

# **CCCCO Assessment Training for Local Colleges: Day 1 October 19, 2022**

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# Content Validation: Documentation Requirements (p. 18-19)

1. Describe the test and the knowledge and skills it assesses
  - Format of the test and how it was developed
  - ESL competencies (KSAs) measured by the test (table of specifications/test blueprint)
  - Scores reported
  - Representative test form (e.g., items, prompts, tasks, scoring rubric)
2. Conduct an alignment study
  - 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.

# Content Validation: Submission Requirements

## **New submissions:** Required

- Probationary:
  - content description
  - alignment study

**Renewal submissions:** only if changes to test or ESL curriculum

# Criterion Validation: Documentation Requirements (p. 20-21)

1. Describe the study sample
  - Demographically representative of ESL student population at local college (don't forget cultural/linguistic groups)
  - Representation from all ESL proficiency levels and cohorts
  - Census or random sample not a convenience sample
  - Sufficient size ( $n=10$  per group,  $n=30$  overall):  
Gather over multiple years if population is small

# Criterion Validation: Documentation Requirements (p. 20-21)

## 2. Describe study methods

- What, when, and how data was collected (recent data – last 3 years)
  - Test score and recommended placement level
  - Criterion variable: either score, recommended placement level, or both
  - Whether student initial course enrollment matched recommended placement by the test
- Rationale for selected criterion variables. Two different criterion variables are required.

### 1. 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

### 2. One after initial enrollment. Possibilities include:

- instructor assessment of proficiency
- mid-term/final course grade
- mid-term/final course exam score

- How data was analyzed

# Criterion Validation: Documentation Requirements(p. 20-21)

## 3. Summarize the results and actions taken

- Provide a demographic representation of the study sample
- Provide descriptive statistics and distribution of test scores/placement levels and criterion scores/levels in the data set
- 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

# Criterion Validation: Submission Requirements

**New submissions:** Two studies are required

- Probationary: Detailed plan for conducting these studies

**Renewal submissions:** Two studies are required.

# Consequential Validation: Documentation Requirements (p.21-23)

## 1. Describe the study sample

- Demographically representative of ESL student population at local college (don't forget cultural/linguistic groups)
- Representation from all ESL proficiency levels and cohorts
- Census or random sample, not a convenience sample
- Sufficient size (good rule of thumb  $n=30$ ): Gather over multiple years if population is small

## 2. Describe study methods

- What, when, and how data was collected (recent data – last 3-5 years)
- How data was analyzed



# Consequential Validation: Documentation Requirement (p.21-23)

## 3. Summarize the results and actions taken

- Provide a demographic representation of the study sample
- Provide descriptive statistics and distribution for all study variables:
  - across the entire sample,
  - for students who did and did not enroll in the initial course recommended by the test, and
  - for relevant cultural/linguistic groups.
- Report results for all courses in the ESL sequence and the transfer level composition
- When sample sizes permit, report results separately for cultural/linguistic groups

## 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: Submission Requirements

**New submissions:** Study required for full approval

- Probationary: Detailed, appropriate plan for conducting study is provided.

**Renewal submissions:** Study is required

# Reliability: Doc. Requirements (pp.23-24)

Reliability information is required.

- Report the percentage (or number) of students in the study sample and provide a demographic comparison of the study sample with the demographic representation of the local college ESL student population. Include a sufficient and representative sample of ESL students from cultural/linguistic groups that constitute approximately 2% or more of the ESL student population at the local college.
  - Encourage representation from full range ESL proficiency levels and from all available ESL cohorts
- Describe the study methods (for each type of relevant measurement error); describe what data were collected, when (in last 3 years), how data were collected & analyzed.
- Summarize the results and actions based on the results.
  - Report SEM across the score scale and confidence intervals at cut points.
- Provide conclusions and summarize recommendations.

# Reliability: Submission Requirements

**New submissions:** Reliability information addressing is required. Including:

- Internal consistency
- Test-retest
- Any other relevant sources (inter-rater, inter-prompt, inter-form)

Probationary: At least one reliability study

**Renewal submissions:** Reliability information is required. Including:

- Internal consistency
- Any other relevant sources (inter-rater, inter-prompt, inter-form)

# CCC Standards (pp. 14-17). Doc. Requirements

- Provide evidence that:
  - the test has been reviewed for potential fairness issues
  - empirical studies have been conducted to identify potential fairness issues for individuals from relevant subgroups

# Fairness: Submission Requirements (pp. 14-17)

- **New Submissions:** Fairness reviews are required.
  - **Probationary:** A panel review was conducted but only partially meet requirements.
- **Renewal Submissions:** Fairness reviews are required if the test items, format, administration has changed or if the local college's ESL population has a new cultural, linguistic group that was not represented in a previous fairness panel and now represents 2%+ of the local college's population.
- Provide a rationale if test has not changed and will not conduct a new fairness review.

