

Mt. SAC ESL Computer-Adaptive Placement Test Supplement to Renewal Request April 2009

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1 Introduction

In 2005, our noncredit English as a Second Language (ESL) department at Mt. San Antonio College (Mt. SAC) applied for and received full approval for an ESL computer-adaptive placement test: Mt. SAC ESL-CAP test. This past April, we provided a follow-up report and request for renewal. This supplement data analysis is in pursuant to the additional information requested per the preliminary report and approval status from Dr. Glasnapp and Dr. Poggio issued in May 2009.

The Mt. SAC ESL-CAP test has been lengthened by adding over 83 faculty-authored items that have been pilot tested in classes and placed on the test according to results from the pilot tests. Although we supplied evidence for test renewal, our item bank has grown since the April 2005 submittal. We now realize that we need to supply evidence of reliability and test bias in addition to clarification of content validity and the disproportionate impact studies already submitted in April 2009. Therefore, we are submitting this supplement to our original request for renewal.

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2 Content Validity Study – additional information

Clarification is needed on the number of new items added to the item pools since the last approval in 2005. Also, there is no identification of the number of items available for selection with each level's item pool. The content validity judgment process appears to be appropriate. (Glasnapp and Poggio, Preliminary Report, May 2009)

2.1 Background

A content validity study was conducted for the Mt. SAC ESL Computer Adaptive Placement test in February 2009. Seven instructors with expertise in teaching their respective level courses were asked to independently rate each item in the test bank for their respective levels, which included all items added since April 2005.

The current test bank includes items which have been written by faculty, pilot tested in target levels, and selected for inclusion into the test bank based on results from the pilot testing. The following table indicates the number of new items added to the test bank.

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Number of Items in the Test Bank

	Date: 4/15/2005		Date: 5/20/2009	
	Listening	Reading	Listening	Reading
Pre-1	21	11	22 (+1)	12 (+1)
Level 1	9	15	10 (+1)	26 (+11)
Level 2	12	14	21 (+9)	22 (+8)
Level 3	17	12	36 (+19)	26 (+14)
Level 4	13	15	20 (+6)	19 (+4)
Level 5	9	13	10 (+1)	16 (+3)
Level 6	21	11	21	11 (+1)

Yellow = significant (over 15%) additional items

2.2 Procedure

First the instructors were provided copies of the course outlines for their levels and for two other levels closest to theirs, one level above and one below. They were asked to carefully review the course outlines and were reminded that these outlines form the basis for our test specifications. Each instructor reviewed and rated all the items for their level by answering two questions:

1. Does this item measure a pre-requisite knowledge or skill that is important to success in this course? In other words, is this item testing knowledge needed BEFORE a student begins your course?
2. How important for successful acquisition of the knowledge and skills taught in the course is the knowledge or skill measured by the item? In other words, how important is this item in testing knowledge needed for successful completion of your course?

Item Number	Answer Question 1		Answer Question 2		
	Yes	No	Very Important	Important	Not Relevant
Totals	202 81%	47 19%	116 47%	110 44%	23 9%

Our results (see Appendix A in addition to the totals above) indicate that the majority of items are rated as “testing knowledge needed before a student begins the course” and as “very important” or “important” to success in the course. When an item was rated as “not relevant”, it was discussed in depth with the faculty member who initially rated it as such and with additional faculty members to determine whether the item should remain in the test.

2.3 Summary

Based on the results of this study, we will be referring more closely to the items these faculty members chose as being “very important” when creating additional items for the item bank. Further investigation is to be done on all items noted as needing a second opinion. This investigation will be conducted in July 2009 when faculty panelists have more available time for review of items.

As expected, the majority of the test items measure content knowledge that is needed for students to be successful in the courses. The test items predominantly measure “very important” or “important” content learned by students in the ESL courses. Items

that have been scored as “not relevant” will be reviewed by other instructors with same-level expertise to determine whether or not these items are kept in the test bank.

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3 Reliability – additional information

The reliability evidence reported leading to Full Approval in 2005 was borderline, thus leading to the requirement that the number of test items to be taken by any one student be lengthened to increase the measurement accuracy of the placement decision. It would appear that this requirement has not been implemented. New reliability evidence is required to document that the existing CAP system results in placement decisions that are consistent. No evidence on the measurement error in terms of the placement decision is provided. (Glasnapp and Poggio, Preliminary Report, May 2009)

3.1 Background

Reliability evidence has been collected each semester as incoming students have been asked to retest voluntarily within one to two weeks of their original test dates, when no immediate class placement has been possible. In addition to these 69 students, our department invited additional incoming students this spring to come in to retest to add to the reliability statistics.

