.023 |

**Table E.24. Coefficient Alpha and SEM by Subgroup in Reading on Stage V**

| Group | N | Coefficient Alpha | SEM |
|---|---|---|---|
| Male | 4308 | 0.806 | 2.338 |
| Female | 3351 | 0.807 | 2.326 |
| Hispanic | 5760 | 0.806 | 2.335 |
| Asian | 316 | 0.809 | 2.249 |
| American Indian or Alaskan Native | 299 | 0.712 | 2.315 |
| Black or African American | 556 | 0.802 | 2.342 |
| Native Hawaiian or Other Pacific Islander | 28 | 0.744 | 2.287 |
| Multiple Indication | 676 | 0.821 | 2.325 |
| White | 5498 | 0.805 | 2.335 |
| Special Ed. | 417 | 0.747 | 2.335 |
| FRL | 4657 | 0.804 | 2.337 |

**Table E.25. Coefficient Alpha and SEM by Subgroup in Reading on Stage V**

| Group | N | Coefficient Alpha | SEM |
|---|---|---|---|
| Male | 4308 | 0.771 | 2.341 |
| Female | 3351 | 0.781 | 2.316 |
| Hispanic | 5760 | 0.773 | 2.301 |
| Asian | 316 | 0.772 | 2.281 |
| American Indian or Alaskan Native | 299 | 0.678 | 2.270 |
| Black or African American | 556 | 0.787 | 2.454 |
| Native Hawaiian or Other Pacific Islander | 28 | 0.730 | 2.300 |
| Multiple Indication | 676 | 0.775 | 2.354 |
| White | 5498 | 0.774 | 2.310 |
| Special Ed. | 417 | 0.665 | 2.340 |
| FRL | 4657 | 0.776 | 2.329 |

Table E.26 through table E.38 present interrater reliability statistics for Spring 2017 AZELLA Reassessment. The Kappa coefficient and intraclass correlation are shown by stage and domain in tables below.

### Table E.26. Interrater Reliability Statistics for Items in Writing on Stage I

| Item | Item Type | Max | Kappa | Intraclass Correlation |
|---|---|---|---|---|
| 33 | SA2 | 2 | 0.84 | 0.95 |
| 34 | SA2 | 2 | 0.60 | 0.76 |
| 35 | SA2 | 2 | 0.71 | 0.89 |
| 36 | SA2 | 2 | 0.79 | 0.94 |
| 37 | SA2 | 2 | 0.74 | 0.91 |
| 38 | SA1 | 1 | 0.93 | 0.97 |
| 39 | SA1 | 1 | 0.95 | 0.97 |
| 40 | SA3 | 3 | 0.69 | 0.91 |
| 41 | SA3 | 3 | 0.69 | 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.27. Interrater Reliability Statistics for Items in Speaking on Stage I

| Item | Item Type | Max | Kappa | Intraclass Correlation |
|---|---|---|---|---|
| 42 | SA1 | 1 | 0.23 | 0.34 |
| 43 | SA1 | 1 | 0.30 | 0.41 |
| 44 | SA1 | 1 | 0.73 | 0.84 |
| 45 | SA1 | 1 | 0.67 | 0.80 |
| 46 | SA2 | 2 | 0.31 | 0.64 |
| 47 | SA2 | 2 | 0.30 | 0.66 |
| 48 | SA2 | 2 | 0.42 | 0.77 |

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.28. Interrater Reliability Statistics for Items in Reading on Stage II

| Item | Item Type | Max | Kappa | Intraclass Correlation |
|---|---|---|---|---|
| 50 | SA1 | 1 | 0.50 | 0.66 |
| 51 | SA1 | 1 | 0.39 | 0.55 |
| 52 | SA3 | 3 | 0.44 | 0.83 |

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.29. Interrater Reliability Statistics for Items in Writing on Stage II

| Item | Item Type | Max | Kappa | Intraclass Correlation |
|---|---|---|---|---|
| 48 | ER | 3 | 0.49 | 0.88 |
| 49 | ER | 3 | 0.51 | 0.87 |

NOTE: ER=Extended Response Item; item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

## Table E.30. Interrater Reliability Statistics for Items in Speaking on Stage II

| Item | Item Type | Max | Kappa | Intraclass Correlation |
|---|---|---|---|---|
| 53 | SA4 | 4 | 0.25 | 0.79 |
| 54 | SA4 | 4 | 0.21 | 0.73 |
| 55 | SA4 | 4 | 0.37 | 0.71 |
| 56 | SA4 | 4 | 0.37 | 0.83 |
| 57 | SA4 | 4 | 0.31 | 0.79 |
| 58 | SA4 | 4 | 0.27 | 0.74 |
| 59 | SA4 | 4 | 0.37 | 0.79 |

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.31. Interrater Reliability Statistics for Items in Reading on Stage III

| Item | Item Type | Max | Kappa | Intraclass Correlation |
|---|---|---|---|---|
| 56 | SA1 | 1 | 0.16 | 0.26 |
| 57 | SA1 | 1 | 0.48 | 0.65 |
| 58 | SA1 | 1 | 0.45 | 0.62 |

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.32. Interrater Reliability Statistics for Items in Writing on Stage III

| Item | Item Type | Max | Kappa | Intraclass Correlation |
|---|---|---|---|---|
| 54 | ER | 5 | 0.46 | 0.87 |
| 55 | ER | 5 | 0.47 | 0.87 |

NOTE: ER=Extended Response Item; item number does not indicate item location on an operational test form as field test items were embedded on the form but were not included in the analysis.

## Table E.33. Interrater Reliability Statistics for Items in Speaking on Stage III

| Item | Item Type | Max | Kappa | Intraclass Correlation |
|---|---|---|---|---|
| 59 | SA4 | 4 | 0.42 | 0.84 |
| 60 | SA4 | 4 | 0.06 | 0.36 |
| 61 | SA4 | 4 | 0.35 | 0.80 |
| 62 | SA4 | 4 | 0.31 | 0.80 |
| 63 | SA4 | 4 | 0.43 | 0.87 |
| 64 | SA4 | 4 | 0.45 | 0.83 |
| 65 | SA4 | 4 | 0.40 | 0.86 |

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

## Table E.34. Interrater Reliability Statistics for Items in Reading on Stage IV

| Item | Item Type | Max | Kappa | Intraclass Correlation |
|---|---|---|---|---|
| 61 | SA1 | 1 | 0.38 | 0.55 |
| 62 | SA1 | 1 | 0.34 | 0.51 |

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.35. Interrater Reliability Statistics for Items in Writing on Stage IV

| Item | Item Type | Max | Kappa | Intraclass Correlation |
|---|---|---|---|---|
| 59 | ER | 5 | 0.47 | 0.88 |
| 60 | ER | 5 | 0.48 | 0.90 |

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.36. Interrater Reliability Statistics for Items in Speaking on Stage IV

| Item | Item Type | Max | Kappa | Intraclass Correlation |
|---|---|---|---|---|
| 63 | SA4 | 4 | 0.26 | 0.80 |
| 64 | SA4 | 4 | 0.31 | 0.83 |
| 65 | SA4 | 4 | 0.22 | 0.79 |
| 66 | SA4 | 4 | 0.41 | 0.87 |
| 67 | SA4 | 4 | 0.33 | 0.89 |
| 68 | SA4 | 4 | 0.21 | 0.74 |
| 69 | SA4 | 4 | 0.36 | 0.88 |

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.37. Interrater Reliability Statistics for Items in Writing on Stage V

| Item | Item Type | Max | Kappa | Intraclass Correlation |
|---|---|---|---|---|
| 61 | ER | 5 | 0.49 | 0.90 |
| 62 | ER | 5 | 0.46 | 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.38. Interrater Reliability Statistics for Items in Speaking on Stage V

| Item | Item Type | Max | Kappa | Intraclass Correlation |
|---|---|---|---|---|
| 63 | SA4 | 4 | 0.30 | 0.79 |
| 64 | SA4 | 4 | 0.36 | 0.86 |
| 65 | SA4 | 4 | 0.32 | 0.81 |
| 66 | SA4 | 4 | 0.28 | 0.76 |
| 67 | SA4 | 4 | 0.25 | 0.80 |
| 68 | SA4 | 4 | 0.42 | 0.87 |
| 69 | SA4 | 4 | 0.30 | 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.

# Appendix F. AZELLA REASSESSMENT DIF STATISTICS

This appendix presents DIF statistics for Spring 2017 AZELLA Reeassessment. Tables below shows MH and SMD DIF statistics by stage and domain.

### Table F.1. DIF Statistics based on EL Students for Items in Reading on Stage I

| | | Focal Group: Female<br>Reference Group: Male | | | | | | Focal Group: Hispanic<br>Reference Group: Non-Hispanic | | | | | | Focal Group: American Indian<br>Reference Group: Non-American Indian | | | | | | Focal Group: Special Education<br>Reference Group: Non-Special Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 15 | MC | 5946 | 6604 | 0.64 | 0.08 | 0.01 | A | 10765 | 1801 | 17.42 | -0.60 | -0.10 | A | 231 | 12335 | 1.25 | 0.38 | 0.07 | A | 839 | 11727 | 0.00 | 0.00 | 0.00 | A |
| 16 | MC | 5946 | 6604 | 3.33 | -0.22 | -0.03 | A | 10765 | 1801 | 0.00 | 0.00 | 0.00 | A | 231 | 12335 | 0.09 | 0.12 | 0.02 | A | 839 | 11727 | 0.13 | 0.08 | 0.01 | A |
| 17 | MC | 5946 | 6604 | 1.07 | -0.12 | -0.02 | A | 10765 | 1801 | 3.15 | -0.31 | -0.04 | A | 231 | 12335 | 1.81 | -0.55 | -0.08 | A | 839 | 11727 | 0.03 | -0.04 | -0.01 | A |
| 18 | MC | 5946 | 6604 | 0.02 | 0.02 | 0.00 | A | 10765 | 1801 | 4.38 | -0.38 | -0.05 | A | 231 | 12335 | 0.53 | -0.30 | -0.05 | A | 839 | 11727 | 6.12 | 0.56 | 0.09 | A |
| 19 | MC | 5946 | 6604 | 1.41 | 0.11 | 0.02 | A | 10765 | 1801 | 0.47 | 0.09 | 0.01 | A | 231 | 12335 | 1.28 | -0.37 | -0.07 | A | 839 | 11727 | 0.81 | -0.16 | -0.03 | A |
| 20 | MC | 5946 | 6604 | 1.79 | -0.13 | -0.02 | A | 10765 | 1801 | 9.99 | -0.45 | -0.07 | A | 231 | 12335 | 7.40 | -0.93 | -0.17 | A | 839 | 11727 | 0.64 | -0.15 | -0.03 | A |
| 21 | MC | 5946 | 6604 | 8.75 | 0.29 | 0.04 | A | 10765 | 1801 | 8.06 | -0.41 | -0.06 | A | 231 | 12335 | 0.37 | 0.24 | 0.04 | A | 839 | 11727 | 1.28 | 0.22 | 0.04 | A |
| 22 | MC | 5946 | 6604 | 18.44 | -0.42 | -0.07 | A | 10765 | 1801 | 0.12 | -0.05 | -0.01 | A | 231 | 12335 | 3.14 | 0.64 | 0.11 | A | 839 | 11727 | 0.13 | 0.07 | 0.01 | A |
| 23 | MC | 5946 | 6604 | 30.76 | -0.54 | -0.08 | A | 10765 | 1801 | 0.00 | 0.01 | 0.00 | A | 231 | 12335 | 1.64 | 0.47 | 0.08 | A | 839 | 11727 | 0.01 | 0.02 | 0.00 | A |
| 24 | MC | 5946 | 6604 | 53.08 | -0.66 | -0.12 | A | 10765 | 1801 | 13.37 | -0.48 | -0.08 | A | 231 | 12335 | 8.85 | 0.97 | 0.19 | A | 839 | 11727 | 0.04 | 0.03 | 0.01 | A |
| 25 | MC | 5946 | 6604 | 44.08 | 0.62 | 0.11 | A | 10765 | 1801 | 1.46 | -0.16 | -0.03 | A | 231 | 12335 | 0.00 | 0.02 | 0.00 | A | 839 | 11727 | 0.00 | 0.00 | 0.00 | A |
| 26 | MC | 5946 | 6604 | 1.80 | -0.12 | -0.02 | A | 10765 | 1801 | 0.28 | -0.07 | -0.01 | A | 231 | 12335 | 1.16 | -0.35 | -0.07 | A | 839 | 11727 | 9.64 | 0.55 | 0.11 | A |
| 27 | MC | 5946 | 6604 | 8.85 | 0.27 | 0.05 | A | 10765 | 1801 | 5.40 | -0.30 | -0.06 | A | 231 | 12335 | 0.79 | 0.30 | 0.06 | A | 839 | 11727 | 3.83 | -0.35 | -0.07 | A |
| 28 | MC | 5946 | 6604 | 24.93 | 0.45 | 0.08 | A | 10765 | 1801 | 0.15 | -0.05 | -0.01 | A | 231 | 12335 | 0.34 | -0.19 | -0.04 | A | 839 | 11727 | 11.82 | -0.60 | -0.12 | A |
| 29 | MC | 5946 | 6604 | 19.41 | -0.43 | -0.07 | A | 10765 | 1801 | 2.16 | 0.21 | 0.03 | A | 231 | 12335 | 5.68 | 0.88 | 0.15 | A | 839 | 11727 | 0.00 | 0.00 | 0.00 | A |
| 30 | MC | 5946 | 6604 | 70.81 | -0.80 | -0.14 | A | 10765 | 1801 | 5.77 | 0.33 | 0.06 | A | 231 | 12335 | 4.76 | 0.76 | 0.14 | A | 839 | 11727 | 0.87 | 0.17 | 0.03 | A |
| 31 | MC | 5946 | 6604 | 4.50 | -0.21 | -0.03 | A | 10765 | 1801 | 0.01 | 0.01 | 0.00 | A | 231 | 12335 | 0.31 | 0.20 | 0.03 | A | 839 | 11727 | 1.66 | -0.24 | -0.04 | A |
| 32 | MC | 5946 | 6604 | 11.34 | -0.36 | -0.05 | A | 10765 | 1801 | 5.92 | 0.38 | 0.06 | A | 231 | 12335 | 0.03 | 0.07 | 0.01 | A | 839 | 11727 | 10.37 | -0.63 | -0.11 | A |

NOTE: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH$\chi^2$=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

| | | Focal Group: FRL (EL)<br>Reference Group: Non-FRL (EL) | | | | | |
|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 15 | MC | 8568 | 3931 | 2.99 | -0.18 | -0.03 | A |
| 16 | MC | 8568 | 3931 | 0.19 | -0.06 | -0.01 | A |
| 17 | MC | 8568 | 3931 | 0.10 | -0.04 | -0.01 | A |
| 18 | MC | 8568 | 3931 | 0.07 | 0.03 | 0.01 | A |
| 19 | MC | 8568 | 3931 | 10.15 | -0.32 | -0.06 | A |
| 20 | MC | 8568 | 3931 | 7.99 | -0.29 | -0.05 | A |
| 21 | MC | 8568 | 3931 | 2.10 | -0.15 | -0.02 | A |
| 22 | MC | 8568 | 3931 | 5.79 | 0.25 | 0.04 | A |
| 23 | MC | 8568 | 3931 | 0.02 | -0.02 | 0.00 | A |
| 24 | MC | 8568 | 3931 | 1.70 | -0.13 | -0.02 | A |
| 25 | MC | 8568 | 3931 | 3.33 | -0.18 | -0.03 | A |
| 26 | MC | 8568 | 3931 | 7.25 | -0.26 | -0.05 | A |
| 27 | MC | 8568 | 3931 | 1.47 | -0.12 | -0.02 | A |
| 28 | MC | 8568 | 3931 | 1.23 | 0.11 | 0.02 | A |
| 29 | MC | 8568 | 3931 | 0.89 | 0.10 | 0.02 | A |
| 30 | MC | 8568 | 3931 | 0.16 | -0.04 | -0.01 | A |
| 31 | MC | 8568 | 3931 | 0.32 | -0.06 | -0.01 | A |
| 32 | MC | 8568 | 3931 | 6.13 | -0.29 | -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$\chi^2$=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.3. DIF Statistics based on EL Students for Items in Writing on Stage I

| | | Focal Group: Female<br>Reference Group: Male | | | | | | Focal Group: Hispanic<br>Reference Group: Non-Hispanic | | | | | | Focal Group: American Indian<br>Reference Group: Non-American Indian | | | | | | Focal Group: Special Education<br>Reference Group: Non-Special Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 33 | SA2 | 5946 | 6604 | 15.37 | | 0.06 | A | 10765 | 1801 | 5.91 | | -0.06 | A | 231 | 12335 | 0.67 | | 0.04 | A | 839 | 11727 | 0.97 | | -0.01 | A |
| 34 | SA2 | 5946 | 6604 | 39.69 | | 0.11 | A | 10765 | 1801 | 29.31 | | -0.09 | A | 231 | 12335 | 1.78 | | 0.08 | A | 839 | 11727 | 6.73 | | -0.03 | A |
| 35 | SA2 | 5946 | 6604 | 4.54 | | 0.03 | A | 10765 | 1801 | 0.94 | | -0.02 | A | 231 | 12335 | 12.30 | | 0.16 | A | 839 | 11727 | 0.40 | | -0.01 | A |
| 36 | SA2 | 5946 | 6604 | 6.03 | | 0.03 | A | 10765 | 1801 | 16.58 | | -0.07 | A | 231 | 12335 | 1.13 | | 0.03 | A | 839 | 11727 | 9.90 | | -0.02 | A |
| 37 | SA2 | 5946 | 6604 | 14.67 | | 0.05 | A | 10765 | 1801 | 3.13 | | -0.04 | A | 231 | 12335 | 5.93 | | 0.10 | A | 839 | 11727 | 0.89 | | 0.02 | A |
| 38 | SA1 | 5946 | 6604 | 0.63 | 0.07 | 0.01 | A | 10765 | 1801 | 5.94 | 0.32 | 0.06 | A | 231 | 12335 | 3.21 | 0.60 | 0.11 | A | 839 | 11727 | 1.23 | -0.20 | -0.04 | A |
| 39 | SA1 | 5946 | 6604 | 0.11 | 0.03 | 0.00 | A | 10765 | 1801 | 0.56 | 0.10 | 0.01 | A | 231 | 12335 | 0.14 | 0.12 | 0.02 | A | 839 | 11727 | 2.93 | -0.31 | -0.06 | A |
| 40 | SA3 | 5946 | 6604 | 19.01 | | 0.05 | A | 10765 | 1801 | 2.53 | | -0.02 | A | 231 | 12335 | 3.93 | | 0.00 | A | 839 | 11727 | 0.94 | | 0.00 | A |
| 41 | SA3 | 5946 | 6604 | 8.65 | | 0.02 | A | 10765 | 1801 | 8.36 | | -0.05 | A | 231 | 12335 | 6.12 | | 0.10 | A | 839 | 11727 | 3.51 | | 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$\chi^2$=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

