



CALIFORNIA COMMUNITY COLLEGES

Standards for Assessment Instrument Review: English as a Second Language

2022

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SECTION ONE: ASSESSMENT IN THE CALIFORNIA COMMUNITY COLLEGES

Assessment is a process through which each college collects student information to facilitate their success by ensuring their appropriate placement in English as a Second Language (ESL) courses. Assessment is a core service provided to students through the Student Success and Support Program (SSSP) established under the Seymour-Campbell Student Success Act of 2012. Per the Education Code, section [78211.5\(a\)](#), the purpose of the Act was “to increase California community college student access and success by providing effective core matriculation services, including orientation, assessment and placement, counseling, and other education planning services, and academic interventions.” [The Student Equity and Achievement Program](#) replaced the SSSP on June 29, 2020, but maintains these same (and additional) aims.

Assessment is governed by the California Education Code, [sections 78210-78219](#) and the California Code of Regulations (CCR), title 5, [sections 55502-55534](#). In addition to these statutes and regulations, colleges must adhere to the standards provided in this document when implementing and managing any assessment instrument used for course placement. The referenced Education Code and CCR title 5 sections are included in [Appendix A](#). The core requirements of placement assessments and their review are summarized below.

Per the CCR, title 5, section [55522](#), high school performance data should be used as the primary source for placement in English and mathematics (or quantitative reasoning) for all U.S. high school graduates (or the equivalent). While districts are allowed to use multiple measures in placing students, any form of assessment must be submitted to the Chancellor’s Office for review and approval. Per the Education Code 78213, a community college district or college shall not use any assessment instrument related to the Education Code 78213 without the authorization of the Board of Governors. The Board of Governors may adopt [a list of authorized assessment instruments](#) and shall establish an [advisory committee](#) to review and make recommendations concerning all assessment instruments used by districts and colleges related to the Education Code [78213](#). The CCR, title 5, section [55522](#), further stipulates that assessment tests and instruments for use in placing students in English, mathematics (or quantitative reasoning), or ESL courses must be approved by the Chancellor’s Office, along with guidelines for their use by community college districts.

The Education Code [78213](#) further defines assessment as “the process of gathering information about a student regarding the student’s study skills, English language proficiency, computational skills, aptitudes, goals, learning skills, career aspirations, academic performance, and need for special services. Assessment methods may include, but not necessarily be limited to, interviews, standardized tests, attitude surveys, vocational or career aptitude and interest inventories, high school or postsecondary transcripts, specialized certificates or licenses, educational histories, and other measures of performance.”

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Additionally, per the Education Code [78213](#), assessment instruments must meet the following requirements, assessment instruments shall:

- (1) Be sensitive to cultural and language differences between students and be adapted as necessary to accommodate students with disabilities.
- (2) Be used as an advisory tool to assist students in the selection of appropriate courses.
- (3) Not be used to exclude students from admission to community colleges.

CCR, title 5, section [55522](#), further details what is required of California Community Colleges:

- Use only assessment instruments approved by the California Community Colleges Chancellor's Office, except for limited field testing of new or alternative tests.
- Evaluate assessment instruments to meet content validity, cut score validity, minimization of bias, reliability, and disproportionate impact standards defined by the Chancellor's Office.
- Implement a plan to address any disproportionate impact identified, in consultation with the Chancellor's Office.
- Adopt and clearly communicate procedures regarding the college's sample test preparation, placement decisions, and retest policies.
- Use assessment instruments solely for the purpose for which they were developed and for which purposes they have been validated.
- Prohibit use of assessment instruments to exclude a student from admission to the college, from any particular course, or educational program, except in the case of nursing programs or special part-time or full-time students under the Education Code section [76002](#), based on an assessment that involves multiple measures and complies with title 5.
- Any placement decision must be supported by data and validated to ensure that no tool or measure is used to preclude students from enrolling in a course they have a legal right to access.
- Placement practices should be designed to fulfill the requirements of title 5 section [55522](#) and section [55522.5](#).

Title 5 further requires students with disabilities to be provided necessary accommodations (section [55526\(a\)](#)). Title 5 also addresses student responsibilities (section [55530](#)), institutional responsibilities including assessment (section [55531](#)), and exemption policies for assessment and other services that colleges may choose to implement (section [55532](#)).

These state regulations provide the context for establishing the standards for assessment review. A test that provides information gathered to make course placement decisions regarding individual students must be submitted for approval by the Chancellor's Office to help ensure its validity, reliability, and fairness (freedom of bias).

The Assessment Instrument Approval Process: Broad Overview

Local colleges have the ultimate responsibility for the valid test score use, including for course placement. The Chancellor's Office approval of an assessment instrument solely allows a

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college to use the instrument; it does not endorse **how** a local college uses the test. Each college must sufficiently document appropriate use of the test, regardless of whether the test has been created by a second-party publisher or was locally developed or managed. Locally developed tests are tests developed by a California community college or district for making local placement decisions. A locally managed test is an externally developed, adopted, and managed test by a California community college or district for making local placement decisions.

The Chancellor's Office needs to approve any test used to assist with the appropriate placement of students into different levels of instruction, classes, or programs. Although assessment is broadly defined in the Education Code (see above), these standards focus largely on tests specifically, although they also provide guidance for other measures used in placement decisions. The *Standards for Educational and Psychological Testing* (2014; hereafter referred to as 2014 *Joint Standards*) define a test as "an evaluative device or procedure in which a sample of an examinee's behavior in a specified domain is obtained and subsequently evaluated and scored using a standardized process." (p. 183).

When requesting approval of a test, colleges or districts using a locally developed test or a test developed by a second party must take the following steps:

1. Compile and submit a report on the test to the Chancellor's Office (see Section Three for specifics on the type of report and reporting elements that need to be submitted to the Chancellor's Office).
2. Review the preliminary approval recommendation from the Chancellor's Office and respond to any questions or requests for additional information.
3. Review the final report regarding the determination of approval and prepare an appeal, if needed.
4. Continue to collect and document the required evidence outlined in these standards and the impact of using the test.

Tests that have not received approval from the Chancellor's Office may **not** be used to place students. They may, however, be used on an experimental or pilot basis, such as to conduct research needed to obtain approval, or they may be used to assess student progress.

The remainder of this document provides standards for the review of tests. The *CCC Standards* define the criteria for judging the acceptability of a test and provide complete instructions for producing the documentation needed for test approval and validation. The *CCC Standards* should not be considered as the sole guidance needed to produce and provide the necessary documentation. Other guidelines such as the 2014 *Joint Standards*, the [International Test Commission \(ITC\) Guidelines for the Large-Scale Assessment of Diverse Populations](#) (2018), the [ITC and the Association for Test Publishers \(ATP\) Guidelines for Technology-based Assessment](#) (2022), the [Code of Fair Testing Practices in Education \(2004\)](#) and the [Uniform Guidelines for Employee Selection Procedures \(1978\)](#) should also be consulted for additional information needed to complete the documentation that will be submitted to the

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Chancellor's Office. Applicants are strongly urged to identify experienced researchers, psychometricians, and other relevant experts to assist them in conducting the research and providing the necessary information required in the approval process.

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SECTION TWO: THE PROCESS FOR REVIEWING ASSESSMENTS

The CCR, title 5, section 55522 vests the California Community Colleges Chancellor's Office with the responsibility to approve any assessment used in placing students in English, mathematics, or English as a Second Language (ESL) courses at the colleges. Section [55522](#) also requires the Chancellor's Office to establish at least annually a list of approved tests.

The Chancellor's Office is responsible for reviewing tests used for course placement in community colleges. It is advised and aided in this review process and in making decisions regarding the approval of placement tests for the colleges by its Assessment Advisory Committee and psychometric experts. This section outlines the review process. Appendix B. provides a diagram overviewing the review process.

Step 1. Request for Assessment Approval

A formal written request for assessment approval must be submitted by either a local college developing/managing a test, a multiple-college CCC district (i.e., with two or more colleges) using the same ESL assessment, or a second-party test publisher. [Appendix C](#) provides an example of the request form that a local college or district must submit. Second-party test publishers must include a cover letter with their application instead of the request form, as their requirements for submission differ. Depending on the applicant (college or test publisher) and the type of application (new submission, follow-up submission, or renewal submission), application materials must sufficiently address the relevant criteria described in [Section Three](#). A flowchart and tables outlining the criteria for different submission types are provided in [Appendix D](#).

Applications should be sent to the Chancellor's Office (at assessmentadvisory@cccco.edu) before the published submission deadlines to be considered for approval. The annual review schedule and required form are published on [the Chancellor's Office website](#). Applications received after the published deadlines may be accommodated if scheduling permits; however, their review is not guaranteed. Applicants should anticipate that late submissions will be reviewed during the next cycle. The corresponding list of approved tests is updated after the completion of each review cycle.

Step 2. Preliminary Psychometric Expert Review

The information submitted to the Chancellor's Office will be reviewed by at least two psychometric experts with doctoral degrees in a measurement-related area with 5 or more years of experience in tests and measurement. They must also have a broad understanding of both theoretical and applied issues for testing. Their evaluation of the tests is based primarily on the evaluation criteria specific to the California Community Colleges (CCC) as described in Section Three. Reviewers may also use other guidelines that are commonly accepted by the

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psychometric profession, such as the 2014 *Joint Standards*, the ITC Guidelines, the Code of Fair Testing, and the Equal Employment Opportunity Commission (EEOC) Guidelines.

Although it is the test developer's responsibility to supply the needed documentation and any additional information the Chancellor's Office or psychometric experts request, the psychometric experts contracted by the Chancellor's Office may compile additional information relevant to the test including, but not limited to, technical reports, test reviews conducted by an independent third party (such as those found in the [Mental Measurements Yearbook \(MMY\) series](#) for second-party tests), review articles that are published in professional journals and books, and technical reports prepared by CCC users or the Chancellor's Office. The recommendation made by the Assessment Advisory Committee to the Chancellor's Office depends upon the quality and relevance of the application documentation rather than the quantity of that documentation. Applications must include materials that clearly align with the criteria outlined in [Section Three](#) of these *CCC Assessment Standards* for the proposed test. These materials need to be focused, clearly written, and provide sufficient detail to describe how the test being reviewed addresses each criterion.

Upon completing an initial review of the application for approval, the Chancellor's Office's psychometric experts will submit a preliminary assessment evaluation to the applicant (i.e., local college/district or test publisher) as well as to the Chancellor's Office. The applicant has up to 14 days to respond to this preliminary report if it wants to amend its application. However, the Chancellor's Office may reduce the response time if it is necessary to streamline the review process for the specific application cycle. Responses are limited to clarifications of the data previously submitted and/or adding information that already exists but was not provided by the applicant in the initial submission. Responses should not involve assembling, analyzing, and reporting "new" data gathered in response to the preliminary evaluation.

Upon receiving additional information from the applicant, the psychometric experts may revise the preliminary assessment evaluation. The updated preliminary assessment evaluation will be submitted to the Assessment Advisory Committee to be considered (as described in Step 3).

Step 3. Assessment Advisory Committee Review

The Assessment Advisory Committee consists of a cross section of community college faculty, staff, and administrators with expertise in assessment, research, teaching, or instruction. [Appendix E](#) presents the Charter of the Assessment Advisory Committee. The Assessment Advisory Committee will review the approval request, test materials and relevant documents, and the preliminary evaluation of the test prepared by the psychometric experts. The committee may solicit additional information from test developers or test users, if necessary.

The Assessment Advisory Committee review culminates in a final recommendation report to be written and submitted to the Chancellor's Office. The report summarizes the key points of

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the application as well as the resulting analysis of the committee. The recommendation will be in one of the following four categories:

- Full Approval
- Provisional Approval
- Probationary Approval
- Not Approved

Colleges may only use assessment instruments receiving *Full, Provisional, or Probationary Approval*. The length of time colleges may use a test varies by approval level. That is, tests will not maintain approval unless *Full Approval* is attained within the time periods designated below. In applying for *Full Approval*, new evidence to support this designation must be submitted.

The approval categories are described in general below. See [Appendix D](#) for detailed requirements of the criteria at each approval level for each submission type. Additionally, the flowchart provided in [Appendix G](#) shows the various paths to approval categories.

Full Approval

Assessment instruments that receive *Full Approval* fully meet all relevant standards and criteria. The available evidence indicates a high probability of yielding fair, reliable, valid, and useful scores in assisting decision making for a particular community college student.

Provisional Approval

Assessment instruments that receive *Provisional Approval* meet most but not all relevant standards and criteria and may lack sufficient or recent information to warrant the *Full Approval* rating. Receiving *Provisional Approval* means that the necessary clarifying information to attain *Full Approval* must be provided within 1 year of the approval decision. Failure to submit the required evidence within this time will result in reclassification into either a 2-year *Probationary Approval* or the *Not Approved* category. The latter occurs if the test had *Probationary Approval* prior to the current *Provisional Approval*.

Probationary Approval

Assessment instruments that receive *Probationary Approval* are missing critical information, show noticeable deficiencies, or are missing results from required studies in the documentation provided. The intended use of these instruments is clearly stated, and some positive information supporting their use is available, but the evidence needed to provide a conclusive rating is incomplete. For each submission type, [Appendix D](#) lists the documentation needed to attain this minimal approval. New applications can maintain *Probationary Approval* for up to 3 years because a completed consequential validity study is needed for full approval while renewal applications can only maintain *Probationary Approval* for up to 2 years. A new applicant with enough evidence can shift from probationary to provisional for one additional year. Failure to submit the required satisfactory evidence within the time will result in reclassification into the Not Approved category.

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Not Approved

Assessment instruments that are *Not Approved* either failed to meet one or more of the essential standards for *Probationary Approval* or failed to meet a condition of title 5. Evidence to address *Not Approved* status of an assessment instrument can be resubmitted in the next review cycle, but the test cannot be used for placement decisions until some approval level is received. If a new test submission is *Not Approved*, it may **not** be used to place students. It may be used on an experimental or pilot basis, such as to conduct research needed to obtain approval, or to gather evidence about student progress. Once enough evidence is gathered for the new submission to receive *Probationary Approval* (at a minimum), an application for that test can be resubmitted in the next review cycle.

Documentation of test quality is an ongoing process that publishers and colleges are expected to continuously monitor and evaluate. Moreover, once any approval status is attained, that instrument is approved for a period not to exceed 6 years. Approximately 1 year prior to the end of this 6-year period of approval, new supporting materials or documentation must be submitted, or the instrument will lose its approval status. Therefore, second-party publishers with assessment instruments nearing completion of their 6 years of approval status must resubmit information and documentation during the 5th year of approval so that continued use can be maintained by colleges. Similarly, colleges/districts with locally developed or managed assessment instruments are encouraged to resubmit information and documentation during the 5th year of approval, but they may elect to wait to resubmit no later than midway through the 6th year of approval. It is the responsibility of the test publisher or local college/district to track this timeline and submit for renewal in a timely manner. The Chancellor's Office will not remind test publishers or local colleges/districts or solicit resubmission. [Section Four](#) of this document provides additional details for the renewal of a test's approval status.

Step 4. Chancellor's Office Decision

The Chancellor's Office will make the final decision regarding approval. Per title 5, section 55522, instruments that are not on the Chancellor's list of approved tests cannot be used for course placement in the California Community Colleges. The list of approved assessment instruments is posted on [the Chancellor's Office website](#). The applicant will receive a copy of the final evaluation report and be notified by the Chancellor's Office regarding the approval decision.

Step 5. Appeals Process

A *Not Approved* decision by the Chancellor's Office may be appealed if the applicant can show the approval decision was the result of an error, omission, or incorrect fact that was clearly addressed in the submitted application. New documentation will not be accepted as a basis of this appeal and instead should be submitted as part of reapplication or resubmission in a

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future review cycle. Appeal requests must be submitted in writing to the Chancellor's Office within 2 weeks of receiving notification of the Chancellor's Office decision. The request must clearly explain the reason for the appeal and clearly point to where the documentation addressed any noted deficiency that contributed to the *Not Approved* decision. The Chancellor's Office will consider the request and respond to the applicant within 30 days of receiving the appeal.

SECTION THREE: CRITERIA FOR THE EVALUATION OF ESL PLACEMENT

Basis for the Evaluation Criteria

We used the 2014 *Joint Standards* as a key reference document to develop the *CCC Assessment Standards*. The 2014 *Joint Standards* represent the joint efforts of the [American Educational Research Association \(AERA\)](#), the [American Psychological Association \(APA\)](#), and the [National Council on Measurement in Education \(NCME\)](#) to establish guidelines and criteria for test development, use, and evaluation. The 2014 *Joint Standards* apply to a wide range of assessment instruments and procedures that sample, evaluate, and score the knowledge, skills, behavior, and abilities of individuals or groups through a standardized process. As noted above, the 2014 *Joint Standards* (p. 183) define a test as “an evaluative device or procedure in which a sample of an examinee’s behavior in a specified domain is obtained and subsequently evaluated and scored using a standardized process.”

The 2014 *Joint Standards* are the primary guidance document for assessment and measurement professionals in the United States. It has been referenced in U.S. federal law and cited in Supreme Court and other judicial decisions, where it has been recognized as setting the gold standard for the testing profession. Given the publication’s recognized authority on tests and testing practices, the 2014 *Joint Standards* also serve as the primary reference for this document (the *CCC Assessment Standards*).

We also used four additional reference documents to develop the *CCC Assessment Standards*: the [Code of Fair Testing Practices in Education \(2004\)](#); the [Uniform Guidelines for Employee Selection Procedures \(1978\)](#); the [ITC Guidelines for the Large-Scale Assessment of Linguistically and Culturally Diverse Populations](#); and the [ITC and ATP Guidelines for Technology-Based Assessment](#). The Code of Fair Testing Practices was developed by the [Joint Committee on Testing Practices](#) as a guide for professionals to help them meet “their obligation to provide and use tests that are fair to all test takers” (p. 3). The document is consistent with the 2014 *Joint Standards* but focuses more narrowly on testing in education and presents guidelines separately for test developers and test users. Moreover, the ITC Guidelines for the Large-Scale Assessment of Linguistically and Culturally Diverse Populations supplement these guidelines with a focus on the types of adaptations and considerations to use when developing, reviewing, and interpreting items and test scores from tests administered to culturally and linguistically diverse populations, as is the case with the *CCC*. Further, the ITC and ATP Guidelines for Technology-Based Assessment serve as a guide to promote best practices and help ensure fair and valid assessment in a digital environment.

The Uniform Guidelines for Employee Selection Procedures were developed by the [Equal Employment Opportunity Commission \(EEOC\)](#), hereafter referred to as the EEOC Guidelines, for their specific focus on the proper use of tests for fair and equitable selection purposes. In particular, the EEOC Guidelines’ criteria regarding the identification of adverse impact and

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requirements regarding the documentation of evidence greatly informed the assessment review criteria for disproportionate impact and the testing of special groups in this document.

The *CCC Assessment Standards* are intended to align with these reference sources.

Criteria for the Evaluation of Assessment Instruments

The *CCC Assessment Standards* are organized around five key areas of review:

1. Fairness
2. Validity
3. Reliability
4. Accommodations
5. Administration and scoring

Each key area specifies several criteria that must be considered during assessment review, by summarizing and abstracting portions of the 2014 *Joint Standards* that are most relevant to the California Community College context. These areas provide the general framework for test evaluation. Most tests used by California Community Colleges (CCC) are intended to help students enroll in appropriate courses. The tests serve a placement purpose, offering students guidance as to whether they should enroll in a course at the beginning of the sequence of ESL courses or somewhat later in the sequence. Because of the specific nature of these measures and their common use within the CCC, specific criteria for reviewing placement tests are provided to tailor the standards for this specific test use. These criteria apply to specific parties responsible for test development and management in the CCC. Specifically, two types of tests are differentiated:

- tests developed or managed by a California Community College or district (referred to as “locally developed/managed tests”), and
- tests developed and maintained by a second-party external to the CCC (referred to as “second-party tests”).

The locally developed/managed tests include two types of tests: (1) tests developed by a CCC or district, and (2) tests developed by an independent vendor and *Not Approved* by the Chancellor’s Office but whose use is deemed appropriate by a college or district. In the latter case, that college or district assumes responsibility for bringing the test into compliance with the *CCC Assessment Standards* as a locally managed test.

