

Buros Center for Testing - CCC Advisory Assessment Committee Training (September 2017)

Sample examples created for training purposes based on fictitious data

CCC Standards: Criterion-/Consequential-Related Validity

- Samples are demographically representative of students served by CCC (Min. 30 from each course)
- Data from at least 3 different districts (Probationary approval), 4 districts (Provisional) & 6 districts (Full): Majority in CCC (temporary exemption)
- Can aggregate results across colleges but must report findings for each college separately
- Validity evidence for each reported score (e.g., total and subscores)

Criterion-Related Validity Studies

- Correlation between test score and criterion must be .35 or higher.
- Typical criterion measures:
 - Student rating of ability to meet course requirements
 - Instructor rating of students' abilities to meet course requirements
 - Midterm grades or test scores
 - Final course grades or test scores

Consequential-related Validity Studies

- Analysis of the intended and unintended consequences of test use
- EXAMPLE: After the first few weeks of a course (4th-6th week), how do students/instructors evaluate the class placement?
 - Students: Have you been placed in the correct level or should you have been placed at a higher or lower level? (At least 75% students affirm)
 - Instructor: How ready is each student placed in the class based on the test score to undertake the course material? (At least 75% students are considered properly placed by instructors)

Other review considerations

- a. Did the studies involve the use of the test for decisions about the course placement of ESL students and were the studies based on data that were collected reasonably recently?
- b. Are the sample demographics used in criterion- (e.g., the correlation between test score(s) and a criterion like grades or course ratings) or in consequential-related validity studies (student or faculty-based surveys about the appropriateness of course placement) representative of ESL students at CCC?
- c. Were the colleges and courses in which these studies were conducted representative of the range of colleges and courses at CCC?
- d. Was the criterion used in the criterion-related study or the indicator of appropriate course placement in consequential-validity studies representative of success indicators considered important for its ESL students?

Criterion-Related Validity**Description of the Example**

The correlation between the test's score and the final percentage grade in ESL Level 1 courses were calculated. The study was conducted in six California Community Colleges and 12 community colleges outside California in the spring semester of the 2018/2019 academic year. A total of 452 students participated in the study. The correlation between the test score and grade in the course was .463. Within the student sample, 71% were female and 29% were male. The demographic makeup of the sample is provided in the table.

Student Race or Ethnicity	Percent of Sample
White (non-Hispanic)	18%
Hispanic	29%
Black or African American	14%
Asian or Pacific Islander	58%
Native American	8%

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Consequential-Related Validity

Description of the Example

A test has been used to place students into ESL courses in community colleges in California. During the sixth week of the class, teachers rated whether each student was adequately prepared for the course. Among students for whom the test was used to place students into the class, teachers rated the appropriateness of the placement for each student. The following rating scale was used by teachers to rate each student's level of skill for the class, relative to the level of challenge in the class. The percentage of time respondents indicated the student was in the correct class is shown in the subsequent table. For each CCC, the average percent of students rated as adequately prepared for the course is shown in the table below.

Rating	Description
1	The student's ESL skills are far too low to be placed in this class. This student should not be in this class because it is too difficult.
2	The student's ESL skills are a below average for this class, but the student should be in this class because the level of challenge for the student is about right.
3	The student's ESL skills are average for the class, and the student should be in this class because the level of challenge for the student is just right.
4	The student's ESL skills are above average for this class, but the student should be in this class because the level of challenge for the student is about right.
5	The student's ESL skills are far too high to be placed in this class. This student should not be in this class because it is too easy.

School Name Course Sample Percent Agree Average

Region 9	ESL033A	119	0.77	0.78
Region 10	ESL 10G	67	.74	
Region 5	ESL 80	17	0.83	
Region 3	ESL-070A	32	0.85	
Region 1	ESL010	73	0.73	
Region 1	ENG101	23	0.9	