

CELSA

Combined English Language Skills Assessment

ATB Test Administrator's Guide for Ability to Benefit

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INTRODUCTION

The purposes of this manual are to: (1) give directions for administering, scoring, and using the scores for the Ability to Benefit for the two forms of the Combined English Language Skills Assessment (CELSA), (2) describe the test including basic information about the background and development of CELSA, and (3) provide statistics from the studies done for each form.

SECTION 1: TEST ADMINISTRATION

General Information and Procedures

Uniform procedures are necessary if the scores on any test are to have any meaning. Scores will only be consistent if a test is given under the same conditions as those followed when the test was developed.

Students should never see the test materials before the testing. Completed answer sheets as well as the tests must be kept secure. Only authorized personnel should have access to the testing materials which must be kept locked in a secure area.

Do not leave a testing room unattended.

Do not discuss questions or answers either during or after the test. Do not return completed answer sheets to students. Do not explain test questions to students.

The passing score is based on the number of correct responses. Therefore, there is no penalty for guessing if the student is unsure of the correct answer.

The testing rooms should be comfortable and free from distracting noises. Desks are better than tables. The writing surface should be large enough for the test book and an answer sheet.

The CELSA may only be given by the Test Administrator certified by the Association of Classroom Teacher Testers. To become certified, 2 documents must be completed and sent to ACTT for approval: 1) CELSA Test Administrator Certification Questionnaire for ATB and 2) Verification of Assessment Center/Certification of Testing Administrator or Independent Testing Administrator application (see appendix for copies of forms).

Persons With Disabilities

Persons with verified disabilities may request an accommodation appropriate to their disability. The purpose of reasonable accommodations is to provide access and equity to the assessment process without compromising the academic integrity of the assessment. Schools will provide reasonable accommodations for individuals with documented disabilities. This documentation will include verification of specific functional limitations when test taking including a diagnosis and recommended testing accommodations. In all cases, the accommodation must be reasonable and appropriate to the limitations of the disability.

The disability and functional limitations may be verified by

1. Observation of visible, physical disabilities and limitations
2. Review of documentation provided by appropriate agencies or certified or licensed professionals including medical physicians, licensed psychologists, elementary or secondary schools or vocational rehabilitation agencies.

Each school shall establish a policy and procedure for responding in a timely manner to accommodation requests. This procedure shall provide for an individualized review of each request.

The types of accommodations will vary depending on the disability. Here are a few examples of what might be provided:

1. Students who are blind or low vision might use readers, Braille or enlarged text.
2. Students with learning disabilities such as dyslexia might use extended time.
3. Students with Attention Deficit Disorder (ADD) might use a distraction reduced setting such as a quiet testing room.
4. Students with mobility disabilities, such as missing or limited use of hands, might use an assistant to enter answers.
5. Students with power wheelchairs might use a raised desk.

If an individual requests an accommodation based on a disability, that information must be entered on the student answer sheet scanform. In the upper right corner "Office Use Only" enter the following code numbers under

Score 1: Source of verification of disability

- 01-campus disabilities specialist
- 02-medical report
- 03-appropriate public agency or certified or licensed professional
- 04- observation of visible, physical disabilities and limitations

Score 2: Disability

- 01-learning disability
- 02-blind or low vision
- 03-attention deficit disorder (ADD)
- 04-mobility disability such as missing or limited use of hands
- 05-wheelchair bound

Score 3: Accommodation

- 01-extended time
- 02- reader
- 03-Braille
- 04-enlarged text
- 05-raised desk to accommodate wheelchair
- 06-assistant to enter answers on scanform

Copies of the CELSA Forms 1 and 2 are available in Braille.