| | | Focal Group: FRL (EL)<br>Reference Group: Non-FRL (EL) | | | | | |
|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 33 | SA2 | 8568 | 3931 | 6.07 | | -0.02 | A |
| 34 | SA2 | 8568 | 3931 | 41.46 | | -0.11 | A |
| 35 | SA2 | 8568 | 3931 | 13.25 | | -0.03 | A |
| 36 | SA2 | 8568 | 3931 | 12.15 | | -0.04 | A |
| 37 | SA2 | 8568 | 3931 | 40.31 | | -0.06 | A |
| 38 | SA1 | 8568 | 3931 | 1.54 | 0.12 | 0.02 | A |
| 39 | SA1 | 8568 | 3931 | 0.43 | -0.06 | -0.01 | A |
| 40 | SA3 | 8568 | 3931 | 12.89 | | -0.03 | A |
| 41 | SA3 | 8568 | 3931 | 17.85 | | -0.03 | 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$\chi^2$=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 EL Students for Items in Listening on Stage I

| | | Focal Group: Female<br>Reference Group: Male | | | | | | Focal Group: Hispanic<br>Reference Group: Non-Hispanic | | | | | | Focal Group: American Indian<br>Reference Group: Non-American Indian | | | | | | Focal Group: Special Education<br>Reference Group: Non-Special Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 1 | MC | 5946 | 6604 | 0.00 | -0.01 | 0.00 | A | 10765 | 1801 | 2.60 | -0.26 | -0.04 | A | 231 | 12335 | 1.01 | -0.38 | -0.07 | A | 839 | 11727 | 0.79 | 0.19 | 0.03 | A |
| 2 | MC | 5946 | 6604 | 16.80 | -0.44 | -0.07 | A | 10765 | 1801 | 1.34 | -0.18 | -0.03 | A | 231 | 12335 | 0.28 | -0.20 | -0.03 | A | 839 | 11727 | 0.02 | 0.03 | 0.01 | A |
| 3 | MC | 5946 | 6604 | 4.55 | -0.21 | -0.04 | A | 10765 | 1801 | 11.24 | -0.48 | -0.08 | A | 231 | 12335 | 0.00 | 0.02 | 0.00 | A | 839 | 11727 | 0.69 | 0.16 | 0.03 | A |
| 4 | MC | 5946 | 6604 | 10.11 | -0.37 | -0.05 | A | 10765 | 1801 | 2.53 | 0.26 | 0.04 | A | 231 | 12335 | 3.16 | 0.80 | 0.11 | A | 839 | 11727 | 15.69 | 0.94 | 0.15 | A |
| 5 | MC | 5946 | 6604 | 5.10 | 0.21 | 0.04 | A | 10765 | 1801 | 15.72 | 0.53 | 0.10 | A | 231 | 12335 | 0.20 | -0.16 | -0.03 | A | 839 | 11727 | 1.69 | -0.24 | -0.05 | A |
| 6 | MC | 5946 | 6604 | 2.26 | 0.15 | 0.02 | A | 10765 | 1801 | 4.76 | 0.30 | 0.05 | A | 231 | 12335 | 0.44 | 0.24 | 0.04 | A | 839 | 11727 | 1.05 | 0.20 | 0.03 | A |
| 7 | MC | 5946 | 6604 | 0.11 | -0.03 | -0.01 | A | 10765 | 1801 | 20.48 | 0.63 | 0.11 | A | 231 | 12335 | 0.71 | 0.32 | 0.05 | A | 839 | 11727 | 0.20 | 0.09 | 0.02 | A |
| 8 | MC | 5946 | 6604 | 36.87 | 0.65 | 0.09 | A | 10765 | 1801 | 11.97 | 0.52 | 0.08 | A | 231 | 12335 | 0.14 | -0.14 | -0.02 | A | 839 | 11727 | 6.91 | -0.51 | -0.09 | A |
| 9 | MC | 5946 | 6604 | 4.43 | 0.24 | 0.03 | A | 10765 | 1801 | 7.59 | 0.44 | 0.07 | A | 231 | 12335 | 1.05 | 0.42 | 0.06 | A | 839 | 11727 | 5.87 | -0.49 | -0.08 | A |
| 10 | MC | 5946 | 6604 | 19.09 | 0.47 | 0.07 | A | 10765 | 1801 | 3.25 | 0.28 | 0.05 | A | 231 | 12335 | 0.01 | 0.04 | 0.01 | A | 839 | 11727 | 0.32 | 0.12 | 0.02 | A |
| 11 | MC | 5946 | 6604 | 19.35 | 0.49 | 0.07 | A | 10765 | 1801 | 34.09 | 0.90 | 0.14 | A | 231 | 12335 | 0.26 | -0.20 | -0.03 | A | 839 | 11727 | 1.94 | -0.29 | -0.05 | A |
| 12 | MC | 5946 | 6604 | 1.28 | 0.11 | 0.02 | A | 10765 | 1801 | 6.02 | 0.35 | 0.06 | A | 231 | 12335 | 0.28 | 0.19 | 0.03 | A | 839 | 11727 | 0.85 | -0.17 | -0.03 | A |
| 13 | MC | 5946 | 6604 | 3.64 | 0.18 | 0.03 | A | 10765 | 1801 | 0.48 | 0.10 | 0.02 | A | 231 | 12335 | 12.34 | -1.25 | -0.21 | B< | 839 | 11727 | 2.64 | -0.30 | -0.05 | A |
| 14 | MC | 5946 | 6604 | 7.88 | 0.26 | 0.05 | A | 10765 | 1801 | 1.61 | -0.17 | -0.04 | A | 231 | 12335 | 2.19 | -0.49 | -0.09 | A | 839 | 11727 | 0.01 | -0.01 | 0.00 | A |

NOTE: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH$\chi^2$=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

| | | Focal Group: FRL (EL)<br>Reference Group: Non-FRL (EL) | | | | | |
|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 1 | MC | 8568 | 3931 | 3.98 | 0.23 | 0.04 | A |
| 2 | MC | 8568 | 3931 | 2.49 | 0.18 | 0.03 | A |
| 3 | MC | 8568 | 3931 | 5.61 | 0.24 | 0.04 | A |
| 4 | MC | 8568 | 3931 | 5.18 | 0.28 | 0.04 | A |
| 5 | MC | 8568 | 3931 | 2.68 | 0.17 | 0.03 | A |
| 6 | MC | 8568 | 3931 | 0.01 | -0.01 | 0.00 | A |
| 7 | MC | 8568 | 3931 | 3.08 | 0.19 | 0.03 | A |
| 8 | MC | 8568 | 3931 | 0.32 | 0.06 | 0.01 | A |
| 9 | MC | 8568 | 3931 | 0.06 | 0.03 | 0.00 | A |
| 10 | MC | 8568 | 3931 | 2.35 | 0.18 | 0.03 | A |
| 11 | MC | 8568 | 3931 | 0.07 | -0.03 | -0.01 | A |
| 12 | MC | 8568 | 3931 | 1.43 | -0.13 | -0.02 | A |
| 13 | MC | 8568 | 3931 | 6.96 | -0.28 | -0.05 | A |
| 14 | MC | 8568 | 3931 | 2.99 | -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$\chi^2$=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 EL Students for Items in Speaking on Stage I

| | | Focal Group: Female<br>Reference Group: Male | | | | | | Focal Group: Hispanic<br>Reference Group: Non-Hispanic | | | | | | Focal Group: American Indian<br>Reference Group: Non-American Indian | | | | | | Focal Group: Special Education<br>Reference Group: Non-Special Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 42 | SA1 | 5946 | 6604 | 8.82 | -0.30 | -0.05 | A | 10765 | 1801 | 16.61 | 0.57 | 0.10 | A | 231 | 12335 | 0.14 | 0.14 | 0.02 | A | 839 | 11727 | 0.58 | 0.15 | 0.03 | A |
| 43 | SA1 | 5946 | 6604 | 0.03 | -0.03 | 0.00 | A | 10765 | 1801 | 54.18 | 1.60 | 0.18 | C> | 231 | 12335 | 0.29 | 0.38 | 0.04 | A | 839 | 11727 | 3.00 | -0.55 | -0.07 | A |
| 44 | SA1 | 5946 | 6604 | 30.56 | -0.52 | -0.09 | A | 10765 | 1801 | 16.69 | -0.58 | -0.10 | A | 231 | 12335 | 3.58 | -0.64 | -0.12 | A | 839 | 11727 | 6.41 | 0.47 | 0.09 | A |
| 45 | SA1 | 5946 | 6604 | 39.66 | -0.67 | -0.11 | A | 10765 | 1801 | 0.74 | -0.13 | -0.01 | A | 231 | 12335 | 2.67 | -0.71 | -0.10 | A | 839 | 11727 | 0.46 | 0.15 | 0.02 | A |
| 46 | SA2 | 5946 | 6604 | 3.51 | | -0.02 | A | 10765 | 1801 | 18.93 | | 0.10 | A | 231 | 12335 | 1.19 | | 0.05 | A | 839 | 11727 | 1.86 | | 0.02 | A |
| 47 | SA2 | 5946 | 6604 | 3.21 | | 0.01 | A | 10765 | 1801 | 40.57 | | 0.15 | A | 231 | 12335 | 1.07 | | -0.05 | A | 839 | 11727 | 18.98 | | -0.08 | A |
| 48 | SA2 | 5946 | 6604 | 6.76 | | 0.04 | A | 10765 | 1801 | 22.57 | | 0.11 | A | 231 | 12335 | 2.25 | | -0.08 | A | 839 | 11727 | 1.87 | | -0.03 | A |
| 49 | SA4 | 5946 | 6604 | 2.33 | | 0.00 | A | 10765 | 1801 | 56.79 | | 0.16 | A | 231 | 12335 | 0.40 | | -0.02 | A | 839 | 11727 | 32.73 | | -0.11 | 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$\chi^2$=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.8. DIF Statistics based on FRL Students for Items in Speaking on Stage I

| | | Focal Group: FRL (EL and FEP)<br>Reference Group: Non-FRL (EL and FEP) | | | | | |
|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 42 | SA1 | 8568 | 3931 | 8.96 | 0.32 | 0.06 | A |
| 43 | SA1 | 8568 | 3931 | 11.51 | 0.65 | 0.06 | A |
| 44 | SA1 | 8568 | 3931 | 0.07 | -0.03 | 0.00 | A |
| 45 | SA1 | 8568 | 3931 | 0.31 | -0.06 | -0.01 | A |
| 46 | SA2 | 8568 | 3931 | 8.28 | | 0.05 | A |
| 47 | SA2 | 8568 | 3931 | 3.27 | | 0.02 | A |
| 48 | SA2 | 8568 | 3931 | 25.64 | | 0.07 | A |
| 49 | SA4 | 8568 | 3931 | 30.98 | | 0.08 | 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$\chi^2$=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.9. DIF Statistics based on EL Students for Items in Reading on Stage II

| | | Focal Group: Female<br>Reference Group: Male | | | | | | Focal Group: Hispanic<br>Reference Group: Non-Hispanic | | | | | | Focal Group: American Indian<br>Reference Group: Non-American Indian | | | | | | Focal Group: Special Education<br>Reference Group: Non-Special Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 15 | MC | 8395 | 9716 | 5.01 | 0.18 | 0.03 | A | 15681 | 2459 | 27.99 | 0.62 | 0.11 | A | 445 | 17695 | 1.96 | -0.35 | -0.06 | A | 1815 | 16325 | 0.93 | -0.12 | -0.02 | A |
| 16 | MC | 8395 | 9716 | 0.77 | -0.07 | -0.01 | A | 15681 | 2459 | 10.95 | -0.42 | -0.07 | A | 445 | 17695 | 0.15 | 0.10 | 0.02 | A | 1815 | 16325 | 1.12 | -0.14 | -0.03 | A |
| 17 | MC | 8395 | 9716 | 1.74 | 0.10 | 0.02 | A | 15681 | 2459 | 19.22 | 0.48 | 0.09 | A | 445 | 17695 | 0.37 | 0.15 | 0.03 | A | 1815 | 16325 | 13.33 | -0.46 | -0.09 | A |
| 18 | MC | 8395 | 9716 | 0.11 | -0.03 | -0.01 | A | 15681 | 2459 | 1.29 | -0.14 | -0.02 | A | 445 | 17695 | 2.16 | 0.42 | 0.07 | A | 1815 | 16325 | 0.95 | 0.13 | 0.02 | A |
| 19 | MC | 8395 | 9716 | 0.12 | -0.03 | -0.01 | A | 15681 | 2459 | 2.55 | -0.21 | -0.03 | A | 445 | 17695 | 0.63 | 0.22 | 0.03 | A | 1815 | 16325 | 0.34 | 0.08 | 0.01 | A |
| 20 | MC | 8395 | 9716 | 9.59 | -0.24 | -0.04 | A | 15681 | 2459 | 15.38 | -0.45 | -0.08 | A | 445 | 17695 | 4.65 | 0.54 | 0.10 | A | 1815 | 16325 | 14.98 | 0.49 | 0.09 | A |
| 21 | MC | 8395 | 9716 | 0.59 | -0.06 | -0.01 | A | 15681 | 2459 | 0.26 | -0.06 | -0.01 | A | 445 | 17695 | 1.98 | 0.35 | 0.06 | A | 1815 | 16325 | 3.24 | 0.23 | 0.04 | A |
| 22 | MC | 8395 | 9716 | 5.96 | 0.18 | 0.04 | A | 15681 | 2459 | 1.66 | 0.14 | 0.03 | A | 445 | 17695 | 5.79 | 0.60 | 0.11 | A | 1815 | 16325 | 3.68 | 0.24 | 0.05 | A |
| 23 | MC | 8395 | 9716 | 0.69 | -0.07 | -0.01 | A | 15681 | 2459 | 1.06 | 0.12 | 0.02 | A | 445 | 17695 | 0.17 | 0.10 | 0.02 | A | 1815 | 16325 | 4.13 | 0.26 | 0.05 | A |
| 24 | MC | 8395 | 9716 | 0.92 | 0.08 | 0.01 | A | 15681 | 2459 | 6.08 | -0.29 | -0.05 | A | 445 | 17695 | 5.74 | 0.61 | 0.10 | A | 1815 | 16325 | 0.18 | -0.06 | -0.01 | A |
| 25 | MC | 8395 | 9716 | 4.12 | 0.15 | 0.03 | A | 15681 | 2459 | 4.26 | 0.22 | 0.04 | A | 445 | 17695 | 0.97 | -0.23 | -0.05 | A | 1815 | 16325 | 0.39 | -0.08 | -0.01 | A |
| 26 | MC | 8395 | 9716 | 2.83 | 0.13 | 0.02 | A | 15681 | 2459 | 0.37 | -0.07 | -0.01 | A | 445 | 17695 | 0.18 | 0.11 | 0.02 | A | 1815 | 16325 | 1.00 | -0.13 | -0.02 | A |
| 27 | MC | 8395 | 9716 | 0.47 | 0.05 | 0.01 | A | 15681 | 2459 | 4.29 | -0.24 | -0.04 | A | 445 | 17695 | 7.27 | 0.68 | 0.12 | A | 1815 | 16325 | 1.62 | 0.16 | 0.03 | A |
| 28 | MC | 8395 | 9716 | 19.69 | 0.35 | 0.06 | A | 15681 | 2459 | 1.37 | -0.14 | -0.02 | A | 445 | 17695 | 0.08 | -0.07 | -0.01 | A | 1815 | 16325 | 0.44 | 0.09 | 0.01 | A |
| 29 | MC | 8395 | 9716 | 0.81 | 0.07 | 0.01 | A | 15681 | 2459 | 0.12 | -0.04 | -0.01 | A | 445 | 17695 | 7.47 | -0.65 | -0.13 | A | 1815 | 16325 | 0.02 | 0.02 | 0.00 | A |
| 30 | MC | 8395 | 9716 | 8.58 | 0.23 | 0.04 | A | 15681 | 2459 | 0.19 | 0.05 | 0.01 | A | 445 | 17695 | 0.36 | 0.15 | 0.03 | A | 1815 | 16325 | 0.12 | -0.04 | -0.01 | A |
| 31 | MC | 8395 | 9716 | 26.21 | 0.41 | 0.07 | A | 15681 | 2459 | 2.21 | 0.17 | 0.03 | A | 445 | 17695 | 1.41 | -0.31 | -0.05 | A | 1815 | 16325 | 10.89 | -0.43 | -0.07 | A |
| 32 | MC | 8395 | 9716 | 3.75 | 0.15 | 0.03 | A | 15681 | 2459 | 0.00 | 0.00 | 0.00 | A | 445 | 17695 | 4.86 | -0.56 | -0.10 | A | 1815 | 16325 | 2.31 | 0.19 | 0.04 | A |
| 33 | MC | 8395 | 9716 | 0.84 | -0.07 | -0.01 | A | 15681 | 2459 | 0.89 | -0.10 | -0.02 | A | 445 | 17695 | 1.71 | -0.31 | -0.06 | A | 1815 | 16325 | 1.21 | 0.13 | 0.03 | A |
| 34 | MC | 8395 | 9716 | 2.08 | 0.11 | 0.02 | A | 15681 | 2459 | 1.53 | -0.14 | -0.03 | A | 445 | 17695 | 0.15 | 0.10 | 0.02 | A | 1815 | 16325 | 0.84 | -0.11 | -0.02 | A |
| 50 | SA1 | 8395 | 9716 | 5.65 | -0.18 | -0.03 | A | 15681 | 2459 | 1.18 | 0.12 | 0.02 | A | 445 | 17695 | 1.09 | 0.26 | 0.05 | A | 1815 | 16325 | 7.60 | 0.34 | 0.07 | A |
| 51 | SA1 | 8395 | 9716 | 0.87 | -0.07 | -0.01 | A | 15681 | 2459 | 23.20 | 0.53 | 0.09 | A | 445 | 17695 | 0.11 | 0.08 | 0.02 | A | 1815 | 16325 | 6.03 | -0.30 | -0.06 | A |
| 52 | SA3 | 8395 | 9716 | 216.83 | | -0.18 | B< | 15681 | 2459 | 38.38 | | -0.09 | A | 445 | 17695 | 5.27 | | -0.01 | A | 1815 | 16325 | 5.05 | | 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$\chi^2$=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