In the case of a locally developed/managed test, a local college (or district) takes on the role of both test developer and test user. In the case of a second-party test, the test vendor is the test developer, and local colleges are the test users. Therefore, the criteria for each type of application are presented in separate subsections below although there is significant overlap in the criteria for each. The second-party criteria are more rigorous, because once a second-

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party test is approved, it can be used by any local college in the CCC system. The criteria also address additional considerations for specific types of test modes such as computer-adaptive and formats such as performance assessments, due to distinctive technical considerations for these testing modes and features.

This process does not involve reviewing the appropriate use of approved second-party ESL placement tests by local colleges. Therefore, [Appendix F](#) separately outlines local colleges' responsibilities when using approved second-party ESL placement tests to ensure the fair, valid, and reliable interpretation, and use of scores from those tests.

The remainder of this section is divided into two subsections:

3.1 Locally Developed/Managed ESL Placement Tests: Evaluation Criteria (p. 14–29)

3.2 Second-Party ESL Placement Tests: Evaluation Criteria (p. 29–45)

It should be noted that the specific criteria detailed in the following subsections establish requirements necessary to gain an approval status. In general, the expectation is that **all** specific criteria should be met. Under no circumstances can an assessment instrument gain approval for use without meeting the minimum requirements for *Probationary Approval* (see tables for submission type in [Appendix D](#)).

The appropriate use of a test needs to consider all applicable professional testing standards and guidelines. The selection of a test should not be based solely on the criteria described in the following subsections. It should also be noted that evaluating the appropriateness and usefulness of a particular assessment instrument is an **ongoing** activity. As student populations, the nature of tests, course prerequisites, entry skills (i.e., skills that may be necessary for students to successfully complete the course, but that are not covered in the course), and/or placement sequences change over time, it will be necessary for test developers and users to reevaluate the instrument and its use.

SECTION THREE: LOCALLY DEVELOPED/MANAGED ESL PLACEMENT TESTS

3.1 Locally Developed/Managed ESL Placement Tests: Evaluation Criteria

The responsibilities for colleges that locally develop or manage placement tests or multiple college districts using the same locally developed or managed placement test are delineated in this section. District-level submissions are only possible if more than one college in the district uses the same placement test with regards to course content, delivery of instruction, student populations served, have similar curricular structure and placement strategy. Districts may aggregate data across the colleges for various components of the technical review.

Because each CCC test review cycle occurs in a limited time frame and involves multiple parties, ensure that the submission is focused, clearly written, and includes only materials that directly respond to criteria outlined in these *CCC Standards* for the proposed test. Also ensure that such materials are summarized and presented in an efficient, easy-to-find manner and are provided within the application rather than in external documents. Organize the documentation for the application into a succinct, clearly written report addressing the criteria outlined in the *CCC Standards* with relevant evidence addressed and summarized in the application narrative.

The technical criteria and documentation for fairness, validity, reliability, accommodations, and administration/scoring are to be addressed in all applications. The requirements for each are outlined below. The purpose of the review process is to determine whether the test submitted by the local college will be approved for use in their ESL placement process. The evidence collected for this application is to evaluate the technical quality of tests used in the local college's placement process along with the measures and information used in those decisions as required by AB705 and not to evaluate the quality of the placement process.

Fairness. Fairness is the validity of test score interpretations for the intended use(s) for individuals from all relevant subgroups. A test that is fair minimizes the construct-irrelevant variance associated with individual characteristics, group characteristics, and testing contexts that otherwise would compromise the validity of score-based inferences for individuals. Applications for assessment approval should provide evidence that (a) the test has been reviewed for potential fairness issues, and (b) empirical studies have been conducted that identify potential fairness issues for individuals from relevant subgroups.

a. Fairness Reviews. Fairness reviews involve an evaluation of all test items, prompts, tasks, and scoring rubrics. The reviews are conducted by a panel of culturally and linguistically diverse reviewers in alignment with the largest cultural and linguistic groups attending the local college (e.g., one group being Spanish speakers and speakers of other widely spoken languages in CCC). The reviews are conducted to eliminate or minimize cognitive, affective, and physical sources of construct-irrelevant variance for ESL students taking the test.

Submission Requirements

New Submissions: Fairness reviews are required.

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Renewal Submissions: Fairness reviews **are required** only if the test items, format, administration, or scoring 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 approximately 2% or more of the local college's ESL population. In cases when tests have not been altered substantially enough to prompt a new fairness review (e.g., only a small proportion of items has changed), provide a rationale detailing the changes made to the test and reasons for not conducting a new review of the test or only reviewing revised test sections. This rationale will be considered when determining the approval decision. The submission may not be approved or receive *Full Approval* if it is determined that the changes to the test are substantial enough to require a new fairness review be conducted for the entire test or sections of the test.

Documentation Requirements

In what follows, the required documentation for this component is listed as well as a description of the information to include. **If a test is locally managed**, documentation can be gathered from a study at another community college with similar ESL student demographics or from a test publisher, but the local college is encouraged to supplement that evidence with a local fairness panel review.

(a.1) Describe the panelists participating in the panel reviews.

Conduct two separate review panels: one that includes ESL students and another with faculty, staff, and/or community member experts. If conducting two panels is not possible, ESL students should constitute more than half of the panel members on the single panel.

List the qualifications of all panel members, including their positions, qualifications, and demographic representation. Ensure diversity within the panel regarding demographic representation and attempt include at least two representatives from each major cultural/linguistic group of ESL students at the college (approximately 2% or more of the local ESL student population). Individuals with a potential conflict of interest (e.g., test developers or item writers) cannot serve on the panel. ESL students who may be administered the placement test in the future cannot serve on the panel.

Provide a rationale if two review panels or two representatives from each cultural/linguistic group is not possible.

(a.2) Describe the process used for conducting the panel reviews in detail.

Describe the process used to identify, mitigate, or minimize cognitive, affective, and potential physical sources of construct-irrelevant variance. See [ETS Guidelines for Fair Tests and Communications \(2022\)](#) for more information. In the description, include details of training materials, guidelines, and procedures used in the panel review. State when the panel was convened (must be in the last 3 years). Describe the materials that were reviewed including all items, tasks, prompts, and scoring rubrics and how the confidentiality of test content was maintained during the review.

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- **If the test has a large item bank that is more than 100 items and all items are included in an item-level empirical fairness study (e.g., differential item functioning; DIF),** instead of reviewing all items for fairness, the external panel can review a representative set of items of different item types, content domains, and performance levels.
- **If the fairness review involves a single panel composed of ESL students, faculty, and/or staff,** indicate the steps taken to help ensure the presence of faculty or staff does not inhibit ESL students from voicing their fairness concerns.

(a.3) Summarize the results and the subsequent action(s) taken based on the results.

Consider using a table to summarize the results and provide an associated narrative description to document which items, tasks, prompts, or parts of the scoring rubric were identified as potentially unfair by panelists; identify how many panelists determined the items, prompts, tasks, or parts of the scoring rubric were unfair and provide reasons for that determination; clarify whether the identified items, prompts, tasks, or scoring rubric attributes were removed, revised, or retained.

- **If revisions were made based on the panel review,** describe those revisions.
- **If the panel identified potential unfairness but no revisions were made,** provide a rationale for the retention of items.

(a.4) Provide conclusions and summarize recommendations.

Based on the results of the fairness review, indicate whether there are demographic groups of ESL students that may be unfairly disadvantaged by the local college's test and how the local college will or has mitigated those concerns.

b. Fairness Empirical Studies. Fairness empirical studies involve, at minimum, disproportionate impact studies. However, local colleges also could consider using other quantitative (e.g., DIF), qualitative (e.g., cognitive interviews/think aloud), or mixed methods studies of test data and item, task, and/or prompt performance to determine whether the English Language proficiency skills of students from different cultural and linguistic groups are measured fairly. The goal of the empirical studies is to identify if the test is fair and to identify potential sources of construct-irrelevant variance to eliminate or minimize them for test-takers of different groups.

Submission Requirements

New Submissions: Results from a disproportionate impact (DI) study and plans for mitigating any potential DI found **are required** to receive *Full Approval*. However, a local college submission can receive *Probationary Approval* if the college submits an acceptable plan for conducting a DI study.

Renewal Submissions: Results from DI studies and plans for mitigating any potential DI found **are required**.

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Documentation Requirements

In what follows, the required documentation for this component is listed as well as a description of the information to include. **If a test is locally managed**, documentation of empirical fairness evidence from a test publisher or another community college with similar ESL student demographics can be provided, but the local college is encouraged to supplement that evidence with a local empirical fairness study.

(b.1) Describe the study sample.

Report the percentage (or number) of students in the study sample and provide a demographic comparison of the study sample with the local college ESL student population. Ensure diversity within the sample regarding demographic representation and include a sample of ESL students from each cultural/linguistic group of ESL students at the college that constitutes approximately 2% or more of that ESL student population. **(b.2) Describe the study methods.**

Describe what data were collected, when data were collected (must be in the last 3 years), and how data were collected and analyzed for the DI studies that compare test score placement decisions for relevant demographic and cultural/linguistic groups. The college is encouraged to supplement those studies or any DI findings with quantitative (e.g., differential prediction), qualitative (e.g., cognitive interviews), or mixed methods studies. For more information about conducting DI studies, visit [CCCCO Guidelines for Measuring Disproportionate Impact in Equity Plans](#) (July 6, 2014) and [Using disproportionate impact methods to identify equity gaps](#) (July, 2017).

(b.3) Summarize the results and the subsequent action(s) taken based on the results.

Use a table to summarize the results and provide an associated narrative description.

Provide a detailed table of DI results for each demographic and cultural/linguistic group and summarize the results from each comparison identifying for which groups DI was found and the effect of that DI on course placement.

- **If DI was identified for a specific group**, describe what follow-up investigations were conducted and any changes made to the test or the use of the test in placement decisions. Although DI on students from some cultural/linguistic groups may occur, it is important for the college to be aware of when a cultural/linguistic group might be more likely to be placed in lower-level courses than other cultural/linguistic groups. In this case, it is important for the college to determine if those differences are due to true differences in English proficiency or due to other extraneous factors that should not impact the ESL placement decisions.
- **If the number of individuals in a single group is small (less than 30)**, cautionary statements regarding interpretation should be made.

(b.4) Provide conclusions and recommendations from DI or other empirical studies.

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Based on the results of the empirical fairness study and review, describe an action plan for mitigating or addressing DI findings.

Validity. Validity is a fundamental concern when evaluating a test used for placement decisions. Validity is demonstrated through a variety of evidence sources that support the specific interpretation of test scores and their uses. The process of gathering and establishing this evidence is known as validation. A test or assessment method itself is not validated but rather the interpretation and use of the scores. If score interpretation and use differ across applications, then each specific application requires validation. Validation processes most germane to the use of assessments for ESL course placement purposes in the CCC include (a) content validation, (b) criterion validation, and (c) consequential validation.

(c) Content Validation. If the proposed test is intended to represent a defined domain of content and/or skills, provide a clear definition of the content domain and rationale for its relevance to the proposed test use(s) by aligning the test content to the entry-level skills for each ESL course and the transfer-level composition course. Clearly and fully describe the relationship between item content and the content domain. For example, describe how individual items map onto the various categories that make up the content domain. Provide sufficient information to evaluate the range of content in the assessment instrument and consider its appropriateness.

Submission Requirements

New Submissions: Evidence of validity based on test content is **required**.

Renewal Submissions: Evidence of validity based on test content is **required** if the test purpose, test content, test format, or ESL course and transfer-level composition prerequisites have changed since the last review.

Documentation Requirements

In what follows, the required documentation for this component is listed as well as a description of the information to include. **If a test is locally managed**, provide documentation of the validity proposition/arguments (see second-party evaluation criteria for details). The test content can be provided from a test publisher or another community college, but a content alignment study must be conducted locally.

(c.1) Comprehensively describe the content domain (knowledge and skills) the test measures.

Describe how the test content was developed and clearly describe the format of the test and items, tasks, prompt, and scoring rubrics. **If the test is computer-adaptive**, also identify item response theory (IRT) or other model(s) used and provide a rationale for why the models were selected. Also describe when, how, and from whom IRT calibration (or similar) data were collected.

Provide a test blueprint or table of specifications to identify the content domain (knowledge and skills) measured and how items, tasks, prompts, or scoring criteria align with the

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knowledge and skills to demonstrate alignment between the content domain and the test. **If the test is computer-adaptive**, also describe the size and composition of the item pool. Describe the item selection rules and specifications to ensure all content domains are addressed, specify criteria used for termination of the test or the assessed module, and specify whether the module selection mechanism guarantees that every test (or a high proportion of tests) meets all focal content specifications for each domain assessed. Describe the item pool maintenance plan for reviewing, refreshing, retiring, and replacing items after sufficient exposure.

Provide a representative test form. **If the test is computer-adaptive**, replicate a psychometrically-sound, fixed-form test with items of a similar format and content to the items on an operational form or computer-adaptive test. Example forms should be provided for beginning, intermediate, and advanced levels of English proficiency.

(c.2) Conduct an alignment study that provides evidence that the test content is aligned (representative and relevant) with the entry-level skills for each course in the ESL sequence and the transfer-level composition course as specified in the course outline of record (section § 55003).

Describe the qualifications of the individuals who were involved in the alignment study and indicate whether they were free of conflicts of interest. Include at least one current or recent instructor for each course in the ESL sequence as well as for the transfer-level composition course.

Describe the process used for aligning the knowledge and skills as measured by the test items, prompts, task, or scoring approach on the test with entry-level skills specified in the course outline of record.

Summarize the degree of match between entry-level skills as specified in the course outline of record and the knowledge and skills of the content domain measured by the test. Note whether all prerequisite skills are sufficiently assessed and whether the test assesses any knowledge and skills that are not aligned with prerequisite skills. Provide evidence that the content the test measures is aligned with the full range of English-proficiency knowledge and skills spanning across the ESL sequence and the transfer-level composition course. **If the test is computer-adaptive**, also identify the mechanisms (e.g., number of questions or modules and whether a multistage design) and decision rules used to inform subsequent item selection. Provide a rationale for why the selected difficulty progression goals were chosen in terms of cognitive and content specifications.

(c.3) Evaluate and determine whether the test content is representative of and relevant to the English-proficiency knowledge and skills addressed in the ESL sequence and the transfer-level composition course.

State whether the test content domain assesses a full range of English-proficiency levels needed to make placement decisions. **If the test does not provide content coverage for a full range of proficiency levels**, specify proficiency levels for which a valid decision can be made.

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(d) Criterion validation. If a test intends to measure a construct that is (dis)similar to a construct measured by an existing test or another measure of that construct, provide the correlational or other statistical evidence of the strength of the relationship between performance on the new test and the criterion. Fully describe all criterion-related studies and include information on sample specification, the data collection process, and statistical analyses. Also provide a rationale for the chosen criterion measures and evidence of the credibility of those measures.

Submission Requirements

New Submissions: Validity evidence from at least two criterion studies conducted at the time of testing and after enrollment **are required** for *Full Approval*. New submissions will receive *Probationary Approval* if the local college submits a detailed plan for conducting those studies with a representative sample of ESL students from the local college.

Renewal Submissions: Validity evidence from at least two criterion studies conducted at the time of testing and after enrollment **are required**.

Documentation Requirements

In what follows, the required documentation for this component is listed as well as a description of the information to include. **If a test is locally managed**, validity evidence from at least two locally conducted criterion studies **is required**.

(d.1) Describe the study sample.

Report the percentage (or number) of students in the study sample and provide a demographic comparison of the study sample with the local college ESL student population. Ensure diversity within the sample regarding demographic representation and include a sample of ESL students from each cultural/linguistic group of ESL students at the college that constitutes approximately 2% or more of that ESL student population. Collect data from the entire population or a random sample instead of a convenience sample. When using a random sample, select ESL students from a full range of ESL proficiency levels and from all available ESL cohorts. **If sample sizes are small (i.e., under 10 students) due to a limited number of ESL students from different demographic groups at different proficiency levels**, the college should attempt to gather data over multiple time periods (e.g., different terms or from courses across 1 or more years) and document efforts to gather all available student data.

(d.2) Describe the study methods.

Describe the study methods used, what data were collected, when data were collected (must be in the last 3 years), and how data were collected and analyzed for the study. Provide a rationale for criterion variable(s) selected. Data must be collected for one criterion variable at the time of testing and the other after the initial enrollment. **When sample sizes permit (i.e., have a minimum of 10 students per group)**, include a comparison of students from relevant demographic and cultural/linguistic groups.

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At least one study should involve data collected at the time of testing to ensure all tested students are included in a validation study regardless of whether they enroll in a course. These criterion variables may include student self-assessment of proficiency based on operational descriptions of different English-competency levels/course entry-level skills, other multiple measures gathered at the time of testing, and test scores from another ESL proficiency measure.

A second study should involve data collected after a student's initial enrollment to validate the use of scores for initial placement decisions. These criterion variables may include the instructor's assessment of proficiency of individual students based on operational descriptions of different English-competency levels/course entry-level skills, midterm or final course grades, or midterm or final course exam scores. **If instructor ratings of student proficiency are collected**, the instructor should not know the students' ESL test scores. Collect data from each course in the ESL sequence and the transfer-level composition course. **If sample sizes allow (i.e., have a minimum of 10 students per group)**, compare results for cases in which test placement matched the student's enrollment with those in which test placement did not match enrollment.

(d.3) Summarize the results and the subsequent actions taken based on the results.

Provide the distribution of the test scores and criterion scores for the sample. Provide descriptive statistics of test scores and criterion variables for each demographic and cultural/linguistic group represented in the sample. Report the results for all courses in the ESL sequence and the transfer-level composition course. **When sample sizes permit (i.e., have a minimum of 10 students per group)**, report results for the entire sample and each relevant demographic and cultural/linguistic subgroup. Correlation coefficients must be .35 or higher (or a comparable effect size if an alternate statistical analysis was performed).

- **If subscores are used in placement recommendations**, report validity evidence for each subscore.
- **When a correlational analysis involves correction for range restrictions (test score, criterion, or both)**, provide a rationale for its use, describe the method(s) used, and report both the corrected and uncorrected coefficients.

(d.4) Provide conclusions and recommendations from criterion validation studies.

Based on the results of the criterion validation studies, discuss conclusions about the valid interpretation and use of the test scores for each relevant demographic group. State recommendations or cautions about the interpretation and use of tests for ESL course placement decisions, including recommendations or exclusions for specific course/proficiency levels.

(e) Consequential Validation. Consequential validation studies are conducted to determine whether the intended outcomes of using tests for ESL placement decisions occurred as well as to ensure that any negative (unintended) outcomes did not occur. Under title 5, 55522.5 English as a Second Language Placement and Assessment, ESL students with a goal of

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transferring to a 4-year institution or an associate's degree should enter and complete a transfer-level English composition course or an ESL course equivalent to transfer-level English composition within 3 years of declaring a transfer- or degree-seeking goal.

Submission Requirements

New Submissions: A consequential validation study **is required** for *Full Approval*. New submissions will receive *Probationary Approval* if an appropriate plan for a consequential validity study is provided. Because the time it takes ESL students to complete the full sequence of ESL courses varies, these data should be collected each year from each ESL cohort so that evidence can be reported prior to the 3-year time frame allowed for *Probationary Approval*. A new applicant with enough evidence can shift from provisional to probationary.

Renewal Submissions: A consequential validation study **is required**.

Documentation Requirements

In what follows, the required documentation for this component is listed as well as a description of the information to include. **If a test is locally managed**, documentation of consequential validation must be collected locally.

(e.1) Describe the study sample.

Report the percentage (or number) of students in the study sample and provide a demographic comparison of the study sample with the local college ESL student population. Ensure diversity within the sample regarding demographic representation and include a sample of ESL students from each cultural/linguistic group of ESL students at the college that constitutes approximately 2% or more of that ESL student population. Collect data from the entire population or a random sample instead of a convenience sample. When using a sample, select ESL students from a full range of ESL proficiency levels and from all available ESL cohorts. **If sample sizes are small (i.e., have a minimum of 10 students per group), due to a limited number of ESL students from different demographic groups at different proficiency levels**, the college should attempt to gather data over multiple terms and document their efforts to gather all available student data.