BEFORE STUDENT(S) ARRIVE

Prior to providing a student with the CELSA ESL assessment test for ability to benefit purposes, you must check to see if your institution has administered the CELSA to the student within the prior 15 days. If it has, you must administer an alternate test form other than that previously taken by the student within the past fifteen days. In other words, if a student had taken Form 1 within the prior 15 days for course placement or ATB, you must administer Form 2 to determine ability to benefit. CELSA retest policy does not allow a student to take the same form of a test within a 15 day period. Retesting within a 15 day period is allowed as long as the student takes an alternate form of the test. Forms 3 and 4 are not yet approved for ATB but may be used for placement.

Be sure you have an adequate supply of No. 2 pencils with erasers. If testing more than one student, arrange the desks in lengthwise rows. Leave wide aisles so that students can sit in a way that does not allow them an opportunity to see another student's answers.

Copy the examples from the PRACTICE TEST (page 1 of the test) on the board or prepare on an overhead transparency:

EXAMPLES: X1. (a) (b) (c) (d)
 X2. (a) (b) (c) (d)
 X3. (a) (b) (c) (d)

WHEN THE STUDENT(S) ARRIVE

Prior to entering the testing area, check the identity of each person who has made an appointment with the Test Administrator to take the CELSA for ability to benefit. **Picture identification is required of all ATB students.** Passports, picture student identification cards or picture driver licenses are examples of acceptable identification. After checking the identification, require that the student sign his/her name on an attendance sheet. Check to make sure the name signed in is the same name as on the I.D and subsequently the same name on the student answer sheet.

DURING THE TEST

Test Administration for Mail-In CELSA Answer Forms

Distribute ACTT's scannable CELSA Answer Form (CELSCAN) first. Direct students to 1) complete personal information (last name, first name), 2) student id number (this can be a social security number or another 9 digit number you assign). Questions 4-6 are optional. Check and make sure the students mark the correct form of the CELSA they are taking (Form 1 or Form 2). **Questions 1, 2, 3 and 7 are required.** Distribute the envelopes and have students self-address the envelopes for their results to be mailed to them.

Circulate to check that students are filling in the personal information, student id number and CELSA test form number properly, and have bubbled in the appropriate boxes. This "bubbling in" process provides them with practice in filling in the correct responses once they begin the test. Be sure the students fill in the bubbles completely and do not use checks or x's.

Give all testing instructions in English. Answering questions or explaining procedures in a language other than English may lead to test bias against students who do not speak that language.

Except for the answer sheet, test book, and pencil, students should have no other books, notes, etc. in the testing room. Dictionaries and electronic translators are not allowed.

Tell students not to open their test booklets until you say to begin. Tell them they will mark the answer sheet only and not write in the test booklet.

Distribute tests. Be sure that students are taking a form of the test that they have not taken for at least 15 days. If you are testing more than one student, have a list of the students and the test form each student is scheduled to take. Be sure the test form you give the student corresponds to the form number marked on the answer sheet.

Do the examples (Practice Test on cover page of the test) with the students on the board or overhead. Completely fill the bubble of the letter of the correct answer: (a) (b) (c) (d). Refer to the examples on the scanform for the correct way to fill in a bubble.

Answer any questions.

Tell students they have 45 minutes to complete the test; less proficient students will not have time to complete the entire test. Tell students, "You have 45 minutes to complete the test. The passing score is based on the number of correct responses. Therefore, there is no penalty for guessing if you are unsure of the correct answer."

Tell students to BEGIN and put the starting and ending time on the board.

Circulate in the room and check that students are not marking the test booklet. Proctor carefully. Keep the room quiet. Do not leave the room during the testing.

When the test is finished, collect the answer sheets immediately; then collect the test booklets and pencils.

Do not allow anyone to leave until you have collected all tests and answer sheets.

In the past, local scoring for ATB was allowed. Beginning July 1, 2011 all ATB tests must be taken on special CELSCAN scanforms (see sample in appendix) and sent to ACTT for scoring. ACTT will email the results to the school within 2 days of receiving the tests and send the results to the student via U.S mail.

