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Action

Professional Services Committee

Recommended Passing Score Standard for the CSET: Less Commonly Taught Languages Other Than English Alternative Standardized Assessment

Executive Summary: This report provides the Commission with recommendations relevant to the determination of the passing score standard for the CSET: Less Commonly Taught Languages Other Than English Alternative Standardized Assessment.

Recommended Action: That the Commission adopt the recommended passing score standard for the CSET: Less Commonly Taught Languages Other Than English Standardized Assessment.

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Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

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Recommended Passing Score Standard for the CSET: Less Commonly Taught Languages Other Than English Alternative Standardized Assessment

Introduction

In April 2006, the Commission approved a process for the alternative assessment of less commonly taught languages other than English for which the Commission did not have an existing California Subject Examinations for Teachers (CSET) examination and for which the development of an individual CSET examination would be cost prohibitive given the low volume of potential test takers (<http://www.ctc.ca.gov/commission/agendas/2006-04/2006-04-2E.pdf>).

The alternative assessment process consists of two parts. Part One is comprised of a standardized assessment covering the CSET subject matter requirements in General Linguistics, Linguistics of the Target Language, Literary and Cultural Texts and Traditions, and Cultural Analysis and Comparisons. This assessment is based on the current approved Subject Matter Requirements for Languages Other Than English and is administered by the Commission's testing contractor, Evaluation Systems group of Pearson, Inc. Part Two consists of a locally-administered assessment of the candidate's target language skills in listening, speaking, reading and writing. The locally-administered assessment is arranged through Commission-approved alternative assessor agencies. To date there are two approved alternative assessor agencies: Hebrew Union College (Hebrew) and Merced County Office of Education (Portuguese).

This report describes the standard setting study for the Alternative Languages Other Than English standardized assessment (referred to above as Part One of the alternative assessment process) and provides the staff-recommended initial passing standard for this examination.

Background

The CSET Languages Other Than English Examination for Less Commonly Taught Languages (e.g., Hebrew, Portuguese)

The CSET: Languages Other Than English (LOTE) series of examinations has been expanded to include less commonly taught languages. Beginning with the November 7, 2009, test administration, CSET: Hebrew and Portuguese became available and additional CSET: LOTE examinations will become available as approved by the Commission. These new examinations are designated with test codes of 301 and greater, and so will be referred to as the "300 series" of examinations for the purposes of this summary.

Because the 300 series has been designed to address any language field for which there is not currently a CSET examination, the format of the test is a template that draws from a single bank of test questions. In the creation of test forms, references to a target language or culture are replaced as appropriate to the specific language field.

Test Structure

The 300 series is most closely aligned in test structure to Subtest I of the following LOTE examinations developed during “Phase IV” of the CSET test development process: Arabic, Armenian, Farsi, Filipino, Hmong, and Khmer. These Phase IV examinations also include a Subtest II which assesses language and communication skills. The table below provides the comparable test structures of the Phase IV examinations and the 300 series examinations, both of which are comprised entirely of constructed-response assignments.

TEST STRUCTURES OF PHASE IV AND 300 SERIES EXAMINATIONS: NUMBER AND TYPES OF CONSTRUCTED-RESPONSE ASSIGNMENTS

Domains	Phase IV (Subtest I)	300 Series
General Linguistics ¹	1 short (focused)	1 short (focused)
Linguistics of the Target Language	3 short (focused) ²	2 short (focused)
Literary and Cultural Texts and Traditions	1 extended	1 extended
Cultural Analysis and Comparisons	1 extended	2 extended
Total	4 short (focused) 2 extended	3 short (focused) 3 extended ³

¹ Same banked test questions for both Phase IV and 300 series examinations

² One short (focused) assignment includes transformation and error analysis tasks

³ Because the language-specific transformation and error analysis tasks are not included in the 300 series, an additional question was added to the Cultural Analysis and Comparisons section

Each CSET testing session is five hours in length. Examinees taking a 300 series examination will have the full five hours to complete the one subtest exam at their own pace. In comparison, other CSET examinations, made up of two to four subtests, are designed to be completed within the same, single, five-hour testing session. The Phase IV and 300 series of CSET: LOTE examinations are administered twice per program year (November and May).

