



What is valid? What is fair?

Technical requirements for the assessment of ELL students

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Value-added Research Center

Overview

- **What should we expect to see in an ELL Assessment Technical Manual?**
- **What are the characteristics of student growth on ELL Assessments:**
 - **As it relates to AMAOs**
 - **As it relates to expectations of student growth**

ELL Assessment Technical Manual

- Purpose of the assessment
- Test Design
- Test Technical Characteristics
- Summary of the Year's Test Administration

Purpose of the assessment

- Purpose of the assessment (*Boilerplate*)
 - Program compliance
 - Student placement
 - Student proficiency
 - Student progress
- Appropriate inferences made by the assessment

Test Design

- **Test Specifications** (*Boilerplate*)
 - Standards on which test is based
 - Assessed domains and grades
 - Item formats and organization
 - Numbers and types of items by domain and grade
- **Field and Operational Test Design** (*Annual Update*)
 - How are items field tested? (standard-alone, embedded designs)
 - What is the operation test design? Refresh rate?

Test Technical Characteristics

- **Scaling & equating design** (*Boilerplate*)
 - Scaling methodology
 - **Horizontal and vertical equating design**
 - Adopted scale and its characteristics
- **Setting performance standards** (*Boilerplate*)
 - Standard setting methodology
 - Standard setting process
 - Proficiency level cut scores

Test Technical Characteristics

- **Reliability** (*Annual update*)
 - Test reliability
 - Rater reliability/generalizability
 - Measurement error
- **Validity**—often this is the slimmest part of technical manuals. It shouldn't be!!!

Test Technical Characteristics-Validity

- Construct validity evidence
 - test & item intercorrelations (*Annual update or Boilerplate*)
 - underlying trait structure of tests and scores
 - relationship between ELL and academic content assessments
 - growth profiles

Test Technical Characteristics-Validity

- Criterion-related validity evidence
(Annual update or Boilerplate)
 - Concurrent and Discriminant evidence
- Content validity evidence *(Annual update or Boilerplate)*
 - alignment studies
 - content expert and bias review process

Test Technical Characteristics-Validity

- Consequential validity evidence (*Annual update or Boilerplate*)
 - Focus groups, surveys
 - Observations of classroom behavior
 - Survey's of Enacted Curriculum-like analyses
- Studies by other sources on test's validity (*Annual update or Boilerplate*)