(e.2) Describe the study methods.

Identify the study method used, describe what data were collected, when data were collected (all ESL cohorts since initial approval), and how data were collected and analyzed. Conduct analyses across different ESL course levels and for each ESL course level and the transfer-level composition course. **When sample sizes permit (i.e., have a minimum of 10 students per group)**, include a comparison of students from relevant demographic and cultural/linguistic groups.

Given that placement decisions are based on multiple measures and that, for various reasons, ESL students tested may not enroll in the course recommended by the test, the college should identify what percentage of the students in the sample enrolled in the course recommended by the test. In the analysis, the college should compare ESL students whose

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test placement matched their course enrollment to ESL students whose test placement did not match their course enrollment to validate test interpretation and use. At a minimum, collect/provide data on the percentage of ESL students who successfully completed the course in which they were initially enrolled and report whether that led to ESL students completing the transfer-level composition course (or ESL course equivalent) within a 3-year timeframe of declaring a transfer- or degree-seeking goal.

(e.3) Summarize the results and the subsequent action(s) taken based on the study.

Report the results for the entire sample and each relevant demographic and cultural/linguistic subgroup when sample sizes permit. Provide descriptive statistics for all key study variables across the entire sample, for each relevant demographic and cultural/linguistic group in the sample, for each college, and for each course. Report the results for each course in the sequence as well as across all courses in the sequence.

- **If subscores are used in placement recommendations,** report validity evidence for each subscore.

(e.4) Provide conclusions and recommendations from the consequential validation study.

Based on the results of the studies, discuss conclusions about the validity of the test interpretation and use for each relevant demographic and cultural/linguistic group. State your recommendations or cautions about the interpretation and use of your tests for your local ESL course placement decisions.

(f) Reliability. No assessment instrument is free of error, which requires that the reliability of the assessment instrument and the degree of error associated with test scores be documented. Given that error can stem from multiple sources, the reliability evidence provided should consider the error sources that are most relevant and of greatest concern for the assessment instrument.

Submission Requirements

New Submissions: Reliability information **is required** for *Full Approval* and must address internal consistency, test-retest reliability, and any other relevant sources of error (e.g., inter-rater reliability, inter-prompt and/or inter-form reliability) as appropriate. New submissions may receive *Probationary Approval* if they provide appropriate plans for conducting relevant reliability studies.

Renewal Submissions: Reliability information **is required** and must address internal consistency and any other relevant sources of error (e.g., inter-rater reliability, inter-prompt and/or inter-form reliability) as appropriate.

Documentation Requirements

In what follows, the required documentation for this component is listed as well as a description of the information to include. **If a test is locally managed,** documentation of reliability evidence from a test publisher or another community college with similar ESL

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student demographics can be provided, but the local college is encouraged to supplement that evidence with local reliability studies. If the test involves human scoring, a local study of inter-scorer reliability is required.

(f.1) Describe the study sample.

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. Ensure diversity within the sample regarding demographic representation and include a sample of ESL students from each cultural/linguistic group of ESL students at the college that constitutes approximately 2% or more of that ESL student population.

(f.2) Describe the study methods.

Indicate reliability analyses conducted for each type of relevant measurement error (test score stability, internal consistency, equivalent forms, inter-prompt reliability, inter-rater reliability) and describe what data were collected, when data were collected (must be in the last 3 years), and how data were collected and analyzed. Calculate the standard error of measurement (SEM) across the score scale. **When sample sizes permit (i.e., have a minimum of 10 students per group)**, include a comparison of students from relevant demographic and cultural/linguistic groups.

- **For test-retest reliability studies**, administer the same test form (or use equivalent forms) on two occasions at least 2 weeks apart. Statistical cutoff .75 or higher.
- **For internal consistency reliability**, acceptable methods include coefficient alpha, Kuder-Richardson index, and split-half reliability. Statistical cutoff .80 or higher. **If the test is computer-adaptive**, IRT-based reliability estimates, test information functions, or conditional standard errors of measurement can be used.
- **For inter-prompt or equivalent form reliability**, score variability across forms or prompts must be evaluated and reported. Statistical cutoff .75 or higher. **If the test is computer-adaptive**, equivalent form reliability does not apply.
- **For inter-rater reliability**, methods that correct for chance are preferred (e.g., Cohen's Kappa with statistical cutoff of .40 or higher, intra-class correlation coefficient of .75 or higher), but percent agreement is accepted if an exact agreement is reported (percentage cutoff 90% exact [4-point scales or less] or exact and adjacent agreement [5-point scales or more]). **If student work is machine scored using an algorithm**, demonstrate the consistency between computer and human scoring.

(f.3) Summarize the results and the subsequent action(s) taken based on the results.

Report the results from each analysis and indicate whether that result met the statistical cutoff (see above). Report the SEM across the score scale and confidence intervals at decision cut points used for ESL placements. **If sample sizes permit (i.e., have a minimum of 10 students per group)**, report reliability estimates and SEMs for each represented cultural/linguistic group.

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- **If subscores are used in placement recommendations**, report reliability evidence for each subscore.

(f.4) Provide conclusions and recommendations from reliability studies.

Identify recommendations about placement decisions across the score scale and for different cultural/linguistic groups. Indicate if there are points along the score scale that are less precise and should not be used for placement decisions.

(g) Accommodations (Test Adaptations). The specific needs of ESL students with disabilities may require test accommodations (adaptations) to minimize barriers irrelevant to measuring students' English proficiency. Such barriers may be found in test content, setting, instructions, response format, access, or opportunity to learn. It is important that test users are cognizant of the potential presence of these barriers and take appropriate measures to mitigate them. If the test or the administration of that test is altered for a student who cannot take it under standard conditions, there must be documentation of any accommodation used and the basis for each accommodation.

Submission Requirements

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**.

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.

Documentation Requirements

In what follows, the required documentation for accommodations is listed as well as a description of the information to include. **If a test is locally managed**, the local college should share any relevant information from the test publisher and indicate how they address the following requirements.

(g.1) 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.

(g.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.

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.

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- **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.

(h) Administration and Scoring. To help ensure that test-takers experience the same test conditions, it is essential that procedures for (a) test administration and (b) scoring are carefully documented and made available to test users. Instructions must be clear, accurate, and complete and must enable test users to accurately implement all procedures as well as to make informed decisions when selecting an assessment instrument appropriate for their needs. The following criteria speak to the adequacy of documentation and the use of information as it pertains to the assessment needs in the CCC.

Submission Requirements

New Submissions: Information about administration, scoring, and the setting of cut scores **is required**.

Renewal Submissions: Information about administration, scoring, and any adjustments to cut scores as a result of validity studies **is required**.

Documentation Requirements

In what follows, the required documentation for this component is listed as well as a description of the information to include. **If a test is locally managed**, documentation of administration and scoring processes from a test publisher or another community college can be provided if it reflects the administration and scoring processes used at the local college. However, a local study for setting and validating cut scores is required.

(h.1) Administration. Document how the test is to be administered specifying who, how, and in what context administration should occur. Specify how to address disruptions in the testing process. Provide a rationale for time limits if imposed.

- **If individuals administering the test need training or require specific qualifications**, identify those qualifications and how such training can be obtained, what it involves, and the length of training.
- **If the test is computer-based**, document instructions provided to test users on the computer equipment/software requirements, practice opportunities for test takers using the platform or responding to items, or other supports necessary to help ensure test-takers are familiar with the test platform and format.
- **If the test is computer-adaptive**, document item exposure control procedures, how the length of the test is determined, how enemy items are identified in the development, and how the selection mechanism prevents enemy items from appearing on the same test.

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- **If the test has multiple administration formats** (e.g., computer-based, paper-and-pencil, remote, in-person) provide evidence of the score comparability of each format.

(h.2) Scoring. Clearly document the procedures used for scoring an exam and any procedures used to translate raw scores to scaled scores.

Provide a description and rationale for the setting of cut scores. Describe the process used, the credentials and qualifications of the individuals participating in that process, and the resulting cut scores for each placement decision. Include participants familiar with student learning in the ESL courses in the placement sequence. Arbitrary decisions about cut scores (e.g., 70% items correct) are not acceptable. **For new submissions**, use a test- or student-based approach supported in the literature (Cizek & Bunch, 2007; Zieky, Perie, & Livingston, 2008) to set initial cut scores. Also use entry-level skills for each course to inform those decisions and provide a rationale for how many of the entry-level skills need to be met. **For renewal submissions**, use evidence from criterion and consequential studies as an empirical approach for validating and adjusting cut scores. The goal is for ESL students who score above a cut score or within a score range to have a higher likelihood of success in the ESL course they were placed in than ESL students who were placed in a lower course because they were below that score or score range (see criterion and consequential validation). **If cut scores were adjusted as a result of validity studies**, describe revisions and provide a rationale for the revisions.

Describe what information is provided in a score report (or provide an example score report), including what scores are reported, the measures of precision used (e.g., SEM), and any guidance and cautions provided to local colleges and ESL students when interpreting and utilizing those scores.

Additional considerations:

- **If individuals scoring the test need training**, identify how the training can be obtained, what it involves, and the length of training.
- **If an assessment has multiple test forms with different items addressing the same content**, provide equating evidence that demonstrates form interchangeability.
- **If scoring involves human judgment (subjective vs. objective)**, describe the processes and criteria for scoring and share any rubrics used in the scoring process. Clearly define qualifications and characteristics for scorers. Scorers should have experience scoring work from a wide range of performances and students from different cultural/linguistic groups. Describe procedures for scorer orientation, training, and calibration. Document any procedures that will help ensure accuracy and consistency across scorers for inter-rater reliability and different administrations to avoid rater drift (e.g., retraining, evaluation, norming). Describe methods used for resolving inconsistencies between scorers.
- **If the assessment involves multiple prompts or tasks**, provide evidence of comparability of scoring procedures across prompts or tasks and if they can vary

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across test takers. Also provide documentation of equivalence of scoring procedures across those prompts or tasks.

- **If scoring involves computer algorithms**, describe the processes and criteria for scoring. Provide evidence of the accuracy and consistency when comparing computer scoring with human scoring and comparing scores across different administrations.

3.2: Second-Party Tests: Evaluation Criteria

Second-party publishers' responsibilities are delineated in this section. Because each CCC test review cycle occurs in a limited time frame and involves multiple parties, ensure that the submission is focused, clearly written, and includes only materials that directly respond to criteria outlined in these *CCC Standards* for the proposed test. Also ensure that such materials are summarized and presented in an efficient, easy-to-find manner, and are provided within the application rather than in external documents. Organize the documentation for the application into a clearly written, succinct report addressing the criteria outlined in the *CCC Standards* with relevant evidence addressed and summarized in the application narrative.

The technical criteria and documentation for fairness, validity, reliability, accommodations, and administration/scoring are to be addressed in all applications; the requirements for each are outlined below. The provision of this documentation is specifically for the purpose of determining whether the test will be added to a list of approved tests that local colleges can use for their ESL placement decisions. The purpose of the review process is to determine whether the technical quality of the second-party test is sufficient to approve its use in the ESL placement process by any college in the CCC system.

Fairness. Fairness is the validity of test score interpretations for their intended use(s) for individuals from all relevant subgroups. A test that is fair minimizes the construct-irrelevant variance associated with individual characteristics, group characteristics, and testing contexts that otherwise would compromise the validity of score-based inferences for individuals. Applications for assessment approval need to provide evidence that (a) the test has been reviewed for potential fairness issues and (b) empirical studies have been conducted that identify potential fairness issues for individuals from relevant subgroups.

a. Fairness Reviews. Fairness reviews involve an evaluation of all test items, prompts, tasks, and scoring rubrics. The reviews are conducted by a panel of culturally and linguistically diverse individuals and are undertaken to eliminate or minimize cognitive, affective, and physical sources of construct-irrelevant variance for ESL students taking the test.

Submission Requirements

New Submissions: Fairness reviews **are required**.

Renewal Submissions: Fairness reviews **are required** only if the test items, format, administration, or scoring of the test have changed. In cases when tests have not been altered substantially enough to prompt a new fairness review (e.g., only a small proportion of items has changed), provide a rationale detailing the changes made to the test and reasons for not conducting a new review of the test or only reviewing revised test sections. This rationale will be considered when determining the approval decision. The submission may not be approved or receive *Full Approval* if it is determined that the changes to the test are substantial enough to require a new fairness review be conducted for the entire test or sections of the test.

Documentation Requirements

In what follows, the required documentation for this component is listed as well as a description of the information to include.

(a.1) Describe the panelists participating in the panel reviews.

Conduct two separate review panels: one that includes ESL students and another with faculty, staff, and/or community member experts. If conducting two panels is not possible, have ESL students constitute more than half of the members on the single panel.

List the qualifications of all panel members including their positions, qualifications, and demographic representation. Ensure diversity within the panel regarding demographic representation and include at least two representatives each from at least three major cultural/linguistic groups, one being Spanish (and at least two other groups such as Southeast Asian, Middle Eastern, Eastern European). Individuals with a potential conflict of interest (test publishers/authors or associated employees, test developers, or item writers) cannot serve on the panel as experts. ESL students who may be administered the placement test in the future cannot serve on the panel.

(a.2) Describe the process used for conducting the panel reviews in detail.

Describe the process used to identify, mitigate, or minimize cognitive, affective, and potential physical sources of construct-irrelevant variance. See [ETS Guidelines for Fair Tests and Communications \(2022\)](#) for more information. In the description, include details of training materials, guidelines, and procedures used in the panel review. State the date of the panel review (must be in the last 3 years). Describe the materials that were reviewed including all items, tasks, prompts, and scoring rubrics and specify how the confidentiality of test content was maintained during the review.

- **If the test uses a large item bank, that is more than 100 items, and all items are included in an item-level empirical fairness study (e.g., differential item functioning; DIF),** the external panel can review a representative set of items of different item types, content domains, and performance levels.
- **If the fairness review involves a single panel composed of ESL students with faculty and staff,** indicate the steps taken to help ensure the presence of faculty or staff does not inhibit ESL students from voicing their fairness concerns.

(a.3) Summarize the results and the subsequent action(s) taken based on the results.

Use a table to summarize the results and provide an associated narrative description to document which items, tasks, prompts, or parts of the scoring rubric were identified as potentially unfair by panelists; identify how many panelists determined the items, prompts, tasks, or parts of the scoring rubric were unfair and provide reasons for that identification; clarify if the identified items, prompts, tasks, or scoring rubric were removed, revised, or retained.

- **If revisions were made based on the panel review,** describe those revisions.

- **If the panel identified potential unfairness but no revisions were made**, provide a rationale for the retention of the items.

(a.4) Provide conclusions and summarize recommendations.

State your recommendations or cautions about the interpretation and use of your tests for ESL course placement decisions by local colleges that may elect to use your test. Based on the results of the fairness review, indicate whether there are demographic groups of ESL students that may be unfairly disadvantaged by this test/assessment and the steps taken to mitigate (or safeguard) potentially negative impacts on such populations. Address how you will revise your future test development approaches or item writing procedures because of the findings from this study.

b. Fairness Empirical Studies. Fairness empirical studies involve quantitative (e.g., DIF), qualitative (e.g., cognitive interviews/think aloud), or mixed methods studies with test- or item-level data collected to determine whether the test, item, task, prompts, and scoring approaches enable the fair measurement of the English Language proficiency skills of students from different cultural and linguistic groups. Collect these data from students who represent the demographic diversity and the cultural and linguistic background of the CCC ESL student population. The goal of the empirical studies is to eliminate or minimize sources of construct-irrelevant variance for all (ESL) test-takers.

Submission Requirements

New Submissions: At least one type of empirical fairness study (e.g., DIF) **is required**.

Renewal Submissions: At least two types of empirical fairness studies **are required**. Vendors are encouraged to provide at least one non-DIF quantitative, qualitative, or mixed methods fairness study at the test or item level.

Documentation Requirements

In what follows, the required documentation for this component is listed as well as a description of the information to include.

(b.1) Describe the study sample.

Report the percentage (or number) of students in the study sample and provide a demographic comparison of the study sample with the CCC ESL student population. Ensure diversity within the sample regarding demographic representation and a sufficient and representative sample of ESL students from at least 3 major cultural/linguistic groups with one being Spanish (e.g., Southeast Asian, Middle Eastern, Eastern European).

(b.2) Describe the study methods.

Describe the study methods used, what data were collected, when data were collected (must be in the last 3 years), and how data were collected and analyzed. Provide a rationale for the methods used in the study.

(b.3) Summarize the results and the subsequent action(s) taken based on the results. Use a table to summarize the results and provide an associated narrative description.

Provide a detailed table and summary of results for relevant demographic and cultural/linguistic groups. If groups were compared statistically, provide relevant descriptive and inferential statistics for each comparison. Highlight results for which items, prompts, and/or tasks were flagged for showing differences across groups.

- **If potential fairness issues were identified for a specific group in empirical studies,** describe what follow-up investigations were conducted and any changes made to the test because of those investigations (e.g., were potentially unfair items removed, revised, or retained?) **If revisions were made,** describe those revisions. **If fairness issues were identified but no revisions were made,** provide a rationale for retention.

(b.4) Provide conclusions and recommendations from the empirical fairness study.

Based on the results of the empirical fairness study and review, discuss conclusions about the fairness of the test and its items for each relevant demographic group. State your recommendations or cautions about the interpretation and use of your tests for ESL course placement decisions by local colleges that may elect to use your test. Address how you will revise your future test development approaches or item writing procedures because of the findings from this study.

Validity. Validity is a fundamental concern when evaluating a test used for placement decisions. Validity is demonstrated through a variety of evidence sources that support the specific interpretation of test scores and their uses. A test or assessment method itself is not validated but rather the interpretation and use of the scores. If score interpretation and use differ across applications, then each specific application requires validation. Validation processes most germane to the use of assessments for ESL course placement purposes in the CCC include (a) a clearly stated validity proposition/argument, (b) content validation, (c) criterion validation, and (d) consequential validation. Unless otherwise noted, second-party applicants have the responsibility of providing this validation evidence.

(c) Validity Proposition/Argument. The validity proposition for a test involves an explicit statement of what the test measures and the proposed interpretation and uses of that assessment for the intended population. A validity argument then follows through on the proposition with an explicit justification of the degree to which accumulated evidence supports the stated proposition.

Submission Requirements

New Submissions: Validity proposition and arguments **are required.**

Renewal Submissions: Validity proposition and arguments **are required.**

Documentation Requirements

In what follows, the required documentation for this component is listed as well as a description of the information to include.

(c.1) Provide clear statements about test score interpretations and uses, construct(s) measured (e.g., provide a theory or framework and elaboration of the concepts and characteristics measured), intended test-taker population, and intended testing context(s).

Indicate whether the test was originally developed to assess academic English-proficiency skills for ESL placement decisions at a post-secondary level or for another purpose.

- **If a theory or framework was used to define the construct measured**, provide a description of that theory or framework and rationale for its relevance in assessing the academic English-proficiency skills for ESL placement decisions.

(c.2). Provide a rationale for how the validity evidence provided in the application supports the use of the test to make ESL course placement decisions.

Summarize the validity evidence in the application to provide a rationale for the use of the test by CCC for ESL placement decisions. Note whether any of the requested sources of validity evidence are unavailable or unresponsive of this intended interpretation and use.

(d) Content Validation. If the proposed test intends to represent a defined domain of content and/or skills, then provide a clear definition of the content domain and rationale for its relevance to the proposed test use(s). Clearly and fully describe the relationship between item content and the content domain. For example, describe how individual items map onto the various categories that make up the content domain. Provide sufficient detail to enable test users and reviewers to evaluate the range of content assessed in the instrument and to consider its appropriateness.

Submission Requirements

New Submissions: Evidence of validity based on test content **is required**. Provide information about test content, evidence of test content alignment with relevant English language proficiency knowledge and skills, and examples of items for each area of the domain assessed by the test.