3.2 Procedure

From Spring 2006 to May 2009, ninety-seven ESL students from all 7 levels participated in a voluntary reliability study for both subtests of the Mt. SAC ESL-CAP. These students were not yet placed into classes and volunteered to retake the test within two to three weeks of their original placement date.

In addition to this longitudinal data, incoming ESL students were invited to come into to retest in late May and early June of 2009 within two weeks of their original test dates. Their data was added to the longitudinal study.

Note that due to the nature of computer-adaptive testing, students were not provided with the exact same items on each test as the items are extracted level-by-level randomly from the item bank.

3.3 Data

Using the Pearson product moment correlation coefficient with Excel, we computed the overall reliability estimate from this study to be **0.7840007**. We had a sample of 97 (n), with a mean of 11.02 and standard deviation (SD) of 2.21 (see Appendix B).

Although standard error of measurement can help with cut-scores on non-adaptive testing, this is not the case in this test as each student encounters a different pool of items.

Further, student scores are simply reported as levels. With only 7 levels in the program, there is very little variance between scores so this statistic does not seem to add any value.

3.4 Summary

The correlation from the end result of Test 1 placement to Test 2 placement is over the minimum requirement of .75. This shows us that the Mt. SAC ESL-CAP test is reliable.

However, the ESL Department would still like to increase its reliability. In order to do so, we will continue to add test items on a yearly basis. Accordingly, this has been integrated into our stated goals for department planning and outcomes reporting which is used for institutional accountability.

Also, we have plans to lengthen the practice items at the beginning of the test to allow students greater familiarity with the test format and test environment before beginning the scoring of items.

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4 Test Bias

New items have apparently been added to the item pools at each level. A formal review of the new items for bias, insensitivity and offensiveness by appropriate panel members need to be conducted before the instrument can attain any level of approval. (Glasnapp and Poggio, Preliminary Report, May 2009)

4.1 Evidence Addressing Test Bias

A formal review of all test items including all new items, which have been placed into our test bank since our previous submittal in April 2005, is in the process of being conducted following the procedures recommended in the “Guide to Assist with the Design and Implementation of Investigations to Evaluate Tests in Consideration of the CCC Assessment Standards” (4th ed.).

In order for us to conduct an adequate and careful test bias study, we need time to extract the items and place them into individual test banks. This is a necessary procedure that allows members of the test bias panel to listen and read selected items in lieu of the randomly chosen items produced via the CAP test. While the process of extracting items for the bias study is time-consuming and could not be completed by the June 10 due date, we are able to provide partial data that is in progress.

4.2 Procedure

An informal study was conducted in February 2009 with the same 7 faculty who conducted the content validity study. At the end of the content review, each member was asked for any items that appeared to be culturally inappropriate for our students. No items were brought forward as needing to be adjusted due to bias.

A formal review was begun in May 2009 using a panel of 15 faculty, staff and advanced ESL students to look at all the test items for cultural bias, offensiveness, and fairness. These participants represent 9 different language backgrounds – predominantly from Hispanic and Chinese - to reflect our diverse ESL student population. They are employees from the ESL department including registration staff, technicians, and faculty as well as advanced ESL students. The study participants are predominantly female and varied in ages from 20 through 62 years of age.

Panelists for Test Bias Study		Mt. SAC ESL CAP Test			
Jun-09					
Name	Gender	Native Language	Age Group	Disability	Status
Belblidia, Abdel	M	Arabic/French	50-59	None	Faculty
Castilla, Mildred	F	Spanish	40-49	None	Student
Gonzalez, Maribel	F	Spanish	20-29	None	Staff
Granda, Lourdes	F	Bilingual Spanish/English	30-39	None	Staff
Kao, Brenda	F	Chinese	30-39	None	Faculty
Kim, Grace	F	Korean	30-39	None	Faculty
Miho, Dana	F	Japanese	30-39	None	Faculty
Nicolacopoulos, Toulia	F	Bilingual Greek/English	20-29	None	Faculty
Ortiz, Calixto	M	Spanish	20-29	None	Staff
Prasad, Gayatri	F	Hindi (India)	50-59	None	Faculty
Ramos, Brenda	F	Spanish	30-39	None	Staff
Santiago, DeeJay	M	Philippino	30-39	None	Staff
Seo, Frank	M	Korean	60-69	None	Student
Vanegas, Yazmin	F	Spanish	30-39	None	Faculty
Yang, Kathy	F	Chinese	50-59	None	Faculty

Each participant will review a few of the listening items from across the levels (14 items each). They will also read a few of the reading items from across the levels (13 items each). All listening and reading items will be reviewed by 1 or 2 participants. Participants discuss what *offensive* means and what *unfair* means before reviewing and evaluating the items. The test bias form samples are in Appendix B of this supplement.