AFTER THE STUDENTS LEAVE

Check the test booklets to ensure that the students have not marked in them, Destroy in a secure manner all test booklets that have any answers marked. Do not edit any students answers. Multiple answers to a specific question will be scored as an incorrect response. Do not make any changes to the answers. **The answer sheet must be scored exactly as it was filled out but please ensure that the name, student I.D. and form number are filled out correctly.**

In the upper right corner under "Office Use Only" use Special Code to enter your unique CELSA ATB Tester 4 digit number onto the scanform. Also, if there was a request for an accommodation from a student with a disability, enter the source of the verification of the

disability (score 1), the nature of the disability (score 2), and the accommodation provided (score 3). Use the code numbers provided above under the section on **Persons With Disabilities**.

Schools that use the CELSA for both placement and ATB:

Most schools use the CELSA for course placement as well as ATB. In fact, most schools test relatively few ESL students for ATB. For schools that use the CELSA for both placement and ATB, they will need to do one of the following:

1. Separate placement testing from ATB testing and require that students who want to test for ATB do so using the special CELSCAN student answer scan form. Schools may wish to use one CELSA form for placement and another form for ATB to ensure that students do not retest using the same form within 15 days, i.e. test with the same form for placement and again for ATB. There are 4 equivalent forms, but only forms 1 and 2 are approved for ATB.

OR

2. Score all CELSA tests using CELSCAN scanning software. In this case, a single score can be used for both placement and ATB. After scanning the test for placement, the original answer sheet must be sent to ACTT for scoring, reporting and entering the information into the ACTT database. Schools may wish to photocopy the scanform for their own records. CELSCAN data can be uploaded to the college's mainframe system, e.g. Datatel, Banner, etc. for recording placements.

NOTE: HAND SCORING THE TESTS IS NOT ALLOWED FOR ABILITY TO BENEFIT PURPOSES.

Institutions with qualifying "assessment centers" vs. Independent Testing Administrators

Institutions with a qualifying Assessment Center:

Institutions with a qualifying Assessment Center may use testing administrators that are employees of the school. Schools that do not have assessment centers, must use Independent Testing Administrators. According to the U.S. Department of Education, a qualified assessment center:

(1) is located at an eligible institution that provides two-year and four-year degrees, or qualifies as an eligible public vocational institution, i.e. a "postsecondary vocational institution."

(2) is responsible for gathering and evaluating information about individual students for multiple purposes, including appropriate course placement;

(3) is independent of the admissions and financial aid processes at the institution at which it is located;

(4) is staffed by professional trained personnel; and

(5) does not have as its primary purpose the administration of ability-to-benefit tests.

(Definition of “assessment centers” appears in Subsection 688.142 Special definitions; Federal register Vol. 60 No. 231, page 61839, Friday, December 1, 1995. Student Assistance General provisions, 34 CFR part 668.

In the past, qualified assessment centers were able to score the CELSA for ATB. **After July, 1, 2011 all student answer scanforms must be sent to ACTT for scoring and entering the data into the ACTT database for analysis and federal reporting purposes.** Local scoring for placement is still accepted, but all ATB testing must be done on special ACTT CELSCAN scannable answer sheets and sent to ACTT for scoring. Schools that use CELSCAN scoring software may still scan the tests and, if they have "assessment centers" and are not required to use Independent Testing Administrators, they may use one score for both placement and ATB, but they must still send the student answer sheet to ACTT so the data can be entered into the ACTT database.

Fill out the cover sheet provided and place it and the original CELSA scannable answer sheet(s) in the 9" x 12" envelope provided and send them to ACTT. Do not erase stray marks or make any changes to the answer sheet. This test must be sent to ACTT for scoring within 2 days of the day and time the student took the test. ACTT will score the test and return the results to the school via email within 2 working days. Copies of the test results are also sent directly to the student. Please do not bend or fold the scanform and be sure to only mail it in a 9"x12' envelope or larger. Photocopies of the scanform cannot be scanned and must not be used but may be made for school records (original scanform must be sent to ACTT).