Renewal Submissions: Evidence of validity based on test content validity **is required** along with any changes in test content, format, or administrating/scoring made since the last submission.

Documentation Requirements

In what follows, the required documentation for this component is listed as well as a description of the information to include.

(d.1) Comprehensively describe the content domain (knowledge and skills) measured by the test.

Describe how the test content was developed and clearly describe the format of the test and items, tasks, prompt, and scoring rubrics. **If the test is computer-adaptive**, also identify item

response theory (IRT) or other model(s) used and provide a rationale for why the models were selected. Also describe when, how, and from whom IRT calibration (or similar) data were collected.

Provide a test blueprint or table of specifications to identify the content domain (knowledge and skills) measured and how items, tasks, prompts, or scoring criteria align with said knowledge and skills to demonstrate alignment between content domain and the test. **If the test is computer-adaptive**, also describe the size and composition of the item pool. Describe the item selection rules and specifications to ensure all content domains are addressed, specify criteria used for termination of the test or the assessed module, and specify whether the module selection mechanism guarantees that every test (or a high proportion of tests) meets all focal content specifications for each domain assessed. Describe the item pool maintenance plan for reviewing, refreshing, retiring, and replacing items after sufficient exposure.

Provide a representative form of the test to be reviewed by ESL faculty on the Assessment Advisory Committee. Indicate how local colleges can obtain a representative form of the test for review. The test form does not need to include operational items but does need to replicate a psychometrically sound (fixed form) test with items of a similar format and content to the items on an operational form or computer-adaptive test. For a computer-adaptive test, provide example forms for beginning, intermediate, and advanced levels of English proficiency.

(d.2) Conduct an alignment study that provides evidence that the content of the test is aligned (representative and relevant) with relevant English-language proficiency knowledge and skills.

Describe the qualifications of the individuals who were involved in the alignment study and indicate whether they were free of conflicts of interest (e.g., were not involved in the development of the test content).

Describe the process used for aligning the knowledge and skills as measured by the test items, prompts, task, or scoring approach on the test:

- **For new submissions**, alignment should be with a commonly (widely) accepted framework for English-proficiency standards (e.g., Common European Framework of Reference [CEFR], Global Standard of English [GSE], or the Canadian Language Benchmarks [CLB]) or if needed CB21 (CCC ESL Competency Framework used by some colleges).
- **For renewal submissions**, alignment should be with the entry-level skills for each course in the ESL sequence and the transfer-level composition course as specified in the course outline of record (section 55003) for at least three local colleges using the test.

Summarize the degree of match between test content and a full range of English-proficiency levels. Provide evidence of test item alignment with a range of competency levels. **If the test is computer-adaptive**, also identify the mechanisms (e.g., the number of questions or modules and whether it is a multistage design) and decision rules used to inform subsequent item selection; and provide a rationale for why the selected difficulty progression goals were chosen in terms of cognitive and content specifications.

(d.3) Evaluate and conclude whether the test content is representative of and relevant to the English-proficiency knowledge and skills for each course in the ESL sequence and the transfer-level composition as specified in the course outline of record (section 55003).

State whether the test content domain assesses a full range of English-proficiency levels needed to make placement decisions. **If the test does not provide content coverage for a full range of proficiency levels**, specify proficiency levels for which a valid decision can be made.

(e) Criterion validation. If a test intends to measure construct that is (dis)similar to an existing test or another measure of the construct, then provide correlational or other statistical evidence of the strength of the relationship between performance on the new test and the criterion. Fully describe all criterion-related studies and include information on sample specification, the data collection process, and statistical analyses. Also, provide a rationale for the chosen criterion measures and evidence of the credibility of those criterion measures.

Submission Requirements

New Submissions: At least two criterion validation studies with ESL students from CCC conducted at the time of testing and after enrollment **are required** for *Full Approval*. New submissions will receive *Probationary Approval* if the results from only one criterion validation study are provided with a sample of students from more than one college outside of CCC and that sample is representative of a broad range of ESL student proficiency levels.

Renewal Submissions: At least two criterion validation studies conducted at the time of testing and after enrollment with ESL students from CCC **are required**.

Documentation Requirements

In what follows, the required documentation for this component is listed as well as a description of the information to include.

(e.1) Describe the study sample.

Report the percentage (or number) of students in the study sample and provide a demographic comparison of the study sample with the CCC ESL student population. Ensure diversity within the sample regarding demographic representation and a sufficient and representative sample of ESL students from at least three major cultural/linguistic groups with one being Spanish (e.g., Southeast Asian, Middle Eastern, Eastern European). Collect data from the entire population or a random sample rather than a convenience sample. When using a sample, select ESL students from a full range of ESL proficiency levels and multiple ESL cohorts. **For Probationary Approval of new submissions**, data may be collected

from at least one college (does not need to be a community college) with a representative student population. **For Full Approval of any submission**, data from CCC are required.

(e.2) Describe the study methods.

Describe the study methods used, what data were collected, when data were collected (must be in the last 3 years), and how data were collected and analyzed. Provide a rationale for the criterion variable(s) selected. One must be at the time of testing and the other after the initial enrollment. Conduct analyses across colleges and for the criterion collected after initial enrollment across different ESL course levels and for each ESL course level. Report results across colleges for each ESL course level including the transfer-level composition course. Additionally, report results for each college, as possible. **When sample sizes permit, (i.e., have a minimum of 10 students per group)**, include a comparison of students from relevant demographic and cultural/linguistic groups.

At least one study should collect data at the time of testing to ensure all tested students are included in a validation study whether or not they enroll in a course. These criterion variables may include student self-assessment of proficiency based on operational descriptions of different English-competency levels/course entry-level skills, other multiple measures gathered at the time of testing, and test scores from another ESL proficiency measure.

A second study should collect data after their initial enrollment to validate the use of scores for initial placement decisions. These criterion variables may include the instructor's assessment of proficiency of individual students based on operational descriptions of different English-competency levels/course entry-level skills, midterm or final course grades, or midterm or final course exam scores. **If instructor ratings of student proficiency are collected**, the instructor should not know the students' ESL test scores. Collect data from each course in the ESL sequence and the transfer-level composition course. **If sample sizes allow (i.e., have a minimum of 10 students per group)**, compare the results where test placement matched the student's enrollment as compared to students where their test placement did not match enrollment.

(e.3) Summarize the results and the subsequent actions taken based on the results.

Provide the distribution of the test scores and criterion scores for the sample. Provide descriptive statistics of test scores and criterion variables for each demographic and cultural/linguistic group represented in the sample. Report results across colleges for each ESL course level including the transfer-level composition course. Additionally, report results for each college, as possible. **When sample sizes permit (i.e., have a minimum of 10 students per group)**, report results for the entire sample and each relevant demographic and cultural/linguistic subgroup. Correlation coefficients must be .35 or higher (or a comparable effect size if an alternate statistical analysis was performed).

- **If subscores are used in placement recommendations**, report validity evidence for each subscore.

- **When correlational analyses involve correction for range restrictions (test score, criterion, or both),** provide a rationale for its use, describe the method used, and report the corrected as well as uncorrected coefficients.

(e.4) Provide conclusions and recommendations from criterion validation studies.

Based on the results of the criterion validation studies, discuss validity conclusions of the test interpretation, and use for each relevant demographic group. State recommendations or cautions about the interpretation and use of tests for ESL course placement decisions by local colleges including recommendations or exclusions for specific course/proficiency levels.

(f) Consequential Validation. Consequential validation studies are conducted to determine whether the intended outcomes of using tests for ESL placement decisions occurred as well as to ensure that any negative (unintended) outcomes did not occur. Under title 5, 55522.5 English as a Second Language Placement and Assessment, ESL students with a goal of transferring to a 4-year institution or an associate degree should enter and complete a transfer-level English composition course or an ESL course equivalent to transfer-level English composition within 3 years of declaring a transfer- or degree-seeking goal.

Submission Requirements

New Submissions: A consequential validation study **is required** for *Full Approval*. New submissions will receive *Probationary Approval* if an appropriate plan for a consequential validity study that collects data from CCC colleges is provided. Because the time it takes ESL students to complete the full sequence of ESL courses varies, these data should be collected each year from each ESL cohort so that evidence can be reported prior within the 3-year time frame allowed for *Probationary Approval*. A new applicant with enough evidence can shift from provisional to probationary.

Renewal Submissions: A consequential validity study is **required**.

Documentation Requirements

In what follows, the required documentation for this component is listed as well as a description of the information to include.

(f.1) Describe the study sample.

Report the percentage (or number) of students in the study sample and provide a demographic comparison of the study sample with the CCC ESL student population. Ensure diversity within the sample regarding demographic representation and a sufficient and representative sample of ESL students from at least three major cultural/linguistic groups with one being Spanish (e.g., Southeast Asian, Middle Eastern, Eastern European). Sample ESL students from a full range of ESL proficiency levels. Collect data from the entire population or a random sample instead of from a convenience sample. Collect samples from all local colleges that use the test and collect them from ESL students from all course levels at that local college and from multiple ESL cohorts.

(f.2) Describe the study method.

Identify the study method used, describe what data were collected, when data were collected (all ESL cohorts since initial approval), and how data were collected and analyzed. Conduct analyses across colleges and across different ESL course levels. Conduct analyses across colleges for each ESL course level including the transfer-level composition course. Additionally, report results for each college, as possible. **When sample sizes permit (i.e., have a minimum of 10 students per group),** conduct comparisons of students from relevant demographic groups and cultural/linguistic groups.

Given that placement decisions are based on multiple measures, and, for various reasons, ESL students tested may not enroll in the course recommended by the test, identify what percentage of the students in the sample enrolled in the course recommended by the test. In the analysis, the college should compare ESL students whose test placement matched their course enrollment as to ESL students whose test placement did not match their course enrollment to validate test interpretation and use rather than the local college's placement process. At a minimum, collect/provide data on the percentage of ESL students who successfully completed the course in which they were initially enrolled, and if that led to ESL students completing the transfer-level composition course within a 3-year timeframe of declaring a transfer- or degree-seeking goal.

(f.3) Summarize the results and the subsequent action(s) taken based on the study.

Report the results for the entire sample and each relevant demographic and cultural/linguistic subgroup when sample sizes permit. Provide descriptive statistics for all key study variables across the entire sample, for each relevant demographic and cultural/linguistic group in the sample, across colleges, and for each course. Report results across colleges for each ESL course level including the transfer-level composition course. Additionally, report results for each college, as possible.

- **If subscores are used in placement recommendations,** report validity evidence for each subscore.

(f.4) Provide conclusions and recommendations from consequential validation studies.

Based on the results of the studies for renewal submissions, discuss conclusions about the validity of the test interpretation and use for each relevant demographic and cultural/linguistic group. Also discuss state recommendations or cautions about the interpretation and use of tests for ESL course placement decisions by local colleges, including recommendations or exclusions for specific course/proficiency levels.

(g) Reliability. No assessment instrument is free of error, which requires documenting the reliability of the assessment instrument and the degree of error associated with test scores. Given that error can stem from multiple sources, address the error sources that are most relevant and of greatest concern for the test when collecting reliability evidence.

Submission Requirements

New Submissions: Reliability information **is required** and must address internal consistency, test-retest, and any other relevant sources of error for the test (e.g., inter-rater reliability, inter-prompt, and/or inter-form reliability), as appropriate.

Renewal Submissions: Reliability information **is required** and must address internal consistency, test-retest, and any other relevant sources of error for the test (e.g., inter-rater reliability, inter-prompt, and/or inter-form reliability), as appropriate.

Documentation Requirements

In what follows, the required documentation for this component is listed as well as a description of the information to include.

(g.1) Describe the study sample.

Report the percentage (or number) of students in the study sample and provide a demographic comparison of the study sample with the CCC ESL student population. Ensure diversity within the sample regarding demographic representation and a sufficient and representative sample of ESL students from at least 3 major cultural/linguistic groups with one being Spanish (e.g., Southeast Asian, Middle Eastern, Eastern European).

(g.2) Describe the study method.

Indicate reliability analyses conducted for each type of relevant measurement error (test-score stability, internal consistency, equivalent forms, inter-prompt, inter-rater reliability) and describe what data were collected, when data were collected (must be in the last 3 years), and how data were collected and analyzed. Calculate the standard error of measurement (SEM) across the score scale. **When sample sizes permit (i.e., have a minimum of 10 students per group)**, conduct comparisons of students from relevant demographic and cultural/linguistic groups.

- **For test-retest reliability studies**, administer the same test form (or use equivalent forms) on two occasions at least 2 weeks apart. Statistical cutoff of .75 or higher.
- **For internal consistency reliability**, acceptable methods include coefficient alpha, Kuder-Richardson index, and split-half reliability. Statistical cutoff of .75 or higher. **If the test is computer-adaptive**, IRT-based reliability estimates, test information functions, or conditional standard error of measurement can be used.
- **For inter-prompt or equivalent form reliability**, evaluate and report score variability across forms or prompts. **Statistical cutoff of .75 or higher. If the test is computer-adaptive**, equivalent form reliability does not apply.
- **For inter-rater reliability**, methods that correct for chance are preferred (e.g., Cohen's Kappa with a statistical cutoff of .40 or higher, intra-class correlation coefficient of .75 or higher) but percent agreement is accepted if an exact agreement is reported (percentage cutoff of 90% exact [4-point scales or less] or exact and adjacent agreement [5-point scales or more]). **If student work is machine-scored using an algorithm**, demonstrate the consistency between computer and human scoring.

(g.3) Summarize the results and the subsequent action taken based on the results.

Report the results from each analysis and indicate if that result met the statistical cutoff. Report the SEM across the score scale and confidence intervals at potential key decision points for ESL placements. **If sample sizes permit (i.e., have a minimum of 10 students per group),** report reliability estimates and SEM separately for each represented cultural or linguistic group.

- **If subscores are used in placement recommendations,** report reliability evidence for each subscore.

(g.4) Provide conclusions and recommendations from reliability studies.

Identify recommendations about placement decisions across the score scale and for different cultural or linguistic groups. Indicate if there are points along the score scale that because they are less precise, are not to be used for placement decisions.

(h) Accommodations (Test Adaptations). The specific needs of ESL students with disabilities may require test accommodations (adaptations) to minimize barriers irrelevant to measuring students' English proficiency. Such barriers may be found in test content, setting, instructions, response format, access, or opportunity to learn. It is important that test developers and test users are cognizant of the potential presence of these barriers and take appropriate measures to mitigate them.

Submission Requirements

New Submissions: Information about the accessibility of the test and availability of accommodations **is required.**

Renewal Submissions: Information about the accessibility of the test and availability of accommodations **is required.**

Documentation Requirements

In what follows, the required documentation for this component is listed as well as a description of the information to include.

(h.1) Document steps taken to address the accessibility of the test.

Indicate if the test form or test platform will allow for the use of tools and resources that may be used locally to provide accommodations for students (e.g., screen readers, increased time, change in the text displayed on the screen).

- **If Universal Design was used during test development or the test was reviewed for Universal Design considerations,** document those processes, detail Universal Design considerations incorporated or reviewed, and follow-up steps taken to ensure test accessibility for all test takers.
- **If Universal Design principles were not applied,** summarize, and share a review of the test for accessibility by a professional with expertise in working with students with disabilities.

- **If the test is computer-based**, complete and submit the-Voluntary Product Accessibility Template (VPAT) or clearly describe the procedures used to help ensure the test is accessible for students with disabilities.

(h.2) Provide a list of accommodations the vendor can provide to local colleges when administering the test to students with disabilities, particularly accommodations for students with visual and hearing impairments (e.g., braille, large font, screen readers)

Specify for which disabilities or functional impairments accommodations are provided and how local colleges will determine if a student is eligible for that accommodation. Give precise, detailed guidelines on how accommodations are to be administered and scored to produce valid, reliable, and fair interpretation and use of the scores. Specify if there is software or equipment required to offer the accommodation. Indicate if there is an additional cost to use the accommodation in the administration of the test. Provide local colleges guidance or cautions for interpreting and using test scores when accommodations are used (e.g., use of norms).

Provide any evidence the vendor has about the reliability, validity, and fairness of test score interpretations when accommodations are used. If the accommodation involves an alternate mode of the test (e.g., a paper-and-pencil test instead of computer-administered), provide evidence of comparable interpretation and use of scores across modes. **If evidence indicates that the accommodation (test adaptation) modifies the measured construct**, warn test users about the administration, interpretation, and use of the test score with those individuals.

(i) Administration and Scoring. To help ensure that test takers experience the same test conditions, it is essential that procedures for (a) test administration and (b) scoring are carefully documented and made available to test users. Instructions must be clear, accurate, and complete and must enable test users to accurately implement all procedures as well as to make informed decisions when selecting an assessment instrument appropriate for their need. The following criteria speak to the adequacy of documentation and the use of information as it pertains to the assessment needs in the CCC.

Submission Requirements

New Submissions: Information about administration and scoring **is required**.

Renewal Submissions: Information about administration and scoring **is required**.

Documentation Requirements

In what follows, the required documentation for this component is listed as well as a description of the information to include.

(i.1) Administration. Document how the test is to be administered specifying who, how, in what context administration of the test should occur. Specify how to address disruptions in the testing process. Provide a rationale for time limits if imposed.

- **If individuals administering the test need training or require specific qualifications**, identify those qualifications or how such training can be obtained, what it involves, and the length of training.
- **If the test is computer-based**, document instructions provided to test users on the computer equipment/software requirements, practice opportunities using the platform or responding to items, or other supports necessary to help ensure test takers are familiar with the test platform and format.
- **If the test is computer-adaptive**, document item exposure control procedures, how the length of the test was determined, how enemy items are identified in the development, and how the selection mechanism prevents enemy items from appearing on the same test.
- **If there are multiple administration formats for the test** (e.g., computer-based, paper-and-pencil, remote, in-person), provide evidence of the score comparability of each format.

(i.2) Scoring. Clearly document the procedures used for scoring an exam and any procedures used to translate raw scores to scaled scores.

Provide a description and rationale for the setting of cut scores. Describe the process used, the credentials and qualifications of the individuals participating in that process, and the resulting cut scores for each placement decision. Include participants familiar with student learning in the ESL courses in the placement sequence. Arbitrary decisions about cut scores (e.g., 70% items correct) are not acceptable. **For new submissions**, use a test- or student-based approach supported in the literature (Cizek & Bunch, 2007; Zieky, Perie, & Livingston, 2008) to set initial cut scores and use entry-level skills for each course to make those decisions with some consideration of how many of the entry-level skills need to be met. **For renewal submissions**, use results from criterion and consequential validation studies as an empirical approach for validating and adjusting cut scores. The goal is for ESL students who score above a cut score or within a score range to have a higher likelihood of success in the ESL course they were placed in than ESL students who were placed in a lower course because they were below that score or score range (see criterion or consequential validation).

Describe what information is provided in a score report (or provide an example score report) including what scores are reported, the measures of precision used (e.g., SEM), and any guidance and cautions provided to local colleges and ESL students when interpreting and utilizing those scores.

Additional considerations:

- **If the individuals scoring the test need training**, identify how the training can be obtained, what it involves, and the length of training.
- **If an assessment has multiple test forms with different items addressing the same content**, provide equating evidence that provides evidence of form interchangeability.
- **If scoring involves human judgment (subjective vs objective)**, describe the processes and criteria for scoring and share any rubrics used in the scoring process. Clearly

define qualifications and characteristics for scorers. Scorers should have experience scoring work from a wide range of performances and of students from different cultural/ linguistic groups. Describe procedures for scorer orientation, training, and calibration. Document any procedures that will help ensure accuracy and consistency across scorers for inter-rater reliability and different administrations to avoid rater drift (e.g., retraining, evaluation, norming). Describe methods used for resolving inconsistencies between scorers.

- **If the assessment involves multiple prompts or tasks**, provide evidence of comparability of scoring procedures across prompts or tasks and if they can vary across test takers. Also provide documentation of equivalence of scoring procedures across those prompts or tasks.
- **If scoring involves computer algorithms**, describe the processes and criteria for scoring. Provide evidence of the accuracy and consistency when comparing computer scoring with human scoring and across different administrations.

