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Action

Professional Services Committee

Adoption of the Passing Score Standard for the California Subject Examinations for Teachers World Language English Language Development Examination (CSET: ELD)

Executive Summary: This agenda item provides the Commission with recommendations relevant to the determination of passing score standards for the CSET: ELD examination.

Policy Question: Does the recommended passing score standards for the CSET: ELD examination meet Commission expectations of rigor?

Recommended Action: That the Commission adopt the recommended passing score standard for the CSET: ELD examination.

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Strategic Plan Goal:

I. Educator Quality

- ◆ Develop, maintain, and promote high quality authentic, consistent educator assessments and examinations that support development and certification of educators who have demonstrated the capacity to be effective practitioners.

Adoption of the Passing Score Standard for the California Subject Examinations for Teachers World Language English Language Development Examination (CSET: ELD)

Introduction

This report describes the standard setting study for the California Subject Examinations for Teachers World Language English Language Development Examination (CSET: ELD), and provides staff-recommended initial passing standards for each subtest based on the recommendations from the CSET: ELD Standard Setting Panel.

Based on established examination development procedures, which are outlined in the August 2009 agenda item, “Examinations Development Procedures and State Contracting Processes” available at www.ctc.ca.gov/commission/agendas/2009-08/2009-08-2D.pdf, the CSET: ELD Content Specifications were defined and the test questions were developed. These two phases are discussed in the Background section of this agenda item.

The procedures used in the final CSET: ELD phase, setting the passing scores, are detailed in the “CSET: ELD Standard Setting Studies” section of this item. The CSET: ELD Standard Setting Panel and Commission staff recommendations on passing score standards are also provided.

Background

Subject Matter Competence Requirement for Candidates

Candidates for a Single Subject California teaching credential have to demonstrate subject matter competence as one of the requirements for the teaching credential. The Elementary and Secondary Education Act (ESEA) requires all teachers of core academic subjects to demonstrate ESEA teacher quality compliance. The federal definition of a Highly Qualified Teacher (HQT) is three fold: teachers must hold at least a bachelors degree, be appropriately licensed by the state, and demonstrate subject matter competency. In accordance with California’s No Child Left Behind (NCLB) compliance plan, California Single Subject candidates new to the profession have two routes for demonstrating subject matter competence in an NCLB core academic subject area to meet HQT status: (1) a program route, including any of the following options: (a) completing a Commission-approved subject matter preparation program; (b) major in the core area; (c) graduate degree in the core area; (d) major equivalent in the core area of 32 non-remedial units with a grade of C or higher; (e) advanced certification/National Board certification in the core area; or (2) passing the applicable California Subject Examinations for Teachers (CSET) subject matter examination. World Language is a core academic subject area under NCLB. If a school or district provides World Language graduation credit for an ELD course, the teacher must meet HQT requirements.

Underlying both of these routes to verify subject matter knowledge is a common set of subject matter requirements (SMRs). The SMRs define the content that is eligible to be included on the

subject matter examination and that must be covered within an approved subject matter program’s coursework.

SMRs serve multiple purposes and functions:

- Structuring test content to be clear and understandable to professionals in the field and candidates preparing for the assessment.
- Providing meaningful categories for test design and the development of test items.
- Informing the general public, legislators, and other constituencies about test content and expectations for public school teachers of departmentalized World Language: ELD.
- Supporting the use of consistent scoring criteria and procedures.
- Providing a framework for reporting test scores to candidates, preparation programs, the public, and the Commission.
- Providing a framework for subject matter preparation program standards to assure that candidates who complete the examination route to demonstrating subject matter competence and those who complete the subject matter program route have the same underlying content knowledge.

The SMRs for World Language: ELD were adopted by the Commission in January 2012 and are outlined in Appendix A.

Development of the CSET: ELD Test Items

Since then, the English Learner Content Expert panel, along with the CSET: ELD contractor, the Evaluation Systems group of Pearson, worked to develop test items to reflect those specific subject matter requirements. Newly developed items were reviewed by both the Commission’s standing Bias and Sensitivity Review Committee and by the English Learner Content Expert Panel. Sample test items are located under Test Preparation Materials on the CSET: ELD Website, http://www.ctcexams.nesinc.com/PM_CSET.asp?t=205.

CSET: ELD Test Structure

The SMRs define the content measured by the new CSET: ELD subject matter examination. The examination is comprised of three subtests which together as a whole address all of the SMRs in the five domains. The structure of the examination is shown in the table below.