Summary of This Year's Test Administration

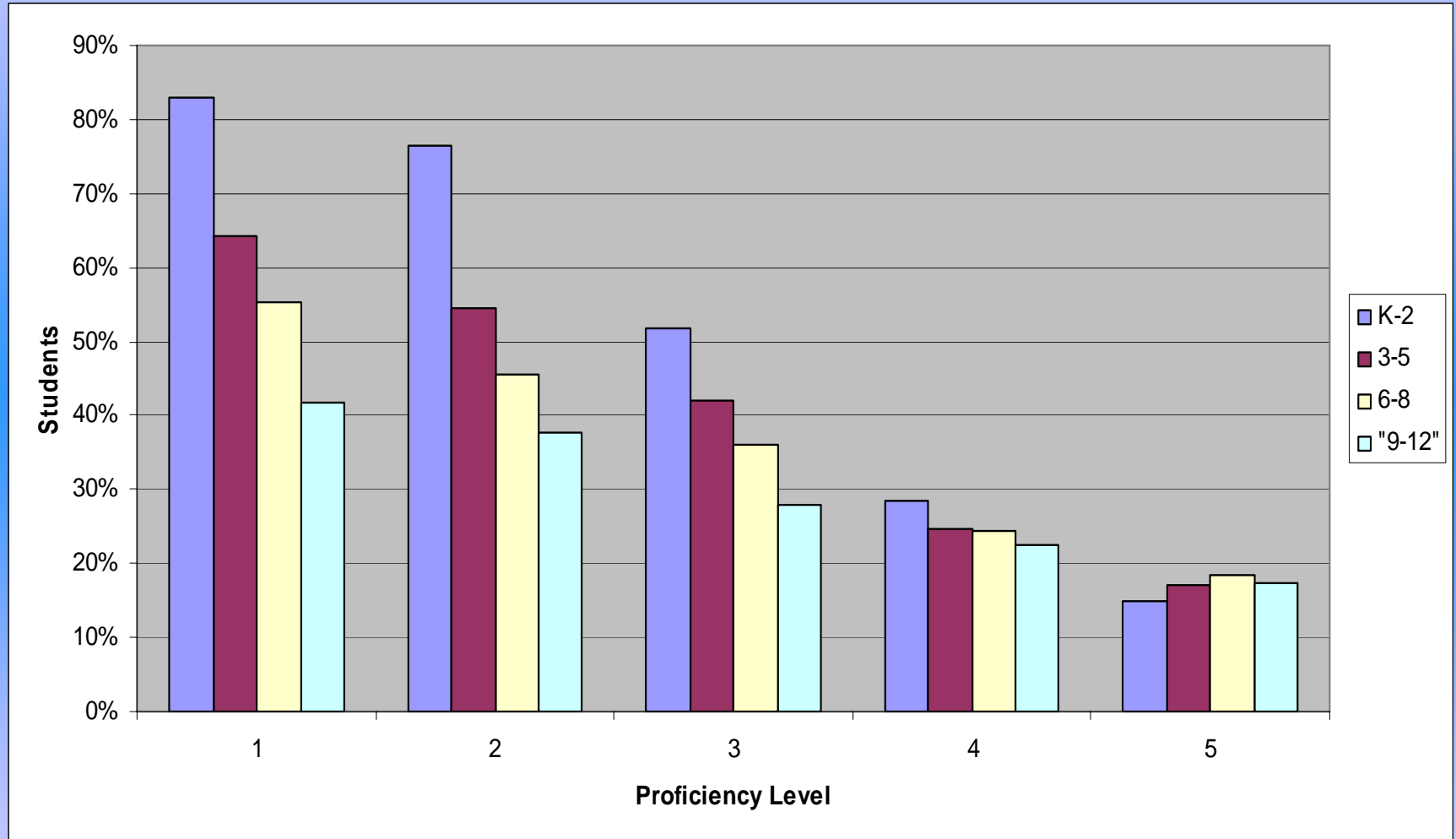
(Annual update)

- Test Form Overview & Issues
- Test Administration Overview & Issues
- Scoring and reporting Overview & Issues