Certification agreements with ACTT

Institutions with qualified assessment centers must submit for ACTT approval a “Verification of Assessment Center Eligibility/Certification of Testing Administrator at Assessment Center” form at least 10 days prior to administering the CELSA for ATB testing. A copy of the form is available in the Appendix. All testing administrators that were certified prior to July 1, 2011 must be re-certified using the new federal certification criteria.

For institutions that do not have qualified assessment centers, ACTT must certify the Independent Test Administrator(s) who will administer the test. In addition, institutions that do not have qualified testing centers must register the institution with ACTT. This application is in the Appendix or may be obtained from ACTT.

Prior to certification, all ATB testing administrators must fill out and submit to ACTT the CELSA TEST ADMINISTRATOR CERTIFICATION QUESTIONNAIRE FOR ATB. ACTT will review the answers, the application to be a testing administrator, and notify the applicants if they are certified. When certified, each testing administrator will be assigned a unique i.d number that must be entered on the student answer sheet (U.S. Department of Education requirement). The testing administrator must enter the 4 digit code under the "Special Code" section in the upper right hand corner of the scanform (Office Use Only). Please see sample scanform in the Appendix.

All testing administrators must submit the Questionnaire and Certification application and be approved prior to testing for ATB beginning July 1, 2011

RAW SCORES AND SCALED SCORES

A raw score on a CELSA test is simply the number of correct responses. Raw scores can give a general idea of a student’s level of preparation. However, raw scores have a limitation because different forms of a test are not identical or equally difficult. Therefore, scaled scores are necessary to account for the differences between two different forms of the test. Scaled scores from different forms of a test allow the scores to be expressed in comparable terms. The use and reporting of scaled scores is required by the U.S. Department of Education.

PASSING SCORES FOR CELSA FOR ATB

Federal guidelines require that a “passing” ability to benefit score be the mean. The mean is a 97 scaled score on either form 1 or form 2. **The raw score of 37 on form 1 and a raw score of 34 on form 2 equate to a scaled or “passing” score of 97.** Please see Table 2 in the Appendix “Scaled Score equating for CELSA”.

RETESTING

A student must be given an alternative form of the test previously administered if the test was administered to the student within the prior 15 days. This situation most likely will occur because the student took the CELSA as a placement test and then wishes to take the ability to benefit test. Placement testing results can be used for ability to benefit purposes only if the test was scored by CELSCAN scoring software, but if a student does not pass for ATB purposes from the placement testing, that student’s answer sheet must still be sent to ACTT for reporting purposes if the student had requested ATB review. If the student requests to test again for ATB, an alternative form must be given if the test was administered within the prior 15 days.

Normally there are three instances in which a retest may take place:

1. The first testing situation did not reflect the student’s ability. Examples of situations where the student’s ability was not accurately assessed could be an interruption during the testing, extreme illness, or cheating.
2. The student’s ability has significantly changed since the previous test. This change could be the result of a learning activity such as classroom instruction.
3. The student barely missed passing by a few points.

The determination of a 15 day wait period before a student can retake a test using the same form is based on an analysis of test-retest reliability data. The correlation coefficient for CELSA Form 1 re-administered to the same students two weeks later was .93 (n=241). The correlation for CELSA Form 2 re-administered two weeks later was .96 (n=235). These extremely high correlations justify a wait period of only 15 days.”

Computer Delivered CELSA

Schools that use the computer delivered version of the CELSA for ATB must use CTA and CTA-Remote. This software is network, not web based. The same testing procedures apply to computer delivered testing (checking IDs, etc.). In the case of computer delivered testing, scores are immediately available and no materials are sent to ACTT since all data is also available to ACTT on ACTT's FTP site. All testing must be done in a supervised lab. Testers should acquaint students with the computer hardware and have the students do the practice questions before beginning the test to ensure that they understand the technical requirements of using the mouse and advancing the screen. They should circulate and check that each student is comfortable with the computer.