# Empirical Fairness: Doc. Requirements (p. 16-17)

**A DI study is required.** Additionally, can include DIF, cognitive interviews, mixed methods fairness studies.

Must describe:

- study sample and provide demographic comparison of the study sample and local college population (rep sample of ESL students from cultural, linguistic group of ESL students at the college).
- study methods (describe data, time of data collection).
- results and actions based on the results.
- conclusions and summarize recommendations.

# Empirical Fairness: Documentation Requirements

- Continuously monitored/evaluated
  - Maintain records of student placement data
  - Evaluate every 3 years
- When DI observed,
  - Implement plan for correcting DI



# DI: Submission Requirements (pp. 16-17)

**New Submissions:** Results from a disproportionate impact (DI) study and plans for mitigating any potential DI found are required.

**Probationary Approval** can be obtained if a local college submits an acceptable plan for conducting a DI study.

**Renewal Submissions:** Results from a disproportionate impact (DI) study and plans for mitigating any potential DI found are required.

# Administration: Documentation Req (pp. 25-26)

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

# Administration: Submission Requirements

- **New submissions:** Description required
  - Probationary: Description required
- **Renewal submissions:** Description required

# Accommodations: Documentation Req. (p. 24-25)

## **Review the accessibility of the ESL placement test.**

- Prior to administering the test to an ESL student with a disability, have the test reviewed by an individual with expertise in testing individuals with disabilities. If a review occurred, provide a summary of the expert's findings and accommodation(s) recommended.
  - **If the test is computer-based**, conduct a review of the procedures used to help ensure accessibility and describe the features included in the test that improve its accessibility for students with disabilities.

## **Provide documentation for each accommodation (e.g., extra time or modification to the test) that is provided to an ESL student with a disability.**

- Provide a justification for the accommodation. When possible, use personnel who have been specifically trained in working with students with disabilities to administer the test and the accommodation.
- **If validity and reliability data for test scores resulting from accommodated testing conditions are not available**, indicate if other measures or information were also used in making the placement decision or what cautions were taken when interpreting and using the score for placement decisions.

# Accommodations: Submission Req

- **New Submissions:** Information about the process and procedures used to review the accessibility of the test and provide accommodations for students with disabilities **is required**.
  - Probationary Approval Documentation is provided but only partially meets requirements.
- **Renewal Submissions:** Information about any changes in the process and procedures used to provide accommodations for students with disabilities **is required** along with any documentation of accommodations that occurred since the last review of the test.

# Scoring: Documentation Req. (p. 26-27)

- Describe the scoring process
  - Describe training of scorers
  - Provide processes (e.g., who scores and how) and criteria (e.g., scoring rubric) for scoring subjective assessments
  - Additional documentation if multiple prompts/tasks/forms or scoring involves an algorithm
- Description and rationale for setting cut scores (more in a minute)
- Describe information included in score reports for CCC faculty/staff as well as student and guidance given for interpreting scores for placement decisions

# Scoring: Submission Req

- **New submissions:** Required
  - Probationary approval: Study for setting cut scores completed
- **Renewal submissions:** Required
  - Probationary approval: Documentation and rationale of cut scores were adjusted as a result of validity studies

# Setting Cut Scores: Documentation Requirements (p. 26-27)

1. Describe credentials/qualifications of participants
  - Individuals' familiar with ESL student learning
2. Describe the process used
  - Test-based (or student-based) approach
  - Use entry-level skills for each ESL course
3. Report resulting cut scores for each placement decision
  - Rationale for those results



# Setting Cut Scores: Submission Requirements

## **New submissions:** Required

- Probationary:
  - Study conducted

**Renewal submissions:** Required only if cut scores were adjusted as a result of validity studies

# Next Steps: Preparing Your Submission For 2023

Keep probationary expectations for new submissions in mind (Appendix D, Table 1, CCC Standards 2022)

Step 1: Prepare for fairness review, content alignment, setting cut scores

- Identify individuals
- Collect/create needed materials
- Schedule those processes

Step 2: Conduct at least one reliability study

- If data exist, use it to run analysis.
- If data doesn't exist, start collecting data.
- Create a plan for conducting future relevant studies.

Step 3: Create a plan for criterion validation studies

- Start collecting needed data.

Step 4: Create a plan for a consequential validation study.

- Start collecting needed data.

Step 5: Conduct or plan for a disproportionate impact study.

- If data exist, use it to conduct an analysis.
- If data does not exist, start collecting data and create a DI analysis plan.

Step 6: Documentation for administration, scoring, and accommodations.