Applicable Subject Matter Requirements

The 300 series of examinations was developed based on the Commission’s approved LOTE subject matter requirements, with some adaptations or deletions appropriately made for specified language fields. For example, the 300 series examinations do not address the target language skills of listening, speaking, reading and writing. These language and communication skills are assessed by a local Commission-approved agency/institution. Appendix A provides the subject matter requirements (SMRs) by assignment for the 300 series and indicates how these requirements differ from those for the Phase IV examinations.

Scoring Information

Because the assignments on the Phase IV and 300 series examinations are of two types—one type requiring a short (focused) response taking approximately 10–15 minutes to complete, and

another type requiring an extended response taking approximately 30–45 minutes to complete—two sets of performance characteristics and two scoring scales are used to score responses to the assignments. Responses to the constructed-response assignments are scored by qualified California educators using focused holistic scoring. With the exception of the transformation and error analysis tasks of the Phase IV Subtest I, the performance characteristics and scoring scales for the Phase IV and 300 series examinations are the same and are provided in Appendix B.

Standard Setting Process

A common standard setting process has consistently been used for the CSET examinations. The description of this process for Phase IV examinations is provided in Appendix C.

Standard Setting Study for the CSET: Alternative LOTE Examination (Hebrew, Portuguese)

Since there were no test takers for the Alternative LOTE standardized examination at the first administration of November 2009, there were no candidate papers on which to base a standard-setting activity. In all likelihood, it would be an extended period of time before there are sufficient test takers on which to base such a study. Therefore, staff in consultation with psychometric experts from the Commission’s testing contractor, Evaluation Systems group of Pearson, conducted an internal standard setting study based on the Phase IV standard setting process and outcomes.

As the CSET: Alternative LOTE examination is based on and modeled after the Phase IV CSET LOTE examinations, it was appropriate to look at the passing score standard of this set of LOTE examinations as a guide for setting the passing standard for the new examination. Reprinted below is the passing score standard for Subtest I of the Phase IV LOTE examinations adopted by the Commission.

CSET: LOTE: ARABIC, ARMENIAN, FARSI, HMONG, AND KHMER PASSING SCORES FOR SUBTEST I

Subtest	Number of Constructed-Response Items	Total Possible Score Points	Computed Median Based on Panel Recommendations	CTC-Adopted Passing Score (Panel Recommended Value -1 SEM*)
Arabic I	6	40	30	28
Armenian I	6	40	28	26
Farsi I	6	40	30	28
Hmong I	6	40	31	29
Khmer I	6	40	25	23

*Standard Error of Measurement

Based on the adopted Phase IV passing standard for Subtest I, staff extrapolated the recommended passing standard for the CSET: Alternative LOTE standardized examination. The rationale for the recommended passing standard includes the following considerations: (a) on the three point scale for focus constructed response items a score of 2 has been deemed adequate by

the Commission; (b) on the four point scale for extended constructed response items a score of 3 has been deemed adequate; and (c) on the CSET: Alternative LOTE examination there is a total of 42 total possible score points whereas there is a total of 40 total possible score points on the Phase IV LOTE examinations.

Staff Recommendation

Staff recommends that the Commission adopt a passing score standard for the CSET: Alternative LOTE standardized examination (i.e., the CSET 300 series) of 28 total score points. This score represents the computed median of 30 score points with the -1 SEM (Standard Error of Measurement) applied, as has been the Commission's historical practice with respect to prior passing scores adopted for the CSET examinations. The Commission's contractor, Evaluation Systems group of Pearson, will convert this passing standard to a scaled score of 220, which is the same scaled score required for passing all CSET examinations.