| | | Focal Group: FRL (EL)<br>Reference Group: Non-FRL (EL) | | | | | |
|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 15 | MC | 13052 | 5020 | 0.10 | -0.03 | 0.00 | A |
| 16 | MC | 13052 | 5020 | 0.51 | -0.07 | -0.01 | A |
| 17 | MC | 13052 | 5020 | 1.58 | -0.11 | -0.02 | A |
| 18 | MC | 13052 | 5020 | 0.10 | -0.03 | -0.01 | A |
| 19 | MC | 13052 | 5020 | 0.00 | 0.00 | 0.00 | A |
| 20 | MC | 13052 | 5020 | 0.04 | -0.02 | 0.00 | A |
| 21 | MC | 13052 | 5020 | 6.32 | -0.22 | -0.04 | A |
| 22 | MC | 13052 | 5020 | 0.44 | -0.06 | -0.01 | A |
| 23 | MC | 13052 | 5020 | 0.48 | -0.06 | -0.01 | A |
| 24 | MC | 13052 | 5020 | 0.01 | -0.01 | 0.00 | A |
| 25 | MC | 13052 | 5020 | 0.01 | 0.01 | 0.00 | A |
| 26 | MC | 13052 | 5020 | 0.33 | 0.05 | 0.01 | A |
| 27 | MC | 13052 | 5020 | 2.02 | 0.12 | 0.02 | A |
| 28 | MC | 13052 | 5020 | 0.00 | 0.01 | 0.00 | A |
| 29 | MC | 13052 | 5020 | 2.77 | -0.14 | -0.03 | A |
| 30 | MC | 13052 | 5020 | 0.04 | -0.02 | 0.00 | A |
| 31 | MC | 13052 | 5020 | 0.06 | -0.02 | 0.00 | A |
| 32 | MC | 13052 | 5020 | 0.74 | 0.07 | 0.01 | A |
| 33 | MC | 13052 | 5020 | 1.96 | -0.11 | -0.02 | A |
| 34 | MC | 13052 | 5020 | 2.18 | -0.13 | -0.02 | A |
| 50 | SA1 | 13052 | 5020 | 0.18 | -0.04 | -0.01 | A |
| 51 | SA1 | 13052 | 5020 | 1.15 | 0.09 | 0.02 | A |
| 52 | SA3 | 13052 | 5020 | 5.79 | | -0.03 | 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$\chi^2$=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.11. DIF Statistics based on EL Students for Items in Writing on Stage II

| | | Focal Group: Female<br>Reference Group: Male | | | | | | Focal Group: Hispanic<br>Reference Group: Non-Hispanic | | | | | | Focal Group: American Indian<br>Reference Group: Non-American Indian | | | | | | Focal Group: Special Education<br>Reference Group: Non-Special Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 35 | MC | 8395 | 9716 | 0.12 | -0.03 | -0.01 | A | 15681 | 2459 | 13.25 | -0.52 | -0.07 | A | 445 | 17695 | 1.04 | 0.31 | 0.04 | A | 1815 | 16325 | 0.36 | 0.09 | 0.01 | A |
| 36 | MC | 8395 | 9716 | 0.69 | 0.06 | 0.01 | A | 15681 | 2459 | 1.48 | -0.14 | -0.03 | A | 445 | 17695 | 4.97 | -0.53 | -0.10 | A | 1815 | 16325 | 1.24 | -0.14 | -0.03 | A |
| 37 | MC | 8395 | 9716 | 38.44 | 0.46 | 0.09 | A | 15681 | 2459 | 15.06 | -0.42 | -0.08 | A | 445 | 17695 | 0.52 | -0.18 | -0.03 | A | 1815 | 16325 | 7.24 | 0.34 | 0.06 | A |
| 38 | MC | 8395 | 9716 | 3.53 | -0.14 | -0.03 | A | 15681 | 2459 | 0.06 | -0.03 | -0.01 | A | 445 | 17695 | 0.97 | -0.23 | -0.05 | A | 1815 | 16325 | 0.20 | 0.06 | 0.01 | A |
| 39 | MC | 8395 | 9716 | 1.51 | 0.09 | 0.01 | A | 15681 | 2459 | 0.90 | -0.11 | -0.03 | A | 445 | 17695 | 0.05 | 0.06 | 0.01 | A | 1815 | 16325 | 8.58 | -0.35 | -0.07 | A |
| 40 | MC | 8395 | 9716 | 11.67 | 0.32 | 0.04 | A | 15681 | 2459 | 0.14 | -0.05 | -0.01 | A | 445 | 17695 | 0.38 | 0.17 | 0.03 | A | 1815 | 16325 | 4.01 | -0.28 | -0.05 | A |
| 41 | MC | 8395 | 9716 | 0.02 | 0.01 | 0.00 | A | 15681 | 2459 | 28.39 | -0.62 | -0.10 | A | 445 | 17695 | 0.10 | 0.08 | 0.01 | A | 1815 | 16325 | 25.73 | 0.68 | 0.11 | A |
| 42 | MC | 8395 | 9716 | 3.09 | -0.13 | -0.03 | A | 15681 | 2459 | 11.62 | 0.37 | 0.07 | A | 445 | 17695 | 0.29 | -0.13 | -0.02 | A | 1815 | 16325 | 1.55 | -0.15 | -0.03 | A |
| 43 | MC | 8395 | 9716 | 3.56 | 0.15 | 0.02 | A | 15681 | 2459 | 1.60 | -0.14 | -0.03 | A | 445 | 17695 | 0.00 | 0.01 | 0.00 | A | 1815 | 16325 | 0.20 | -0.06 | -0.01 | A |
| 44 | MC | 8395 | 9716 | 6.28 | -0.20 | -0.03 | A | 15681 | 2459 | 1.98 | -0.16 | -0.03 | A | 445 | 17695 | 0.37 | -0.15 | -0.03 | A | 1815 | 16325 | 0.01 | -0.01 | 0.00 | A |
| 45 | MC | 8395 | 9716 | 0.99 | 0.07 | 0.01 | A | 15681 | 2459 | 2.47 | -0.17 | -0.03 | A | 445 | 17695 | 0.89 | -0.22 | -0.04 | A | 1815 | 16325 | 0.00 | 0.00 | 0.00 | A |
| 46 | MC | 8395 | 9716 | 1.74 | -0.10 | -0.02 | A | 15681 | 2459 | 0.13 | 0.04 | 0.01 | A | 445 | 17695 | 0.17 | 0.10 | 0.02 | A | 1815 | 16325 | 3.97 | -0.25 | -0.05 | A |
| 47 | MC | 8395 | 9716 | 14.67 | -0.28 | -0.05 | A | 15681 | 2459 | 25.69 | -0.55 | -0.10 | A | 445 | 17695 | 5.04 | 0.53 | 0.10 | A | 1815 | 16325 | 0.03 | -0.02 | 0.00 | A |
| 48 | ER | 8395 | 9716 | 107.30 | | 0.11 | A | 15681 | 2459 | 20.05 | | 0.01 | A | 445 | 17695 | 3.57 | | 0.06 | A | 1815 | 16325 | 38.21 | | -0.11 | A |
| 49 | ER | 8395 | 9716 | 46.73 | | 0.07 | A | 15681 | 2459 | 23.81 | | 0.05 | A | 445 | 17695 | 0.97 | | -0.01 | A | 1815 | 16325 | 15.19 | | -0.07 | 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$\chi^2$=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

| | | Focal Group: FRL (EL)<br>Reference Group: Non-FRL (EL) | | | | | |
|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 35 | MC | 13052 | 5020 | 6.34 | -0.27 | -0.04 | A |
| 36 | MC | 13052 | 5020 | 0.61 | -0.07 | -0.01 | A |
| 37 | MC | 13052 | 5020 | 10.24 | -0.27 | -0.05 | A |
| 38 | MC | 13052 | 5020 | 0.02 | -0.01 | 0.00 | A |
| 39 | MC | 13052 | 5020 | 5.30 | -0.20 | -0.04 | A |
| 40 | MC | 13052 | 5020 | 0.05 | 0.02 | 0.00 | A |
| 41 | MC | 13052 | 5020 | 1.10 | -0.09 | -0.02 | A |
| 42 | MC | 13052 | 5020 | 1.20 | 0.09 | 0.02 | A |
| 43 | MC | 13052 | 5020 | 6.09 | 0.21 | 0.04 | A |
| 44 | MC | 13052 | 5020 | 0.01 | -0.01 | 0.00 | A |
| 45 | MC | 13052 | 5020 | 3.19 | -0.15 | -0.03 | A |
| 46 | MC | 13052 | 5020 | 0.01 | 0.01 | 0.00 | A |
| 47 | MC | 13052 | 5020 | 0.06 | -0.02 | 0.00 | A |
| 48 | ER | 13052 | 5020 | 20.58 | | -0.05 | A |
| 49 | ER | 13052 | 5020 | 3.55 | | -0.01 | 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$\chi^2$=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 EL Students for Items in Listening on Stage II

| | | Focal Group: Female<br>Reference Group: Male | | | | | | Focal Group: Hispanic<br>Reference Group: Non-Hispanic | | | | | | Focal Group: American Indian<br>Reference Group: Non-American Indian | | | | | | Focal Group: Special Education<br>Reference Group: Non-Special Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 1 | MC | 8395 | 9716 | 0.03 | 0.01 | 0.00 | A | 15681 | 2459 | 9.57 | -0.34 | -0.06 | A | 445 | 17695 | 4.72 | -0.51 | -0.10 | A | 1815 | 16325 | 1.34 | 0.14 | 0.03 | A |
| 2 | MC | 8395 | 9716 | 0.08 | 0.02 | 0.00 | A | 15681 | 2459 | 0.72 | -0.09 | -0.02 | A | 445 | 17695 | 3.41 | -0.44 | -0.08 | A | 1815 | 16325 | 2.47 | -0.19 | -0.04 | A |
| 3 | MC | 8395 | 9716 | 1.69 | 0.10 | 0.02 | A | 15681 | 2459 | 1.39 | -0.13 | -0.03 | A | 445 | 17695 | 7.30 | -0.65 | -0.12 | A | 1815 | 16325 | 1.03 | -0.13 | -0.02 | A |
| 4 | MC | 8395 | 9716 | 8.86 | 0.22 | 0.04 | A | 15681 | 2459 | 4.93 | -0.24 | -0.04 | A | 445 | 17695 | 0.84 | -0.22 | -0.04 | A | 1815 | 16325 | 0.02 | -0.02 | 0.00 | A |
| 5 | MC | 8395 | 9716 | 1.92 | -0.11 | -0.02 | A | 15681 | 2459 | 17.04 | -0.45 | -0.08 | A | 445 | 17695 | 2.91 | -0.41 | -0.08 | A | 1815 | 16325 | 1.13 | 0.14 | 0.02 | A |
| 6 | MC | 8395 | 9716 | 0.93 | -0.07 | -0.01 | A | 15681 | 2459 | 1.17 | -0.12 | -0.02 | A | 445 | 17695 | 0.01 | -0.02 | 0.00 | A | 1815 | 16325 | 3.72 | -0.25 | -0.05 | A |
| 7 | MC | 8395 | 9716 | 18.75 | 0.38 | 0.06 | A | 15681 | 2459 | 21.74 | 0.57 | 0.10 | A | 445 | 17695 | 13.56 | -0.93 | -0.17 | A | 1815 | 16325 | 45.65 | -0.87 | -0.17 | A |
| 8 | MC | 8395 | 9716 | 6.55 | -0.21 | -0.04 | A | 15681 | 2459 | 0.85 | -0.11 | -0.01 | A | 445 | 17695 | 5.17 | -0.56 | -0.10 | A | 1815 | 16325 | 13.25 | -0.46 | -0.09 | A |
| 9 | MC | 8395 | 9716 | 13.04 | 0.30 | 0.05 | A | 15681 | 2459 | 11.44 | 0.40 | 0.07 | A | 445 | 17695 | 0.55 | -0.19 | -0.03 | A | 1815 | 16325 | 23.27 | -0.61 | -0.12 | A |
| 10 | MC | 8395 | 9716 | 15.34 | 0.38 | 0.05 | A | 15681 | 2459 | 51.96 | 0.95 | 0.15 | A | 445 | 17695 | 0.27 | -0.15 | -0.02 | A | 1815 | 16325 | 40.35 | -0.90 | -0.17 | A |
| 11 | MC | 8395 | 9716 | 0.17 | -0.03 | -0.01 | A | 15681 | 2459 | 18.25 | 0.52 | 0.09 | A | 445 | 17695 | 8.87 | -0.76 | -0.13 | A | 1815 | 16325 | 17.66 | -0.54 | -0.10 | A |
| 12 | MC | 8395 | 9716 | 8.24 | -0.24 | -0.04 | A | 15681 | 2459 | 3.17 | 0.21 | 0.04 | A | 445 | 17695 | 0.00 | 0.01 | 0.00 | A | 1815 | 16325 | 6.46 | -0.33 | -0.06 | A |
| 13 | MC | 8395 | 9716 | 37.15 | 0.50 | 0.09 | A | 15681 | 2459 | 7.34 | -0.33 | -0.06 | A | 445 | 17695 | 0.40 | -0.16 | -0.03 | A | 1815 | 16325 | 24.30 | -0.61 | -0.12 | A |
| 14 | MC | 8395 | 9716 | 0.88 | -0.07 | -0.01 | A | 15681 | 2459 | 0.05 | 0.03 | 0.00 | A | 445 | 17695 | 2.55 | 0.39 | 0.07 | A | 1815 | 16325 | 7.03 | 0.34 | 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$\chi^2$=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

| | | Focal Group: FRL (EL)<br>Reference Group: Non-FRL (EL) | | | | | |
|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 1 | MC | 13052 | 5020 | 4.56 | 0.18 | 0.03 | A |
| 2 | MC | 13052 | 5020 | 18.42 | 0.36 | 0.07 | A |
| 3 | MC | 13052 | 5020 | 6.28 | 0.21 | 0.04 | A |
| 4 | MC | 13052 | 5020 | 9.80 | -0.26 | -0.05 | A |
| 5 | MC | 13052 | 5020 | 6.05 | -0.21 | -0.04 | A |
| 6 | MC | 13052 | 5020 | 0.25 | -0.04 | -0.01 | A |
| 7 | MC | 13052 | 5020 | 3.33 | -0.18 | -0.03 | A |
| 8 | MC | 13052 | 5020 | 3.21 | -0.16 | -0.03 | A |
| 9 | MC | 13052 | 5020 | 1.38 | 0.11 | 0.02 | A |
| 10 | MC | 13052 | 5020 | 0.91 | 0.10 | 0.02 | A |
| 11 | MC | 13052 | 5020 | 12.12 | 0.33 | 0.05 | A |
| 12 | MC | 13052 | 5020 | 0.47 | 0.06 | 0.01 | A |
| 13 | MC | 13052 | 5020 | 0.01 | 0.01 | 0.00 | A |
| 14 | MC | 13052 | 5020 | 7.84 | -0.24 | -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$\chi^2$=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 EL Students for Items in Speaking on Stage II

| | | Focal Group: Female<br>Reference Group: Male | | | | | | Focal Group: Hispanic<br>Reference Group: Non-Hispanic | | | | | | Focal Group: American Indian<br>Reference Group: Non-American Indian | | | | | | Focal Group: Special Education<br>Reference Group: Non-Special Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 53 | SA4 | 8395 | 9716 | 86.01 | | -0.12 | A | 15681 | 2459 | 77.04 | | 0.10 | A | 445 | 17695 | 9.10 | | 0.12 | A | 1815 | 16325 | 42.40 | | 0.15 | A |
| 54 | SA4 | 8395 | 9716 | 40.61 | | -0.08 | A | 15681 | 2459 | 66.38 | | 0.12 | A | 445 | 17695 | 15.60 | | 0.17 | A | 1815 | 16325 | 26.60 | | 0.09 | A |
| 55 | SA4 | 8395 | 9716 | 26.47 | | 0.00 | A | 15681 | 2459 | 67.88 | | 0.00 | A | 445 | 17695 | 9.09 | | 0.01 | A | 1815 | 16325 | 64.30 | | -0.05 | A |
| 56 | SA4 | 8395 | 9716 | 47.08 | | 0.03 | A | 15681 | 2459 | 22.07 | | 0.08 | A | 445 | 17695 | 8.46 | | 0.06 | A | 1815 | 16325 | 12.19 | | 0.08 | A |
| 57 | SA4 | 8395 | 9716 | 6.11 | | -0.02 | A | 15681 | 2459 | 84.49 | | 0.07 | A | 445 | 17695 | 11.30 | | 0.09 | A | 1815 | 16325 | 17.10 | | 0.00 | A |
| 58 | SA4 | 8395 | 9716 | 85.56 | | 0.09 | A | 15681 | 2459 | 91.85 | | 0.17 | A | 445 | 17695 | 11.86 | | 0.04 | A | 1815 | 16325 | 21.40 | | 0.02 | A |
| 59 | SA4 | 8395 | 9716 | 76.43 | | 0.07 | A | 15681 | 2459 | 78.73 | | 0.16 | A | 445 | 17695 | 17.71 | | 0.00 | A | 1815 | 16325 | 18.16 | | 0.07 | A |
| 60 | SA4 | 8395 | 9716 | 2.23 | | 0.01 | A | 15681 | 2459 | 95.65 | | 0.16 | A | 445 | 17695 | 13.10 | | 0.14 | A | 1815 | 16325 | 155.83 | | -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$\chi^2$=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