Table 1: CSET: ELD Test Structure

Subtest	Domains	Number of Multiple-Choice Items	Number of Constructed-Response Items
I	Knowledge of English Learners in CA and the U.S.	10	1 focused
	Applied Linguistics	34	2 focused
	Subtest Total	44	3 focused
II	Cultural Foundations	17	1 focused

Subtest	Domains	Number of Multiple-Choice Items	Number of Constructed-Response Items
	Foundations of English Learner Education in CA and the U.S.	15	1 extended
	Subtest Total	32	1 focused 1 extended
III	Principles of ELD Instruction and Assessment	24	2 focused
	Subtest Total	24	2 focused
	Combined Total	100	6 focused 1 extended

Responses to multiple-choice questions are machine scored as correct or incorrect. There is no penalty for guessing. Responses to the constructed-response assignments are scored independently by at least two qualified and well-trained California educators using standardized procedures. Responses are scored using a three-point score scale for focused constructed-response questions and a four-point score scale for extended constructed-response items. The passing score standard presented below for Commission consideration is based on the raw score metric. Like other Commission-owned exams, CSET: ELD raw scores will be converted to scale scores on a standard range of 100-300, with the scaled score of 220 representing the minimum passing score as determined by the Commission. Once the Commission has adopted the minimum raw score required to pass CSET: ELD, raw scores will be converted to scale scores and reported to examinees as scaled scores. Future forms of CSET: ELD will be equated for difficulty so that a scaled passing score of 220 will represent the same level of rigor as it does on the initial operational form.

The CSET: ELD Standard Setting Studies

The purpose of the standard setting studies is to provide the Commission with recommendations, based on the informed judgments of California educators, relevant to the determination of the initial passing standards for the CSET: ELD. The educators on the Commission-established CSET: ELD Standard Setting Panel represented English Language Development teachers, district-level educators, and teacher preparation program faculty responsible for training English Language Development teachers. Information related to the panel's demographics is included in Appendix B.

As with the standard setting study method used for all other Commission examinations, the process employed for CSET: ELD was consistent with recognized psychometric principles and procedures. The standard setting study for the CSET: ELD was conducted on November 13, 2013.

The CSET: ELD standard setting meeting began with an orientation and training session. The initial step was to ask the panel members to independently take the CSET: ELD, using the Fall 2013 test form, under simulated test-like conditions. This helped the members become familiar with the examination, the knowledge and skills associated with the items, and the perspective of

the examinees. The panel members were then familiarized with the CSET: ELD Content Specifications and the concept of the minimally competent beginning teacher. Panel members were asked to conceptualize the specific content knowledge and skills of a hypothetical teacher candidate who would be minimally competent in the subject area. Panel members used this concept of what a minimally competent new teacher would know and be able to do in determining their recommended minimally acceptable score for passing the CSET: ELD examination. Although a number of examinees may exceed the level of acceptable knowledge and skills, none receiving a passing score should fall below this minimally competent level. The panel also reviewed the performance characteristics and score scale used to evaluate the constructed-response items in the CSET: ELD, which are provided in Appendix C. After this extensive training and the simulated test taking, panel members completed the following three rounds of standard setting ratings.

- Round One: For each multiple-choice item, the panel members were asked to independently rate the percent of minimally competent beginning teachers who would answer the item correctly. For each constructed-response item, members were asked to independently indicate the level of response that would be achieved by the minimally competent beginning teacher.
- Round Two: The Round One ratings, which were displayed anonymously, were distributed, and members discussed the reasoning used in making their determinations. This round moved the panel from individual item ratings to ratings at the section level (i.e., multiple-choice section and constructed-response section). They were asked the number of multiple-choice items that would be answered correctly and the total score points that would be achieved on the constructed-response items by the minimally competent beginning teacher.
- Round Three: Panel members were given the results of their Round Two ratings, along with information about the examinee pass rates at various panel member ratings. They were then asked to make final independent recommendations for a passing standard based on the raw score points earned on each section of the test.

Separate ratings for each of the three subtests were made during each of the three rounds. The Panel's recommendation represents the computed median of the third round results. The panel was then asked to recommend the relative weighting of the multiple-choice raw score points versus the constructed-response raw score points. The panel's recommended weighting for each subtest is shown in Table 2 below under the column title Section Score Combination Rule.