Student Growth on ELL Assessments

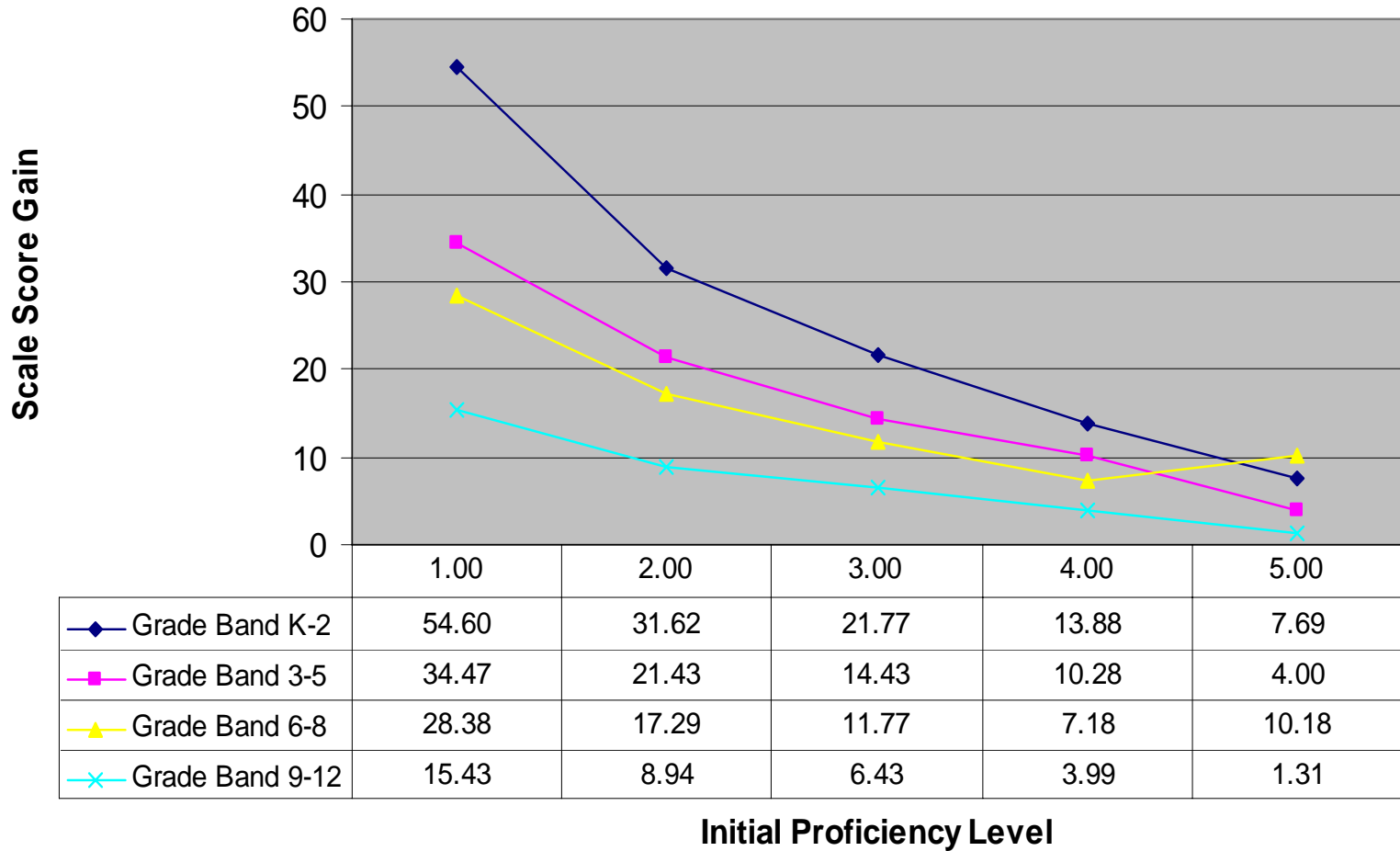
- **Annual Measurable Achievement Objectives (AMAO)**
 - AMAO 1-Progress
 - AMAO 2-Proficiency
- **Understanding the nature of student growth on ELL assessments will help set meaningful AMAOs**
- **The following is a 3-state sample of student progress over 3 years using ACCESS for ELLs data.**

Percent Gaining One or More Proficiency Levels by Grade Band and Proficiency Level