| | | Focal Group: FRL (EL)<br>Reference Group: Non-FRL (EL) | | | | | |
|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 53 | SA4 | 13052 | 5020 | 12.69 | | 0.04 | A |
| 54 | SA4 | 13052 | 5020 | 19.59 | | 0.06 | A |
| 55 | SA4 | 13052 | 5020 | 11.34 | | -0.01 | A |
| 56 | SA4 | 13052 | 5020 | 5.64 | | 0.02 | A |
| 57 | SA4 | 13052 | 5020 | 13.13 | | -0.03 | A |
| 58 | SA4 | 13052 | 5020 | 27.36 | | 0.07 | A |
| 59 | SA4 | 13052 | 5020 | 38.11 | | 0.09 | A |
| 60 | SA4 | 13052 | 5020 | 32.72 | | 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$\chi^2$=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 EL Students for Items in Reading on Stage III

| | | Focal Group: Female<br>Reference Group: Male | | | | | | Focal Group: Hispanic<br>Reference Group: Non-Hispanic | | | | | | Focal Group: American Indian<br>Reference Group: Non-American Indian | | | | | | Focal Group: Special Education<br>Reference Group: Non-Special Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 15 | MC | 10247 | 12535 | 1.21 | -0.08 | -0.01 | A | 19727 | 3120 | 2.63 | -0.17 | -0.04 | A | 764 | 22083 | 0.04 | -0.04 | -0.01 | A | 2827 | 20020 | 0.06 | -0.03 | -0.01 | A |
| 16 | MC | 10247 | 12535 | 39.65 | 0.44 | 0.08 | A | 19727 | 3120 | 6.43 | -0.26 | -0.05 | A | 764 | 22083 | 0.17 | 0.08 | 0.01 | A | 2827 | 20020 | 28.26 | -0.55 | -0.10 | A |
| 17 | MC | 10247 | 12535 | 1.97 | 0.11 | 0.02 | A | 19727 | 3120 | 0.61 | -0.09 | -0.02 | A | 764 | 22083 | 1.52 | 0.26 | 0.04 | A | 2827 | 20020 | 0.12 | -0.04 | -0.01 | A |
| 18 | MC | 10247 | 12535 | 4.58 | -0.15 | -0.03 | A | 19727 | 3120 | 24.26 | -0.50 | -0.09 | A | 764 | 22083 | 4.47 | 0.41 | 0.07 | A | 2827 | 20020 | 16.81 | -0.43 | -0.08 | A |
| 19 | MC | 10247 | 12535 | 11.39 | 0.27 | 0.04 | A | 19727 | 3120 | 1.62 | 0.15 | 0.02 | A | 764 | 22083 | 0.43 | 0.15 | 0.02 | A | 2827 | 20020 | 28.99 | -0.59 | -0.11 | A |
| 20 | MC | 10247 | 12535 | 32.08 | 0.37 | 0.07 | A | 19727 | 3120 | 0.00 | 0.01 | 0.00 | A | 764 | 22083 | 0.02 | 0.03 | 0.01 | A | 2827 | 20020 | 0.11 | 0.03 | 0.01 | A |
| 21 | MC | 10247 | 12535 | 6.94 | 0.18 | 0.03 | A | 19727 | 3120 | 2.37 | -0.16 | -0.03 | A | 764 | 22083 | 0.49 | 0.13 | 0.02 | A | 2827 | 20020 | 0.17 | -0.05 | -0.01 | A |
| 22 | MC | 10247 | 12535 | 36.87 | -0.41 | -0.08 | A | 19727 | 3120 | 14.37 | -0.37 | -0.07 | A | 764 | 22083 | 0.03 | 0.03 | 0.01 | A | 2827 | 20020 | 0.00 | 0.01 | 0.00 | A |
| 23 | MC | 10247 | 12535 | 4.88 | -0.15 | -0.03 | A | 19727 | 3120 | 13.00 | -0.35 | -0.06 | A | 764 | 22083 | 0.01 | -0.02 | 0.00 | A | 2827 | 20020 | 1.77 | -0.14 | -0.03 | A |
| 24 | MC | 10247 | 12535 | 36.01 | 0.43 | 0.07 | A | 19727 | 3120 | 0.09 | 0.03 | 0.01 | A | 764 | 22083 | 0.65 | 0.16 | 0.03 | A | 2827 | 20020 | 0.01 | 0.01 | 0.00 | A |
| 25 | MC | 10247 | 12535 | 0.01 | 0.01 | 0.00 | A | 19727 | 3120 | 0.33 | -0.06 | -0.01 | A | 764 | 22083 | 0.05 | 0.04 | 0.01 | A | 2827 | 20020 | 1.62 | 0.13 | 0.02 | A |
| 26 | MC | 10247 | 12535 | 131.53 | 0.85 | 0.13 | A | 19727 | 3120 | 0.59 | -0.08 | -0.02 | A | 764 | 22083 | 0.88 | -0.19 | -0.03 | A | 2827 | 20020 | 1.87 | -0.15 | -0.03 | A |
| 27 | MC | 10247 | 12535 | 44.61 | 0.46 | 0.08 | A | 19727 | 3120 | 2.67 | 0.16 | 0.04 | A | 764 | 22083 | 3.72 | -0.36 | -0.07 | A | 2827 | 20020 | 8.79 | -0.32 | -0.05 | A |
| 28 | MC | 10247 | 12535 | 20.08 | 0.30 | 0.06 | A | 19727 | 3120 | 6.56 | 0.25 | 0.05 | A | 764 | 22083 | 1.48 | -0.22 | -0.04 | A | 2827 | 20020 | 3.19 | -0.18 | -0.03 | A |
| 29 | MC | 10247 | 12535 | 1.11 | -0.07 | -0.01 | A | 19727 | 3120 | 4.39 | -0.20 | -0.04 | A | 764 | 22083 | 4.09 | -0.38 | -0.07 | A | 2827 | 20020 | 0.62 | -0.08 | -0.01 | A |
| 30 | MC | 10247 | 12535 | 0.17 | 0.03 | 0.01 | A | 19727 | 3120 | 4.18 | -0.21 | -0.04 | A | 764 | 22083 | 0.31 | 0.11 | 0.02 | A | 2827 | 20020 | 5.48 | 0.25 | 0.04 | A |
| 31 | MC | 10247 | 12535 | 57.22 | -0.52 | -0.10 | A | 19727 | 3120 | 17.25 | -0.42 | -0.08 | A | 764 | 22083 | 2.86 | 0.31 | 0.06 | A | 2827 | 20020 | 0.71 | 0.09 | 0.02 | A |
| 32 | MC | 10247 | 12535 | 14.10 | -0.26 | -0.05 | A | 19727 | 3120 | 31.11 | -0.55 | -0.10 | A | 764 | 22083 | 0.83 | 0.17 | 0.03 | A | 2827 | 20020 | 3.19 | 0.19 | 0.03 | A |
| 33 | MC | 10247 | 12535 | 0.69 | -0.06 | -0.01 | A | 19727 | 3120 | 0.22 | 0.05 | 0.01 | A | 764 | 22083 | 3.60 | -0.36 | -0.07 | A | 2827 | 20020 | 0.01 | 0.01 | 0.00 | A |
| 34 | MC | 10247 | 12535 | 3.42 | -0.13 | -0.02 | A | 19727 | 3120 | 0.01 | -0.01 | 0.00 | A | 764 | 22083 | 16.68 | -0.77 | -0.14 | A | 2827 | 20020 | 1.79 | -0.14 | -0.02 | A |
| 35 | MC | 10247 | 12535 | 20.75 | -0.31 | -0.06 | A | 19727 | 3120 | 12.72 | -0.36 | -0.06 | A | 764 | 22083 | 7.71 | 0.52 | 0.10 | A | 2827 | 20020 | 2.04 | -0.15 | -0.03 | A |
| 36 | MC | 10247 | 12535 | 7.66 | 0.18 | 0.03 | A | 19727 | 3120 | 0.04 | -0.02 | -0.01 | A | 764 | 22083 | 0.56 | -0.14 | -0.03 | A | 2827 | 20020 | 1.87 | 0.14 | 0.03 | A |
| 37 | MC | 10247 | 12535 | 3.86 | -0.14 | -0.02 | A | 19727 | 3120 | 0.11 | 0.04 | 0.01 | A | 764 | 22083 | 2.59 | 0.33 | 0.05 | A | 2827 | 20020 | 0.01 | -0.01 | 0.00 | A |
| 56 | SA1 | 10247 | 12535 | 0.68 | 0.05 | 0.01 | A | 19727 | 3120 | 72.62 | 0.81 | 0.15 | A | 764 | 22083 | 1.11 | -0.19 | -0.04 | A | 2827 | 20020 | 1.89 | 0.14 | 0.03 | A |
| 57 | SA1 | 10247 | 12535 | 155.12 | -0.88 | -0.16 | A | 19727 | 3120 | 4.66 | -0.23 | -0.05 | A | 764 | 22083 | 0.28 | 0.10 | 0.02 | A | 2827 | 20020 | 3.80 | -0.22 | -0.03 | A |
| 58 | SA1 | 10247 | 12535 | 105.41 | -0.74 | -0.13 | A | 19727 | 3120 | 4.12 | -0.21 | -0.04 | A | 764 | 22083 | 3.42 | 0.36 | 0.06 | A | 2827 | 20020 | 22.71 | -0.56 | -0.08 | 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$\chi^2$=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

| | | Focal Group: FRL (EL)<br>Reference Group: Non-FRL (EL) | | | | | |
|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 15 | MC | 16831 | 5925 | 10.18 | -0.27 | -0.05 | A |
| 16 | MC | 16831 | 5925 | 18.98 | -0.34 | -0.06 | A |
| 17 | MC | 16831 | 5925 | 11.24 | -0.29 | -0.05 | A |
| 18 | MC | 16831 | 5925 | 0.13 | 0.03 | 0.00 | A |
| 19 | MC | 16831 | 5925 | 30.63 | -0.50 | -0.07 | A |
| 20 | MC | 16831 | 5925 | 16.51 | -0.31 | -0.06 | A |
| 21 | MC | 16831 | 5925 | 1.10 | -0.08 | -0.02 | A |
| 22 | MC | 16831 | 5925 | 0.86 | -0.07 | -0.01 | A |
| 23 | MC | 16831 | 5925 | 0.53 | -0.06 | -0.01 | A |
| 24 | MC | 16831 | 5925 | 0.01 | 0.01 | 0.00 | A |
| 25 | MC | 16831 | 5925 | 2.44 | 0.12 | 0.02 | A |
| 26 | MC | 16831 | 5925 | 0.19 | 0.04 | 0.01 | A |
| 27 | MC | 16831 | 5925 | 7.62 | -0.21 | -0.04 | A |
| 28 | MC | 16831 | 5925 | 1.57 | -0.09 | -0.02 | A |
| 29 | MC | 16831 | 5925 | 0.32 | 0.04 | 0.01 | A |
| 30 | MC | 16831 | 5925 | 18.75 | -0.34 | -0.06 | A |
| 31 | MC | 16831 | 5925 | 0.76 | -0.07 | -0.01 | A |
| 32 | MC | 16831 | 5925 | 10.93 | -0.26 | -0.05 | A |
| 33 | MC | 16831 | 5925 | 0.01 | 0.01 | 0.00 | A |
| 34 | MC | 16831 | 5925 | 2.33 | -0.12 | -0.02 | A |
| 35 | MC | 16831 | 5925 | 6.31 | -0.19 | -0.03 | A |
| 36 | MC | 16831 | 5925 | 0.02 | -0.01 | 0.00 | A |
| 37 | MC | 16831 | 5925 | 7.84 | 0.23 | 0.04 | A |
| 56 | SA1 | 16831 | 5925 | 2.99 | 0.13 | 0.03 | A |
| 57 | SA1 | 16831 | 5925 | 16.16 | -0.32 | -0.06 | A |
| 58 | SA1 | 16831 | 5925 | 4.21 | -0.17 | -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$\chi^2$=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 EL Students for Items in Writing on Stage III

| | | Focal Group: Female<br>Reference Group: Male | | | | | | Focal Group: Hispanic<br>Reference Group: Non-Hispanic | | | | | | Focal Group: American Indian<br>Reference Group: Non-American Indian | | | | | | Focal Group: Special Education<br>Reference Group: Non-Special Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 38 | MC | 10247 | 12535 | 0.14 | 0.03 | 0.01 | A | 19727 | 3120 | 2.99 | -0.17 | -0.03 | A | 764 | 22083 | 1.18 | -0.21 | -0.04 | A | 2827 | 20020 | 13.61 | -0.40 | -0.07 | A |
| 39 | MC | 10247 | 12535 | 45.49 | 0.44 | 0.09 | A | 19727 | 3120 | 11.95 | -0.33 | -0.07 | A | 764 | 22083 | 4.08 | 0.36 | 0.07 | A | 2827 | 20020 | 0.22 | -0.05 | -0.01 | A |
| 40 | MC | 10247 | 12535 | 7.11 | 0.18 | 0.03 | A | 19727 | 3120 | 31.84 | -0.57 | -0.11 | A | 764 | 22083 | 7.31 | 0.52 | 0.09 | A | 2827 | 20020 | 0.33 | -0.06 | -0.01 | A |
| 41 | MC | 10247 | 12535 | 34.40 | 0.39 | 0.08 | A | 19727 | 3120 | 13.48 | -0.36 | -0.07 | A | 764 | 22083 | 16.75 | 0.74 | 0.14 | A | 2827 | 20020 | 2.49 | 0.16 | 0.03 | A |
| 42 | MC | 10247 | 12535 | 14.42 | 0.25 | 0.05 | A | 19727 | 3120 | 0.75 | -0.08 | -0.01 | A | 764 | 22083 | 6.06 | 0.45 | 0.09 | A | 2827 | 20020 | 1.53 | -0.12 | -0.02 | A |
| 43 | MC | 10247 | 12535 | 38.83 | 0.45 | 0.08 | A | 19727 | 3120 | 1.90 | -0.14 | -0.03 | A | 764 | 22083 | 5.42 | 0.47 | 0.08 | A | 2827 | 20020 | 0.85 | -0.10 | -0.02 | A |
| 44 | MC | 10247 | 12535 | 0.61 | 0.06 | 0.01 | A | 19727 | 3120 | 1.29 | -0.12 | -0.02 | A | 764 | 22083 | 0.22 | 0.09 | 0.01 | A | 2827 | 20020 | 0.00 | 0.01 | 0.00 | A |
| 45 | MC | 10247 | 12535 | 6.67 | 0.20 | 0.03 | A | 19727 | 3120 | 5.36 | 0.26 | 0.04 | A | 764 | 22083 | 4.48 | -0.45 | -0.07 | A | 2827 | 20020 | 12.20 | -0.38 | -0.07 | A |
| 46 | MC | 10247 | 12535 | 5.65 | -0.20 | -0.03 | A | 19727 | 3120 | 1.90 | -0.17 | -0.03 | A | 764 | 22083 | 8.00 | 0.73 | 0.09 | A | 2827 | 20020 | 4.47 | 0.25 | 0.04 | A |
| 47 | MC | 10247 | 12535 | 0.93 | 0.07 | 0.01 | A | 19727 | 3120 | 10.98 | -0.35 | -0.06 | A | 764 | 22083 | 3.52 | 0.38 | 0.06 | A | 2827 | 20020 | 1.64 | -0.14 | -0.02 | A |
| 48 | MC | 10247 | 12535 | 11.37 | -0.22 | -0.04 | A | 19727 | 3120 | 39.68 | 0.60 | 0.12 | A | 764 | 22083 | 13.52 | -0.67 | -0.13 | A | 2827 | 20020 | 12.72 | -0.36 | -0.07 | A |
| 49 | MC | 10247 | 12535 | 22.08 | 0.39 | 0.05 | A | 19727 | 3120 | 33.78 | 0.66 | 0.10 | A | 764 | 22083 | 0.31 | -0.13 | -0.02 | A | 2827 | 20020 | 11.88 | -0.39 | -0.07 | A |
| 50 | MC | 10247 | 12535 | 1.75 | -0.09 | -0.02 | A | 19727 | 3120 | 6.60 | 0.26 | 0.05 | A | 764 | 22083 | 0.89 | -0.18 | -0.03 | A | 2827 | 20020 | 9.38 | -0.32 | -0.06 | A |
| 51 | MC | 10247 | 12535 | 23.02 | 0.36 | 0.06 | A | 19727 | 3120 | 13.12 | 0.39 | 0.06 | A | 764 | 22083 | 0.71 | -0.17 | -0.03 | A | 2827 | 20020 | 4.69 | -0.23 | -0.04 | A |
| 52 | MC | 10247 | 12535 | 26.66 | -0.37 | -0.06 | A | 19727 | 3120 | 0.14 | -0.04 | -0.01 | A | 764 | 22083 | 0.06 | 0.05 | 0.01 | A | 2827 | 20020 | 0.33 | -0.06 | -0.01 | A |
| 53 | MC | 10247 | 12535 | 0.15 | -0.03 | 0.00 | A | 19727 | 3120 | 2.24 | 0.15 | 0.03 | A | 764 | 22083 | 0.15 | -0.07 | -0.01 | A | 2827 | 20020 | 1.63 | -0.13 | -0.02 | A |
| 54 | ER | 10247 | 12535 | 199.06 | | 0.13 | A | 19727 | 3120 | 198.30 | | 0.14 | A | 764 | 22083 | 15.73 | | 0.01 | A | 2827 | 20020 | 24.04 | | -0.01 | A |
| 55 | ER | 10247 | 12535 | 230.62 | | 0.12 | A | 19727 | 3120 | 186.03 | | 0.10 | A | 764 | 22083 | 8.30 | | 0.03 | A | 2827 | 20020 | 30.31 | | 0.01 | 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$\chi^2$=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.20. DIF Statistics based on FRL Students for Items in Writing on Stage III