Results of the Standard Setting Studies

The Standard Setting Panel followed the procedure outlined above to determine a recommendation for the CSET: ELD minimum passing score. Following the study, Evaluation Systems group of Pearson (Evaluation Systems) calculated the median panel-recommended weighted score based on the individual member's recommendation. Table 2 below provides a summary of the CSET: ELD, including the number of scorable items by item type, the total possible weighted scores by item type, and the median panel-recommended weighted raw score total.

Table 2: CSET: English Language Development (ELD) Panel-Recommended Passing Scores

CSET: English Language Development (ELD)						
Subtest	Item Type ¹	Scorable Items	Total Possible Score Points	Computed Median Based on Panel Recommendations	Section Score Combination Rule ²	
					50/50	40/60
ELD I (205)	MC	35	35	28	✓	
	CR	3	18	15		
ELD II (206)	MC	26	26	21	✓	
	CR	2	14	12		
ELD III (207)	MC	19	19	15	✓	
	CR	2	12	9		

¹ MC = multiple-choice test item, CR = constructed-response test item

² Section score combination rule indicates the percent of multiple-choice test items to the percent of constructed-response test items.

Staff-Recommended Passing Standards

For the CSET: ELD, staff recommends that the Commission adopt the median and weighting of the Standard Setting Panel recommended passing scores for each subtest as shown in Table 2 above.

Next Steps

If the Commission adopts the recommended passing standards for the CSET: ELD examination, notification will be posted on the CSET: ELD website and distributed to the field as soon as possible. In addition, the November examinee’s scores will be tabulated based on the adopted passing standard and scaled to a range of 100 to 300, with 220 representing the adopted passing standard for CSET: ELD. The individual examinee’s score report will then be distributed within three to four week of the Commission’s decision. The passing standard adopted by the Commission and applied to the November 2013 test results will also be applied to all subsequent administrations.

The paper-based CSET: ELD examination is offered twice annually, in May and November.

Appendix A

Outline of the CSET: ELD Subject Matter Requirements

The complete CSET: ELD Subject Matter Requirements, including the extensive descriptive text for each of the competencies can be found on the CTC exams website or by following this link: http://www.ctcexams.nesinc.com/PDF/CSET_Prep/CS_ELD_SMR.pdf.

Domain 1: Knowledge of English Learners in California and the United States

- 1.1 Historical, Demographic, and Social Contexts for English Learner Education
- 1.2 Historical and Current Educational Research Relating to English Learner Achievement in California and the United States
- 1.3 Characteristics and Typologies of English Learners
- 1.4 Child and Adolescent Growth and Development, Including Cross-Cultural Perspectives

Domain 2: Applied Linguistics

- 2.1 The Nature of Language and Language Structure and Use
- 2.2 Language Development
- 2.3 English Language Linguistics
- 2.4 Nature and Role of Academic Language in Language Acquisition Across the Curriculum

Domain 3: Cultural Foundations

- 3.1 Cultural Perspectives and Resources
- 3.2 Cultural Influences on Learning
- 3.3 Roles and Influence of Families and the Community in Schooling

Domain 4: Foundations of English Learner Education in California and the United States

- 4.1 Historical Perspectives on English Learner Education in the U.S. and California
- 4.2 Current Features of English Learner Education in California
- 4.3 Foundations of Assessment for English Learners
- 4.4 Foundations of Literacy Instruction for English Learners
- 4.5 Principles of English Language Development Instruction for English Learners

Domain 5: Principles of ELD Instruction and Assessment to Promote Receptive and Productive Language Proficiency

- 5.1 Principles of English Aural Language Instruction and Assessment for English Learners
- 5.2 Principles of English Oral Language Instruction and Assessment for English Learners
- 5.3 Principles of English Reading Instruction and Assessment for English Learners
- 5.4 Principles of English Composition, Writing Instruction, and Assessment for English Learners
- 5.5 Principles of Language Support for Academic Content Instruction and Assessment Across the Curriculum

Appendix B
CSET: ELD Standard Setting Panels Demographic Characteristics

Total Number	
Participated	7
Ethnicity	
African American or Black	0
Asian American	1
Filipino	
Southeast Asian American	
Pacific Island American	
Mexican American / Chicano	1
Latin American / Other Hispanic	1
Native American	
White (non-Hispanic)	4
Other	
Gender	
Female	6
Male	1
Region	
North	3
South	4
Current Profession	
Public School Educator	5
College/University Educator	2
Other	
Years of K-12 Public Education Experience	
0-3	1
4-6	
7-10	1
11+	4
College or University Experience	
College/University Educator	2
Taught College Courses in Past 3 years	4

Appendix C

Performance Characteristics and Scoring Scales

Short (focused) Constructed-Response Questions

PURPOSE	The extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements.
SUBJECT MATTER KNOWLEDGE	The application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements.
SUPPORT	The appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements.

