



### Supplemental Resource for Colleges Seeking Approval of a Locally Managed ESL Assessment Instrument

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This supplemental resource is intended for use by California community colleges and briefly outlines the information a college will gather and share to address criterion in the *California Community Colleges Standards for Assessment Review: English as a Second Language (CCC ESL Standards)* and seek an approval of a locally managed ESL assessment instrument.

A California community college interested in using an existing ESL assessment instrument that is commercially available or developed by another community college can apply for California Community Colleges Chancellor's Office (Chancellor's Office) approval to use the assessment instrument in its ESL placement process. This is referred to as a locally managed application in the [CCC ESL Standards](#) (2022). Examples of locally managed applications may include:

- Use of an ESL assessment instrument published by a commercial vendor that is not currently approved for use by the Chancellor's Office. For example, the *ACCUPLACER ESL Tests*, published by the College Board, or the *Benchmark English Test*, published by Pearson.
- Use of an ESL assessment instrument developed by another California community college, such as an ESL writing sample. *NOTE:* If colleges within the same district use the same version of an assessment instrument, they can submit one application if they have a similar ESL curriculum and placement strategy. This includes similar course content and instructional delivery. Colleges can aggregate data when conducting studies to ensure representation of the ESL student populations served by each college.
- Use of an ESL assessment instrument developed by another community college outside of California.

The *CCC ESL Standards* outline application requirements when seeking approval to use an ESL assessment instrument. This resource is to supplement instead of replacing the *CCC ESL Standards* when seeking approval to use a locally managed assessment instrument. A new application for a locally managed assessment instrument can receive the minimum level of *Probationary Approval* without collecting data from ESL students. *Probationary Approval* allows the college to use an ESL assessment instrument for decision-making while collecting the data needed for *Full Approval*. For new locally managed applications, the college will either need to acquire and share applicable information from the developer (test publisher or another college) or provide plans for future studies. In the

following table, the information a college needs to gather and share to address each criterion in the *CCC ESL Standards* is outlined.

**Table 1. Information to Address Each Criterion in the CCC ESL Standards**

Criterion	Information to gather from test developer	Information local college needs to submit
Fairness: Panel Reviews CCC ESL Standards requirements Section 3.1.a (pp. 15-17)	If a panel has reviewed test content for fairness issues, obtain the needed documentation.	Ensure panelists represent the linguistic and demographic background of ESL students at the local college. Ensure ESL students were included on the panel. Provide documentation from any relevant studies. Address any potential fairness concerns. If the panel was not representative or did not include ESL students, conduct a local fairness review to supplement the evidence obtained from the developer.
	If a fairness review has not been conducted, obtain a copy of test items/prompts/tasks, administration, and scoring instructions.	Conduct a fairness review with a linguistically and demographically representative panel of ESL students and faculty. Provide documentation of these studies.

Criterion	Information to gather from test developer	Information local college needs to submit
Fairness: Empirical Study  CCC ESL Standards requirements Section 3.1.b (pp. 17-19)	If an empirical fairness study has been conducted, obtain the needed documentation.	Ensure the study sample is representative of the linguistic and demographic background of the local ESL student population. Provide documentation from any relevant studies.  If the study sample is not representative or there are fairness concerns, provide a plan for conducting a disproportionate impact study.
	If no empirical fairness study has been conducted.	Provide a plan for conducting a disproportionate impact study.
Validation: Content	Obtain information about the purpose and intended use of the test.	Ensure the intended purpose and use of the test is to make ESL credit course placement recommendations. This is particularly important for commercially available tests.

Criterion	Information to gather from test developer	Information local college needs to submit
CCC ESL Standards requirements Section 3.1.c (pp. 19-20)	Obtain information about the test content needed to conduct an alignment study (test form, tables of specification/test blueprint)	Convene an ESL faculty panel to review alignment between test content and entry-level skills for courses in the ESL curriculum. Provide documentation of that study.
Validation: Criterion  CCC ESL Standards requirements Section 3.1.d (pp.21-22)	Not applicable.	Provide a plan for conducting criterion validation studies at the time of testing and after initial enrollment.
Validation: Consequential  CCC ESL Standards requirements Section 3.1.e (pp. 22-24)	Not applicable.	Provide a plan for conducting a consequential validation study.

Criterion	Information to gather from test developer	Information local college needs to submit
Reliability  CCC ESL Standards requirements Section 3.1.f (pp. 24-26)	If one or more reliability studies have been conducted, obtain the needed documentation.	<p>Ensure that the study sample is representative of the local ESL student population. Provide documentation from any relevant studies.</p> <p>If the study sample is not representative or the results are insufficient, provide a plan for conducting a new study.</p>
	If reliability studies for any relevant sources of error have not been conducted.	<p>Provide a plan for conducting those reliability studies.</p> <p>If a test involves human scoring, provide a plan for conducting an inter-scorer reliability study.</p>
Accommodations  CCC ESL Standards requirements Section 3.1.g (pp. 26-27)	If the test has been reviewed for accessibility or availability of accommodations, obtain that information.	Share documentation of accessibility reviews or instructions for offering accommodations.
	If an accessibility review or accommodation document does not exist	Have the test reviewed for accessibility and develop a protocol for accommodations.
Administration & Scoring	Obtain documentation of administration and scoring requirements.	Share documentation of how the test is administered and scored. Indicate if that is how the local college will administer and score the test.

Criterion	Information to gather from test developer	Information local college needs to submit
CCC ESL Standards requirements Section 3.1.h (pp. 27-29)	Not applicable (cut-score setting is a local matter).	Conduct a local study for setting cut scores. Provide documentation of that study.

Please direct questions to the Chancellor's Office Assessment Advisory Committee  
[AssessmentAdvisory@ccccco.edu](mailto:AssessmentAdvisory@ccccco.edu)