| | | Focal Group: FRL (EL)<br>Reference Group: Non-FRL (EL) | | | | | |
|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 38 | MC | 16831 | 5925 | 38.99 | -0.48 | -0.09 | A |
| 39 | MC | 16831 | 5925 | 3.39 | -0.14 | -0.03 | A |
| 40 | MC | 16831 | 5925 | 15.12 | -0.30 | -0.05 | A |
| 41 | MC | 16831 | 5925 | 1.89 | -0.10 | -0.02 | A |
| 42 | MC | 16831 | 5925 | 0.13 | -0.03 | 0.00 | A |
| 43 | MC | 16831 | 5925 | 1.75 | -0.11 | -0.02 | A |
| 44 | MC | 16831 | 5925 | 1.76 | 0.11 | 0.02 | A |
| 45 | MC | 16831 | 5925 | 3.06 | 0.15 | 0.02 | A |
| 46 | MC | 16831 | 5925 | 2.09 | 0.14 | 0.02 | A |
| 47 | MC | 16831 | 5925 | 6.42 | -0.21 | -0.03 | A |
| 48 | MC | 16831 | 5925 | 3.53 | -0.14 | -0.03 | A |
| 49 | MC | 16831 | 5925 | 5.55 | 0.22 | 0.03 | A |
| 50 | MC | 16831 | 5925 | 0.06 | 0.02 | 0.00 | A |
| 51 | MC | 16831 | 5925 | 0.81 | 0.08 | 0.01 | A |
| 52 | MC | 16831 | 5925 | 9.02 | 0.24 | 0.04 | A |
| 53 | MC | 16831 | 5925 | 3.80 | 0.15 | 0.03 | A |
| 54 | ER | 16831 | 5925 | 92.14 | | -0.05 | A |
| 55 | ER | 16831 | 5925 | 8.62 | | -0.01 | 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$\chi^2$=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.21. DIF Statistics based on EL Students for Items in Listening on Stage III

| | | Focal Group: Female<br>Reference Group: Male | | | | | | Focal Group: Hispanic<br>Reference Group: Non-Hispanic | | | | | | Focal Group: American Indian<br>Reference Group: Non-American Indian | | | | | | Focal Group: Special Education<br>Reference Group: Non-Special Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 1 | MC | 10247 | 12535 | 3.88 | -0.14 | -0.03 | A | 19727 | 3120 | 9.17 | 0.31 | 0.05 | A | 764 | 22083 | 0.00 | 0.00 | 0.00 | A | 2827 | 20020 | 1.88 | -0.14 | -0.03 | A |
| 2 | MC | 10247 | 12535 | 6.36 | -0.17 | -0.03 | A | 19727 | 3120 | 3.34 | 0.18 | 0.03 | A | 764 | 22083 | 0.54 | 0.14 | 0.03 | A | 2827 | 20020 | 1.99 | -0.14 | -0.03 | A |
| 3 | MC | 10247 | 12535 | 16.51 | -0.28 | -0.06 | A | 19727 | 3120 | 12.65 | 0.36 | 0.07 | A | 764 | 22083 | 13.59 | -0.74 | -0.13 | A | 2827 | 20020 | 1.10 | -0.11 | -0.02 | A |
| 4 | MC | 10247 | 12535 | 0.97 | 0.07 | 0.01 | A | 19727 | 3120 | 10.34 | 0.33 | 0.06 | A | 764 | 22083 | 0.72 | -0.17 | -0.03 | A | 2827 | 20020 | 2.01 | -0.15 | -0.03 | A |
| 5 | MC | 10247 | 12535 | 28.89 | -0.37 | -0.07 | A | 19727 | 3120 | 0.22 | 0.05 | 0.01 | A | 764 | 22083 | 1.13 | -0.20 | -0.04 | A | 2827 | 20020 | 0.05 | 0.02 | 0.00 | A |
| 6 | MC | 10247 | 12535 | 50.88 | -0.48 | -0.09 | A | 19727 | 3120 | 94.44 | -0.92 | -0.19 | A | 764 | 22083 | 1.19 | 0.20 | 0.04 | A | 2827 | 20020 | 2.36 | -0.16 | -0.03 | A |
| 7 | MC | 10247 | 12535 | 32.32 | -0.40 | -0.07 | A | 19727 | 3120 | 2.80 | -0.17 | -0.03 | A | 764 | 22083 | 4.93 | -0.43 | -0.08 | A | 2827 | 20020 | 7.31 | 0.29 | 0.05 | A |
| 8 | MC | 10247 | 12535 | 8.39 | -0.19 | -0.04 | A | 19727 | 3120 | 6.05 | -0.24 | -0.04 | A | 764 | 22083 | 4.68 | -0.40 | -0.07 | A | 2827 | 20020 | 13.97 | -0.38 | -0.07 | A |
| 9 | MC | 10247 | 12535 | 25.92 | -0.34 | -0.07 | A | 19727 | 3120 | 1.20 | 0.11 | 0.01 | A | 764 | 22083 | 11.88 | 0.67 | 0.12 | A | 2827 | 20020 | 1.19 | 0.11 | 0.02 | A |
| 10 | MC | 10247 | 12535 | 45.35 | -0.47 | -0.08 | A | 19727 | 3120 | 0.30 | -0.06 | -0.01 | A | 764 | 22083 | 0.01 | 0.02 | 0.00 | A | 2827 | 20020 | 2.76 | 0.17 | 0.03 | A |
| 11 | MC | 10247 | 12535 | 33.59 | -0.38 | -0.08 | A | 19727 | 3120 | 60.99 | -0.76 | -0.15 | A | 764 | 22083 | 6.89 | 0.47 | 0.09 | A | 2827 | 20020 | 0.09 | -0.03 | -0.01 | A |
| 12 | MC | 10247 | 12535 | 5.02 | -0.16 | -0.03 | A | 19727 | 3120 | 0.48 | 0.07 | 0.01 | A | 764 | 22083 | 3.38 | -0.37 | -0.06 | A | 2827 | 20020 | 2.02 | -0.15 | -0.03 | A |
| 13 | MC | 10247 | 12535 | 18.51 | -0.30 | -0.05 | A | 19727 | 3120 | 1.10 | -0.11 | -0.02 | A | 764 | 22083 | 5.34 | -0.44 | -0.08 | A | 2827 | 20020 | 2.49 | 0.16 | 0.03 | A |
| 14 | MC | 10247 | 12535 | 5.43 | -0.15 | -0.03 | A | 19727 | 3120 | 7.55 | -0.26 | -0.05 | A | 764 | 22083 | 1.46 | -0.21 | -0.04 | A | 2827 | 20020 | 5.69 | 0.24 | 0.05 | A |

NOTE: MC=Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH$\chi^2$=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.22. DIF Statistics based on FRL Students for Items in Listening on Stage III

| | | Focal Group: FRL (EL)<br>Reference Group: Non-FRL (EL) | | | | | |
|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 1 | MC | 16831 | 5925 | 0.33 | 0.05 | 0.01 | A |
| 2 | MC | 16831 | 5925 | 1.92 | 0.11 | 0.02 | A |
| 3 | MC | 16831 | 5925 | 8.40 | 0.23 | 0.04 | A |
| 4 | MC | 16831 | 5925 | 0.56 | 0.06 | 0.01 | A |
| 5 | MC | 16831 | 5925 | 3.39 | 0.15 | 0.03 | A |
| 6 | MC | 16831 | 5925 | 4.25 | -0.16 | -0.03 | A |
| 7 | MC | 16831 | 5925 | 0.20 | -0.04 | -0.01 | A |
| 8 | MC | 16831 | 5925 | 2.18 | -0.11 | -0.02 | A |
| 9 | MC | 16831 | 5925 | 1.44 | 0.09 | 0.02 | A |
| 10 | MC | 16831 | 5925 | 5.17 | 0.18 | 0.03 | A |
| 11 | MC | 16831 | 5925 | 11.79 | -0.26 | -0.05 | A |
| 12 | MC | 16831 | 5925 | 1.15 | 0.09 | 0.02 | A |
| 13 | MC | 16831 | 5925 | 0.48 | -0.05 | -0.01 | A |
| 14 | MC | 16831 | 5925 | 1.36 | -0.09 | -0.02 | A |

NOTE: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH$\chi^2$=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.23. DIF Statistics based on EL Students for Items in Speaking on Stage III

| | | Focal Group: Female<br>Reference Group: Male | | | | | | Focal Group: Hispanic<br>Reference Group: Non-Hispanic | | | | | | Focal Group: American Indian<br>Reference Group: Non-American Indian | | | | | | Focal Group: Special Education<br>Reference Group: Non-Special Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 59 | SA4 | 10247 | 12535 | 172.18 | | 0.09 | A | 19727 | 3120 | 88.57 | | 0.08 | A | 764 | 22083 | 18.90 | | -0.07 | A | 2827 | 20020 | 109.52 | | 0.01 | A |
| 60 | SA4 | 10247 | 12535 | 31.40 | | -0.04 | A | 19727 | 3120 | 114.73 | | 0.16 | A | 764 | 22083 | 8.64 | | 0.06 | A | 2827 | 20020 | 109.79 | | 0.24 | B> |
| 61 | SA4 | 10247 | 12535 | 40.04 | | -0.04 | A | 19727 | 3120 | 144.30 | | 0.17 | A | 764 | 22083 | 6.48 | | -0.01 | A | 2827 | 20020 | 88.35 | | 0.09 | A |
| 62 | SA4 | 10247 | 12535 | 49.81 | | 0.01 | A | 19727 | 3120 | 166.93 | | 0.20 | B> | 764 | 22083 | 11.35 | | 0.00 | A | 2827 | 20020 | 89.77 | | 0.14 | A |
| 63 | SA4 | 10247 | 12535 | 31.54 | | -0.05 | A | 19727 | 3120 | 153.28 | | 0.19 | B> | 764 | 22083 | 14.85 | | 0.09 | A | 2827 | 20020 | 200.41 | | 0.28 | C> |
| 64 | SA4 | 10247 | 12535 | 62.43 | | -0.02 | A | 19727 | 3120 | 159.63 | | 0.21 | B> | 764 | 22083 | 4.11 | | -0.02 | A | 2827 | 20020 | 93.18 | | 0.16 | A |
| 65 | SA4 | 10247 | 12535 | 23.41 | | 0.01 | A | 19727 | 3120 | 105.47 | | 0.16 | A | 764 | 22083 | 2.67 | | -0.03 | A | 2827 | 20020 | 41.62 | | 0.11 | A |
| 66 | SA4 | 10247 | 12535 | 41.89 | | -0.07 | A | 19727 | 3120 | 162.42 | | 0.16 | A | 764 | 22083 | 14.98 | | 0.11 | A | 2827 | 20020 | 98.28 | | 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$\chi^2$=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

| | | Focal Group: FRL (EL)<br>Reference Group: Non-FRL (EL) | | | | | |
|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 59 | SA4 | 16831 | 5925 | 6.31 | | -0.01 | A |
| 60 | SA4 | 16831 | 5925 | 10.06 | | 0.03 | A |
| 61 | SA4 | 16831 | 5925 | 5.42 | | 0.02 | A |
| 62 | SA4 | 16831 | 5925 | 21.28 | | 0.04 | A |
| 63 | SA4 | 16831 | 5925 | 37.32 | | 0.08 | A |
| 64 | SA4 | 16831 | 5925 | 22.78 | | 0.06 | A |
| 65 | SA4 | 16831 | 5925 | 17.27 | | 0.05 | A |
| 66 | SA4 | 16831 | 5925 | 48.06 | | 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$\chi^2$=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 EL Students for Items in Reading on Stage IV

| | | Focal Group: Female<br>Reference Group: Male | | | | | | Focal Group: Hispanic<br>Reference Group: Non-Hispanic | | | | | | Focal Group: American Indian<br>Reference Group: Non-American Indian | | | | | | Focal Group: Special Education<br>Reference Group: Non-Special Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 15 | MC | 4988 | 6891 | 3.64 | 0.18 | 0.03 | A | 9958 | 1941 | 16.67 | 0.52 | 0.09 | A | 596 | 11303 | 0.43 | 0.14 | 0.03 | A | 1372 | 10527 | 3.33 | -0.26 | -0.05 | A |
| 16 | MC | 4988 | 6891 | 6.15 | 0.23 | 0.04 | A | 9958 | 1941 | 3.61 | 0.24 | 0.03 | A | 596 | 11303 | 1.76 | -0.27 | -0.05 | A | 1372 | 10527 | 6.60 | -0.36 | -0.07 | A |
| 17 | MC | 4988 | 6891 | 3.41 | -0.23 | -0.03 | A | 9958 | 1941 | 25.47 | 0.76 | 0.11 | A | 596 | 11303 | 19.36 | 1.48 | 0.16 | B> | 1372 | 10527 | 9.97 | 0.57 | 0.09 | A |
| 18 | MC | 4988 | 6891 | 0.17 | -0.06 | -0.01 | A | 9958 | 1941 | 7.12 | 0.45 | 0.04 | A | 596 | 11303 | 8.40 | 1.02 | 0.10 | B> | 1372 | 10527 | 2.77 | 0.32 | 0.05 | A |
| 19 | MC | 4988 | 6891 | 0.30 | -0.08 | -0.01 | A | 9958 | 1941 | 2.99 | 0.32 | 0.03 | A | 596 | 11303 | 14.26 | 1.67 | 0.12 | C> | 1372 | 10527 | 39.05 | 1.41 | 0.17 | B> |
| 20 | MC | 4988 | 6891 | 5.57 | 0.24 | 0.04 | A | 9958 | 1941 | 0.13 | -0.05 | -0.02 | A | 596 | 11303 | 5.83 | 0.56 | 0.09 | A | 1372 | 10527 | 7.70 | 0.41 | 0.08 | A |
| 21 | MC | 4988 | 6891 | 52.68 | 0.75 | 0.12 | A | 9958 | 1941 | 0.38 | -0.08 | -0.02 | A | 596 | 11303 | 0.40 | -0.14 | -0.02 | A | 1372 | 10527 | 0.27 | -0.08 | -0.01 | A |
| 22 | MC | 4988 | 6891 | 15.15 | 0.43 | 0.06 | A | 9958 | 1941 | 0.04 | 0.03 | 0.01 | A | 596 | 11303 | 0.04 | 0.05 | 0.01 | A | 1372 | 10527 | 0.28 | -0.08 | -0.01 | A |
| 23 | MC | 4988 | 6891 | 13.21 | 0.34 | 0.06 | A | 9958 | 1941 | 8.98 | 0.38 | 0.07 | A | 596 | 11303 | 0.42 | -0.13 | -0.03 | A | 1372 | 10527 | 0.96 | 0.14 | 0.03 | A |
| 24 | MC | 4988 | 6891 | 2.96 | 0.16 | 0.03 | A | 9958 | 1941 | 16.71 | 0.50 | 0.10 | A | 596 | 11303 | 15.69 | -0.80 | -0.16 | A | 1372 | 10527 | 0.19 | -0.06 | -0.01 | A |
| 25 | MC | 4988 | 6891 | 8.40 | 0.27 | 0.05 | A | 9958 | 1941 | 4.83 | 0.28 | 0.05 | A | 596 | 11303 | 9.85 | -0.66 | -0.13 | A | 1372 | 10527 | 1.84 | -0.19 | -0.04 | A |
| 26 | MC | 4988 | 6891 | 0.89 | -0.10 | -0.02 | A | 9958 | 1941 | 0.11 | 0.05 | 0.00 | A | 596 | 11303 | 0.21 | 0.11 | 0.02 | A | 1372 | 10527 | 1.08 | -0.17 | -0.03 | A |
| 27 | MC | 4988 | 6891 | 25.81 | -0.51 | -0.09 | A | 9958 | 1941 | 0.51 | -0.10 | -0.02 | A | 596 | 11303 | 1.62 | -0.30 | -0.05 | A | 1372 | 10527 | 6.58 | -0.41 | -0.06 | A |
| 28 | MC | 4988 | 6891 | 3.17 | 0.18 | 0.03 | A | 9958 | 1941 | 12.39 | 0.47 | 0.07 | A | 596 | 11303 | 3.43 | 0.44 | 0.07 | A | 1372 | 10527 | 0.81 | -0.13 | -0.03 | A |
| 29 | MC | 4988 | 6891 | 30.65 | -0.50 | -0.10 | A | 9958 | 1941 | 1.33 | 0.14 | 0.01 | A | 596 | 11303 | 4.28 | -0.43 | -0.08 | A | 1372 | 10527 | 10.43 | -0.47 | -0.09 | A |
| 30 | MC | 4988 | 6891 | 59.98 | -0.77 | -0.13 | A | 9958 | 1941 | 0.02 | 0.02 | 0.00 | A | 596 | 11303 | 0.00 | -0.01 | 0.00 | A | 1372 | 10527 | 10.85 | -0.49 | -0.09 | A |
| 31 | MC | 4988 | 6891 | 27.00 | -0.51 | -0.09 | A | 9958 | 1941 | 4.12 | -0.27 | -0.05 | A | 596 | 11303 | 0.04 | 0.05 | 0.01 | A | 1372 | 10527 | 0.00 | 0.00 | 0.00 | A |
| 32 | MC | 4988 | 6891 | 15.82 | -0.39 | -0.07 | A | 9958 | 1941 | 1.04 | 0.14 | 0.01 | A | 596 | 11303 | 7.78 | 0.61 | 0.11 | A | 1372 | 10527 | 2.39 | 0.23 | 0.04 | A |
| 33 | MC | 4988 | 6891 | 0.03 | 0.02 | 0.00 | A | 9958 | 1941 | 44.32 | -0.89 | -0.14 | A | 596 | 11303 | 1.00 | 0.22 | 0.04 | A | 1372 | 10527 | 0.02 | -0.02 | 0.00 | A |
| 34 | MC | 4988 | 6891 | 0.01 | 0.01 | 0.00 | A | 9958 | 1941 | 5.58 | -0.31 | -0.06 | A | 596 | 11303 | 1.47 | 0.27 | 0.05 | A | 1372 | 10527 | 7.92 | 0.42 | 0.07 | A |
| 35 | MC | 4988 | 6891 | 0.01 | -0.01 | 0.00 | A | 9958 | 1941 | 25.16 | -0.69 | -0.12 | A | 596 | 11303 | 0.16 | -0.09 | -0.01 | A | 1372 | 10527 | 1.10 | -0.16 | -0.03 | A |
| 36 | MC | 4988 | 6891 | 11.10 | -0.32 | -0.06 | A | 9958 | 1941 | 1.85 | 0.18 | 0.03 | A | 596 | 11303 | 0.20 | -0.09 | -0.02 | A | 1372 | 10527 | 0.09 | 0.05 | 0.01 | A |
| 37 | MC | 4988 | 6891 | 29.40 | -0.54 | -0.10 | A | 9958 | 1941 | 4.19 | -0.28 | -0.04 | A | 596 | 11303 | 0.21 | -0.10 | -0.02 | A | 1372 | 10527 | 0.00 | -0.01 | 0.00 | A |
| 38 | MC | 4988 | 6891 | 0.84 | 0.09 | 0.02 | A | 9958 | 1941 | 0.54 | -0.09 | -0.02 | A | 596 | 11303 | 1.25 | -0.24 | -0.05 | A | 1372 | 10527 | 7.53 | -0.41 | -0.07 | A |
| 39 | MC | 4988 | 6891 | 18.27 | 0.41 | 0.07 | A | 9958 | 1941 | 2.55 | -0.21 | -0.05 | A | 596 | 11303 | 1.05 | -0.22 | -0.04 | A | 1372 | 10527 | 0.26 | -0.07 | -0.01 | A |
| 40 | MC | 4988 | 6891 | 66.71 | 0.80 | 0.14 | A | 9958 | 1941 | 0.06 | -0.03 | -0.01 | A | 596 | 11303 | 1.30 | -0.26 | -0.05 | A | 1372 | 10527 | 10.15 | -0.51 | -0.08 | A |
| 61 | SA1 | 4988 | 6891 | 69.86 | -0.82 | -0.15 | A | 9958 | 1941 | 3.27 | 0.25 | 0.04 | A | 596 | 11303 | 0.15 | -0.08 | -0.02 | A | 1372 | 10527 | 8.45 | -0.46 | -0.07 | A |
| 62 | SA1 | 4988 | 6891 | 0.06 | 0.03 | 0.00 | A | 9958 | 1941 | 0.91 | 0.14 | 0.02 | A | 596 | 11303 | 2.19 | 0.34 | 0.06 | A | 1372 | 10527 | 4.22 | -0.36 | -0.05 | A |