APPENDIX A: SUBJECT MATTER REQUIREMENTS BY ASSIGNMENT

PHASE IV	300 SERIES
<p>Assignment 1:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the nature, purpose, and uses of language. • Demonstrate an understanding of the development of language and the significance of language change, including the variations that occur within the contexts of time, place, age, gender, and situation. • Demonstrate an understanding of the principles of pragmatics, discourse analysis, and the theory of speech acts. • Demonstrate an understanding of theories of language acquisition and learning. 	<p>Assignment 1:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the nature, purpose, and uses of language. • Demonstrate an understanding of the development of language and the significance of language change, including the variations that occur within the contexts of time, place, age, gender, and situation. • Demonstrate an understanding of the principles of pragmatics, discourse analysis, and the theory of speech acts. • Demonstrate an understanding of theories of language acquisition and learning.
<p>Assignment 2:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the phonology of the target language. • Demonstrate an understanding of the orthography of the target language. • Demonstrate an understanding of the morphology of the target language. • Demonstrate an understanding of the syntax of the target language. • Demonstrate an understanding of the semantics of the target language. • Describe changes that occur in the target language over time. • Analyze and contract linguistic structures of the target language and English. • Compare and contract particular words, idioms, and inflections in the target language and English. 	<p>Assignment 2:</p> <p><i>Not part of the 300 series – See Assignment 4 below</i></p> <ul style="list-style-type: none"> • Analyze and contract linguistic structures of the target language and English. • Compare and contract particular words, idioms, and inflections in the target language and English.
<p>Assignment 3:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of pragmatic and sociolinguistic features of target-language discourse. • Demonstrate an understanding of the origins and social implications of accentual and dialectal differences within the target language. • Describe the differences among the varieties of the target language and the factors that account for these differences. 	<p>Assignment 3:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of pragmatic and sociolinguistic features of target-language discourse. • Demonstrate an understanding of the origins and social implications of accentual and dialectal differences within the target language. • Describe the differences among the varieties of the target language and the factors that account for these differences.
<p>Assignment 4:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the orthography of the target language. • Demonstrate an understanding of the morphology of the target language. • Demonstrate an understanding of the syntax of the target language. • Demonstrate an understanding of the semantics of the target language. • Identify, analyze, and correct grammatical and mechanical errors in the target language. 	<p><i>Target language skills proficiency is assessed by local agencies approved by the Commission.</i></p>

<p>Assignment 5:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of major movements, genres, writers, and works in the literature of the target language. • Demonstrate an understanding of historical, social, and cultural influences on works of literature in the target language. • Use knowledge of the literary and cultural traditions of the target culture to interpret changes in that culture over time. • Demonstrate an understanding of the ways in which literary and intellectual works and movements of cultures associated with the target language both reflected and shaped those cultures. • Analyze the elements of literary works. • Interpret the use of rhetorical and literary techniques. 	<p>Assignment 4:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of major movements, genres, writers, and works in the literature of the target language. • Demonstrate an understanding of historical, social, and cultural influences on works of literature in the target language. • Use knowledge of the literary and cultural traditions of the target culture to interpret changes in that culture over time. • Demonstrate an understanding of the ways in which literary and intellectual works and movements of cultures associated with the target language both reflected and shaped those cultures. • Analyze the elements of literary works. • Interpret the use of rhetorical and literary techniques.
<p>Assignment 6:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of how all of the cultural perspectives within nations and cultures associated with the target language interact to influence the development and evolution of the target cultures. • Demonstrate familiarity with how the major physical and other geographical features of countries and cultures associated with the target language have influenced the cultures' development and evolution. • Analyze how political factors have influenced the development and evolution of cultures associated with the target language, including the interrelationship between geography and political systems. • Demonstrate familiarity with significant individuals, key eras, and major historical events and developments within nations and cultures associated with the target language, and analyze their influence on the development and evolution of the target cultures. • Demonstrate an understanding of how the political, religious, social, economic, and educational systems and institutions in nations and cultures associated with the target language have been shaped by and have influenced the development and evolution of the target cultures. • Demonstrate an understanding of how cultural practices exemplify cultural perspectives. • Analyze cultural stereotypes and their effects on the perceptions of and attitudes toward the target cultures. • Demonstrate an understanding of how the products of a target culture exemplify cultural perspectives. 	<p>Assignment 5:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of how all of the cultural perspectives within nations and cultures associated with the target language interact to influence the development and evolution of the target cultures. • Demonstrate familiarity with how the major physical and other geographical features of countries and cultures associated with the target language have influenced the cultures' development and evolution. • Analyze how political factors have influenced the development and evolution of cultures associated with the target language, including the interrelationship between geography and political systems. • Demonstrate familiarity with significant individuals, key eras, and major historical events and developments within nations and cultures associated with the target language, and analyze their influence on the development and evolution of the target cultures. • Demonstrate an understanding of how the political, religious, social, economic, and educational systems and institutions in nations and cultures associated with the target language have been shaped by and have influenced the development and evolution of the target cultures. <p>Assignment 6:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of how cultural practices exemplify cultural perspectives. • Analyze cultural stereotypes and their effects on the perceptions of and attitudes toward the target cultures. • Demonstrate an understanding of how the products of a target culture exemplify cultural perspectives.