SCORE POINT	SCORE POINT DESCRIPTION
3	<p>The “3” response reflects a command of the relevant knowledge and skills as defined in the CSET subject matter requirements for CSET: English Language Development.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is an accurate application of relevant subject matter knowledge. • There is appropriate and specific relevant supporting evidence.
2	<p>The “2” response reflects a general command of the relevant knowledge and skills as defined in the CSET subject matter requirements for CSET: English Language Development.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a largely accurate application of relevant subject matter knowledge. • There is acceptable relevant supporting evidence.
1	<p>The “1” response reflects a limited or no command of the relevant knowledge and skills as defined in the CSET subject matter requirements for CSET: English Language Development.</p> <ul style="list-style-type: none"> • The purpose of the assignment is only partially or not achieved. • There is limited or no application of relevant subject matter knowledge. • There is little or no relevant supporting evidence.
U	The “U” (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, primarily in a language other than English, or does not contain a sufficient amount of original work to score.
B	The “B” (Blank) is assigned to a response that is blank.

Extended Constructed-Response Questions

PURPOSE	The extent to which the response addresses the constructed-response assignment’s charge in relation to relevant CSET subject matter requirements.
SUBJECT MATTER KNOWLEDGE	The application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements.
SUPPORT	The appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements.
DEPTH AND BREADTH OF UNDERSTANDING	The degree to which the response demonstrates understanding of the relevant CSET subject matter requirements.

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>The “4” response reflects a thorough command of the relevant knowledge and skills as defined in the CSET subject matter requirements for CSET: English Language Development.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is a substantial and accurate application of relevant subject matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects a comprehensive understanding of the assignment.
3	<p>The “3” response reflects a general command of the relevant knowledge and skills as defined in the CSET subject matter requirements for CSET: English Language Development.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a largely accurate application of relevant subject matter knowledge. • The supporting evidence is adequate; there are some acceptable, relevant examples. • The response reflects an adequate understanding of the assignment.
2	<p>The “2” response reflects a limited command of the relevant knowledge and skills as defined in the CSET subject matter requirements for CSET: English Language Development.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is limited accurate application of relevant subject matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited understanding of the assignment.
1	<p>The “1” response reflects little or no command of the relevant knowledge and skills as defined in the CSET subject matter requirements for CSET: English Language Development.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no accurate application of relevant subject matter knowledge. • The supporting evidence is weak; there are no or few relevant examples. • The response reflects little or no understanding of the assignment.

SCORE POINT	SCORE POINT DESCRIPTION
U	The “U” (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, primarily in a language other than English, or does not contain a sufficient amount of original work to score.
B	The “B” (Blank) is assigned to a response that is blank.

Appendix D

Standard Setting Considerations

As described in the *Standards for Educational and Psychological Testing* (American Educational Research Association, American Psychological Association, and the National Council on Measurement in Education, 1999), the standard setting process is a key piece of validity evidence supporting a testing program.

Defining the minimum level of knowledge and skill required for licensure or certification is one of the most important and difficult tasks facing those responsible for credentialing. Verifying the appropriateness of the cut score or scores on the tests is a critical element in validity. The validity of the inference drawn from the test depends on whether the standard for passing makes a valid distinction between adequate and inadequate performance. Often, panels of experts are used to specify the level of performance that should be required. Standards must be high enough to protect the public, as well as the practitioner, but not so high as to be unreasonably limiting. Verifying the appropriateness of the cut score or scores on a test used for licensure or certification is a critical element of the validity of test results (p. 157).

In making recommendations to the Commission regarding passing standards, staff considered the following factors and options that affect the standard setting process in determining a staff-recommendation.

Professional Judgments

The recommended passing standards for the CSET: ELD are based upon the professional judgments provided by the members of the CSET: ELD Standard Setting Panel. Since the panel recommendations are criterion-referenced—based on expert judgment of the minimum required knowledge and skills for beginning administrators—examinee performance data provides supplemental, though not necessary, information.