NOTE: MC=Multiple-choice Item, SA1=1 Point Short Answer Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH$\chi^2$=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.26. DIF Statistics based on FRL Students for Items in Reading on Stage IV

| | | Focal Group: FRL (EL)<br>Reference Group: Non-FRL (EL) | | | | | |
|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 15 | MC | 8474 | 3372 | 18.86 | -0.46 | -0.08 | A |
| 16 | MC | 8474 | 3372 | 18.13 | -0.43 | -0.08 | A |
| 17 | MC | 8474 | 3372 | 0.05 | -0.03 | 0.00 | A |
| 18 | MC | 8474 | 3372 | 0.88 | -0.14 | -0.02 | A |
| 19 | MC | 8474 | 3372 | 0.28 | 0.09 | 0.01 | A |
| 20 | MC | 8474 | 3372 | 0.13 | 0.04 | 0.01 | A |
| 21 | MC | 8474 | 3372 | 5.23 | 0.26 | 0.04 | A |
| 22 | MC | 8474 | 3372 | 0.38 | -0.07 | -0.01 | A |
| 23 | MC | 8474 | 3372 | 0.92 | 0.10 | 0.02 | A |
| 24 | MC | 8474 | 3372 | 16.47 | -0.40 | -0.08 | A |
| 25 | MC | 8474 | 3372 | 1.57 | -0.13 | -0.02 | A |
| 26 | MC | 8474 | 3372 | 10.35 | -0.38 | -0.06 | A |
| 27 | MC | 8474 | 3372 | 11.32 | -0.37 | -0.06 | A |
| 28 | MC | 8474 | 3372 | 5.06 | -0.25 | -0.04 | A |
| 29 | MC | 8474 | 3372 | 8.55 | -0.29 | -0.06 | A |
| 30 | MC | 8474 | 3372 | 1.71 | -0.14 | -0.02 | A |
| 31 | MC | 8474 | 3372 | 0.76 | -0.09 | -0.02 | A |
| 32 | MC | 8474 | 3372 | 0.99 | -0.11 | -0.02 | A |
| 33 | MC | 8474 | 3372 | 3.47 | 0.20 | 0.03 | A |
| 34 | MC | 8474 | 3372 | 0.03 | -0.02 | 0.00 | A |
| 35 | MC | 8474 | 3372 | 0.64 | -0.09 | -0.01 | A |
| 36 | MC | 8474 | 3372 | 26.18 | -0.53 | -0.10 | A |
| 37 | MC | 8474 | 3372 | 4.23 | -0.22 | -0.04 | A |
| 38 | MC | 8474 | 3372 | 0.04 | -0.02 | 0.00 | A |
| 39 | MC | 8474 | 3372 | 0.15 | 0.04 | 0.01 | A |
| 40 | MC | 8474 | 3372 | 0.72 | -0.09 | -0.01 | A |
| 61 | SA1 | 8474 | 3372 | 3.79 | 0.21 | 0.04 | A |
| 62 | SA1 | 8474 | 3372 | 10.17 | 0.37 | 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$\chi^2$=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.27. DIF Statistics based on EL Students for Items in Writing on Stage IV

| | | Focal Group: Female<br>Reference Group: Male | | | | | | Focal Group: Hispanic<br>Reference Group: Non-Hispanic | | | | | | Focal Group: American Indian<br>Reference Group: Non-American Indian | | | | | | Focal Group: Special Education<br>Reference Group: Non-Special Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 41 | MC | 4988 | 6891 | 13.88 | 0.36 | 0.07 | A | 9958 | 1941 | 15.78 | -0.52 | -0.11 | A | 596 | 11303 | 26.74 | 1.21 | 0.21 | B> | 1372 | 10527 | 0.59 | -0.11 | -0.02 | A |
| 42 | MC | 4988 | 6891 | 0.01 | 0.01 | 0.00 | A | 9958 | 1941 | 4.14 | 0.26 | 0.05 | A | 596 | 11303 | 0.64 | -0.17 | -0.03 | A | 1372 | 10527 | 4.40 | -0.31 | -0.06 | A |
| 43 | MC | 4988 | 6891 | 3.24 | -0.17 | -0.03 | A | 9958 | 1941 | 1.90 | -0.18 | -0.04 | A | 596 | 11303 | 1.41 | 0.26 | 0.05 | A | 1372 | 10527 | 0.16 | 0.06 | 0.01 | A |
| 44 | MC | 4988 | 6891 | 95.60 | 0.91 | 0.17 | A | 9958 | 1941 | 4.53 | -0.27 | -0.06 | A | 596 | 11303 | 0.01 | 0.02 | 0.01 | A | 1372 | 10527 | 5.94 | -0.35 | -0.07 | A |
| 45 | MC | 4988 | 6891 | 31.67 | 0.54 | 0.10 | A | 9958 | 1941 | 0.44 | 0.09 | 0.01 | A | 596 | 11303 | 0.71 | -0.18 | -0.03 | A | 1372 | 10527 | 1.32 | -0.17 | -0.03 | A |
| 46 | MC | 4988 | 6891 | 1.99 | -0.14 | -0.02 | A | 9958 | 1941 | 4.42 | -0.29 | -0.06 | A | 596 | 11303 | 3.81 | 0.46 | 0.07 | A | 1372 | 10527 | 1.36 | 0.18 | 0.03 | A |
| 47 | MC | 4988 | 6891 | 4.94 | 0.22 | 0.04 | A | 9958 | 1941 | 0.24 | 0.06 | 0.00 | A | 596 | 11303 | 1.93 | 0.32 | 0.05 | A | 1372 | 10527 | 1.94 | -0.20 | -0.04 | A |
| 48 | MC | 4988 | 6891 | 5.50 | 0.22 | 0.04 | A | 9958 | 1941 | 3.27 | 0.23 | 0.04 | A | 596 | 11303 | 5.07 | -0.46 | -0.09 | A | 1372 | 10527 | 23.55 | -0.70 | -0.13 | A |
| 49 | MC | 4988 | 6891 | 1.99 | 0.13 | 0.03 | A | 9958 | 1941 | 1.27 | -0.14 | -0.03 | A | 596 | 11303 | 2.09 | 0.30 | 0.06 | A | 1372 | 10527 | 5.31 | 0.33 | 0.06 | A |
| 50 | MC | 4988 | 6891 | 3.81 | 0.22 | 0.03 | A | 9958 | 1941 | 0.09 | 0.04 | 0.01 | A | 596 | 11303 | 0.40 | 0.16 | 0.02 | A | 1372 | 10527 | 0.57 | 0.12 | 0.02 | A |
| 51 | MC | 4988 | 6891 | 2.02 | -0.13 | -0.03 | A | 9958 | 1941 | 0.31 | 0.07 | 0.02 | A | 596 | 11303 | 0.34 | 0.12 | 0.02 | A | 1372 | 10527 | 0.09 | -0.04 | -0.01 | A |
| 52 | MC | 4988 | 6891 | 2.01 | -0.15 | -0.03 | A | 9958 | 1941 | 0.48 | -0.10 | -0.01 | A | 596 | 11303 | 2.81 | 0.39 | 0.06 | A | 1372 | 10527 | 3.74 | 0.31 | 0.05 | A |
| 53 | MC | 4988 | 6891 | 0.76 | -0.09 | -0.01 | A | 9958 | 1941 | 18.76 | 0.58 | 0.09 | A | 596 | 11303 | 4.03 | -0.45 | -0.08 | A | 1372 | 10527 | 13.79 | -0.56 | -0.10 | A |
| 54 | MC | 4988 | 6891 | 15.54 | 0.42 | 0.06 | A | 9958 | 1941 | 0.36 | 0.08 | 0.01 | A | 596 | 11303 | 0.01 | -0.02 | 0.00 | A | 1372 | 10527 | 11.20 | -0.52 | -0.09 | A |
| 55 | MC | 4988 | 6891 | 25.61 | -0.47 | -0.09 | A | 9958 | 1941 | 2.20 | -0.19 | -0.04 | A | 596 | 11303 | 2.84 | 0.37 | 0.07 | A | 1372 | 10527 | 2.18 | 0.21 | 0.04 | A |
| 56 | MC | 4988 | 6891 | 17.15 | 0.42 | 0.07 | A | 9958 | 1941 | 4.76 | 0.29 | 0.04 | A | 596 | 11303 | 2.31 | -0.34 | -0.06 | A | 1372 | 10527 | 3.41 | -0.27 | -0.05 | A |
| 57 | MC | 4988 | 6891 | 0.43 | 0.06 | 0.01 | A | 9958 | 1941 | 0.62 | -0.10 | -0.03 | A | 596 | 11303 | 3.49 | -0.39 | -0.08 | A | 1372 | 10527 | 2.51 | -0.23 | -0.04 | A |
| 58 | MC | 4988 | 6891 | 3.53 | 0.18 | 0.03 | A | 9958 | 1941 | 0.91 | -0.12 | -0.04 | A | 596 | 11303 | 0.02 | -0.03 | -0.01 | A | 1372 | 10527 | 2.05 | 0.21 | 0.04 | A |
| 59 | ER | 4988 | 6891 | 209.37 | | 0.16 | A | 9958 | 1941 | 99.47 | | 0.10 | A | 596 | 11303 | 2.69 | | 0.00 | A | 1372 | 10527 | 25.88 | | 0.02 | A |
| 60 | ER | 4988 | 6891 | 287.57 | | 0.19 | B> | 9958 | 1941 | 91.93 | | 0.06 | A | 596 | 11303 | 3.12 | | -0.04 | A | 1372 | 10527 | 52.66 | | -0.09 | 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$\chi^2$=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.28. DIF Statistics based on FRL Students for Items in Writing on Stage IV

| | | Focal Group: FRL (EL)<br>Reference Group: Non-FRL (EL) | | | | | |
|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 41 | MC | 8474 | 3372 | 9.19 | -0.32 | -0.06 | A |
| 42 | MC | 8474 | 3372 | 0.11 | -0.03 | -0.01 | A |
| 43 | MC | 8474 | 3372 | 11.76 | 0.36 | 0.07 | A |
| 44 | MC | 8474 | 3372 | 17.25 | -0.42 | -0.08 | A |
| 45 | MC | 8474 | 3372 | 0.21 | -0.05 | -0.01 | A |
| 46 | MC | 8474 | 3372 | 13.74 | 0.41 | 0.07 | A |
| 47 | MC | 8474 | 3372 | 2.02 | 0.15 | 0.03 | A |
| 48 | MC | 8474 | 3372 | 2.81 | -0.17 | -0.03 | A |
| 49 | MC | 8474 | 3372 | 0.05 | 0.02 | 0.00 | A |
| 50 | MC | 8474 | 3372 | 4.50 | 0.26 | 0.04 | A |
| 51 | MC | 8474 | 3372 | 2.73 | -0.17 | -0.03 | A |
| 52 | MC | 8474 | 3372 | 7.52 | 0.31 | 0.05 | A |
| 53 | MC | 8474 | 3372 | 3.16 | -0.20 | -0.03 | A |
| 54 | MC | 8474 | 3372 | 1.39 | 0.14 | 0.02 | A |
| 55 | MC | 8474 | 3372 | 11.35 | 0.34 | 0.06 | A |
| 56 | MC | 8474 | 3372 | 6.02 | 0.27 | 0.05 | A |
| 57 | MC | 8474 | 3372 | 2.38 | -0.16 | -0.03 | A |
| 58 | MC | 8474 | 3372 | 1.28 | -0.12 | -0.02 | A |
| 59 | ER | 8474 | 3372 | 10.31 | | -0.03 | A |
| 60 | ER | 8474 | 3372 | 16.08 | | -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$\chi^2$=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.29. DIF Statistics based on EL Students for Items in Listening on Stage IV

| | | Focal Group: Female<br>Reference Group: Male | | | | | | Focal Group: Hispanic<br>Reference Group: Non-Hispanic | | | | | | Focal Group: American Indian<br>Reference Group: Non-American Indian | | | | | | Focal Group: Special Education<br>Reference Group: Non-Special Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 1 | MC | 4988 | 6891 | 11.08 | -0.35 | -0.06 | A | 9958 | 1941 | 1.10 | -0.14 | -0.02 | A | 596 | 11303 | 1.24 | 0.27 | 0.04 | A | 1372 | 10527 | 5.05 | 0.35 | 0.06 | A |
| 2 | MC | 4988 | 6891 | 15.25 | -0.42 | -0.07 | A | 9958 | 1941 | 0.83 | -0.13 | -0.03 | A | 596 | 11303 | 0.10 | 0.08 | 0.01 | A | 1372 | 10527 | 5.20 | 0.35 | 0.07 | A |
| 3 | MC | 4988 | 6891 | 13.93 | -0.41 | -0.06 | A | 9958 | 1941 | 2.28 | -0.22 | -0.03 | A | 596 | 11303 | 10.31 | 0.84 | 0.12 | A | 1372 | 10527 | 22.16 | 0.74 | 0.13 | A |
| 4 | MC | 4988 | 6891 | 4.52 | -0.19 | -0.04 | A | 9958 | 1941 | 2.13 | 0.18 | 0.03 | A | 596 | 11303 | 0.61 | -0.16 | -0.03 | A | 1372 | 10527 | 0.00 | 0.00 | 0.00 | A |
| 5 | MC | 4988 | 6891 | 26.43 | -0.47 | -0.09 | A | 9958 | 1941 | 0.04 | 0.02 | 0.01 | A | 596 | 11303 | 1.48 | 0.25 | 0.05 | A | 1372 | 10527 | 8.41 | 0.41 | 0.08 | A |
| 6 | MC | 4988 | 6891 | 0.00 | 0.00 | 0.00 | A | 9958 | 1941 | 0.24 | -0.06 | -0.01 | A | 596 | 11303 | 3.65 | 0.41 | 0.08 | A | 1372 | 10527 | 1.87 | -0.19 | -0.04 | A |
| 7 | MC | 4988 | 6891 | 14.66 | -0.38 | -0.07 | A | 9958 | 1941 | 1.05 | -0.14 | -0.03 | A | 596 | 11303 | 5.19 | -0.51 | -0.09 | A | 1372 | 10527 | 0.71 | 0.13 | 0.02 | A |
| 8 | MC | 4988 | 6891 | 6.34 | -0.23 | -0.05 | A | 9958 | 1941 | 19.83 | -0.55 | -0.10 | A | 596 | 11303 | 0.50 | -0.15 | -0.03 | A | 1372 | 10527 | 0.85 | -0.14 | -0.03 | A |
| 9 | MC | 4988 | 6891 | 0.69 | -0.08 | -0.01 | A | 9958 | 1941 | 0.58 | 0.10 | 0.02 | A | 596 | 11303 | 5.43 | -0.52 | -0.10 | A | 1372 | 10527 | 8.85 | -0.48 | -0.08 | A |
| 10 | MC | 4988 | 6891 | 13.80 | -0.35 | -0.06 | A | 9958 | 1941 | 0.36 | 0.08 | 0.01 | A | 596 | 11303 | 1.36 | -0.25 | -0.05 | A | 1372 | 10527 | 0.01 | 0.02 | 0.00 | A |
| 11 | MC | 4988 | 6891 | 20.07 | -0.42 | -0.08 | A | 9958 | 1941 | 7.00 | 0.33 | 0.05 | A | 596 | 11303 | 4.03 | -0.43 | -0.08 | A | 1372 | 10527 | 1.14 | -0.15 | -0.03 | A |
| 12 | MC | 4988 | 6891 | 2.63 | -0.15 | -0.03 | A | 9958 | 1941 | 2.12 | -0.18 | -0.03 | A | 596 | 11303 | 4.54 | -0.44 | -0.09 | A | 1372 | 10527 | 1.07 | -0.15 | -0.03 | A |
| 13 | MC | 4988 | 6891 | 15.48 | -0.39 | -0.07 | A | 9958 | 1941 | 0.04 | -0.03 | 0.01 | A | 596 | 11303 | 1.57 | -0.28 | -0.05 | A | 1372 | 10527 | 0.55 | 0.11 | 0.02 | A |
| 14 | MC | 4988 | 6891 | 63.33 | -0.77 | -0.14 | A | 9958 | 1941 | 33.53 | 0.79 | 0.13 | A | 596 | 11303 | 4.43 | -0.46 | -0.09 | A | 1372 | 10527 | 14.92 | 0.57 | 0.11 | A |