4.3 Results

In Appendix D, we include the results from a previous test bias study conducted in 2005 along with current study results to date. Complete results of the current study will be available in mid- July 2009 after all 15 participants conclude their reviews.

4.4 Summary

We will continue and complete our formal test bias study during July 2009. Results of this study will be discussed with our department's assessment group and changes in items, including possible deletion of troublesome items, will be completed by the end of July 2009.

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5 Disproportionate Impact Monitoring

Appropriate procedures were reported for addressing disproportionate impact for all comparisons except for gender. The percentages reported for each level were not based on the total number of males and females in the sample, but rather were based on the number of combined males and females having been placed in a level. What should be reported is the placement rate of males into each level and the placement rate of females into each level. For example, the placement rate of males in the Beginning level is 76% (119/157) and for females is 74% (231/314). Based on these calculations, it does not appear there is DI for gender groups. (Glasnapp and Poggio, Preliminary Report, May 2009)

5.1 Monitoring Disproportionate Impact Based on Gender –

Table 2 rearranged according to report recommendations

Our investigations over time reveal that there are more female than male students who take the ESL-CAP test. From Spring 2005 to Spring 2008, male students made up 42% of those tested (522 out of 1,236) whereas female students made up 58% of those tested (714 out of 1,236) with little fluctuation from year to year.

In Table 1, we have a look at all the students who were tested and placed into classes by gender in 2008. This information is gathered with a survey distributed after students have been in class for 4 to 5 weeks.

Table 1: Placement by Gender (Spring and Fall 2008)

Course		Beginning	Intermediate	Advanced	Total
Males	Count	119	23	15	157
	Percent	76%	14.5%	9.5%	100%
Females	Count	231	55	28	314
	Percent	73.5%	17.5%	9%	100%

The disproportionate impact index for the dominant group of females at the beginning level is 80% of $73.5\% = 58\%$. The percentage of male students at the beginning level is over the 58% index.

Further, the percentage of females placed into each level closely mirrors the percentage of males placed into each level.

5.1.1 Summary

There appears to be no disproportionate impact attributable to gender in this year-long study.

6 Appendix A: Evidence Addressing Content Validity- Feb. 2009

Listening items are indicated in light gray. Initial comments from the faculty reviewers remain on the right. Gaps in number sequence indicate items yet to be created.

Item Number	Answer Question 1		Answer Question 2			Comments
	Prerequisite Knowledge		Important to Success in Class			
	Yes	No	Very Important	Important	Not Relevant	
1	1			1		
2	1		1			
3		1			1	NEED A SECOND OPINION.
4	1			1		
5	no item yet					previous item had been deleted
6	1			1		
7	1			1		
8	1			1		
9	1		1			
10	1		1			
11	1		1			
12	1			1		
13	1			1		answers are too advanced
14	1			1		
15	1			1		
16	1			1		knowledge of sports and animals
17	1			1		is not necessary for success in the course
18	1		1			
20	1		1			
21	1			1		
22	1			1		
23	1			1		
87	1			1		
88	1			1		
89	1			1		
90	1			1		

91	1			1		
92		1		1		
93	1			1		
94	1			1		
Item Number	Answer Question 1		Answer Question 2			Comments
	Yes	No	Very Important	Important	Not Relevant	
95		1		1		
96	1		1			
97	1		1			
98	1		1			
99	1			1		
100						
101		1		1		
102		1		1		
103		1		1		
104	1		1			
105	1		1			
107		1		1		
108	1		1			
109	1		1			
110	1		1			
111	1		1			
112	1		1			
113	1		1			
114	1		1			
115	1		1			
116	1		1			
117	1		1			
169		1		1		
170		1		1		
171		1		1		
183	1		1			
184		1			1	NEED TO GET A SECOND OPINION.
185		1		1		
186		1		1		
187	1		1			
188	1		1			
189	1		1			
190		1		1		
191		1		1		