SECTION FOUR: RENEWAL OF AN INSTRUMENT'S APPROVAL STATUS

The length of time a test can be available for use by the colleges varies by specific approval category. (See pp. 9-10 for the tenure interval for each approval category.) Regardless, a test can only be considered approved for a maximum of six years starting when status in any of the three approval categories is attained. After this six-year maximum tenure interval, unless new supporting documentation has been submitted and favorably reviewed for its continued use in the California Community Colleges, the instrument will be downgraded automatically to the *Not Approved* status.

Sufficient evidence addressing relevant standards must be submitted in advance of the six-year expiration date to allow for a timely renewal of the instrument to be retained on the Chancellor's Office List of Approved Assessment Instruments. Second-party publishers must resubmit information and documentation during the fifth year of approval so that continued use can be maintained by colleges. Similarly, colleges with locally developed/managed tests should resubmit information and documentation during the fifth year of approval.

The approval renewal process is viewed as a time when tests, evidence, and procedures are to be reexamined relative to their appropriateness and continued use for placement in the California Community Colleges. This renewal requirement is derived from the premise that collecting and evaluating fairness, validity, and reliability evidence should be an ongoing and continuous process. It should be noted that when changes occurred to the assessment instrument (e.g., changes in items, scoring method, and/or norms) or to the proposed instrument usage (e.g., different curriculum or course sequence), the test shall be reviewed as a new instrument rather than renewal. Other changes triggering a new test review include:

- For a computer-adaptive test, 20 percent or more items in the item bank have been changed (additions, removals, or revisions).
- For a locally developed/managed test, the student population at the college has changed significantly since the test was last approved.

The extent to which the *CCC Assessment Standards* (fairness, validity, and reliability) are to be addressed was detailed in Section THREE of this document. Table 2 and Table 4 in [Appendix D](#) summarize the specific requirements for each standard that colleges locally developing or managing tests and second-party publishers need to meet for a renewal approval. Studies and data used to support instrument renewal must be conducted/compiled within the three-year period prior to the renewal application.

An assessment instrument under renewal review may be placed in any one of the three approval categories or may be placed in the *Not Approved* category. If a renewed test initially receives *Provisional Approval* or *Probationary Approval*, the timelines for attaining *Full Approval* status are the same as for first-time approval requests described on p 9-10.

SECTION FIVE: MULTIPLE MEASURES

California Code of Regulations (CCR), title 5, section [55522](#) requires that when colleges use an assessment for course placement, “it must be used with one or more other measures to comprise multiple measures.” Title 5, section [55502](#)(i) further defines the “multiple measures” as “a required component of a district’s assessment system and refers to the use of more than one assessment measure in order to assess the student. Other measures that may comprise multiple measures include, but are not limited to, interviews, holistic scoring processes, attitude surveys, vocational or career aptitude and interest inventories, high school or college transcripts, specialized certificates or licenses, education and employment histories, and military training and experience.” Other than education, demographic factors or personal student data (such as racial or ethnic origin, political or religious affiliation, trade-union membership, or health status) are not valid multiple measures.

The measures chosen must be evidence-based. Multiple measures should be of different formats to allow students multiple opportunities to illustrate their knowledge and readiness. Therefore, using two or more highly correlated tests does not satisfy the requirement for the use of multiple measures. The exception is the use of EAP, SAT, and ACT scores, which the Chancellor’s Office has approved for use as multiple measures, or, in the case of the EAP, as a waiver to place students directly in transfer-level coursework (see the [July 2015 memo](#) from the Chancellor’s Office). The goal of multiple measures is to achieve a more comprehensive student assessment rather than relying on a single measure or a single test.

Through continued validation, monitoring and refinement of the multiple measures system, the expectation is that the college will identify an appropriate combination of methods to most accurately assess students’ capacity to succeed in courses into which they are placed. An evaluation may include gathering data on consequential-related evidence, course success rates, and the likelihood of a student completing the course sequence from basic skills through transfer-level within legally mandated timelines. See the RP Group’s publication, [“Validating Placement Systems Comprising Test and Multiple Measure Information.”](#)

Effects of the measures on students’ placement accuracy, student success, and its potential disproportionate impact on course placement recommendations must be investigated and reviewed at least every three years. Collecting and evaluating validity evidence for multiple measures must be an ongoing and continuous process. **Colleges must maintain a portfolio for the multiple measures system that includes an up-to-date description of the system, the evidence of fairness and effectiveness of the system, and the history logs of the evolutions of the system.**

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APPENDICES

Appendix A: Relevant California Education Code and title 5 Sections

“ASSESSMENT CCC STANDARDS 2022” Appendix “A” Policy Cross-reference (California Education Code and CCR title 5)

The tables below contain a list of the policy sections referenced in the *CCC Standards for Assessment Instrument Review: English as a Second Language* (note: policy sections on bold/underlined are directly referenced and remaining sections are provided in the table below for continuity/contextual purposes).

California Education Code Statute	
ARTICLE 1. Student Matriculation [78210 – 78219]	
<i>Statutes in bold/underlined font are referenced in the CCC Assessment Standards report (see text of these statutes below)</i>	
<i>Statutes not in bold font are provided for information and context purposes</i>	
Section	Statute Description
78210	This article shall be known and may be cited as the Seymour-Campbell Student Success Act of 2012
78211	Legislative intent
<u>78211.5(a)</u>	Describes purpose of Seymour-Campbell Student Success Act of 2012
78212	Defines “matriculation”; describes institutions’ responsibilities; describes students’ responsibilities
<u>78213</u>	Describes community colleges’ use of assessment instruments and board (BOG) authorization requirements for a college to utilize assessment instruments
<u>78214</u>	Describes participating districts’ responsibilities to establish and maintain institutional research to evaluate the effectiveness of the Student Success and Support Program
78215	Describes policies and processes the board (BOG) shall establish
78216	Describes supplemental funding support for various components of student matriculation programs
78218	Describes FY fund appropriation requirements to support the [Seymour-Campbell Student Success Act of 2012] Article

California Education Code Statute	
<u>ARTICLE 1. Student Matriculation [78210 – 78219]</u>	
<i>Statutes in bold/underlined font are referenced in the CCC Assessment Standards report (see text of these statutes below)</i>	
<i>Statutes not in bold font are provided for information and context purposes</i>	
Section	Statute Description
78219	Describes the requirement for the board (BOG) to establish a common assessment system to be used as one of multiple measures, consistent with existing regulations, for the purposes of community college placement and advisement. Also describes the objectives and requirements of the assessment system.

California Education Code

TITLE 3. POSTSECONDARY EDUCATION

Statute 78213.

- (a) No district or college may use any assessment instrument for the purposes of this article without the authorization of the board of governors. The board of governors may adopt a list of authorized assessment instruments pursuant to the policies and procedures developed pursuant to this section and the intent of this article. The board of governors may waive this requirement as to any assessment instrument pending evaluation.
- (b) The board of governors shall review all assessment instruments to ensure that they meet all of the following requirements:
 - (1) Assessment instruments shall be sensitive to cultural and language differences between students and shall be adapted as necessary to accommodate students with disabilities.
 - (2) Assessment instruments shall be used as an advisory tool to assist students in the selection of appropriate courses.
 - (3) Assessment instruments shall not be used to exclude students from admission to community colleges.
- (c) The board of governors shall establish an advisory committee to review and make recommendations concerning all assessment instruments used by districts and colleges pursuant to this article.
- (d) For purposes of this section, “assessment” means the process of gathering information about a student regarding the student’s study skills, English language proficiency, computational skills, aptitudes, goals, learning skills, career aspirations, academic performance, and need for special services. Assessment methods may include, but not necessarily be limited to, interviews, standardized tests, attitude surveys, vocational or career aptitude and interest inventories, high school or postsecondary transcripts, specialized certificates or licenses, educational histories, and other measures of performance.

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Statute 78214.

(a) All participating districts shall, with the assistance of the chancellor, establish and maintain institutional research to evaluate the effectiveness of the Student Success and Support Program described by this article and of any other programs or services designed to facilitate students' completion of their educational goals and courses of study.

(b) The metrics for this research shall include, but not be limited to:

(1) Prior educational experience, including transcripts when appropriate, as determined by the chancellor.

(2) Educational goals and courses of study.

(3) Criteria for exemption from orientation, assessment, or required counseling or advisement, if applicable.

(4) Need for financial assistance.

(5) Disaggregated data by ethnicity, gender, disability, age, and socioeconomic status, to the extent this information is available.

(6) Academic performance, such as the completion of specified unit thresholds, success in basic skills courses, grade point average, course completion outcomes, transfer readiness, and degree and certificate completion.

(7) Any additional information that the chancellor finds appropriate.

(c) The evaluation provided for by this section shall include an assessment of the effectiveness of the programs and services in attaining at least the following objectives:

(1) Helping students to define their academic and career goals and declare a course of study.

(2) Assisting institutions in the assessment of students' educational needs and valid course placement.

(3) Helping support students' successful course completion and goal attainment.

(4) Matching institutional resources with students' educational needs.

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California Code of Regulations title 5	
Chapter 6, Subchapter 6 – Matriculation Programs [55500 – 55534]	
<i>Regulations in bold/underlined font are referenced in the CCC Assessment Standards report</i>	
<i>Regulations not in bold font are provided for information and context purposes</i>	
Regulation	Title of Regulation
55500	Scope and Intent. Article 1. Scope and Planning
55502	Definitions. Article 1. Scope and Planning
55510	Student Success and Support Program Plans. Article 2. Planning and Administration
55511	Program Reporting, Data Collection, and Audits. Article 2. Planning and Administration
55512	Program Effectiveness and Improvement. Article 2. Planning and Administration
55516	Professional Development. Article 2. Planning and Administration
55518	Funding. Article 2. Planning and Administration
55520	Required Services. Article 3. Matriculation Services
55521	Orientation. Article 3. Matriculation Services
55522	English and Mathematics Placement and Assessment. Article 3. Matriculation Services
55522.5	English as a Second Language Placement and Assessment. Article 3. Matriculation Services
55523	Counseling Advising, and Other Education Planning Services. Article 3. Matriculation Services
55524	Student Education Plan. Article 3. Matriculation Services
55525	Student Follow-up. Article 3. Matriculation Services
55526	Accommodations. Article 3. Matriculation Services
55530	Student Rights and Responsibilities. Article 4. Rights and Responsibilities, Exemptions, and Appeals
55531	Institutional Responsibilities. Article 4. Rights and Responsibilities, Exemptions, and Appeals
55532	Exemptions. Article 4. Rights and Responsibilities, Exemptions, and Appeals
55534	Violations and Appeals. Article 4. Rights and Responsibilities, Exemptions, and Appeals

California Code of Regulations

Title 5 [sections relevant to assessment]

Section 55502. Definitions

For purposes of this subchapter, the following definitions shall apply:

(a) “Assessment for placement” hereinafter referred to as “assessment” is the process of gathering information about individual students in order to identify their skill level and appropriately direct them to courses for which they are prepared. Information used in the assessment process may include, but is not limited to, information regarding the student's study skills, English language proficiency, computational skills, aptitudes, goals, learning skills, career aspirations, academic performance, and need for special services. Assessment involves the collection of such information for purposes of course placement.

(b) “Assessment test” is a validated, standardized, or locally developed test used in addition to other measures in the course placement process.

(e) “Disproportionate impact” in broad terms is a condition where access to key resources and supports or academic success may be hampered by inequitable practices, policies, and approaches to student support or instructional practices affecting a specific group. For the purpose of assessment, disproportionate impact is when the percentage of persons from a particular racial, ethnic, gender, age, or disability group, who are directed to a particular service or course placement based on an assessment test or other measure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment test or other measure is a valid and reliable predictor of performance in the relevant educational setting.

(i) “Multiple measures” are a required component of a district's assessment system and refer to the use of more than one assessment measure in order to assess the student. Other measures that may comprise multiple measures include, but are not limited to, interviews, holistic scoring processes, attitude surveys, vocational or career aptitude and interest inventories, high school or college transcripts, specialized certificates or licenses, education and employment histories, and military training and experience.

Section 55520. Required Services

At a minimum, each community college district shall provide students, except as exempted pursuant to section 55532, with all of the following Student Success and Support Program services:

(a) orientation on a timely basis, pursuant to section 55521.

(b) assessment for all nonexempt students pursuant to section 55522;

Section 55522. English and Mathematics Placement and Assessment

(a) The Chancellor shall establish and update, at least annually, a list of approved assessment tests for use in placing students in English, mathematics, or English as a Second Language (ESL) courses and guidelines for their use by community college districts. When using an English, mathematics, or ESL assessment test for placement, it must be used with one or more other measures to comprise multiple measures.

(1) Districts and colleges are required to use the Chancellor's guidelines for the validation of all assessment tests used for placement to ensure that they minimize or eliminate cultural or linguistic bias and are being used in a valid manner. Based on this evaluation, the district or college shall determine whether any assessment test, method, or procedure has a disproportionate impact on particular groups of students, as defined by the Chancellor. When there is a disproportionate impact on any such group of students, the district or college shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.

(2) The Chancellor may identify other measures of a student's college readiness that community college districts may use for student placement into the college's curriculum.

(b) Each community college district shall adopt procedures that are clearly communicated to students, regarding the college's sample test preparation, how the student test results will be used to inform placement decisions, and the district's limits on the student's ability to re-test.

(c) Community college districts shall not, except as provided in subdivision (d), do any of the following:

(1) use an assessment test for placement which has not been approved by the Chancellor pursuant to section 55522, except that the Chancellor may permit limited field-testing, under specified conditions, of new or alternative assessment tests;

(2) use any assessment test in a manner or for a purpose other than that for which it was developed or has been otherwise validated;

(3) use any assessment test process to exclude any person from admission to a college, except that a college may determine the admission of special part-time or full-time students under Education Code section 76002 based on an assessment which involves multiple measures and complies with other requirements of this subchapter; or

(4) use any assessment test, method, or procedure to exclude students from any particular course or educational program, except that districts may establish appropriate prerequisites pursuant to sections 55002 and 55003.

(5) use any Student Success and Support Program practice which has the purpose or effect of subjecting any person to unlawful discrimination prohibited by subchapter 5 (commencing with section 59300) of chapter 10.

(d) Notwithstanding the provisions of subdivision (c)(1) and (2), assessment tests approved by the Secretary of the United States Department of Education may be used to determine "ability to benefit" in the process of establishing a student's eligibility for federal financial aid pursuant to title 20 United States Code section 1091(d).

(e) Notwithstanding paragraphs (1), (2), (3) or (5) of subdivision (c) or the provisions of sections 55003 or 55522, a community college district may use an assessment test to select students for its nursing program, provided that:

(1) the district complies with all other provisions of this subchapter;

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- (2) the assessment test or other measures are used in conjunction with other assessment test, methods, or procedures to select students for enrollment in the nursing program; and
- (3) the Chancellor has determined that the assessment test predicts likelihood of success in nursing programs, has approved use of the assessment test for that purpose and has established statewide proficiency cut-off scores for that test pursuant to Education Code section 78261.

Note: Authority cited: Section 11138, Government Code; and Sections 66700 and 70901, Education Code. Reference: Section 11135, Government Code; and Sections 72011, 76002, 78211, 78212, 78213 and 78261, Education Code.

Section 55522.5. English as a Second Language Placement and Assessment

- (1) The Chancellor shall establish and update, at least annually, a list of the approved assessment tests and instruments for use in placing students in credit ESL courses and guidelines for their use by community college districts. When using an ESL assessment test for placement into credit ESL coursework, it must be used with one or more other measures to comprise multiple measures.
- (2) Districts and colleges are required to use the Chancellor's guidelines for the validation of all assessment tests used for placement to ensure that they minimize or eliminate cultural or linguistic bias and are being used in a valid manner. Based on this evaluation, the district or college shall determine whether any assessment test, method, or procedure has a disproportionate impact on particular groups of students, as defined by the Chancellor. When there is a disproportionate impact on any such group of students, the district or college shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.
- (3) The Chancellor may identify other measures of a student's college readiness that community college districts may use for student placement into the college's curriculum.
- (d) Each community college district utilizing approved assessment tests or instruments shall adopt procedures that are clearly communicated to students regarding the college's sample test preparation, how the student test results will be used to inform placement decisions, and the district's limits on the student's ability to re-test.
- (e) Community college districts shall not, except as provided in subdivision (g), do any of the following:
 - (1) Use an assessment test for placement which has not been approved by the Chancellor pursuant to this section, except that the Chancellor may permit limited field-testing, under specified conditions, of new or alternative assessment tests;
 - (2) Use any assessment test in a manner or for a purpose other than that for which it was developed or has been otherwise validated;

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- (3) Use any assessment test process to exclude any person from admission to a college, except that a college may determine the admission of special part-time or full-time students under Education Code section 76002 based on an assessment which involves multiple measures and complies with other requirements of this subchapter;
- (4) Use any assessment test, method, or procedure to exclude students from any particular course or educational program, except that districts may establish appropriate prerequisites pursuant to sections 55002 and 55003; or
- (5) Use any Student Success and Support Program practice which has the purpose or effect of subjecting any person to unlawful discrimination prohibited by subchapter 5 (commencing with section 59300) of chapter 10.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 72011, 76002, 78211, 78212, 78213 and 78261, Education Code; and Section 11135, Government Code.

Section 55526. Accommodations

- (a) Student Success and Support Program services for students with disabilities shall be appropriate to their needs, and colleges shall, where necessary, make modifications to the services provided or use alternative tests, methods, or procedures to accommodate the needs of such students. Colleges may require students requesting such accommodations to provide proof of need. Disabled Students Programs and Services (DSPS) is authorized, consistent with the provisions of subchapter 1 (commencing with section 56000), to provide specialized services and modified or alternative services as identified in 55520. Notwithstanding this authorization, participation in the DSPS program is voluntary and no student may be denied necessary accommodations in the assessment process because he or she chooses not to use specialized services provided by these programs.
- (b) Student Success and Support Program services for students served by the Extended Opportunity Programs and Services (EOPS) who are disadvantaged by economic, social, and educational status shall be appropriate to their needs, and colleges shall, where necessary, make modification to the services provided or use alternative supports to meet the needs of such students. EOPS is authorized, consistent with the provisions of subchapter 2.5 (commencing with section 56200) of chapter 7 to provide services that are over, above, and in addition to services otherwise provided to all credit-enrolled students. Notwithstanding this authorization, participation in the EOPS program is voluntary and no student may be denied necessary supports because he or she chooses to not use specialized services provided by this program.
- (c) Colleges shall ensure that Student Success and Support Program services are accessible for English language learners and are appropriate to their needs. Colleges shall, where necessary, make modifications to the services provided to accommodate the needs of such students. Modified or alternative services for limited or non-English-speaking students may be provided in English as a Second Language programs.

Note: Authority Note: Authority Section 11138, Government Code; Sections 66700, 70901 and 78213, Education Code. Reference: Section 11135, Government Code; and Sections 72011, 78211 and 78213, Education Code.

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Section 55530. Student Rights and Responsibilities

(a) All students shall be required to:

- (1) identify an education and career goal;
- (2) diligently engage in course activities and complete assigned coursework; and
- (3) complete courses and maintain progress toward an education goal and completing a course of study.

(b) Nonexempt first time students shall, within a reasonable period of time, be required to:

- (1) identify a course of study.
- (2) be assessed to determine appropriate course placement.
- (3) complete an orientation activity provided by the college.
- (4) participate in counseling, advising, or another education planning service pursuant to section 55523 to develop, at a minimum, an abbreviated student education plan.

(c) For the purposes of this section, a first time student is a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education. For purposes of this section, first time enrollment does not include concurrent enrollment during high school. To the extent that a college has the capacity to require and provide the services identified in (b)(1) through (4) to other students, nothing in this section would preclude a college from doing so.

(d) Nonexempt students who have completed the services identified in (b)(1) through (4) shall be required to complete a comprehensive education plan after completing 15 semester units or 22 quarter units of degree applicable credit course work or prior to the end of the 3rd semester or 4th quarter of enrollment, or a shorter period if required by district or program policy.

(e) Failure to fulfill the required services listed in (b) may result in a hold on a student's registration or loss of registration priority pursuant to section 58108 until the services have been completed.