APPENDIX B: 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 Languages Other Than English.</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 Languages Other Than English.</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 Languages Other Than English.</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, not in the target language or specified form or orthography of the target language or 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 Languages Other Than English.</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 Languages Other Than English.</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 Languages Other Than English.</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 Languages Other Than English.</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.

U	The “U” (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, not in the target language or 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 C

Description of the Standard Setting Process for CSET Examinations

For each new CSET test developed, the process begins with an orientation and training session for a panel of educators with expertise in the subject area. Panel members are provided the subject matter requirements as well as the test/subtest form used for the first test administration. To help the panel members become familiar with the examination as a whole, the knowledge and skills associated with the test items, and the perspective of the examinee, panel members are asked to take the test under simulated test-like conditions. They are asked to read and answer each item independently, outlining responses to constructed-response assignments.

Panel members are then asked to consider the “just acceptable” candidate. Although many of the examinees will exceed the level of knowledge and skills of the acceptably qualified candidate, none should fall below that level. For this reason, panel members are trained to make judgments based on candidates just at the level of knowledge and skills required of an entry-level teacher candidate to successfully satisfy the subject matter requirements.

After extensive training and the simulated test taking, panel members are asked to complete three rounds of standard setting tasks.

In Round One, panel members are asked to rate each item on the level of response that would be achieved by the “just acceptable” candidate. For example, below is the Round One question and rating form for CSET: Filipino Subtest I.

Imagine a hypothetical candidate who is just at the level of knowledge and skills important for effective job performance as a beginning teacher of Filipino in California public schools. For this item, which of the points on the scoring scale represents the level of response that would be achieved by this individual?					
Subtest I, Field ID: 190					
Assignment 1	1	2	3		
Assignment 2	1	2	3		
Assignment 3	1	2	3		
Assignment 4	1	2	3		
Assignment 5	1	2	3	4	
Assignment 6	1	2	3	4	

Using the item statistics produced from Round One to inform judgments, Round Two moves the panel from individual item ratings to ratings at the test/subtest level. Panelists are asked to provide, for each test/subtest, their estimations of the total score points that would be achieved by the “just acceptable” candidate on the entire set of items. Below is the Round Two question and rating form for CSET: Filipino Subtest I.

Imagine a hypothetical candidate who is just at the level of knowledge and skills important for effective job performance as a beginning teacher of Filipino in California public schools.

What is the total score for the items on the subtest (out of 40, the total number of score points) that would be obtained by this individual?

Please indicate your response here: _____

In the third and final round of ratings, the panel members are asked to make independent recommendations for a passing standard using the same question and similar rating format as used in Round Two. To aid in any discussion, the panel is provided the results of the subtest-level statistics generated from Round Two, and, if applicable, examinee demographic information and pass rate data from the first test administration given all possible cut scores.

