

From: Barbara McNeice-Stallard
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Subject: History of Reading Assessment Validations

The DRP is on the Chancellor's list (see below). Maria works with Assessment office (James Ocampo and Nico Martinez) to conduct assessment test validations. We last worked on the DRP in Nov 2012. Jim wrote the section for the Cut Score based on RIE data (see below). In 2006 we provided some information on cut scores and with each re-submission of the DRP to the Chancellor's Office we provide success data that Jim uses in the cut score review. The Cut Scores have not changed in years. Maria did some work in 2008 on enrollment patterns of students who took the DRP and their DRP scores when they were allowed to re-take the test. Generally, focusing on READ 90, around ~40% of students who re-took the test scored higher. Maria also works with Jim and Nico on Multiple Measures analyses.

As for the Reading Competency, we do not believe that we've worked on it. I do not see it on the Chancellor's Office list of approved instruments.

CUT SCORES

The following cut scores for placement have been established. Based on data collected on consequential validity, as well as on student success rates based on initial course placement, faculty have deemed these cut scores as appropriate for continued use.

<u>DRP Score Range</u>	<u>Reading Course</u>
28 - 38	READ 70 (Improving Reading Comprehension)
39 - 53	READ 80 (Developing Reading Comprehension)
54 - 64	READ 90 (Preparing for College Reading))
65 +	READ 100 (Analysis and Critical Reading)

It was decided to use the Independent reading level score of the DRP for establishing the cut scores. This report level was chosen so that students and staff could utilize the reading scores in correlation to the readability of textbooks. The DRP scoring system was developed to be able to compare a reading comprehension score with a text readability score.

Cut score levels were determined using a comparison of the text reading level typical for the score to the materials and instruction that are used for each course. Some course reading materials may be of a higher readability than the cut-off scores; however, the contextualization of the material and instructor support makes the text accessible to the students.

These cut scores are intended as measures of reading placement of native English speakers and readers. Non-native speakers and readers are placed using other measures.

Chancellor's Office of Approved Instruments can be found at "Approved Instruments" at <http://extranet.cccco.edu/Divisions/StudentServices/Matriculation/Assessment.aspx>

<u>MIS CODE</u>		<u>SECOND PARTY ASSESSMENT INSTRUMENT NAME</u>	<u>Approval Category</u>	<u>Begin Date</u>	<u>Expiration Date</u>
5160	Mt San Antonio	ASSESSMENT OF WRITTEN ENGLISH (AWE)	Full	7/1/1997	3/1/2019
5271	Mt San Antonio	DEGREES OF READING POWER (DRP)	Full	6/1/2000	3/1/2019
5320	Mt San Antonio	MATH PLACEMENT TEST	Full	7/1/2001	7/1/2014
5349	Mt San Antonio	ESL COMPUTER ADAPTIVE PLACEMENT TEST	Full	7/1/2003	3/1/2019