NOTE: MC=Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH$\chi^2$=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

| | | Focal Group: FRL (EL)<br>Reference Group: Non-FRL (EL) | | | | | |
|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 1 | MC | 8474 | 3372 | 0.43 | -0.08 | -0.01 | A |
| 2 | MC | 8474 | 3372 | 0.01 | -0.01 | 0.00 | A |
| 3 | MC | 8474 | 3372 | 3.11 | 0.21 | 0.03 | A |
| 4 | MC | 8474 | 3372 | 3.68 | -0.19 | -0.04 | A |
| 5 | MC | 8474 | 3372 | 0.39 | 0.06 | 0.01 | A |
| 6 | MC | 8474 | 3372 | 0.01 | -0.01 | 0.00 | A |
| 7 | MC | 8474 | 3372 | 0.01 | 0.01 | 0.00 | A |
| 8 | MC | 8474 | 3372 | 2.82 | 0.17 | 0.03 | A |
| 9 | MC | 8474 | 3372 | 2.75 | -0.18 | -0.03 | A |
| 10 | MC | 8474 | 3372 | 2.85 | 0.18 | 0.03 | A |
| 11 | MC | 8474 | 3372 | 1.73 | -0.13 | -0.03 | A |
| 12 | MC | 8474 | 3372 | 2.63 | 0.17 | 0.03 | A |
| 13 | MC | 8474 | 3372 | 0.16 | -0.04 | -0.01 | A |
| 14 | MC | 8474 | 3372 | 0.13 | 0.04 | 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$\chi^2$=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 EL Students for Items in Speaking on Stage IV

| | | Focal Group: Female<br>Reference Group: Male | | | | | | Focal Group: Hispanic<br>Reference Group: Non-Hispanic | | | | | | Focal Group: American Indian<br>Reference Group: Non-American Indian | | | | | | Focal Group: Special Education<br>Reference Group: Non-Special Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 63 | SA4 | 4988 | 6891 | 7.73 | | -0.02 | A | 9958 | 1941 | 22.59 | | 0.10 | A | 596 | 11303 | 9.81 | | 0.10 | A | 1372 | 10527 | 91.47 | | 0.26 | C> |
| 64 | SA4 | 4988 | 6891 | 42.86 | | -0.02 | A | 9958 | 1941 | 77.76 | | 0.15 | A | 596 | 11303 | 12.24 | | 0.08 | A | 1372 | 10527 | 73.86 | | 0.20 | B> |
| 65 | SA4 | 4988 | 6891 | 42.17 | | -0.08 | A | 9958 | 1941 | 41.70 | | 0.10 | A | 596 | 11303 | 12.71 | | 0.10 | A | 1372 | 10527 | 107.02 | | 0.26 | C> |
| 66 | SA4 | 4988 | 6891 | 73.20 | | -0.12 | A | 9958 | 1941 | 29.33 | | 0.08 | A | 596 | 11303 | 10.88 | | 0.07 | A | 1372 | 10527 | 90.01 | | 0.19 | B> |
| 67 | SA4 | 4988 | 6891 | 92.76 | | -0.14 | A | 9958 | 1941 | 30.92 | | 0.09 | A | 596 | 11303 | 3.89 | | 0.06 | A | 1372 | 10527 | 102.58 | | 0.27 | C> |
| 68 | SA4 | 4988 | 6891 | 133.47 | | 0.10 | A | 9958 | 1941 | 48.65 | | 0.13 | A | 596 | 11303 | 8.87 | | -0.02 | A | 1372 | 10527 | 104.68 | | 0.20 | B> |
| 69 | SA4 | 4988 | 6891 | 29.51 | | -0.06 | A | 9958 | 1941 | 6.67 | | 0.04 | A | 596 | 11303 | 6.94 | | 0.08 | A | 1372 | 10527 | 109.70 | | 0.24 | B> |
| 70 | SA4 | 4988 | 6891 | 40.52 | | -0.07 | A | 9958 | 1941 | 48.68 | | -0.02 | A | 596 | 11303 | 41.90 | | 0.18 | B> | 1372 | 10527 | 211.41 | | 0.31 | 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$\chi^2$=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.32. DIF Statistics based on FRL Students for Items in Speaking on Stage IV

| | | Focal Group: FRL (EL)<br>Reference Group: Non-FRL (EL) | | | | | |
|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 63 | SA4 | 8474 | 3372 | 11.58 | | -0.05 | A |
| 64 | SA4 | 8474 | 3372 | 11.06 | | -0.03 | A |
| 65 | SA4 | 8474 | 3372 | 10.37 | | 0.01 | A |
| 66 | SA4 | 8474 | 3372 | 20.17 | | -0.07 | A |
| 67 | SA4 | 8474 | 3372 | 9.11 | | 0.02 | A |
| 68 | SA4 | 8474 | 3372 | 12.30 | | 0.04 | A |
| 69 | SA4 | 8474 | 3372 | 1.41 | | -0.01 | A |
| 70 | SA4 | 8474 | 3372 | 15.70 | | -0.02 | 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$\chi^2$=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.33. DIF Statistics based on EL Students for Items in Reading on Stage V

| | | Focal Group: Female<br>Reference Group: Male | | | | | | Focal Group: Hispanic<br>Reference Group: Non-Hispanic | | | | | | Focal Group: American Indian<br>Reference Group: Non-American Indian | | | | | | Focal Group: Special Education<br>Reference Group: Non-Special Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 15 | MC | 3351 | 4308 | 0.08 | 0.04 | 0.01 | A | 5760 | 1908 | 24.99 | 0.77 | 0.12 | A | 299 | 7369 | 1.61 | 0.51 | 0.07 | A | 417 | 7251 | 2.94 | -0.47 | -0.08 | A |
| 16 | MC | 3351 | 4308 | 0.87 | 0.13 | 0.02 | A | 5760 | 1908 | 4.51 | 0.34 | 0.05 | A | 299 | 7369 | 1.19 | -0.40 | -0.06 | A | 417 | 7251 | 2.78 | -0.48 | -0.08 | A |
| 17 | MC | 3351 | 4308 | 13.12 | -0.51 | -0.07 | A | 5760 | 1908 | 5.70 | 0.39 | 0.05 | A | 299 | 7369 | 1.87 | 0.54 | 0.07 | A | 417 | 7251 | 0.16 | -0.12 | -0.02 | A |
| 18 | MC | 3351 | 4308 | 0.35 | -0.07 | -0.01 | A | 5760 | 1908 | 1.79 | -0.17 | -0.03 | A | 299 | 7369 | 1.77 | -0.38 | -0.08 | A | 417 | 7251 | 5.43 | -0.58 | -0.11 | A |
| 19 | MC | 3351 | 4308 | 76.93 | -1.08 | -0.18 | B< | 5760 | 1908 | 75.98 | -1.31 | -0.21 | B< | 299 | 7369 | 93.90 | 4.55 | 0.52 | C> | 417 | 7251 | 102.25 | 3.13 | 0.48 | C> |
| 20 | MC | 3351 | 4308 | 0.00 | 0.01 | 0.00 | A | 5760 | 1908 | 27.05 | 1.12 | 0.12 | B> | 299 | 7369 | 1.67 | 0.96 | 0.06 | A | 417 | 7251 | 1.17 | -0.43 | -0.05 | A |
| 21 | MC | 3351 | 4308 | 0.50 | 0.08 | 0.01 | A | 5760 | 1908 | 0.82 | -0.12 | -0.03 | A | 299 | 7369 | 9.34 | -0.89 | -0.17 | A | 417 | 7251 | 28.34 | -1.35 | -0.26 | B< |
| 22 | MC | 3351 | 4308 | 0.28 | -0.06 | -0.01 | A | 5760 | 1908 | 17.98 | 0.56 | 0.11 | A | 299 | 7369 | 4.36 | -0.62 | -0.12 | A | 417 | 7251 | 0.02 | 0.04 | 0.01 | A |
| 23 | MC | 3351 | 4308 | 2.28 | 0.18 | 0.03 | A | 5760 | 1908 | 25.06 | 0.68 | 0.12 | A | 299 | 7369 | 0.74 | -0.25 | -0.05 | A | 417 | 7251 | 0.98 | -0.26 | -0.05 | A |
| 24 | MC | 3351 | 4308 | 36.90 | 0.69 | 0.13 | A | 5760 | 1908 | 0.00 | 0.00 | 0.00 | A | 299 | 7369 | 0.30 | 0.16 | 0.03 | A | 417 | 7251 | 3.93 | -0.49 | -0.10 | A |
| 25 | MC | 3351 | 4308 | 67.26 | 1.07 | 0.17 | B> | 5760 | 1908 | 0.55 | -0.11 | -0.02 | A | 299 | 7369 | 1.49 | -0.41 | -0.06 | A | 417 | 7251 | 9.14 | -0.80 | -0.14 | A |
| 26 | MC | 3351 | 4308 | 11.08 | 0.39 | 0.07 | A | 5760 | 1908 | 5.27 | -0.31 | -0.05 | A | 299 | 7369 | 12.72 | -1.05 | -0.20 | B< | 417 | 7251 | 6.11 | -0.64 | -0.12 | A |
| 27 | MC | 3351 | 4308 | 7.41 | 0.31 | 0.06 | A | 5760 | 1908 | 51.35 | 0.95 | 0.18 | A | 299 | 7369 | 12.92 | -1.05 | -0.20 | B< | 417 | 7251 | 23.63 | -1.20 | -0.24 | B< |
| 28 | MC | 3351 | 4308 | 11.04 | 0.38 | 0.07 | A | 5760 | 1908 | 27.70 | 0.69 | 0.13 | A | 299 | 7369 | 6.85 | -0.76 | -0.15 | A | 417 | 7251 | 11.73 | -0.88 | -0.16 | A |
| 29 | MC | 3351 | 4308 | 3.63 | 0.22 | 0.04 | A | 5760 | 1908 | 56.49 | 1.02 | 0.19 | B> | 299 | 7369 | 17.69 | -1.32 | -0.24 | B< | 417 | 7251 | 3.98 | -0.52 | -0.09 | A |
| 30 | MC | 3351 | 4308 | 19.88 | 0.52 | 0.10 | A | 5760 | 1908 | 16.50 | 0.55 | 0.10 | A | 299 | 7369 | 1.03 | -0.30 | -0.06 | A | 417 | 7251 | 2.27 | -0.38 | -0.07 | A |
| 31 | MC | 3351 | 4308 | 0.04 | -0.02 | 0.00 | A | 5760 | 1908 | 29.72 | 0.74 | 0.14 | A | 299 | 7369 | 0.43 | -0.19 | -0.04 | A | 417 | 7251 | 0.02 | -0.04 | -0.01 | A |
| 32 | MC | 3351 | 4308 | 29.23 | 0.72 | 0.11 | A | 5760 | 1908 | 15.73 | -0.62 | -0.10 | A | 299 | 7369 | 7.51 | -0.92 | -0.14 | A | 417 | 7251 | 21.48 | -1.22 | -0.22 | B< |
| 33 | MC | 3351 | 4308 | 14.67 | 0.49 | 0.08 | A | 5760 | 1908 | 0.14 | 0.05 | 0.01 | A | 299 | 7369 | 5.36 | -0.71 | -0.12 | A | 417 | 7251 | 3.16 | -0.49 | -0.08 | A |
| 34 | MC | 3351 | 4308 | 32.59 | 0.81 | 0.12 | A | 5760 | 1908 | 1.65 | -0.21 | -0.03 | A | 299 | 7369 | 14.71 | -1.29 | -0.20 | B< | 417 | 7251 | 7.25 | -0.76 | -0.13 | A |
| 35 | MC | 3351 | 4308 | 0.00 | 0.00 | 0.00 | A | 5760 | 1908 | 26.83 | -0.67 | -0.13 | A | 299 | 7369 | 0.58 | -0.23 | -0.05 | A | 417 | 7251 | 6.25 | -0.65 | -0.12 | A |
| 36 | MC | 3351 | 4308 | 14.47 | 0.45 | 0.08 | A | 5760 | 1908 | 29.90 | 0.77 | 0.14 | A | 299 | 7369 | 4.02 | -0.61 | -0.11 | A | 417 | 7251 | 23.35 | -1.35 | -0.23 | B< |
| 37 | MC | 3351 | 4308 | 5.79 | 0.28 | 0.05 | A | 5760 | 1908 | 0.00 | 0.00 | 0.00 | A | 299 | 7369 | 5.28 | -0.67 | -0.13 | A | 417 | 7251 | 7.37 | -0.70 | -0.13 | A |
| 38 | MC | 3351 | 4308 | 2.58 | 0.21 | 0.03 | A | 5760 | 1908 | 17.56 | 0.63 | 0.11 | A | 299 | 7369 | 8.85 | -1.04 | -0.17 | B< | 417 | 7251 | 4.63 | -0.64 | -0.10 | A |
| 39 | MC | 3351 | 4308 | 21.69 | 0.53 | 0.11 | A | 5760 | 1908 | 79.58 | 1.23 | 0.23 | B> | 299 | 7369 | 6.34 | -0.77 | -0.15 | A | 417 | 7251 | 8.03 | -0.76 | -0.14 | A |
| 40 | MC | 3351 | 4308 | 7.70 | 0.31 | 0.06 | A | 5760 | 1908 | 0.40 | -0.08 | -0.02 | A | 299 | 7369 | 0.37 | 0.17 | 0.04 | A | 417 | 7251 | 2.95 | -0.43 | -0.08 | A |
| 41 | MC | 3351 | 4308 | 27.29 | 0.62 | 0.11 | A | 5760 | 1908 | 1.92 | -0.19 | -0.03 | A | 299 | 7369 | 14.50 | -1.12 | -0.21 | B< | 417 | 7251 | 30.37 | -1.44 | -0.26 | B< |
| 42 | MC | 3351 | 4308 | 0.17 | 0.05 | 0.01 | A | 5760 | 1908 | 1.93 | 0.20 | 0.04 | A | 299 | 7369 | 2.42 | -0.54 | -0.09 | A | 417 | 7251 | 10.43 | -1.03 | -0.15 | B< |

NOTE: MC=Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH$\chi^2$=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

| | | Focal Group: FRL (EL)<br>Reference Group: Non-FRL (EL) | | | | | |
|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 15 | MC | 4657 | 2960 | 0.00 | 0.00 | 0.00 | A |
| 16 | MC | 4657 | 2960 | 6.47 | -0.37 | -0.06 | A |
| 17 | MC | 4657 | 2960 | 0.40 | 0.09 | 0.01 | A |
| 18 | MC | 4657 | 2960 | 4.08 | -0.23 | -0.05 | A |
| 19 | MC | 4657 | 2960 | 12.90 | 0.45 | 0.08 | A |
| 20 | MC | 4657 | 2960 | 0.59 | -0.16 | -0.02 | A |
| 21 | MC | 4657 | 2960 | 0.11 | -0.04 | -0.01 | A |
| 22 | MC | 4657 | 2960 | 2.92 | 0.20 | 0.04 | A |
| 23 | MC | 4657 | 2960 | 2.61 | 0.19 | 0.04 | A |
| 24 | MC | 4657 | 2960 | 0.17 | -0.05 | -0.01 | A |
| 25 | MC | 4657 | 2960 | 6.74 | -0.34 | -0.06 | A |
| 26 | MC | 4657 | 2960 | 6.62 | -0.31 | -0.06 | A |
| 27 | MC | 4657 | 2960 | 3.01 | -0.20 | -0.04 | A |
| 28 | MC | 4657 | 2960 | 5.40 | -0.27 | -0.05 | A |
| 29 | MC | 4657 | 2960 | 1.96 | -0.17 | -0.03 | A |
| 30 | MC | 4657 | 2960 | 0.37 | 0.07 | 0.01 | A |
| 31 | MC | 4657 | 2960 | 0.08 | 0.03 | 0.01 | A |
| 32 | MC | 4657 | 2960 | 0.56 | -0.10 | -0.02 | A |
| 33 | MC | 4657 | 2960 | 1.19 | 0.14 | 0.02 | A |
| 34 | MC | 4657 | 2960 | 2.19 | -0.21 | -0.03 | A |
| 35 | MC | 4657 | 2960 | 1.50 | -0.14 | -0.03 | A |
| 36 | MC | 4657 | 2960 | 10.79 | -0.40 | -0.07 | A |
| 37 | MC | 4657 | 2960 | 10.45 | -0.38 | -0.07 | A |
| 38 | MC | 4657 | 2960 | 4.68 | -0.28 | -0.05 | A |
| 39 | MC | 4657 | 2960 | 5.49 | -0.27 | -0.05 | A |
| 40 | MC | 4657 | 2960 | 3.75 | -0.22 | -0.04 | A |
| 41 | MC | 4657 | 2960 | 0.37 | 0.07 | 0.01 | A |
| 42 | MC | 4657 | 2960 | 0.43 | -0.09 | -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$\chi^2$=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.35. DIF Statistics based on EL Students for Items in Writing on Stage V