192	1		1			
193	1		1			
194		1		1		NEED TO GET A SECOND OPINION.
Item Number	Answer Question 1		Answer Question 2			Comments
195		1		1		
196	1		1			
197		1		1		
198		1		1		
199	no item yet					Previous item had been deleted.
201	1		1			
202	1			1		
203	1		1			
204	1		1			
205	1		1			
206	1		1			
207	1		1			
208	1		1			
209	1		1			
211	1		1			
212	1		1			
213	1		1			
214	1		1			
215		1		1		
216	1		1			
217	1		1			
218	1			1		
278	1		1			
279	1		1			
280	1		1			
281	1		1			
282	1			1		
283	1		1			
284	1		1			
285	1		1			
286	1		1			
287	1		1			
288	1		1			
289	1		1			

290	1		1			
291	1		1			
292	1		1			
293	1		1			
Item Number	Answer Question 1		Answer Question 2			Comments
294	1		1			
295	1		1			
296	1		1			
297	1		1			
298	1		1			
299	1		1			
301	1			1		
302	1			1		
303	1			1		
304	1			1		
305		1			1	NEED TO GET A SECOND OPINION.
306	1			1		
307		1			1	NEED TO GET A SECOND OPINION.
308	1			1		
309	1			1		
310	1		1			
311	1			1		
312	1			1		
313	1				1	NEED TO GET A SECOND OPINION.
314	1			1		
315	1				1	NEED TO GET A SECOND OPINION.
316	1		1			
317	1			1		
318	1			1		
319		1			1	NEED TO GET A SECOND OPINION.
320	1			1		
321	1			1		
322		1			1	NEED TO GET A SECOND OPINION.
323		1		1		
324		1			1	NEED TO GET A SECOND OPINION.
325		1			1	NEED TO GET A SECOND OPINION.
326	1		1			

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327		1			1	NEED TO GET A SECOND OPINION.
328	1			1		
329		1			1	NEED TO GET A SECOND OPINION.
330	1			1		
374	1			1		
Item Number	Answer Question 1		Answer Question 2			Comments
375	1			1		
376	1		1			
377		1		1		
378						
379	1			1		
380	1			1		
381		1			1	NEED TO GET A SECOND OPINION.
382	1			1		
383	1			1		
388	1			1		
389	1		1			
390	1			1		
391	1			1		
392		1			1	NEED TO GET A SECOND OPINION.
393	1			1		
394		1			1	NEED TO GET A SECOND OPINION.
395		1			1	NEED TO GET A SECOND OPINION.
396	1			1		
397		1			1	NEED TO GET A SECOND OPINION.
398	1			1		
401	1			1		
402	1			1		
403	1			1		
404	1			1		
410	1			1		
411	1			1		
412	1			1		
413	1			1		
415	1			1		
417		1			1	NEED TO GET A SECOND OPINION.
418		1			1	NEED TO GET A SECOND OPINION.

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419		1			1	NEED TO GET A SECOND OPINION.
420		1		1		
481	1			1		
482	1			1		
483		1		1		
484	1		1			
Item Number	Answer Question 1		Answer Question 2			Comments
485	1			1		
486		1		1		
487		1			1	NEED A SECOND OPINION.
488		1		1		
489	1			1		
490	1			1		
491	1			1		
492		1			1	NEED A SECOND OPINION.
493	1			1		
494	1			1		
495	1		1			
496		1		1		
497	1		1			
498	1			1		
499	1		1			
501	1		1			
502	1		1			
503	1			1		
504	1			1		
505	1		1			
507	1			1		not sure how much predicting Ss would have to do as they may know the topic already
513	1		1			
514		1	1			
515	1			1		
584	1		1			
585	1		1			
586	1		1			
587	1		1			
588	1		1			

589		1			1	NEED A SECOND OPINION.
590	1			1		
591	1		1			
592	1		1			
593	1		1			
594	1		1			
Item Number	Answer Question 1		Answer Question 2			Comments
	Yes	No	Very Important	Important	Not Relevant	
595	1		1			
596	1		1			
597	1		1			
598	1			1		
599	1		1			
601	1			1		
607	1		1			
608	1		1			
609	1		1			
611	1		1			
612	1		1			
613	1			1		
614	1			1		
617	1			1		
618	1			1		
619	1			1		
621	1		1			
622	1		1			
623	1		1			
624	1		1			
625	1		1			
626	1		1			
627	1		1			
628	1		1			
629	1		1			
630	1		1			
631	1		1			
658	1		1			
659	1		1			
690	1		1			