(f) Information obtained from the matriculation process shall be considered student records and shall be subject to the requirements of subchapter 6 (commencing with section 54600) of chapter 5.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 76000, 76001 and 78212, Education Code.

Section 55531. Institutional Responsibilities

(a) The governing board of each community college district shall adopt policies reflecting the provisions of section 55530, Student Rights and Responsibilities. Colleges shall take steps to ensure that information regarding its matriculation policies are accessible and available to all students during or prior to enrollment (e.g., during orientation) and are included in class schedules, catalogs, or other appropriate communications describing student rights and responsibilities under this subchapter.

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(b) Once the student has identified a course of study and completed 15 semester units or 22 quarter units of degree applicable course work, the college must provide the student with an opportunity to develop a comprehensive student education plan pursuant to section 55524 within a reasonable time period. Student responsibilities shall also be identified in the student's education plan developed pursuant to section 55524.

(c) Colleges are required to provide nonexempt students with the services specified in sections 55520, 55521, 55522, 55523, and 55524. Initial implementation of these services is required for first time students identified in section 55530(b) by the fall 2015 term. Beginning with the spring 2015 term, districts shall notify students of the requirements established by this subchapter.

(d) Districts may establish a policy providing that a nonexempt student will have a hold placed on registration or lose registration priority pursuant to section 58108 if a student fails to fulfill the responsibilities set forth in section 55530(b) and (c).

(e) Districts and colleges shall make reasonable efforts to avoid duplication of the orientation, assessment, counseling, advising, or other education planning services, and development of student education plans funded through this subchapter or funded through other programs.

(f) It is the intent of this subchapter that instructional and student services departments at each college shall use multiple sources of data from student education planning efforts and identified courses of study to coordinate course scheduling.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 76000, 76001 and 78212, Education Code.

§ 55532. Exemptions

(a) Community college districts may elect to exempt certain students from participation in orientation, assessment, counseling, advising, or student education plan development, as required by subdivisions (a), (b), (c), or (d) of section 55520. Each district shall establish policies specifying the grounds for exemption. Such policies shall be identified in the Student Success and Support Program plan required under section 55510 and the number of students so exempted shall be reported, by category, to the Chancellor pursuant to section 55511.

(b) Districts may adopt policies that exempt a student from orientation, assessment, counseling, advising, or student education plan development if the student:

(1) has completed an associate degree or higher;

(2) has enrolled at the college for a reason other than career development or advancement, transfer, attainment of a degree or certificate of achievement, or completion of a basic skills or English as a Second Language course sequence;

(3) has completed these services at another community college within a time period identified by the district;

(4) has enrolled at the college solely to take a course that is legally mandated for employment as defined in section 55000 or necessary in response to a significant change in industry or licensure standards.

(5) has enrolled at the college as a special admit student pursuant to Education Code section 76001.

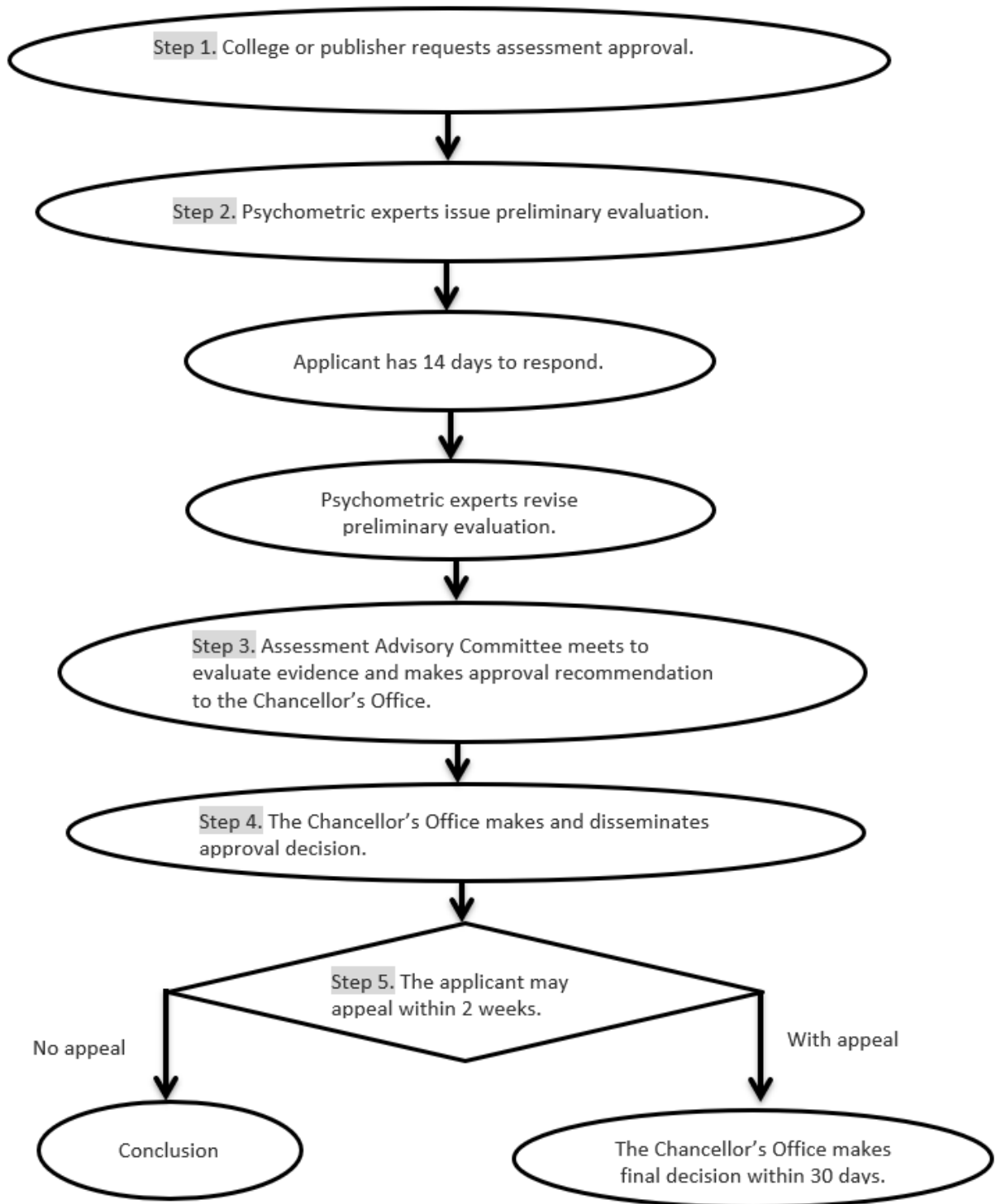
Appendix A

(c) Any student exempt from orientation, assessment, counseling, advising, or student education plan development shall be notified and may be given the opportunity to participate in those services.

(d) District policies shall not exempt a student solely because a student has not selected an education and career goal or course of study.

Note: Authority cited: Sections 66700, 70901, and 78215, Education Code. Reference: Section 78215, Education Code

Appendix B: Request for Approval or Renewal of a Locally Developed/Managed Test



Appendix C: Request for Approval or Renewal of a Locally Developed/Managed Test

California Community Colleges Chancellor's Office Preparing for Approval of a Locally Constructed/Managed Test

Locally developed tests are developed by a California Community College or district for making local placement decisions. A locally managed test is externally developed. It is adopted and managed by a California Community College or district for making local placement decisions. Because both types of tests are being approved for use at a single college or within a multiple college district, Section 3.1 outlines evaluation criteria for reviewing these tests of the CCC Standards for Assessment Instrument Review: English as a Second Language (*CCC Standards*).

As indicated on the Request for Approval Form below, a brief narrative must be submitted summarizing the evidence supporting the use of the test. Based on reviews of previous material submitted, the following information may help you create these summary statements:

1. This narrative should not be a lengthy report. However, enough details should be provided for the Chancellor's Office and the Assessment Advisory Committee to evaluate the quality of the supporting evidence provided. Summaries for all standards should not exceed 20 pages for any one test.
2. According to the *CCC Assessment Standards*, to obtain at least the minimum level of approval, a college must provide sufficient evidence for *Probationary Approval* to support the use of the test for ESL placement decisions. Appendix D [Tables 1 \(New Submissions\)](#) & [2 \(Renewal Submissions\)](#) in the CCC Standards outline the minimum requirements for each approval level.
3. It is the college's responsibility to provide an argument for claims concerning a standard rather than just presenting facts and letting the reviewers draw their own conclusions.
4. If the request is for approval of the same placement test used within a multiple college district, a single application can be submitted by the district if the colleges agree and are parallel (the same) in curricular structure, course content, delivery of instruction, student populations served, and placement strategy. Otherwise, each college must submit evidence specific to their campus.
5. The college must receive authorization from the developer/publisher for use of any locally managed test.



California Community Colleges Chancellor's Office Request for Approval or Renewal of a Locally Developed/Managed Test

Please summarize any data from technical reports or other sources that indicate whether a specific standard has been met at a minimal level for your instrument. Please note that it is not necessary to submit extensive documentation to support your request.

When requested, indicate which areas have been investigated or addressed and those not yet addressed. Studies addressing all areas indicated in the standards need not be completed to request approval of an instrument. However, applications may not receive *Full Approval* if any required studies are missing. See Appendix D [Tables 1 \(New submission\)](#) and [2 \(Renewal Submissions\)](#) to determine evidence needed for each level of approval.

College/District:

If district submission, list the colleges using this placement test:

Address:

Name of Contact Person:

Title:

Telephone Number:

Email:

1. Identify the test with its complete title and its MIS code (if renewal):

2. For which ESL course(s) and transfer level composition course is this test used to assist with student placement?

Appendix C

Documented evidence maintained at the appropriate college or district office supports the suitability of this assessment instrument to provide fair and equitable student placement information, as described in the *CCC Assessment Standards*.

College Assessment Officer

Signature

Date

College Research Officer

Signature

Date

College Subject Discipline Faculty/Chair

Signature

Date

College Superintendent/President

Signature

Date

Appendix D: Flowchart for Determining Application Category and Tables of Criteria

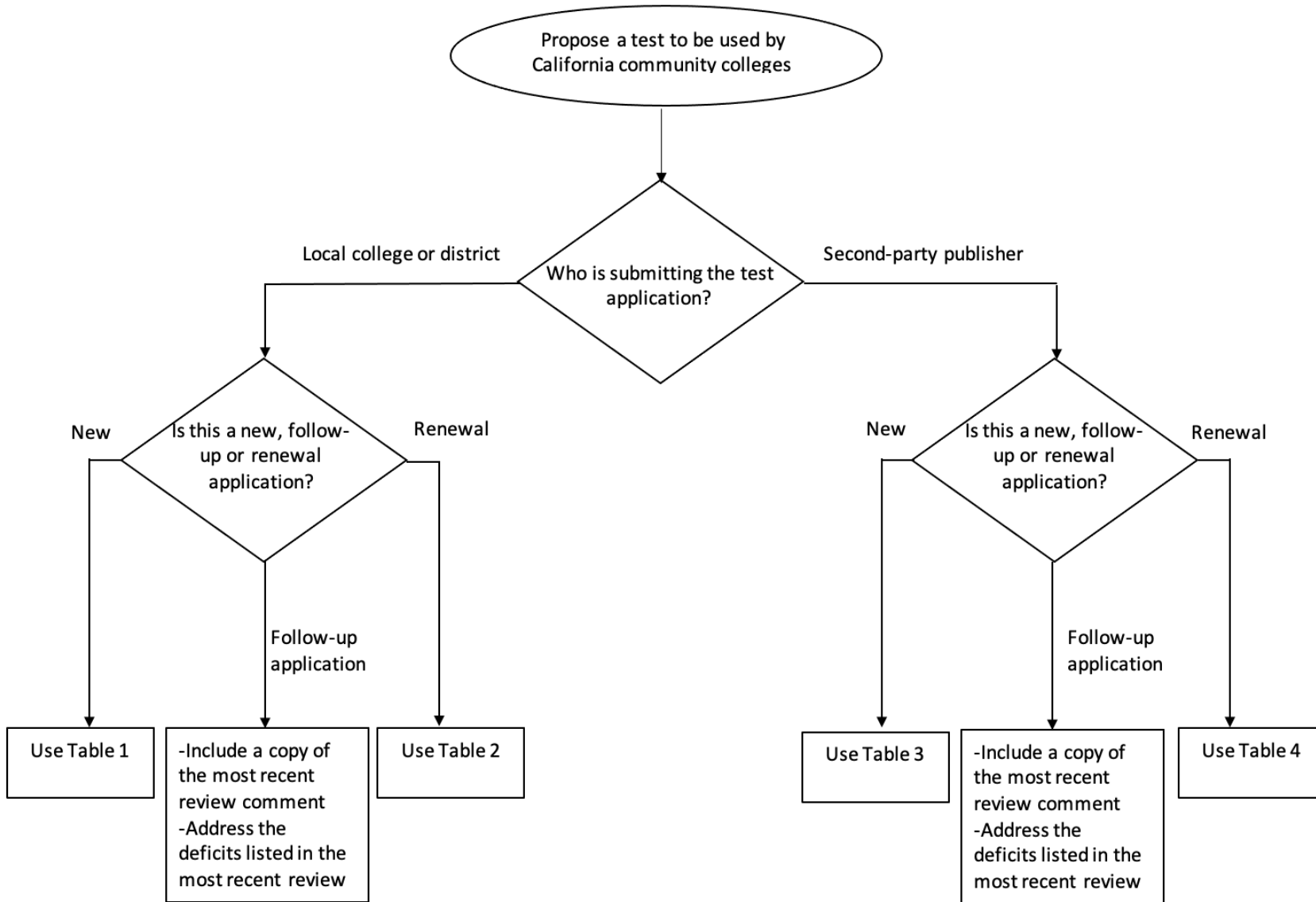


Table 1. New Application for Locally Developed/Managed Tests					
		Full Approval	Provisional Approval	Probationary Approval	Not Approved
Fairness	Panel Reviews Section 3.1.a	A panel review was conducted. Details about the review (panelists, process, results, conclusions) are provided and fully meet requirements.	A panel review was conducted. Details about the review (panelists, process, results, conclusions) are provided but need additional clarification to determine if it fully meet requirements.	A panel review was conducted. Details about the review (panelists, process, results, conclusions) are provided but only partially meet requirements.	A panel review was not conducted, or details about the review (panelists, process, results, conclusions) are missing or did not meet requirements.
	Empirical Study Section 3.1.b	A Disproportionate Impact (DI) study was conducted. Details about the study (sample, methods, analysis, results, conclusions, DI mitigation plans) are provided and fully meet requirements.	A DI study was conducted. Details about the study (sample, method, analysis, results, conclusions, DI mitigation plans) are provided but need additional clarification to determine if it fully meet requirements.	A DI study was conducted or a plan for conducting a DI study was provided. Details about the study (sample, method, analysis, results, conclusions, DI mitigation plans) are provided but only partially meet requirements.	A DI study was not conducted, or details about the study or planned study (sample, method, analysis, results, conclusions, DI mitigation plans) are missing or do not meet requirements.
Validation	Content Section 3.1.c	A description of the content domain was provided and fully meets requirements. An alignment study was conducted. Details about the	A description of the content domain was provided but needs additional clarification to determine if it fully meets requirements.	A description of the content domain was provided but only partially meets requirements. An alignment study was conducted.	A description of the content domain was not provided or does not meet requirements. An alignment study was not conducted,

Table 1. New Application for Locally Developed/Managed Tests					
		Full Approval	Provisional Approval	Probationary Approval	Not Approved
		<p>study (panelists, process, results, conclusions) were provided and fully meet requirements.</p> <p>As appropriate, details about computer-adaptive models were provided and fully meet requirements.</p>	<p>An alignment study was conducted. Details about the study (panelists, process, results, conclusions) were provided but need additional clarification to determine if it fully meet requirements.</p> <p>As appropriate, details about computer-adaptive models were provided but need additional clarification to determine if it fully meet requirements.</p>	<p>Details about the study (panelists, process, results, conclusions) were provided but only partially met requirements.</p> <p>As appropriate, details about computer-adaptive models were provided but only partially meet requirements.</p>	<p>or the details about the study (panelists, process, results, conclusions) are missing or do not meet requirements.</p> <p>Necessary details about computer-adaptive models were not provided or do not meet requirements.</p>
	<p>Criterion Section 3.1.d</p>	<p>At least two studies with criterion variables collected at the time of testing and after enrollment were conducted. Details about all studies (samples, methods, analyses, results, and</p>	<p>At least two studies with criterion variables collected at the time of testing and after enrollment were conducted. Details about all studies (samples, methods, analyses, results, and</p>	<p>At least two studies were conducted or a plan for conducting two studies with criterion variables collected at the time of testing and after enrollment were provided. Details about all studies</p>	<p>At least two studies with criterion variables collected at the time of testing and after enrollment were not conducted or planned, or details about all studies (samples, methods, analyses, results, and</p>

Table 1. New Application for Locally Developed/Managed Tests					
		Full Approval	Provisional Approval	Probationary Approval	Not Approved
		conclusions) were provided and fully meet requirements.	conclusions) were provided but need additional clarification to determine if it fully meet requirements.	(samples, methods, analyses, results, and conclusions) were provided but only partially meet requirements.	conclusions) are missing or do not meet requirements.
	Consequential Section 3.1.e	A consequential validation study was conducted. Details about the study (sample, method, analysis, results, and conclusions) were provided and fully meet requirements.	A consequential validation study was conducted. Details about the study (sample, method, analysis, results, and conclusions) were provided but need additional clarification to determine if it fully meet requirements.	A consequential validity study was conducted or a plan for conducting a consequential validation study was provided. Details about the study (sample, method, analysis, results, and conclusions) are provided but only partially meet requirements.	A consequential validity study was not conducted or details about the study or planned study (sample, method, analysis, results, conclusions) are missing or do not meet requirements.
Reliability	Section 3.1.f	All reliability studies for relevant sources of error (internal consistency, test-retest, inter-rater) were conducted. Details about the studies (sample,	All reliability studies for relevant sources of error (internal consistency, test-retest, inter-rater) were conducted. Details about the studies (sample,	At least one reliability study for relevant sources of error (internal consistency, test-retest, inter-rater) was conducted and a plan for conducting other	At least one reliability study for relevant sources of error to document sources of error (internal consistency, test-retest, inter-rater) was not conducted or

Table 1. New Application for Locally Developed/Managed Tests					
		Full Approval	Provisional Approval	Probationary Approval	Not Approved
		<p>method, analysis, results, and conclusions) were provided and fully meet requirements.</p> <p>SEM is reported across the scale score and confidence intervals are provided at decision cut points.</p>	<p>method, analysis, results, and conclusions) were provided but need additional clarification to determine if it fully meet requirements.</p> <p>SEM is not reported across the scale score and/or confidence intervals are not provided at decision cut points.</p>	<p>relevant studies was provided. Details about the study (sample, method, analysis, results, and conclusions) are provided but only partially meet requirements.</p>	<p>details about the studies or planned studies (sample, method, analysis, results, conclusions) are missing or do not meet requirements.</p>
Accommodations	Section 3.1.g	<p>As appropriate, process, procedures, and findings from an accessibility review of the test and recommended accommodations were provided and fully meets requirements.</p> <p>As appropriate, documentation of each accommodation used is provided and</p>	<p>As appropriate, process, procedures, and findings from an accessibility review of the test and recommended accommodations were provided but need additional clarification to determine if it fully meet requirements.</p> <p>As appropriate, documentation of</p>	<p>As appropriate, process, procedures, and findings from an accessibility review of the test and recommended accommodations were provided but only partially meet requirements.</p> <p>As appropriate, documentation of each accommodation used is provided but</p>	<p>As appropriate, process, procedures, and findings from an accessibility review of the test were not provided or do not meet requirements.</p> <p>As appropriate, documentation of each accommodation used was not provided or does not meet requirements.</p>

Table 1. New Application for Locally Developed/Managed Tests					
		Full Approval	Provisional Approval	Probationary Approval	Not Approved
		fully meets requirements.	each accommodation used is provided but needs additional clarification to determine if it fully meet requirements.	only partially meets requirements.	
Administration & Scoring	Administration Section 3.1.h	Documentation of how the test is administered was provided and fully meets requirements.	Documentation of how the test is administered was provided but needs additional clarification to determine if it fully meets requirements.	Documentation of how the test is administered was provided but only partially meet requirements.	Documentation of how the test is administered was not provided or does not meet requirements.
	Scoring Section.3.1.h	Documentation of how the test is scored was provided and fully meets requirements. A study for setting cut scores was conducted. Details about the study (sample, methods, analysis, results, conclusions) are provided and fully meet requirements.	Documentation of how the test is scored was provided but needs additional clarification to determine if it fully meets requirements. A study for setting cut scores was conducted. Details about the study (sample, methods, analysis, results, conclusions) are	Documentation of how the test is scored was provided but only partially meet requirements. A study for setting cut scores was conducted. Details about the study (sample, methods, analysis, results, conclusions) are provided but only	Documentation of how the test is scored was not provided or does not meet requirements. A study for setting cut scores was not conducted or details about the study (sample, methods, analysis, results, conclusions) are missing or do not meet requirements.

