

Table 1: Summary of Differential Item Functioning (DIF) Analyses Results

The analysis below shows the summary of DIF Analyses Results conducted in the 2013-2014 program year for the date range of September 01, 2009 through August 31, 2014. DIF analyses are generated for items on MTEL test forms that are taken by at least 100 candidates in both the focal and reference groups. Refer to the Technical Manual: DIF Analyses for a full description of test quality review, including the DIF analysis and review process.

Field Name	Total Items Tested	Number of Items Identified for “C” Level Uniform DIF* and/or for Non-uniform DIF	Comparison Group
History	139	1	M/F
English	136	1	M/F
Mathematics	131	1	M/F
General Science	100	2	M/F
Biology	104	2	M/F
Music	99	2	M/F
Physical Education	116	2	M/F
Spanish	100	17	W/H
Middle School Mathematics	128	4	M/F
English as a Second Language (Note: test retired in spring 2014)	223	1 2	M/F W/H
Communication and Literacy Skills: Reading subtest	90	6 12 3	M/F W/B W/H
Communication and Literacy Skills: Writing subtest	80	2 9 3	M/F W/B W/H
General Curriculum-Multi	112	2	M/F

*This number includes the number of items identified for “C” Level Uniform DIF whether or not the designation favors the Reference Group

Table 2: Differential Item Analysis (DIF) Outcomes

Following review by the Department; items identified by the DIF analysis based on ethnicity were forwarded to the MTEL Bias Review Committee for review. Table 2 summarizes the outcome of the review.

FIELD	Number of Items Reviewed by the MTEL Bias Review Committee Identified by Comparison Group		N of Items Deleted	
	White/Black	White/Hispanic	Potential Bias Identified	Other*
Communication and Literacy Skills Writing subtest	12	3	-	-
Communication and Literacy Skills Reading subtest	9	3	-	-
English as a Second Language	-	2	-	-
Spanish	-	17	1	1

*Items may have been deleted due to reasons other than potential bias, including topicality.