691	1		1			
692	1		1			
693	1		1			
694	1		1			
695	1			1		
696	1			1		
697	1		1			
698	1		1			
Item Number	Answer Question 1		Answer Question 2			Comments
	Yes	No	Very Important	Important	Not Relevant	
699	1			1		

7 Appendix B: Reliability Data

SUMMARY		Pre and Post Reliability Study			Mt. SAC ESL-CAP Test			Spring 2006- Spring 2009	
from Placement test results		Placement	First Test			Second Test			Native Language
L Name	Student ID	Level	Listening	Reading	Overall	Listening	Reading	Overall	
Flores		Level 1	9	9	9	9	9	9	Spanish
Wang		Pre-1	9	7	8	9	7	8	Chinese
Chiu		Exit ESL	15	11	12	15	15	15	Chinese
Gong		Level 4	13	11	12	14	11	12	Chinese
Li		Level 4	13	10	11	13	12	12	Chinese
Mendez		Pre-1	7	7	7	9	7	8	Spanish
Mendez		Level 3	11	12	11	12	11	11	Spanish
Mendez		Level 2	11	9	10	10	11	10	Spanish
Sandoval		Level 3	11	11	11	12	10	11	Spanish
Xi		Level 3	9	10	9	11	12	11	Chinese
Ju, Kaiyong		Literacy	7	7	7	7	7	7	Korean
Zhang		Literacy	7	7	7	7	7	7	Chinese
Hsieh		Level 1	9	10	9	9	11	10	Chinese
Díaz		Pre-1	7	7	7	7	9	8	Spanish
Díaz, A.		Pre-1	9	8	8	9	9	9	Spanish
Hernandez, C		Literacy	7	7	7	7	8	7	Spanish
Hjoul		Level 2	10	10	10	11	11	11	Arabic
Hung, M		Level 3	14	9	10	12	11	11	Chinese
Jung		Level 5	10	14	11	12	14	13	Korean
Melendrez		Level 4	13	9	10	11	14	12	Spanish
Nieto		Level 4	10	14	11	11	14	12	Spanish
Rodriguez		Literacy	7	7	7	7	7	7	Spanish
Wang		Level 6	9	14	10	14	14	14	Chinese
Yen		Level 3	9	13	10	11	11	11	Chinese
Zhao		Pre-1	7	7	7	9	7	8	Chinese

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Chang		Level 6	9	14	10	14	15	14	Chinese
Hsu		Level 5	9	15	10	13	14	13	Chinese
Lee		Level 4	9	15	10	11	15	12	Korean
Lin		Level 2	9	13	10	9	11	10	Chinese
Perez		Level 3	10	12	11	10	12	11	Spanish
Rodriguez		Level 2	14	9	10	10	11	10	Spanish
Singh		Level 2	9	13	10	11	9	10	Hindi
Yang		Level 4	9	13	10	12	12	12	Chinese
Zhan		Level 2	10	9	9	9	12	10	Chinese
Boada		Level 1	9	9	9	9	9	9	Spanish
Huang		Level 3	10	15	11	10	15	11	Chinese
Hyung		Level 4	9	14	10	11	14	12	Chinese
Kim		Level 4	9	13	10	11	14	12	Korean
Koneshlou		Level 2	9	13	10	9	13	10	Urdu
Shih		Level 2	9	10	9	10	10	10	Chinese
Shin		Level 2	9	13	10	9	10	9	Korean
Wang		Level 3	9	13	10	11	12	11	Chinese
Chen		Level 4	11	10	10	11	13	12	Chinese
Ha		Level 5	9	13	10	12	15	13	Vietnamese
Marquez		Level 5	9	14	10	12	14	13	Spanish
Ramirez		Level 2	11	10	10	10	10	10	Spanish
Chen		Level 5	9	14	10	12	15	13	Chinese
Chien		Level 5	9	14	10	12	14	13	Chinese
Gomez		Literacy	7	7	7	7	7	7	Spanish
Kang		Level 5	9	14	10	12	14	13	Chinese
Murray		Level 5	15	10	11	12	15	13	Spanish
Wang		Level 6	9	11	10	14	15	14	Chinese