Annual Scale Score Growth by Grade Band and Level

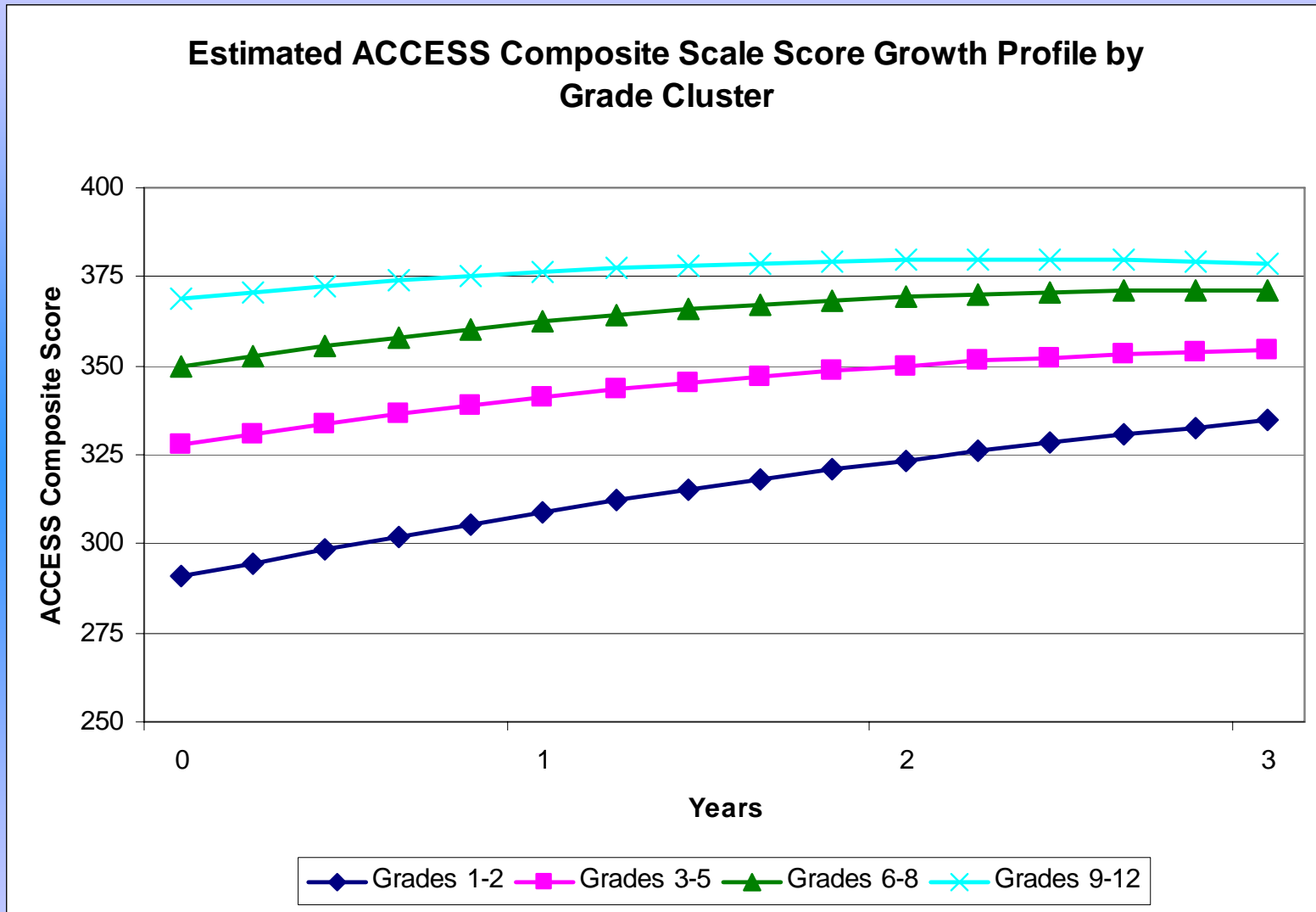
ACCESS Scale Score Growth Between SY 2005-2006 Across 3 States