NOTE: Summary statistics reflect the performance of all first-time test takers and may include a wide range of candidates, not just the “just-acceptable” reference group of candidates. They are provided only for tests taken by at least 10 examinees and panelists are cautioned on the use of data based on the performance of relatively few examinees.

The standard setting conference for the Phase IV examinations (except for CSET: Filipino, which was completed the year prior) was held over three days, with at least two examinations addressed each day. The orientation, training, test-taking activity, and Round One ratings were conducted together for all examinations reviewed for the day. Rounds Two and Three were conducted separately for each examination to accommodate variations in the number of examinee responses and first administration data and for any discussion specific to the target language/culture.

The table below provides the number and demographic information of the standard setting panels for the CSET: Arabic, Armenian, Farsi, Hmong, and Khmer examinations from Phase IV test development. Table 2 provides the numbers of examinees taking those examinations at the first test administration and considered by the standard setting panels in their judgments of the performance of the “just acceptable candidate”. Table 3 includes the panel-based passing score recommendations and CTC-adopted passing scores for Subtest I of each of these five examinations. These CTC-adopted passing scores reflect -1 standard error of measurement (SEM).

NOTE: The Commission has applied a -1 SEM to 87 of the 109 CSET test fields for which standard setting has been conducted to date, including 43 of the LOTE test fields.

**TABLE 1: CSET: LOTE: ARABIC, ARMENIAN, FARSI, HMONG, AND KHMER
STANDARD SETTING PANELS**

	Arabic	Armenian	Farsi	Hmong	Khmer	Total
Total Number						
Participated	4	3	4	3	4	24
Ethnicity						
African American or Black	0	0	0	0	0	0
Asian American	0	0	0	0	0	6
Filipino	0	0	0	0	0	0
Southeast Asian American	0	0	0	3	4	7
Pacific Island American	0	0	0	0	0	0
Mexican American / Chicano	0	0	0	0	0	0
Latin American / Other Hispanic	0	0	0	0	0	0
Native American	0	0	0	0	0	0
White (non-Hispanic)	0	0	0	0	0	0
Other	4	3	4	0	0	11
Gender						
Female	2	3	3	1	1	14
Male	2	0	1	2	3	10
Region						
North	3	1	4	2	3	17
South	1	2	0	1	1	7
Profession						
Public School Educator	0	2	3	1	2	11
College/University Educator	2	1	0	2	1	8
Other	2	0	1	0	1	5
Years of Teaching Experience						
0-3	1	1	0	1	2	7
4-6	0	0	1	0	0	1
7-10	3	1	1	0	0	6
11+	0	1	2	2	2	10

**TABLE 2: CSET: LOTE: ARABIC, ARMENIAN, FARSI, HMONG, AND KHMER
NOVEMBER 3, 2007 TEST ADMINISTRATION: NUMBERS OF EXAMINEES BY SUBTEST**

Subtest	Examinees Per Subtest	Examinees Taking all Subtests
CSET: Arabic		
Arabic I	3	3
Arabic II	3	
CSET: Armenian		
Armenian I	0	0
Armenian II	0	
CSET: Farsi		
Farsi I	0	0
Farsi II	0	
CSET: Hmong		
Hmong I	1	1
Hmong II	2	
CSET: Khmer		
Khmer I	1	0
Khmer II	0	

**TABLE 3: CSET: LOTE: ARABIC, ARMENIAN, FARSI, HMONG, AND KHMER
PASSING SCORES FOR SUBTEST I**

Subtest	Number of Constructed-Response Items	Total Possible Score Points	Computed Median Based on Panel Recommendations	CTC-Adopted Passing Score (Panel Recommended Value -1 SEM)
Arabic I	6	40	30	28
Armenian I	6	40	28	26
Farsi I	6	40	30	28
Hmong I	6	40	31	29
Khmer I	6	40	25	23