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Zhang		Pre-1	9	7	8	7	7	7	Chinese
Zhao		Level 3	9	12	10	11	12	11	Chinese
Zhi		Literacy	7	7	7	7	7	7	Chinese
Barretto		Level 2	10	9	9	10	11	10	Spanish
Cruz		Pre-1	7	11	8	9	7	8	Spanish
Kuo		Level 6	9	14	10	13	15	14	Chinese
Luo		Level 4	9	14	10	9	15	12	Chinese
Baroudi		Level 3	9	13	10	11	11	11	Arabic
Chiu		Exit ESL	10	15	11	15	15	15	Chinese
Han		Exit ESL	9	15	12	15	15	15	Korean
Jin		Level 3	10	9	9	12	11	11	Chinese
Kitaoya		Exit ESL	11	14	12	15	15	15	Japanese
Lau		Level 5	9	14	10	13	13	13	Chinese
Lee		Level 6	9	14	10	14	14	14	Chinese
Li		Level 4	9	14	10	11	15	12	Chinese
Pandit		Level 1	8	9	8	9	9	9	Urdu
Parada		Level 2	9	7	8	11	9	10	Spanish
Sanchez		Exit ESL	9	14	10	15	15	15	Spanish
Shan		Level 5	9	13	10	14	12	13	Chinese
Villanueva		Level 5	9	13	10	12	14	13	Spanish
Wen		Level 2	12	9	10	13	9	10	Chinese
Xu		Exit ESL	9	14	10	15	15	15	Chinese
Zhao		Level 4	9	14	10	11	13	12	Chinese
Basurto		Level 3	10	11	10	11	12	11	Spanish
Castenada Ruiz		Literacy	8	7	7	7	7	7	Spanish
Chang		Literacy	7	7	7	7	7	7	Korean
Cheung		Pre-1	7	7	7	8	8	8	Chinese
Daroodi		Level 4	15	9	10	13	11	12	Farsi

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Ho		Pre-1	9	7	8	9	7	8	Chinese
Kantar		Level 3	10	13	11	10	13	11	Turkish
Li		Level 2	11	7	8	11	9	10	Chinese
Tsai		Level 4	11	15	12	11	15	12	Chinese
Ibrahim		Level 5	10	13	11	13	14	13	Arabic
Lin		Level 4	9	14	10	14	11	12	Chinese
Mojaher		Level 3	12	11	11	14	9	12	Farsi
Zocatan		Level 3	14	9	12	10	15	11	Spanish
Chavez		Level 4	9	13	10	11	15	12	Spanish
Chen		Level 3	9	14	10	10	13	11	Chinese
Duarte		Level 2	10	9	9	9	14	10	Spanish
Flores		Level 1	9	9	9	9	9	9	Spanish
Gong		Level 4	10	15	11	11	14	12	Chinese
La Cruz		Level 3	10	14	11	11	11	11	Spanish
Li		Exit ESL	9	14	10	15	15	15	Chinese
Mohamed		Level 2	9	9	9	10	10	10	Arabic
Shaw		Level 4	9	11	10	11	14	12	Chinese

Level Equivalency Numbers

N 97
Mean 881848254
SD 385296.994
Range 8

Correlation btwn Test 1 and Test 2

Literacy	7		
Pre-1	8	Level 4	12
Level 1	9	Level 5	13
Level 2	10	Level 6	14
Level 3	11	Exit ESL	15

8 Appendix C: Test Bias Forms for Reviewers

ESL-CAP Listening Sub-test Bias Scoring Sheet

Panel Member: Name _____ Ethnicity: _____

Native Language: _____ Gender: _____

Role: Instructor Staff Student

Listen to the items. The audios and videos will be played twice for each item.

For each item, please circle OKAY, OFFENSIVE or UNFAIR after listening to the item. You do not need to answer the items. You are looking at the content of each item. If you feel that an item is offensive or unfair, please note down a reason. Thank you for your participation.

- OKAY = The item is fair to all ethnic groups and genders.
- OFFENSIVE = The content or topic of the item makes you uncomfortable.
- UNFAIR = The item appears to be easier for one culture, e.g. using the word “enchilada” would favor a Hispanic culture familiar with that type of food.

Please note the number of each item as you will listen to a few items from each level.