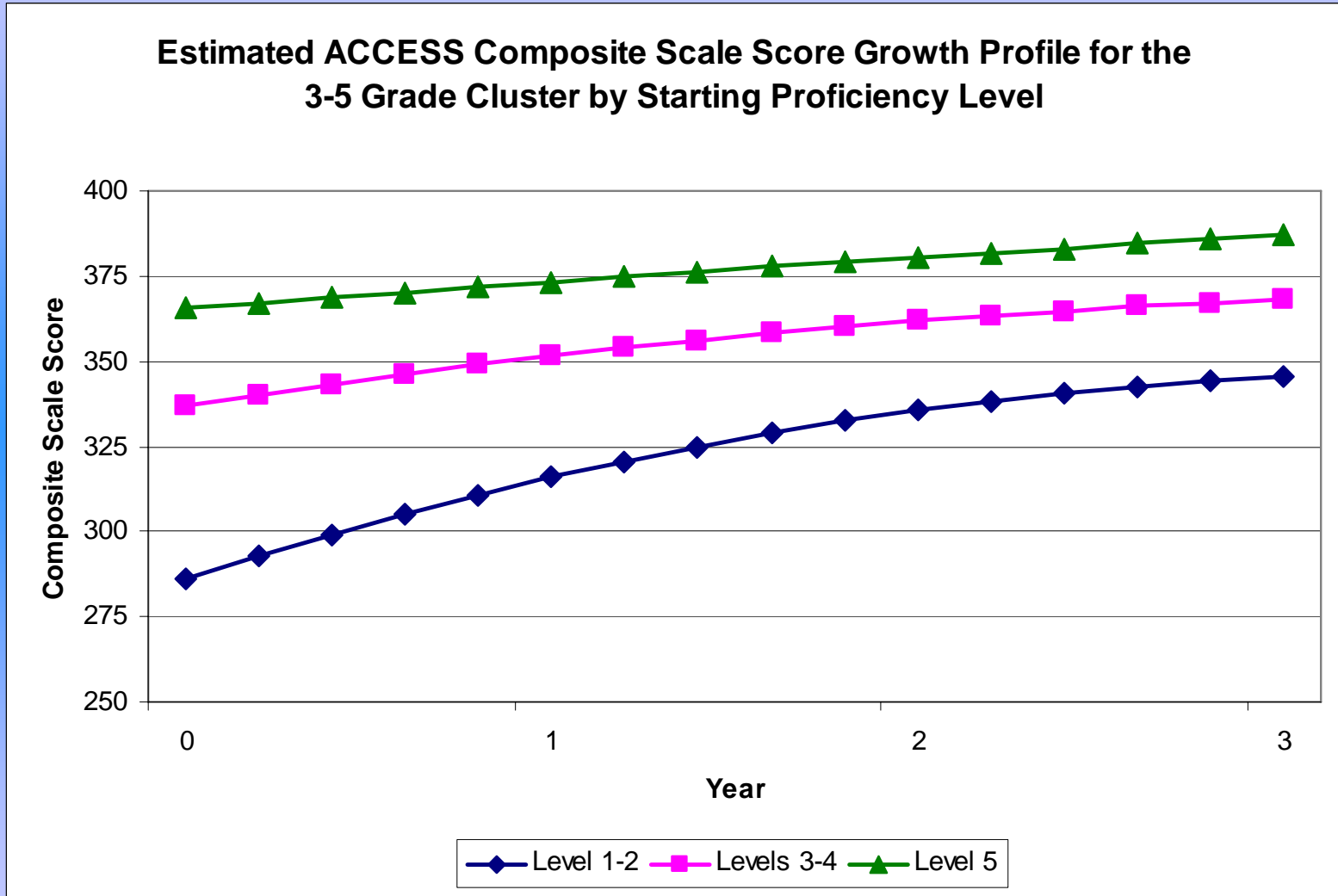
Student Growth on ELL Assessments

- From observed data on ACCESS for ELLs, we observe the following
 - Younger student grow faster than older students.
 - Lower proficiency levels grow faster than higher proficiency levels.
 - There is an interaction between student age and student proficiency level.
- The above features are observed on other ELL assessments as well.

The Shape of ELL Assessment Student Growth



The Shape of Student Growth at Grade Band 3-5 by Level



Things to Think About

- **What contributes to the observed student growth characteristics? The assessment itself? The nature of child language acquisition?**
- **What factors affect the shape of student growth?**
- **What are the policy implications if group characteristics affect the shape of student language growth on these assessments?**