Appendix D

Table 1. New Application for Locally Developed/Managed Tests					
		Full Approval	Provisional Approval	Probationary Approval	Not Approved
			provided but need additional clarification to determine if it fully meets requirements.	partially meet requirements.	

Table 2. Renewal Application for Locally Developed/Managed Tests					
		Full Approval	Provisional Approval	Probationary Approval	Not Approved
Fairness	Panel Reviews Section 3.1.a	If test items, format, administration, scoring, or ESL population have changed since the last approval: A panel review was conducted. Details about the review (panelists, process, results, conclusions) were provided and fully meets requirements. Or , a rationale for why a review is not needed is provided and fully meets requirements.	If test items, format, administration, scoring, or ESL population have changed since the last approval: A panel review was conducted. Details about the review (panelists, process, results, conclusions) are provided but needs additional clarification to determine if it fully meet requirements. Or , a rationale for why a review is not needed is provided but needs additional clarification to determine if it fully meet requirements.	If test items, format, administration, scoring, or ESL population have changed since the last approval: A panel review was conducted. Details about the review (panelists, process, results, conclusions) are provided but only partially meet requirements.	If test items, format, administration, scoring, or ESL population have changed since the last approval: A panel review was not conducted, or details about the review (panelists, process, results, conclusions) are missing or do not meet requirements.
	Empirical Study Section 3.1.b	A Disproportionate Impact (DI) study was conducted. Details about the	A DI study conducted. Details about the study (sample, methods, analysis, results,	A DI study was conducted. Details about the study (sample, method,	A DI study was not conducted or details about the study (sample, method, results, conclusions, DI

Table 2. Renewal Application for Locally Developed/Managed Tests					
		Full Approval	Provisional Approval	Probationary Approval	Not Approved
		study (sample, methods, results, conclusions, DI mitigating plans) are provided and fully meet requirements.	conclusions, DI mitigating plans) are provided but need additional clarification to determine if it fully meet requirements.	results, conclusions, DI mitigating plans) are provided but only partially meet requirements.	mitigating plans) are missing or do not meet requirements.
Validation	Content Section 3.1.c	<p>If the test purpose, content, format, or ESL course or transfer-level composition prerequisites have changed since the last approval:</p> <p>A description of the content domain was provided and fully meets expectations. An alignment study was conducted. Details about the study (panelists, process, results, conclusions) were</p>	<p>If the test purpose, content, format, or ESL course or transfer-level composition prerequisites have changed since the last approval:</p> <p>A description of the content domain was provided but needs additional clarification to determine if it fully meets requirements. An alignment study was conducted. Details about the study (panelists, process, results, conclusions) were</p>	<p>If the test purpose, content, format, or ESL course or transfer-level composition prerequisites have changed since the last approval:</p> <p>A description of the content domain was provided but only partially meets requirements. An alignment study was conducted. Details about the study (panelists, process, results, conclusions) were provided but only</p>	<p>If the test purpose, content, format, or ESL course or transfer-level composition prerequisites have changed since the last approval:</p> <p>A description of the content domain was not provided or does not meet requirements. An alignment study was not conducted, or the details about the study (panelists, process, results, conclusions) are missing or do not meet requirements. Necessary details about computer-adaptive models were not provided or do not meet requirements.</p>

Table 2. Renewal Application for Locally Developed/Managed Tests					
		Full Approval	Provisional Approval	Probationary Approval	Not Approved
		<p>provided and fully meet requirements.</p> <p>As appropriate, details about computer-adaptive models were provided and fully meet requirements.</p>	<p>provided but need additional clarification to determine if it fully meet requirements.</p> <p>As appropriate, details about computer-adaptive models were provided but need additional clarification to determine if it fully meet requirements.</p>	<p>partially meet requirements.</p> <p>As appropriate, details about computer-adaptive models were provided but only partially meet requirements.</p>	
	<p>Criterion Section 3.1.d</p>	<p>At least two studies with criterion variables collected at the time of testing and after enrollment were conducted. Details about all studies (samples, methods, analyses, results, conclusions) were provided and fully met requirements.</p>	<p>At least two studies with criterion variables collected at the time of testing and after enrollment were conducted. Details about all studies (samples, methods, analyses, results, and conclusions) were provided but need additional clarification to determine if it fully meet requirements.</p>	<p>At least two studies with criterion variables collected at the time of testing and after enrollment were conducted. Details about all studies (samples, methods, analyses, results, and conclusions) were provided but only partially meet requirements.</p>	<p>At least two studies with criterion variables collected at the time of testing and after enrollment were not conducted or details about all studies (samples, methods, analyses, results, conclusions) were missing or do not meet requirements.</p>

Table 2. Renewal Application for Locally Developed/Managed Tests					
		Full Approval	Provisional Approval	Probationary Approval	Not Approved
	Consequential Section 3.1.e	A consequential validation study was conducted. Details about the study (sample, method, analysis, results, conclusions) were provided and fully meet requirements.	A consequential validation study was conducted. Details about the study (sample, method, analysis, results, conclusions) were provided but need additional clarification to determine if it fully meet requirements.	A consequential validation study was conducted. Details about the study (sample, method, analysis, results, conclusions) were provided but only partially meet requirements.	A consequential validity study was not conducted or details about the study (sample, method, analysis, results, conclusions) were missing or do not meet requirements.
Reliability	Section 3.1.f	All reliability studies for relevant sources of error (internal consistency, test-retest, inter-rater) were conducted. Details about the studies (sample, method, analysis, results, and conclusions) were provided and fully meet requirements.	All reliability studies for relevant sources of error (internal consistency, test-retest, inter-rater) were conducted. Details about the studies (sample, method, analysis, results, and conclusions) were provided but need additional clarification to determine if it fully meet requirements. SEM is not reported across the scale score	At least one reliability study for relevant sources of error (internal consistency, test-retest, inter-rater) was conducted and a plan for conducting other relevant studies was provided. Details about the study (sample, method, analysis, results, and conclusions) are provided but only partially meet requirements.	At least one reliability study for relevant sources of error to document sources of error (internal consistency, test-retest, inter-rater) was not conducted or details about the studies or planned studies (sample, method, analysis, results, conclusions) are missing or do not meet requirements.

Table 2. Renewal Application for Locally Developed/Managed Tests					
		Full Approval	Provisional Approval	Probationary Approval	Not Approved
		SEM is reported across the scale score and confidence intervals are provided at decision cut points.	and/or confidence intervals are not provided at decision cut points.		
Accommodations	Section 3.1.g	<p>As appropriate, processes, procedures, and findings from an accessibility review of the test and recommended accommodations were provided and fully meet requirements.</p> <p>As appropriate, documentation of each accommodation used is provided and fully meets requirements.</p>	<p>As appropriate, processes, procedures, and findings from an accessibility review of the test and recommended accommodations were provided but need additional clarification to determine if it fully meet requirements.</p> <p>As appropriate, documentation of each accommodation used is provided but needs additional clarification to determine if it fully meet requirements.</p>	<p>As appropriate, processes, procedures, and findings from an accessibility review of the test and recommended accommodations were provided but only partially meet requirements.</p> <p>As appropriate, documentation of each accommodation used is provided but only partially meet requirements.</p>	<p>Processes, procedures, and findings from an accessibility review of the test were not provided or do not meet requirements.</p> <p>Documentation of each accommodation used was not provided or does not meet requirements.</p>

Table 2. Renewal Application for Locally Developed/Managed Tests					
		Full Approval	Provisional Approval	Probationary Approval	Not Approved
Administration & Scoring	Administration Section 3.1.h	Documentation of how the test is administered was provided and fully meets requirements.	Documentation of how the test is administered was provided but needs additional clarification to determine if it fully meets requirements.	Documentation of how the test is administered was provided but only partially meet requirements.	Documentation of how the test is administered was not provided or does not meet requirements.
	Scoring Section 3.1.h	Documentation of how the test is scored was provided and fully meets requirements. Documentation if any adjustments were made to cut scores as a result of validity studies was provided and fully meets requirements.	Documentation of how the test is scored was provided but needs additional clarification to determine if it fully meets requirements. Documentation if any adjustments were made to cut scores as a result of validity studies was provided but additional clarification is needed to determine if it fully meets requirements.	Documentation of how the test is scored was provided but only partially meets requirements. Documentation if any adjustments were made to cut scores as a result of validity studies was provided but only partially meets requirements.	Documentation of how the test is scored was not provided or does not meet requirements. Documentation if any adjustments were made to cut scores as a result of validity studies was not provided or does not meet requirements.

Table 3. New Application for Second-party Tests					
		Full Approval	Provisional Approval	Probationary Approval	Not Approved
Fairness	Panel Reviews Section 3.2.a	A panel review was conducted. Details about the review (panelists, process, results, conclusions) were provided and fully meet requirements.	A panel review was conducted. Details about the review (panelists, process, results, conclusions) were provided but need additional clarification to determine if it fully meet requirements.	A panel review was conducted. Details about the review (panelists, process, results, conclusions) were provided but only partially meet requirements.	A panel review was not conducted or details about the review (panelists, process, results, conclusions) were missing or did not meet requirements.
	Empirical Study Section 3.2.b	At least one empirical fairness study was conducted. Details about the study (sample, method, analysis, results, conclusions, follow-up investigations) were provided and fully meet requirements.	At least one empirical fairness study was conducted. Details about the study (sample, method, analysis, results, conclusions, follow-up investigations) were provided but need additional clarification to determine if it fully meet requirements.	At least one empirical fairness study was conducted. Details about the study (sample, method, analysis, results, conclusions, follow-up investigations) were provided but only partially meet requirements.	At least one empirical fairness study was not conducted, or details about the study (sample, method, analysis, results, conclusions, follow-up investigations) were missing or did not meet requirements.
Validation	Validity Proposition Section 3.2.c	A validity proposition/argument and a summary of validity evidence to provide a rationale for	A validity proposition/argument and a summary of validity evidence to provide a rationale for	A validity proposition/argument and a summary of validity evidence to provide a rationale for	A validity proposition/argument and a summary of validity evidence to provide a rationale for

Table 3. New Application for Second-party Tests					
		Full Approval	Provisional Approval	Probationary Approval	Not Approved
		the interpretation and use of the test for ESL course placement was provided and fully meets requirements.	the interpretation and use of the test for ESL course placement was provided but additional clarification is needed to determine if it meets requirements.	the interpretation and use of the test for ESL course placement was provided but only partially meets requirements.	the interpretation and use of the test for ESL course placement was not provided or did not meet requirements.
	Content Section 3.2.d	<p>A description of the content domain was provided and fully meets requirements.</p> <p>An alignment study was conducted. Details about the study (panelists, process, results, conclusions) were provided and fully meet requirements.</p> <p>As appropriate, details about computer-adaptive models were provided</p>	<p>A description of the content domain was provided but needs additional clarification to determine if it fully meets requirements.</p> <p>An alignment study was conducted. Details about the study (panelists, process, results, conclusions) were provided but additional clarification is needed to determine if it fully meet requirements.</p>	<p>A description of the content domain was provided but only partially meets requirements.</p> <p>An alignment study was conducted. Details about the study (panelists, process, results, conclusions) were provided but only partially meet requirements.</p> <p>As appropriate, details about computer-adaptive</p>	<p>A description of the content domain was not provided or does not meet requirements.</p> <p>An alignment study was not conducted or details about the study (panelists, process, results, conclusions) were missing or did not meet requirements.</p> <p>As appropriate, details about computer-adaptive models were not</p>

Table 3. New Application for Second-party Tests					
		Full Approval	Provisional Approval	Probationary Approval	Not Approved
		and fully meet requirements.	As appropriate, details about computer-adaptive models were provided but additional clarification is needed to determine if it fully meet requirements.	models were provided but only partially meet requirements.	provided or do not meet requirements.
	Criterion Section 3.2.e	At least two studies with criterion variables collected at the time of testing and after enrollment were conducted. Details about all studies (sample, methods, analysis, results, conclusions) were provided and fully meet requirements.	At least two studies with criterion variables collected at the time of testing and after enrollment were conducted. Details about all studies (sample, methods, analysis, results, conclusions) were provided but additional information is needed to determine if it fully meet requirements.	One or more criterion validation studies were conducted at the time of testing and after enrollment were conducted. Details about all studies (sample, methods, analysis, results, conclusions) were provided but only partially meet requirements.	At least one criterion validation study was not conducted, or details about the studies (sample, methods, analysis, results, conclusions) were missing or did not meet requirements.
	Consequential Section 3.2.f	A consequential validation study was conducted. Details about the study	A consequential validation study was conducted. Details about the study	A consequential validation study was conducted, or a plan to conduct a	A consequential validity study was not conducted or details about the study or

Table 3. New Application for Second-party Tests					
		Full Approval	Provisional Approval	Probationary Approval	Not Approved
		(sample, method, analysis, results, conclusions) were provided and fully meet requirements.	(sample, method, analysis, results, conclusions) were provided but additional clarification was needed to determine if it fully meet requirements.	consequential validation was provided. Details about the study (sample, method, analysis, results, conclusions) were provided but only partially meet requirements.	planned study (sample, method, analysis, results, conclusions) are missing or do not meet requirements.
Reliability	Section 3.2.g	<p>All reliability studies for relevant sources of error (internal consistency, test-retest, inter-rater) were conducted. Details about the studies (sample, method, analysis, results, and conclusions) were provided and fully meet requirements.</p> <p>SEM is reported across the scale score and confidence</p>	<p>All reliability studies for relevant sources of error (internal consistency, test-retest, inter-rater) were conducted. Details about the studies (sample, method, analysis, results, and conclusions) were provided but need additional clarification to determine if it fully meet requirements.</p>	<p>At least one reliability study for relevant sources of error (internal consistency, test-retest, inter-rater) was conducted and a plan for conducting other relevant studies was provided. Details about the study (sample, method, analysis, results, and conclusions) are provided but only partially meet requirements.</p>	<p>At least one reliability study for relevant sources of error to document sources of error (internal consistency, test-retest, inter-rater) was not conducted or details about the studies or planned studies (sample, method, analysis, results, conclusions) are missing or do not meet requirements.</p>

Table 3. New Application for Second-party Tests					
		Full Approval	Provisional Approval	Probationary Approval	Not Approved
		intervals are provided at decision cut points.	SEM is not reported across the scale score and/or confidence intervals are not provided at decision cut points.		
Accommodations	Section 3.2.h	<p>Documentation of the process used to address the accessibility of the test was provided and fully meets requirements.</p> <p>A detailed list of available accommodations and guidelines for eligibility were provided and fully meet requirements.</p>	<p>Documentation of the process used to address the accessibility of the test was provided but additional clarification is needed to determine if it fully meets requirements.</p> <p>A detailed list of available accommodations and guidelines for eligibility were provided but additional clarification is needed to determine if it fully meet requirements.</p>	<p>Documentation of the process used to address the accessibility of the test was provided but only partially meets requirements.</p> <p>A detailed list of available accommodations and guidelines for eligibility were provided but only partially meet requirements.</p>	<p>Documentation of the process used to address the accessibility of the test was not provided or does not meet requirements.</p> <p>A detailed list of available accommodations and guidelines for eligibility were not provided or do not meet requirements.</p>

Table 3. New Application for Second-party Tests					
		Full Approval	Provisional Approval	Probationary Approval	Not Approved
Administration & Scoring	Administration Section 3.2.i	Documentation of how the test is administered was provided and fully meets requirements.	Documentation of how the test is administered was provided but additional clarification is needed to determine if it fully meets requirements.	Documentation of how the test is administered was provided but only partially meets requirements.	Documentation of how the test is administered was not provided or does not meet requirements.
	Scoring Section 3.2.i	Documentation of how the test is scored was provided and fully meets requirements. A description and rationale for the setting of cut scores was provided and fully meets requirements.	Documentation of how the test is scored was provided but additional clarification is needed to determine if it fully meets requirements. A description and rationale for the setting of cut scores was provided but additional clarification is needed to determine if it fully meets requirements.	Documentation of how the test is scored was provided but only partially meets requirements. A description and rationale for the setting of cut scores was provided but only partially meets requirements.	Documentation of how the test is scored was not provided or does not meet requirements. A description and rationale for the setting of cut scores was not provided or does not meet requirements.

Table 4. Renewal Application for Second-party Tests					
		Full Approval	Provisional Approval	Probationary Approval	Not Approved
Fairness	Panel Reviews Section 3.2.a	<p>If test items, format, administration, scoring, or ESL population have changed since the last approval:</p> <p>A panel review was conducted. Details about the review (panelists, process, results, conclusions) were provided and fully meets requirements. OR, a rationale for why a review is not needed is provided and fully meets requirements.</p>	<p>If test items, format, administration, scoring, or ESL population have changed since the last approval: A panel review was conducted. Details about the review (panelists, process, results, conclusions) are provided but needs additional clarification to determine if it fully meet requirements. OR, a rationale for why a review is not needed is provided but needs additional clarification to determine if it fully meet requirements.</p>	<p>If test items, format, administration, scoring, or ESL population have changed since the last approval: A panel review was conducted. Details about the review (panelists, process, results, conclusions) are provided but only partially meet requirements.</p>	<p>If test items, format, administration, scoring, or ESL population have changed since the last approval: A panel review was not conducted, or details about the review (panelists, process, results, conclusions) are missing or do not meet requirements.</p>
	Empirical Study Section 3.2.b	At least two types of empirical fairness studies were conducted. Details	At least two types of empirical fairness studies were conducted. Details	At least two types of empirical fairness studies were conducted. Details	At least two types of empirical fairness studies were not conducted or details

Table 4. Renewal Application for Second-party Tests					
		Full Approval	Provisional Approval	Probationary Approval	Not Approved
		about the studies (samples, methods, results, conclusions, actions taken, follow-up investigations) were provided and fully meet requirements.	about the studies (samples, methods, results, conclusions, actions taken, follow-up investigations) were provided but additional clarification is needed to determine if it meet requirements.	about the studies (samples, methods, results, conclusions, actions taken, follow-up investigations) were provided but only partially meet requirements.	about the studies (samples, methods, results, conclusions, actions taken, follow-up investigations) were missing or did not meet requirements.
Validation	Validity Proposition/ Argument Section 3.2.c	A validity proposition/ argument and a summary of validity evidence to provide a rationale for the interpretation and use of the test for ESL course placement was provided and fully meets requirements.	A validity proposition/ argument and a summary of validity evidence to provide a rationale for the interpretation and use of the test for ESL course placement was provided but additional clarification is needed to determine if it meets requirements.	A validity proposition/ argument and a summary of validity evidence to provide a rationale for the interpretation and use of the test for ESL course placement was provided but only partially meets requirements.	A validity proposition/ argument and a summary of validity evidence to provide a rationale for the interpretation and use of the test for ESL course placement was not provided or did not meet requirements.
	Content Section 3.2.d	A description of the content domain was	A description of the content domain was	A description of the content domain was	A description of the content domain was

Table 4. Renewal Application for Second-party Tests					
		Full Approval	Provisional Approval	Probationary Approval	Not Approved
		<p>provided but additional clarification is needed to determine if it fully meets requirements.</p> <p>An alignment study was conducted. Details about the study (panelists, process, results, conclusions) were provided and fully meet requirements. As appropriate, details about computer-adaptive models were provided and fully meet requirements.</p>	<p>provided but additional clarification is needed to determine if it fully meets requirements.</p> <p>An alignment study was conducted. Details about the study (panelists, process, results, conclusions) were provided but additional clarification is needed to determine if it fully meets requirements.</p> <p>As appropriate, details about computer-adaptive models were provided but additional clarification is needed to determine if it fully meet requirements.</p>	<p>provided but only partially meets requirements.</p> <p>An alignment study was conducted. Details about the study (panelists, process, results, conclusions) were provided but only partially meet requirements.</p> <p>As appropriate, details about computer-adaptive models were provided but only partially meet requirements.</p>	<p>nor provided or did not meet requirements.</p> <p>An alignment study was not conducted or details about the study (panelists, process, results, conclusions) were missing or did not meet requirements.</p> <p>As appropriate, details about computer-adaptive models were not provided or did not meet requirements.</p>

Table 4. Renewal Application for Second-party Tests					
		Full Approval	Provisional Approval	Probationary Approval	Not Approved
	Criterion Section 3.2.e	At least two studies with criterion validation variables collected at the time of testing and after enrollment were conducted. Details about the studies (samples, methods, analyses, results, and conclusions) were provided and fully met requirements.	At least two studies with criterion validation variables collected at the time of testing and after enrollment were conducted. Details about the studies (samples, methods, analyses, results, and conclusions) were provided but additional clarification is needed to determine if it fully met requirements.	At least two studies with criterion validation variables collected at the time of testing and after enrollment were conducted. Details about the studies (samples, methods, analyses, results, and conclusions) were provided but only partially met requirements.	At least two studies with criterion validation variables collected at the time of testing and after enrollment were not conducted, or details about the studies (samples, methods, analyses, results, and conclusions) were missing or did not meet requirements.
	Consequential Section 3.2.f	A consequential validation study was conducted. Details about the study (sample, method, analysis, results, conclusions, actions taken based on the study) were provided and fully meet requirements.	A consequential validation study was conducted. Details about the study (sample, method, analysis, results, conclusions, actions taken based on the study) were provided but additional clarification is needed	A consequential validation study was conducted. Details about the study (sample, method, analysis, results, conclusions, actions taken based on the study) were provided but only partially meet requirements.	A consequential validation study was not conducted, or details about the study (sample, method, analysis, results, conclusions, actions taken based on the study) were missing or did not meet requirements.