Item Number #	OKAY	OFFENSIVE	UNFAIR	Reason:
Item Number #	OKAY	OFFENSIVE	UNFAIR	Reason:
Item Number #	OKAY	OFFENSIVE	UNFAIR	Reason:
Item Number #	OKAY	OFFENSIVE	UNFAIR	Reason:
Item Number #	OKAY	OFFENSIVE	UNFAIR	Reason:
Item Number #	OKAY	OFFENSIVE	UNFAIR	Reason:
Item Number #	OKAY	OFFENSIVE	UNFAIR	Reason:
Item Number #	OKAY	OFFENSIVE	UNFAIR	Reason:
Item Number #	OKAY	OFFENSIVE	UNFAIR	Reason:

Mt. SAC ESL CAP Test

Name: _____

Test Bias Study June 2009

Native Language: _____

Reading Items

Date: _____

Circle your status: STAFF STUDENT FACULTY

On each of the following items, please circle OKAY, OFFENSIVE or UNFAIR after reading through the item. You do not need to answer the items. You are looking at the content of each item. If you feel that an item is offensive or unfair, please note down a reason. Thank you for your participation.

- OKAY = The item is fair to all ethnic groups and genders.
- OFFENSIVE = The content or topic of the item makes you uncomfortable.
- UNFAIR = The item appears to be easier for one culture, e.g. using the word enchilada would favor a Hispanic culture familiar with that type of food.

Item Number	Reading	Question	Possible Answers
Item 088	Susan's week is very busy. From Monday to Friday mornings, she goes to school to study English. After class, she uses the computer on Mondays, Wednesdays and Fridays. On Tuesdays and Thursdays, she helps her brother do his homework. On Saturdays she cleans the house. She washes the dishes, sweeps the floors, and does the laundry. She doesn't like to clean, but she needs to clean once a week.	When does Susan help her brother?	<p>a. Before her classes.</p> <p>b. After class on Tuesday and Thursday.</p> <p>c. Every Wednesday afternoon.</p> <p>d. After cleaning on Saturdays.</p> <p>e. I don't know.</p>

OKAY

OFFENSIVE*

UNFAIR*

Reason: _____

9 Appendix D: Test Bias Information to Date

Panelists

Name	Gender	Native Language	Age Group	Disability	Status
Claudia Castaneda	F	Spanish	20-29	None	Staff
Xinhua DeFranco	F	Chinese	50-59	None	Faculty
Jane Wang	F	Chinese/English	20-29	None	Faculty
Christina Yanez	F	Spanish /English	30-39	None	Staff
Brenda Kao	F	Chinese	30-39	None	Faculty
Bertha Rodriguez	F	Spanish	30-39	None	Staff
Janna Brink	F	English	40-49	None	Faculty
Kathy Yang	F	Chinese	50-59	None	Faculty
Yazmin Vanegas	F	Spanish	40-49	None	Faculty
Cecilia Paredes	F	Spanish	20-29	None	Student
Ning Yao	F	Chinese	30-39	None	Student
Grace Kim	F	Korean/Japanese	30-39	None	Faculty
Katalin Gyurindak	F	Hungarian	40-49	None	Faculty
Nadia Kayaleh	F	Arabic	40-49	None	Faculty
Qian Gong	F	Chinese	20-29	None	Student
Maria Ramirez	F	Spanish	40-49	None	Student
Wei Li Lin	F	Chinese	30-39	None	Faculty
Lana Zenkova	F	Russian	20-29	None	Student
Fei Fei Liang	F	Chinese	40-49	None	Student
Esther Tan	F	Chinese	20-29	None	Faculty
Anthony Hall	M	English	50-59	None	Faculty
Tania Perez	F	Spanish	20-29	None	Staff
Mingliang Shi	M	Chinese	20-29	None	Student
Diana Rivers	F	English	30-39	None	Faculty
Abdel Belblidia	M	Arabic/French	50-59	None	Faculty
Shannon Chang	F	Chinese	20-29	None	Student
Yvonne Allen	F	Chinese	40-49	None	Faculty
Gayatri Prasad	F	Assames (Hindi)	50-59	None	Faculty
Luis Hernandez	M	Spanish	40-49	None	Student
Salwa Morkos	F	Arabic	30-39	None	Student
Vera Enedina	F	Spanish	20-29	None	Student
Antonina Papov	F	Bulgarian	20-29	None	Staff

Mildred Castilla	F	Spanish	40-49	None	Student
Lourdes Granda	F	Spanish/English	30-39	None	Staff
Frank Seo	M	Korean	60-69	None	Student