| | | Focal Group: Female<br>Reference Group: Male | | | | | | Focal Group: Hispanic<br>Reference Group: Non-Hispanic | | | | | | Focal Group: American Indian<br>Reference Group: Non-American Indian | | | | | | Focal Group: Special Education<br>Reference Group: Non-Special Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 43 | MC | 3351 | 4308 | 0.07 | -0.03 | 0.00 | A | 5760 | 1908 | 5.51 | -0.32 | -0.06 | A | 299 | 7369 | 72.88 | 2.91 | 0.49 | C> | 417 | 7251 | 36.67 | 1.53 | 0.29 | C> |
| 44 | MC | 3351 | 4308 | 5.79 | 0.27 | 0.05 | A | 5760 | 1908 | 2.18 | -0.19 | -0.04 | A | 299 | 7369 | 0.03 | -0.05 | -0.01 | A | 417 | 7251 | 9.25 | 0.73 | 0.15 | A |
| 45 | MC | 3351 | 4308 | 38.91 | 1.03 | 0.14 | B> | 5760 | 1908 | 1.84 | 0.25 | 0.03 | A | 299 | 7369 | 15.87 | -1.48 | -0.21 | B< | 417 | 7251 | 45.35 | -1.90 | -0.34 | C< |
| 46 | MC | 3351 | 4308 | 2.69 | 0.19 | 0.04 | A | 5760 | 1908 | 0.02 | 0.02 | 0.01 | A | 299 | 7369 | 0.28 | -0.16 | -0.03 | A | 417 | 7251 | 0.25 | -0.12 | -0.02 | A |
| 47 | MC | 3351 | 4308 | 5.70 | -0.30 | -0.05 | A | 5760 | 1908 | 23.92 | -0.69 | -0.13 | A | 299 | 7369 | 6.46 | 0.75 | 0.15 | A | 417 | 7251 | 5.89 | 0.64 | 0.12 | A |
| 48 | MC | 3351 | 4308 | 19.35 | -0.58 | -0.09 | A | 5760 | 1908 | 39.39 | -0.99 | -0.15 | A | 299 | 7369 | 17.79 | 1.82 | 0.22 | C> | 417 | 7251 | 37.02 | 1.98 | 0.29 | C> |
| 49 | MC | 3351 | 4308 | 0.44 | -0.08 | -0.01 | A | 5760 | 1908 | 54.61 | -0.99 | -0.19 | A | 299 | 7369 | 4.59 | -0.65 | -0.12 | A | 417 | 7251 | 2.22 | -0.39 | -0.07 | A |
| 50 | MC | 3351 | 4308 | 4.85 | 0.25 | 0.05 | A | 5760 | 1908 | 19.16 | -0.57 | -0.11 | A | 299 | 7369 | 20.15 | -1.25 | -0.26 | B< | 417 | 7251 | 0.92 | -0.23 | -0.05 | A |
| 51 | MC | 3351 | 4308 | 8.18 | 0.33 | 0.06 | A | 5760 | 1908 | 0.51 | 0.09 | 0.02 | A | 299 | 7369 | 2.37 | -0.45 | -0.09 | A | 417 | 7251 | 12.21 | -0.93 | -0.17 | A |
| 52 | MC | 3351 | 4308 | 2.80 | -0.21 | -0.04 | A | 5760 | 1908 | 0.08 | -0.04 | -0.01 | A | 299 | 7369 | 1.10 | -0.33 | -0.06 | A | 417 | 7251 | 0.20 | 0.12 | 0.02 | A |
| 53 | MC | 3351 | 4308 | 0.08 | -0.04 | 0.00 | A | 5760 | 1908 | 0.21 | -0.07 | -0.01 | A | 299 | 7369 | 4.26 | -0.65 | -0.11 | A | 417 | 7251 | 0.36 | 0.15 | 0.03 | A |
| 54 | MC | 3351 | 4308 | 20.10 | -0.55 | -0.09 | A | 5760 | 1908 | 40.94 | -0.92 | -0.15 | A | 299 | 7369 | 28.95 | 1.89 | 0.29 | C> | 417 | 7251 | 13.40 | 0.97 | 0.17 | A |
| 55 | MC | 3351 | 4308 | 8.87 | 0.36 | 0.06 | A | 5760 | 1908 | 2.21 | 0.21 | 0.04 | A | 299 | 7369 | 0.68 | -0.25 | -0.04 | A | 417 | 7251 | 1.88 | -0.37 | -0.06 | A |
| 56 | MC | 3351 | 4308 | 1.48 | 0.14 | 0.03 | A | 5760 | 1908 | 27.64 | 0.68 | 0.14 | A | 299 | 7369 | 5.23 | -0.64 | -0.13 | A | 417 | 7251 | 2.14 | -0.36 | -0.07 | A |
| 57 | MC | 3351 | 4308 | 45.84 | 0.81 | 0.15 | A | 5760 | 1908 | 3.83 | -0.26 | -0.05 | A | 299 | 7369 | 33.68 | -1.70 | -0.32 | C< | 417 | 7251 | 23.44 | -1.21 | -0.24 | B< |
| 58 | MC | 3351 | 4308 | 60.98 | 1.06 | 0.16 | B> | 5760 | 1908 | 0.56 | -0.11 | -0.02 | A | 299 | 7369 | 5.57 | -0.76 | -0.12 | A | 417 | 7251 | 14.17 | -0.96 | -0.18 | A |
| 59 | MC | 3351 | 4308 | 9.79 | 0.36 | 0.07 | A | 5760 | 1908 | 0.85 | 0.12 | 0.02 | A | 299 | 7369 | 0.83 | 0.26 | 0.05 | A | 417 | 7251 | 0.84 | -0.23 | -0.04 | A |
| 60 | MC | 3351 | 4308 | 3.08 | 0.20 | 0.04 | A | 5760 | 1908 | 12.72 | -0.48 | -0.09 | A | 299 | 7369 | 1.67 | -0.39 | -0.07 | A | 417 | 7251 | 3.18 | -0.47 | -0.09 | A |
| 61 | ER | 3351 | 4308 | 21.23 | | 0.06 | A | 5760 | 1908 | 74.21 | | 0.06 | A | 299 | 7369 | 7.65 | | 0.09 | A | 417 | 7251 | 5.61 | | 0.02 | A |
| 62 | ER | 3351 | 4308 | 45.33 | | 0.11 | A | 5760 | 1908 | 142.23 | | 0.11 | A | 299 | 7369 | 23.44 | | 0.06 | A | 417 | 7251 | 1.51 | | 0.03 | A |

NOTE: MC=Multiple-choice Item, ER=Extended Response Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH$\chi^2$=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

| | | Focal Group: FRL (EL)<br>Reference Group: Non-FRL (EL) | | | | | |
|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 43 | MC | 4657 | 2960 | 4.52 | 0.25 | 0.05 | A |
| 44 | MC | 4657 | 2960 | 9.83 | -0.36 | -0.07 | A |
| 45 | MC | 4657 | 2960 | 4.64 | -0.36 | -0.05 | A |
| 46 | MC | 4657 | 2960 | 2.42 | -0.18 | -0.03 | A |
| 47 | MC | 4657 | 2960 | 1.93 | 0.17 | 0.03 | A |
| 48 | MC | 4657 | 2960 | 0.54 | 0.10 | 0.02 | A |
| 49 | MC | 4657 | 2960 | 0.44 | -0.08 | -0.01 | A |
| 50 | MC | 4657 | 2960 | 0.16 | -0.05 | -0.01 | A |
| 51 | MC | 4657 | 2960 | 0.10 | 0.04 | 0.01 | A |
| 52 | MC | 4657 | 2960 | 0.17 | -0.05 | -0.01 | A |
| 53 | MC | 4657 | 2960 | 5.39 | 0.30 | 0.05 | A |
| 54 | MC | 4657 | 2960 | 9.66 | 0.39 | 0.06 | A |
| 55 | MC | 4657 | 2960 | 0.12 | -0.04 | -0.01 | A |
| 56 | MC | 4657 | 2960 | 5.41 | -0.27 | -0.05 | A |
| 57 | MC | 4657 | 2960 | 0.13 | -0.04 | -0.01 | A |
| 58 | MC | 4657 | 2960 | 0.96 | -0.13 | -0.02 | A |
| 59 | MC | 4657 | 2960 | 3.15 | 0.21 | 0.04 | A |
| 60 | MC | 4657 | 2960 | 6.37 | 0.30 | 0.06 | A |
| 61 | ER | 4657 | 2960 | 5.43 | | -0.01 | A |
| 62 | ER | 4657 | 2960 | 30.55 | | -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$\chi^2$=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.37. DIF Statistics based on EL Students for Items in Listening on Stage V

| | | Focal Group: Female<br>Reference Group: Male | | | | | | Focal Group: Hispanic<br>Reference Group: Non-Hispanic | | | | | | Focal Group: American Indian<br>Reference Group: Non-American Indian | | | | | | Focal Group: Special Education<br>Reference Group: Non-Special Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 1 | MC | 3351 | 4308 | 6.48 | -0.45 | -0.05 | A | 5760 | 1908 | 0.35 | 0.12 | 0.01 | A | 299 | 7369 | 0.02 | -0.07 | -0.01 | A | 417 | 7251 | 0.79 | -0.31 | -0.04 | A |
| 2 | MC | 3351 | 4308 | 68.18 | -1.03 | -0.18 | B< | 5760 | 1908 | 3.29 | -0.26 | -0.04 | A | 299 | 7369 | 30.17 | 2.22 | 0.30 | C> | 417 | 7251 | 13.73 | 1.07 | 0.18 | B> |
| 3 | MC | 3351 | 4308 | 20.27 | -0.54 | -0.10 | A | 5760 | 1908 | 3.94 | 0.28 | 0.04 | A | 299 | 7369 | 3.76 | 0.62 | 0.11 | A | 417 | 7251 | 5.82 | 0.63 | 0.12 | A |
| 4 | MC | 3351 | 4308 | 11.94 | -0.39 | -0.08 | A | 5760 | 1908 | 0.13 | -0.05 | -0.01 | A | 299 | 7369 | 0.18 | 0.12 | 0.02 | A | 417 | 7251 | 9.31 | 0.75 | 0.15 | A |
| 5 | MC | 3351 | 4308 | 33.64 | -0.70 | -0.12 | A | 5760 | 1908 | 24.10 | -0.69 | -0.12 | A | 299 | 7369 | 14.30 | 1.26 | 0.21 | B> | 417 | 7251 | 14.09 | 1.01 | 0.18 | B> |
| 6 | MC | 3351 | 4308 | 5.71 | -0.28 | -0.05 | A | 5760 | 1908 | 6.12 | -0.33 | -0.07 | A | 299 | 7369 | 6.32 | 0.73 | 0.15 | A | 417 | 7251 | 0.14 | -0.10 | -0.02 | A |
| 7 | MC | 3351 | 4308 | 98.08 | -1.22 | -0.20 | B< | 5760 | 1908 | 5.80 | -0.34 | -0.06 | A | 299 | 7369 | 23.05 | 1.48 | 0.26 | B> | 417 | 7251 | 17.60 | 1.08 | 0.20 | B> |
| 8 | MC | 3351 | 4308 | 0.19 | -0.05 | -0.01 | A | 5760 | 1908 | 6.69 | -0.34 | -0.07 | A | 299 | 7369 | 1.23 | -0.32 | -0.06 | A | 417 | 7251 | 0.34 | 0.15 | 0.03 | A |
| 9 | MC | 3351 | 4308 | 11.01 | -0.38 | -0.07 | A | 5760 | 1908 | 6.30 | 0.33 | 0.07 | A | 299 | 7369 | 0.10 | 0.09 | 0.02 | A | 417 | 7251 | 22.41 | 1.18 | 0.23 | B> |
| 10 | MC | 3351 | 4308 | 0.89 | -0.11 | -0.02 | A | 5760 | 1908 | 0.79 | -0.11 | -0.03 | A | 299 | 7369 | 0.05 | -0.07 | -0.01 | A | 417 | 7251 | 1.51 | 0.30 | 0.06 | A |
| 11 | MC | 3351 | 4308 | 18.74 | -0.51 | -0.09 | A | 5760 | 1908 | 38.29 | 0.85 | 0.15 | A | 299 | 7369 | 1.30 | -0.33 | -0.07 | A | 417 | 7251 | 1.73 | -0.35 | -0.06 | A |
| 12 | MC | 3351 | 4308 | 4.89 | 0.26 | 0.05 | A | 5760 | 1908 | 22.19 | 0.65 | 0.11 | A | 299 | 7369 | 11.11 | -1.01 | -0.19 | B< | 417 | 7251 | 0.06 | 0.06 | 0.01 | A |
| 13 | MC | 3351 | 4308 | 5.58 | -0.29 | -0.05 | A | 5760 | 1908 | 0.50 | -0.10 | -0.02 | A | 299 | 7369 | 5.32 | 0.75 | 0.12 | A | 417 | 7251 | 24.78 | 1.40 | 0.23 | B> |
| 14 | MC | 3351 | 4308 | 0.02 | 0.02 | 0.00 | A | 5760 | 1908 | 0.31 | -0.07 | -0.02 | A | 299 | 7369 | 0.96 | 0.29 | 0.06 | A | 417 | 7251 | 0.01 | 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$\chi^2$=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.38. DIF Statistics based on FRL Students for Items in Listening on Stage V

| | | Focal Group: FRL (EL)<br>Reference Group: Non-FRL (EL) | | | | | |
|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 1 | MC | 4657 | 2960 | 1.76 | 0.24 | 0.03 | A |
| 2 | MC | 4657 | 2960 | 8.88 | 0.38 | 0.07 | A |
| 3 | MC | 4657 | 2960 | 1.19 | -0.13 | -0.02 | A |
| 4 | MC | 4657 | 2960 | 11.55 | 0.39 | 0.08 | A |
| 5 | MC | 4657 | 2960 | 1.22 | 0.14 | 0.02 | A |
| 6 | MC | 4657 | 2960 | 0.09 | 0.04 | 0.01 | A |
| 7 | MC | 4657 | 2960 | 1.30 | 0.14 | 0.02 | A |
| 8 | MC | 4657 | 2960 | 0.08 | -0.03 | -0.01 | A |
| 9 | MC | 4657 | 2960 | 0.68 | -0.10 | -0.02 | A |
| 10 | MC | 4657 | 2960 | 3.09 | -0.20 | -0.04 | A |
| 11 | MC | 4657 | 2960 | 2.37 | 0.18 | 0.03 | A |
| 12 | MC | 4657 | 2960 | 2.74 | -0.20 | -0.04 | A |
| 13 | MC | 4657 | 2960 | 5.81 | 0.30 | 0.05 | A |
| 14 | MC | 4657 | 2960 | 0.05 | 0.03 | 0.00 | A |

NOTE: MC= Multiple-choice Item, NF=Number of students in a focal group, NR=Number of students in a reference group, MH$\chi^2$=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.39. DIF Statistics based on EL Students for Items in Speaking on Stage V

| | | Focal Group: Female<br>Reference Group: Male | | | | | | Focal Group: Hispanic<br>Reference Group: Non-Hispanic | | | | | | Focal Group: American Indian<br>Reference Group: Non-American Indian | | | | | | Focal Group: Special Education<br>Reference Group: Non-Special Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 63 | SA4 | 3351 | 4308 | 77.81 | | -0.13 | A | 5760 | 1908 | 10.17 | | -0.04 | A | 299 | 7369 | 9.22 | | 0.14 | A | 417 | 7251 | 65.35 | | 0.34 | C> |
| 64 | SA4 | 3351 | 4308 | 23.37 | | -0.05 | A | 5760 | 1908 | 9.12 | | 0.00 | A | 299 | 7369 | 9.11 | | 0.08 | A | 417 | 7251 | 15.77 | | 0.09 | A |
| 65 | SA4 | 3351 | 4308 | 93.25 | | -0.09 | A | 5760 | 1908 | 11.92 | | 0.02 | A | 299 | 7369 | 31.97 | | 0.18 | B> | 417 | 7251 | 47.87 | | 0.30 | C> |
| 66 | SA4 | 3351 | 4308 | 176.15 | | -0.23 | B< | 5760 | 1908 | 26.76 | | 0.04 | A | 299 | 7369 | 23.75 | | 0.21 | B> | 417 | 7251 | 32.83 | | 0.16 | A |
| 67 | SA4 | 3351 | 4308 | 14.26 | | -0.02 | A | 5760 | 1908 | 15.31 | | 0.02 | A | 299 | 7369 | 2.09 | | 0.03 | A | 417 | 7251 | 20.38 | | 0.19 | B> |
| 68 | SA4 | 3351 | 4308 | 73.90 | | -0.11 | A | 5760 | 1908 | 43.10 | | -0.10 | A | 299 | 7369 | 11.33 | | 0.10 | A | 417 | 7251 | 83.88 | | 0.33 | C> |
| 69 | SA4 | 3351 | 4308 | 14.09 | | 0.00 | A | 5760 | 1908 | 4.66 | | 0.02 | A | 299 | 7369 | 4.89 | | -0.05 | A | 417 | 7251 | 19.94 | | 0.14 | A |
| 70 | SA4 | 3351 | 4308 | 66.12 | | -0.10 | A | 5760 | 1908 | 56.79 | | -0.13 | A | 299 | 7369 | 55.91 | | 0.27 | C> | 417 | 7251 | 155.79 | | 0.46 | C> |

NOTE: SA4=4 Point Short Answer, NF=Number of students in a focal group, NR=Number of students in a reference group, MH$\chi^2$=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.40. DIF Statistics based on FRL Students for Items in Speaking on Stage V

| | | Focal Group: FRL (EL)<br>Reference Group: Non-FRL (EL) | | | | | |
|---|---|---|---|---|---|---|---|
| Item Number | Item Type | NF | NR | MH$\chi^2$ | ΔMH | SMD | Flag |
| 63 | SA4 | 4657 | 2960 | 13.34 | | 0.02 | A |
| 64 | SA4 | 4657 | 2960 | 13.04 | | -0.03 | A |
| 65 | SA4 | 4657 | 2960 | 11.04 | | -0.03 | A |
| 66 | SA4 | 4657 | 2960 | 20.47 | | -0.01 | A |
| 67 | SA4 | 4657 | 2960 | 29.08 | | -0.10 | A |
| 68 | SA4 | 4657 | 2960 | 9.72 | | -0.01 | A |
| 69 | SA4 | 4657 | 2960 | 11.23 | | -0.06 | A |
| 70 | SA4 | 4657 | 2960 | 33.07 | | 0.02 | A |

NOTE: SA4=4 Point Short Answer, NF=Number of students in a focal group, NR=Number of students in a reference group, MH$\chi^2$=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.