Table 4. Renewal Application for Second-party Tests					
		Full Approval	Provisional Approval	Probationary Approval	Not Approved
			to determine if it fully meet requirements.		
Reliability	Section 3.2.g	<p>All reliability studies for relevant sources of error (internal consistency, test-retest, inter-rater) were conducted. Details about the studies (sample, method, analysis, results, and conclusions) were provided and fully meet requirements.</p> <p>SEM is reported across the scale score and confidence intervals are provided at decision cut points.</p>	<p>All reliability studies for relevant sources of error (internal consistency, test-retest, inter-rater) were conducted. Details about the studies (sample, method, analysis, results, and conclusions) were provided but need additional clarification to determine if it fully meet requirements.</p> <p>SEM is not reported across the scale score and/or confidence intervals are not provided at decision cut points.</p>	At least one reliability study for relevant sources of error (internal consistency, test-retest, inter-rater) was conducted and a plan for conducting other relevant studies was provided. Details about the study (sample, method, analysis, results, and conclusions) are provided but only partially meet requirements.	At least one reliability study for relevant sources of error to document sources of error (internal consistency, test-retest, inter-rater) was not conducted or details about the studies or planned studies (sample, method, analysis, results, conclusions) are missing or do not meet requirements.
Accommodations	Section 3.2.h	Documentation of the process used to	Documentation of the process used to	Documentation of the process used to	Documentation of the process used to

Table 4. Renewal Application for Second-party Tests					
		Full Approval	Provisional Approval	Probationary Approval	Not Approved
		<p>address the accessibility of the test was provided and fully meets requirements.</p> <p>A detailed list of available accommodations and guidelines for eligibility were provided and fully meet requirements.</p>	<p>address the accessibility of the test was provided but additional clarification is needed to determine if it fully meets requirements.</p> <p>A detailed list of available accommodations and guidelines for eligibility were provided but additional clarification is needed to determine if it fully meet requirements.</p>	<p>address the accessibility of the test was provided but only partially meets requirements.</p> <p>A detailed list of available accommodations and guidelines for eligibility were provided but only partially meet requirements.</p>	<p>address the accessibility of the test was not provided or does not meet requirements.</p> <p>A detailed list of available accommodations and guidelines for eligibility were not provided or do not meet requirements.</p>
Administration & Scoring	Administration Section 3.2.i	Documentation of how the test is administered was provided and fully meets requirements.	Documentation of how the test is administered was provided but additional clarification is needed to determine if it fully meets requirements.	Documentation of how the test is administered was provided but only partially meets requirements.	Documentation of how the test is administered was not provided or does not meet requirements.

Table 4. Renewal Application for Second-party Tests					
		Full Approval	Provisional Approval	Probationary Approval	Not Approved
	Scoring Section 3.2.i	<p>Documentation of how the test is scored was provided and fully meets requirements.</p> <p>A description and rationale for the setting of cut scores was provided and fully meets requirements.</p>	<p>Documentation of how the test is scored was provided but additional clarification is needed to determine if it fully meets requirements.</p> <p>A description and rationale for the setting of cut scores was provided but additional clarification is needed to determine if it fully meets requirements.</p>	<p>Documentation of how the test is scored was provided but only partially meets requirements.</p> <p>A description and rationale for the setting of cut scores was provided but only partially meets requirements.</p>	<p>Documentation of how the test is scored was not provided or does not meet requirements.</p> <p>A description and rationale for the setting of cut scores was not provided or does not meet requirements.</p>

Appendix E: Assessment Advisory Committee Charter (September 2021)

STATE OF CALIFORNIA

California Community Colleges
Chancellor's Office



**Assessment Advisory Committee
Charter
September 2021**

The Assessment Advisory Committee conducts the review of assessment instruments submitted by colleges and test publishers for Chancellor's Office approval. The committee works with the Chancellor's Office and psychometric consultants for the Chancellor's Office, who conduct the psychometric review of assessment instruments and provide other technical expertise as required. The committee then advises the Chancellor's Office on assessments presented for approval and provides recommendations regarding those approvals.

Establishment and Authority

Per Education Code 78213, a community college district or college shall not use any assessment instrument related to Education Code 78213 without the authorization of the board of governors. The board of governors may adopt a list of authorized assessment instruments and shall establish an advisory committee to review and make recommendations concerning all assessment instruments used by districts and colleges related to Education Code 78213. See the full text of Education Code 78213 below.

Membership

Assessment Advisory Committee members are appointed by a representative set of stakeholder groups and associations across the CC system. Each member serves a one-year term and is eligible for a second year, as determined by their appointing group/association. The Assessment Advisory Committee members consists of the following voting members:

- Three representatives from the AB 705 ESL Implementation Work Group.
- Two representatives from the Educational Services and Support Division of the CCCCO.
- Four representatives from the Academic Senate for California Community Colleges (one each for English, math, ESL, and non-credit).
- One representative from the California Association of Community College Registrars and Admissions Officers.
- Two representatives from the California Community Colleges Assessment Association.
- One representative from the California Community Colleges Classified Senate (involved in assessment).
- One representative from the Chief Instruction Officers.

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- One representative from the Chief Student Services Officers.
- Two representatives from the Research & Planning (RP) Group (with one preferably having experience with multiple measures).
- One representative from the Research and Data Division of the CCCCCO.
- One representative from the Student Equity and Achievement Program (SEAP) Advisory Committee (with background in assessment).
- Two representatives (and one alternate) from the Student Senate for California Community Colleges.
- One representative from the Workforce and Economic Development (WED) Division of the CCCCCO.

Resource Members

- One representative from the Office of General Counsel of the CCCCCO.

Leadership

The Assessment Advisory Committee is overseen by a Vice Chancellor of Educational Services and Support and is co-chaired with an Educational Services and Support Dean.

Purpose and Responsibility

The Assessment Advisory Committee's responsibilities are as follows:

- Review and evaluate assessment validation submissions as needed and provide recommended levels of approval to the Chancellor's Office based on guidance from the psychometric consultants.
- Review and provide feedback on technical assistance materials on assessment-related topics.
- Provide guidance on assessment issues in the CCC.
- Assist with planning assessment trainings, webinars, and workshops as needed.

Per Education Code 78213, as the committee reviews assessment instruments, reviews should be conducted to ensure the following requirements are fulfilled:

- (1) Assessment instruments shall be sensitive to cultural and language differences between students and shall be adapted as necessary to accommodate students with disabilities.
- (2) Assessment instruments shall be used as an advisory tool to assist students in the selection of appropriate courses.
- (3) Assessment instruments shall not be used to exclude students from admission to community colleges.

For purposes of Education Code 78213 and therefore the work of this committee, "assessment" means the process of gathering information about a student regarding the student's study skills, English language proficiency, computational skills, aptitudes, goals, learning skills, career aspirations, academic performance, and need for special services. Assessment methods may include, but not necessarily be limited to, interviews, standardized tests, attitude surveys, vocational or career aptitude and interest inventories, high school or

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postsecondary transcripts, specialized certificates or licenses, educational histories, and other measures of performance.

As a Bagley-Keene committee, the Assessment Advisory Committee will typically meet in-person 2-4 times per year as needed (with exceptions made for virtual meetings pending emergencies). The Chancellor's Office will cover travel costs for in-person meetings according to state travel policy and rates.

Members are expected to review materials in advance of the meetings, actively engage in discussions during meetings, and to participate in work groups as needed.

Decision Making and Recommendations

To establish quorum for decision-making, 50% plus one of the voting members must be present. Vacancies do not count towards the determination of the quorum. The committee shall make every effort to reach consensus when determining recommendations. If consensus cannot be reached, then recommendations shall be made by vote of the voting membership.

Committee recommendations will be received by the presiding Vice Chancellor of Educational Services and Support and taken to the Chancellor for review. Final recommendations will be presented to the Board of Governors for approval.

Appendix F: Expectations for Local College using Second-Party Tests

When using an approved second-party test, each college has the responsibility to gather and document evidence supporting how scores from that test are interpreted and used locally for ESL placement decisions. If a local college administers, scores, or uses a second-party test in a way not recommended and supported by the vendor, the college is responsible for gathering the technical evidence needed to support the change in administration, scoring, and use.

For each course sequence in which the test is used for placement, the college must review available evidence or maintain an assessment portfolio containing local evidence to support the test as appropriate and valid:

- Fairness evidence
- Validity evidence
- Reliability evidence
- Accommodations
- Administration/Scoring

The assessment portfolio must be revisited annually and updated at least every three years. Assessment portfolios should be available for review by the Chancellor's Office upon request.

1. Fairness

a. Fairness Reviews

Local community colleges must review the evidence provided by the test developer/publisher to ensure that the results from the fairness panel review are generalizable to the student demographics at their colleges. If not, the local colleges must conduct a fairness review according to the requirements described in Section 3.1, p. 15-17.

b. Fairness Empirical Evidence

Local community colleges must conduct a disproportionate impact study according to the approach described in Section 3.1, p. 17-18. The disproportionate impact study must be updated every three years.

2. Validity

a. Validity Proposition/Argument

Local community colleges must review the intended purpose of the test to ensure that it was developed for their intended uses and student population.

b. Content Validation

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Local community colleges must conduct a content-related validity study according to Section 3.1, p. 19-20.

b. Criterion Validation

Local community colleges must review criterion validation evidence provided by the test developer/publisher to ensure the study, sample, and results support their local use of the test for ESL placement decisions. If not, the local colleges must conduct a criterion validity study according to the requirements described in Section 3.1, p. 21-22.

c. Consequential Validation

Local community colleges must conduct local consequential validation studies according to Section 3.1, p. 22-24.

3. Accommodations

Local community colleges must review the documentation regarding the accessibility of the test and available accommodations from the developer/publisher of the test to ensure any local decisions about test accommodations for students with disability are addressed. If the instrument is revised for testing individuals who cannot take the test under standard conditions, there must be documentation of all changes along with the basis for each accommodation. The justification for changing or altering assessment instruments or procedures must be kept on file at the local college.

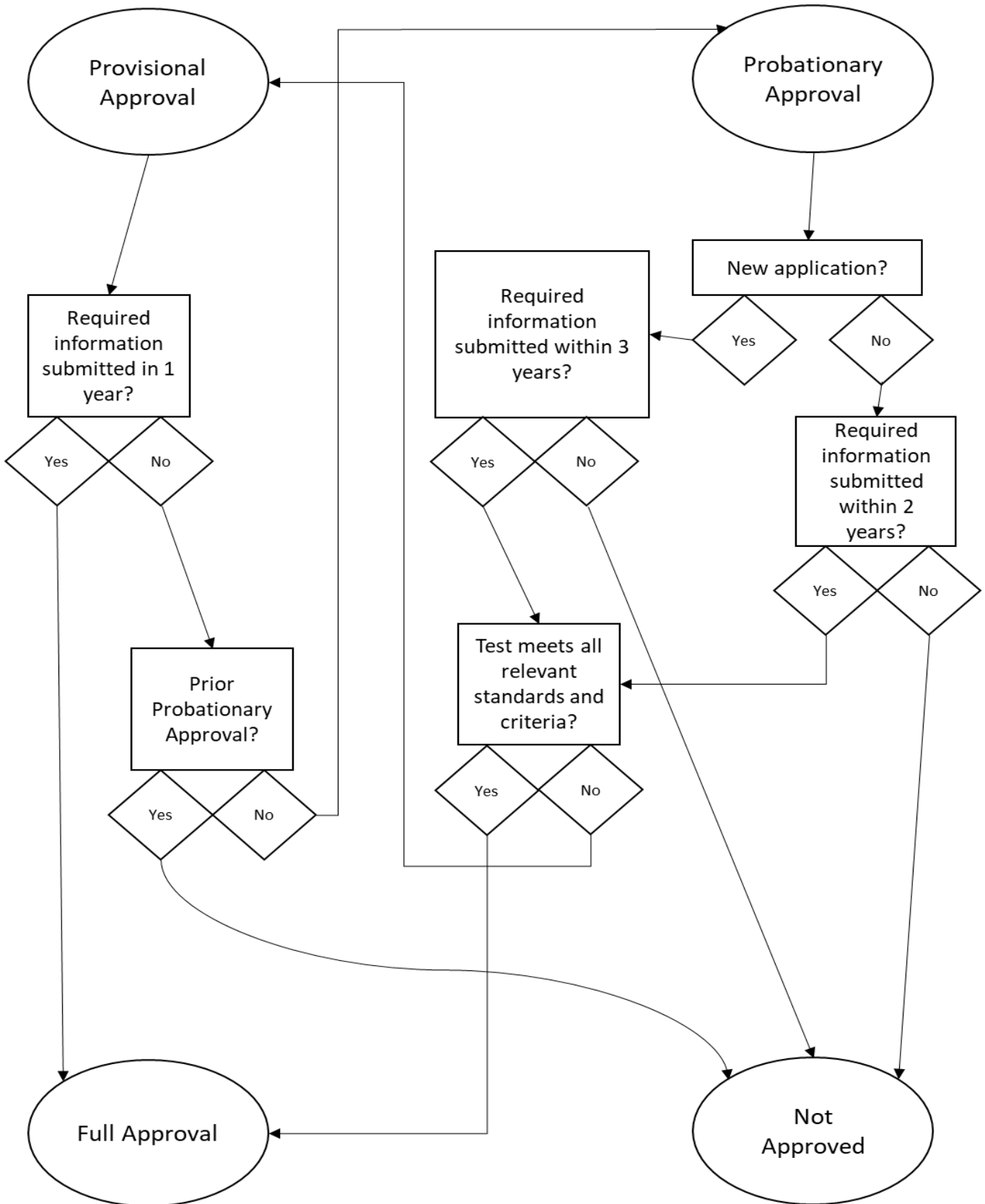
4. Reliability

Local community colleges must review the evidence addressing reliability and standard errors of measurement supplied by the test developer/publisher to ensure that the results are generalizable to their colleges. One exception is when assessments are human scored by the local college staff. In those cases, local studies of inter-rater reliability are required. In that case, inter-rater reliability studies must be conducted according to Section 3.1, p. 24-25.

5. Administration/Scoring

Local community colleges must review the documentation and follow the instructions addressing how the test is to be administered and scored from the test developer/publisher. Local community colleges must conduct a cut-score validity study according to Section 3.1, p. 26-28. Score comparability between remote and in-person administration of an assessment should not be assumed if test publisher has not indicated that two types of administration modes are comparable.

Appendix G: Flowchart of Application Category Trajectories.



GLOSSARY

Consequential-related validity evidence addresses desired or undesired outcomes that follow from the use of test scores to inform placement of students into courses.

Content-related validity evidence addresses the extent to which test items measure course pre-requisite knowledge and skills for all courses for which scores are used to inform student placement.

Corrected validity coefficients are psychometric indices that estimate the relationship between two sets of scores if the test scores were measured with perfect reliability (corrected for attenuation) or full variability (corrected for restriction of range).

Correlation coefficient is a statistical index that summarizes the interdependence between two sets of scores for the same group of individuals. This index takes on values ranging from -1.00 to 1.00 with values around zero ($.00$) representing no relationship.

Criterion-related validity evidence addresses the extent to which scores on the placement test relate to scores on appropriate criterion measures. Appropriate criterion measures should capture student ability to meet different course requirements for courses into which the students are placed or be an appropriate measure of student success in different courses.

Differential prediction evidence addresses the extent to which scores on a placement test are equally predictive of an outcome measure for all subgroup classifications, such as gender, ethnicity, and age.

Direct performance assessments require an open-ended response from the test taker to a task, task sets or set of defined stimulus conditions. Responses are then scored using a standardized scoring rubric that has defined scale values indicating the adequacy of performance at different levels of proficiency.

Empirical approach to setting cut-scores are procedures to identify cut-score values based on differential test taker test performance under certain design conditions.

Entry skills. Skills that may be necessary for students to successfully complete the course, but that are not covered in the course.

Evidence Based refers to any practice or strategy informed by objective evidence, for example, research that conforms to explicit criteria.

Internal consistency is a method of estimating test score reliability based on the consistency of responses to test items across test takers for a single test administration. Examples of methods or indices include Kuder-Richardson formula 20 or 21, coefficient alpha and split-half procedures.

Interscorer reliability coefficient is an index of reliability indicating the consistency of ratings assigned to examinee responses by two or more raters.

Judgmental approach to setting cutscores are procedures to identify cut-score values based on expert panel review, evaluation, and judgments. The expert panel uses the appropriateness and difficulty of the test, test item content, and the expected performance for identified test taker populations to determine appropriate cut-scores.

Norms establish a baseline distribution of scores for a well-defined and well-represented population. The norm group can offer a relative interpretation of an individual's test score when the test score is compared to the performance of test takers in the norm group.

Reliability is evidence addressing the degree of consistency of measurements when the procedures producing test scores are repeated on a population of individuals or groups.

Stability coefficient is an estimate of the reliability of test scores using data that are collected from the same group of individuals on two separate occasions. An intervening period of at least two weeks between test administrations is standard practice.

Standard error of measurement is an index related to the reliability of test scores, which provides an estimate of the standard deviation of errors of measurement associated with the test scores for specific groups of examinees.

Test the Standards for Educational and Psychological Testing (2014) defines a test as, "an evaluative device or procedure in which a sample of an examinee's behavior in a specified domain is obtained and subsequently evaluated and scored using a standardized process."

Transformed scale scores are scores reported on a scale other than that produced by raw scores. These scores can include percentile ranks or scores reported on a scale with a different mean and standard deviation than those of the raw scores.

Validity evidence addressing the extent to which the interpretation of scores from a test is meaningful, appropriate, and useful to serve the purpose of placement of students into different courses.