Test Bias Information

Item Number	Okay = Fair to all	Offensive	Unfair	Comments and Subsequent Changes
1	4			
2	4			
3	4			
4	4			
5				DELETED prior to test bias study
6	4			
7	1			new item
8	3			
9	3			
10	3			
11	3			
12	3			
13	3			
14	3			
15	3			
16	3			
17	3			
18	3			
19	2		1	DELETED- due to cultural bias
20	3			
21	3			
22	3			
23	3			
87	2			new item
88	5			
89	5			
90	4			
91	4			
92	4			
93	4			
94	4			
95	4			
96				
97	4			

98	3		1	too easy [this content tests well at this level. Comment is not related to bias.]
99	4			
100				
101	4			
102	4			
103	1			new item
104	3			
105	3			
107	3			
108	2		1	implication that women can only study fashion
109				
110				
111				
112	4			
113	3			
114				
115				
116				
117				
169	3			new item
170	1			new item
171	1			new item
183	6			
184	1			new item
185	5			
186	4			
187	4			
188	4			
189	4			
190	4			
191	3		1	Topic is a business concept.
192	4			
193	4			
194	2		2	What does food have to do with a marathon? [Content question – not related to bias.] Assumes everyone knows what a marathon is.
195	4			
196	3		1	CHANGED La Jolla to Main for address after this comment: It is easy for native Spanish speakers to understand the word La Jolla.
197	4			
198	4	2		DELETED the quotation marks after these comments: The quotation marks on the word red makes us think too hard.
199				
201	3			

202	2			
203	3			
204	2			
205	3			
206				
207	1			new item
208	2			
209	2		1	“detest” is almost the same in Spanish [Item question needs to be reworded to eliminate the cultural/linguistic bias]
211	2		1	soccer –lack of context (content issue not cultural or gender bias)
212				
213				
214	2			
215	2			
216	2			
217	1	1		portrays men as always thinking about women
218				
278	1			new item
279	1			new item
280	2			new item
281	1			new item
282	1			new item
283				
284	1			new item
285				
286	4			
287	3		1	Content could be difficult for a newcomer. [Content related – not bias.]
288	2		2	testing logic more than English[Content approved by level instructors, covered in classes – not bias related.]
289	4			
290	2	2		CHANGED wording and deleted the offensive phrase in response to these comments: “you can ask a ten-year-old” implies that parents are not smart
291	3		1	CHANGED wording to eliminate reference to a specific talk show in response to this comment: “has to know the Jay Leno show”
292	4			
293	4			
294	3	1		REWORDED to eliminate “rich” due to this comment: passing judgment on rich people
295	3	1		REWORDED to eliminate “rich” due to this comment: passing judgment on rich people
296	4			
297	4			
298	4			
299	3		1	This comment did not change the item as the item’s

				question is unrelated to the information noted in this comment: "requires background knowledge about Hawaii being a place for honeymoons"
301	4			
302	4			
303	3			
304	3			
305	4			
306	1			new item
307	3		1	possible gender bias since woman is having a bad day
308				
309	1			new item
310	1			new item
311	4			
312				
313	4			
314	4			
315	4			
316	3			
317	3			
318	2	1		too many family problems
319	2	1		reference to grandfather with health problems implies that all old people have health problems
320	3			
321	3			
322				
323				
324				
325				
326				
327				
328				
329				
330				
374	2			new item
375	1			new item
376	2			new item
377	1			new item
378	1			new item
379				
380	1			new item
381				
382				
383				
388	3			
389	3			

390	3			
391	3			
392	3			
393	3			
394	3			
395	3			
396	3			
397	3			
398	3			
401	5			
402	5			
403	5			
404	4			
405	2			new item
406	1			new item
407	1			new item
408				
409	4			
410	4			
411	4			
412	4			
413	1	3		DELETED- due to implication noted as offensive
414				
415	4			
416				
417	4			
418	4			
419	4			
420	4			
481	2			new item
482	1			new item
483	1			new item
484				
485	3			
486	3			
487	2		1	CHANGED question to a different vocabulary word due to this comment: "torrential" is similar to Spanish
488	3			
489	3			
490	2		1	"awards " is culturally biased [item does not ask about the awards mentioned]
491	3			
492	3			
493	3			
494	2		1	DELETED the idiom due to this comment: "keep his nose to the grindstone" is an idiom

