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The Factorial Invariance of a Test of Reading Comprehension Across Groups of Limited English Proficient Students

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Abstract

In this study we investigated the factorial invariance of a 7th-grade state reading assessment across groups of general education and limited English proficient students. Confirmatory factor analysis was used to assess the fit of a 2-factor model with correlated error variances to each of 5 groups. In addition to overall fit of this model, several levels of constraints were also investigated. The fit statistics generally supported invariance across all groups for factor loadings and intercepts. However, invariance was not supported for the error variances. Follow-up testing indicated that this misfit was primarily associated with the error variances for the narrative items. The implications of the results for assessment and further research are discussed.