

Content Validation (pp. 19-20)

Documentation Requirements:

1. Describe the test and the knowledge and skills it assesses
 - a. Format of the test and how it was developed
 - b. ESL competencies (KSAs) measured by the test (table of specifications/test blueprint)
 - c. Scores reported
 - d. Representative test form (e.g., items, prompts, tasks, scoring rubric)
2. Conduct an alignment study
 - a. Align assessment content with entry-level skills required for each ESL course (including transfer-level composition).
3. Evaluate and conclude if the test is representative and relevant for course placement decisions.

Criterion Validation (pp. 21-22)

Documentation Requirements:

1. Describe the study sample
 - a. Demographically representative of ESL student population at local college (don't forget cultural/linguistic groups)
 - b. Representation from all ESL proficiency levels and cohorts
 - c. Census or random sample not a convenience sample
 - d. Sufficient size (n=10 per group, n=30 overall): Gather over multiple years if population is small
2. Describe study methods
 - a. What, when, and how data was collected (recent data – last 3 years)
 - i. Test score and recommended placement level
 - ii. Criterion variable: either score, recommended placement level, or both
 - iii. Whether student initial course enrollment matched recommended placement by the test
 - b. Rationale for selected criterion variables. Two different criterion variables are required.
 - i. One at the time of testing. Possibilities include: student self-assessment of proficiency, other multiple measures used in placement decisions, test scores from another ESL proficiency measure
 - ii. One after initial enrollment. Possibilities include: instructor assessment of proficiency, mid-term/final course grade, mid-term/final course exam score
 - c. How data was analyzed
3. Summarize the results and actions taken
 - a. Provide a demographic representation of the study sample
 - b. Provide descriptive statistics and distribution of test scores/placement levels and criterion scores/levels in the data set
 - c. Report results for all courses in the ESL sequence and the transfer-level composition
 - If correlation coefficients must be .35 or higher (or comparable effect size if alternate statistical analysis)
 - When sample sizes permit, report results separately for cultural/linguistic groups (minimum n=10 per group)
4. Evaluate and conclude

- Based on the results, make recommendations about the use of the test scores for the placement decisions of students from different demographic groups and for specific course/proficiency levels

Consequential Validation (pp. 22-24)

Documentation Requirements:

1. Describe the study sample
 - a. Demographically representative of ESL student population at local college (don't forget cultural/linguistic groups)
 - b. Representation from all ESL proficiency levels and cohorts
 - c. Census or random sample, not a convenience sample
 - d. Sufficient size (good rule of thumb $n=30$): Gather over multiple years if population is small
2. Describe study methods
 - a. What, when, and how data was collected (recent data – last 3-5 years)
 - b. How data was analyzed
3. Summarize the results and actions taken
 - a. Provide a demographic representation of the study sample
 - b. Provide descriptive statistics and distribution for all study variables:
 - i. across the entire sample,
 - ii. for students who did and did not enroll in the initial course recommended by the test, and
 - iii. for relevant cultural/linguistic groups.
 - c. Report results for all courses in the ESL sequence and the transfer level composition
 - d. When sample sizes permit, report results separately for cultural/linguistic groups
4. Evaluate and conclude
 - a. Based on the results, make recommendations about the use of the test scores for the placement decisions of students from different demographic groups and for specific course/proficiency levels

Reliability (pp. 24-26)

Documentation Requirements:

1. Describe the study sample
 - Demographically representative of ESL student population at local college (don't forget cultural/linguistic groups)
 - Encourage representation from all ESL proficiency levels and cohort
2. Describe study methods
 - Reliability studies conducted for each type of relevant measurement error (minimum internal consistency, test-retest)
 - What, when, and how data was collected (recent data – last 3-5 years)
 - How data was analyzed
 - Calculate SEM across score scale
 - When sample sizes permit, compare reliability results for students from different demographic groups (cultural/linguistic)
3. Summarize the results and actions based on the results
 - Indicate if applicable statistical cut-off was met
 - Report SEM across the score scale and confidence intervals at cut points (if possible, report SEM for each cultural/linguistic group)
 - Report results for subscores if used in placement recommendations.
4. Provide conclusions and summarize recommendations.

Fairness – Review Panel (pp. 15-17)

Documentation Requirements:

1. Describe the review panelists
 - Two panels: ESL student & Faculty/staff/community (or single panel ESL student majority)
 - Include 2 representatives each cultural/linguistic group
 - Independent of test developers or item writers
2. Describe the process used
 - Training provided prior to review
 - When panel convened (in last 3 years)
 - Materials that were reviewed
3. Summarize results and actions
 - Identify if components of test was found unfair and how many panelists
 - State how components identified as unfair were followed up on (revised, dropped, retained)
4. Provide conclusions and summarize recommendations

Empirical Fairness Study (Disproportionate Impact) (pp. 17-19)

Documentation Requirements:

1. Describe the study sample
 - Demographically representative of ESL student population at local college (don't forget cultural/linguistic groups)
2. Describe study methods
 - Indicate what DI methods were conducted
 - What, when, and how data was collected (recent data – last 3 years)
 - How data was analyzed
3. Summarize the results and actions based on the results
 - Provide detailed table of DI results for each relevant demographic and cultural/linguistic group
 - Indicate for which groups DI was found
 - Describe how the college will follow-up on or mitigate possible DI
4. Provide conclusions and summarize recommendations.

CCC Standards (2022) – Locally Developed/Managed Tests
Outline of documentation and submission requirements

Administration (pp. 27-28)

Documentation Requirements:

1. Document who, how, and in what context administration of the test should occur.
 - a. Administer qualifications, if required
 - b. Instructions for administrators
 - c. Addressing test disruptions
 - d. If time limits, provide rationale
 - e. Additional considerations if test is computer-based, computer-adapted, or multiple administration formats

Accommodations (pp. 26-27)

Documentation required:

1. Review the accessibility of the ESL placement test prior to administering the test to an ESL student with a disability
 - Reviewed by an individual with expertise in testing individuals with disabilities.
 - Provide a summary of the expert's findings and accommodation(s) recommended.
2. Provide documentation for each accommodation (e.g., extra time or modification to the test) that is provided to an ESL student with a disability.

Scoring (pp. 29-29)

Documentation Requirements:

1. Describe the scoring process
 - Describe the training of scorers
 - Provide processes (e.g., who scores and how) and criteria (e.g., scoring rubric) for scoring subjective assessments
2. Description and rationale for setting cut scores
 - Describe credentials/qualifications of participants
 - Describe the methodology used
 - Report resulting cut scores for each placement decision
3. Describe information included in score reports and guidance for interpreting and using

Submission Requirements

Criterion	Submission Requirement	Probationary approval
Content validation	Required	Content description & Alignment study
Criterion validation	Two studies required	Plan for two studies.
Consequential validation	Study required	Plan for study
Reliability	Internal consistency, test-retest, other relevant forms	At least one study
Fairness review	Review required	Review required
Empirical Fairness Study (Disproportionate Impact)	Study required	Plan for DI study
Administration	Description required	Description required
Accommodations	Documentation required	Documentation required
Scoring	Documentation and cut score study required	Documentation and cut score study required