SECTION 2 TEST DESCRIPTION AND DEVELOPMENT BACKGROUND

(Please see *CELSA User's Guide* for complete description of test development)

DESCRIPTION OF THE TESTS

CELSA for ATB consists of two different forms with passages from beginning, intermediate and advanced levels. The forms are equivalent and designed to measure understanding of meaning in a context, as well as grammatical ability. CELSA was developed for the main purpose of placing adult students of English as a Second Language (ESL) into different language ability levels in ESL courses.

The forms utilize a four-choice multiple choice cloze format. Students do no writing. The distractors (wrong choices) reflect mistakes made frequently by adult second language learners at each ability level. Each passage involves common situations experienced by students and encountered in most teaching materials.

CELSA combines three formats of cloze into one: rational, fixed ratio, and multiple choice. Either of the two forms of the test will place students into seven levels of proficiency from low beginning to advanced plus. Cronbach Coefficient Alpha reliabilities for CELSA 1 and CELSA 2 are high: .95, .95 and the forms correlate .90.

Although the sub sections were originally developed for adult resident immigrants -- the type of student that is found in the typical open enrollment adult school -- field testing with the 75 item test forms has demonstrated that the CELSA can be used to test students in community college, university, and high school English second language or foreign language programs. CELSA measures language skills, primarily reading and grammar in a context. CELSA is not a life skills discrete point test measuring students abilities to read a thermometer, a price tag, etc.

Forms

There are two equivalent forms of 75 items each. Each form contains passages from three levels of difficulty: beginning, intermediate, and advanced. Although there are 4 CELSA forms available, only forms 1 and 2 have been approved for ATB.

Time

After administration instructions of approximately 15 minutes, either form takes 45 minutes to take.

Materials

Mail in Service (Option 1):

Testing components consist of a CELSA ATB Kit and a *CELSA Test Administrator & Technical Guide*.

Each kit contains:

- CELSA scannable answer sheets
- 9" x 12" large envelopes addressed to ACTT to be used to mail in the answer sheets for scoring
- smaller envelopes for the student to self-address so the results can be mailed to the student
- ATB cover sheets to be included with mailed in tests

TEST DEVELOPMENT

The Cloze Format

The cloze format measures language ability in a holistic manner. Tests in a context and in an integrated format provide a global measure of language proficiency which correlate highly with lengthy test batteries. The cloze format is one of the most reliable for placement purposes even though researchers are not clear about what a cloze test is really testing (Shohamy 1985).

The developers of the passages believe that the cloze format is more valid than a series of individual grammar items. Students who have not had formal classes in grammar but who have picked up English at work or in daily life can demonstrate their abilities better if answering items in a meaningful context.

The multiple-choice cloze makes the test-taking, administration and scoring easier. Use of student errors for distractors proved effective in the development of the EPT, STEL and the LCPT (Ilyin 1970, 1975, 1981.) as well as in a multiple choice cloze study done by Jonz (1976). See Cohen (1980) for a review of error usage in testing.

The multiple choice format make it possible to do an item analysis to obtain the best items as well as to reduce the number of items. Rand (1978) supported Jonz' findings that a multiple choice cloze test can provide reliable measures of ability.

The intermediate and advanced ELSA tests (now in the CELSA) correlated better than a standard cloze with other tests and correlated highly with batteries and listening tests (Ilyin, Spurling and Seymour, 1987.)

Use of 75 item combined tests rather than 25 item separate tests

Originally six ELSA tests were published each with 25 four choice items: two beginning (BC, BN), two intermediate (IC, IN) and two advanced (AN, AL). For beginning levels the tests were used effectively, but at the intermediate and advanced levels, higher forms were given without students having been qualified to take the tests. Many people did not understand how to use the tests individually or how to combine them appropriately. Most people wanted to give just one test. It never had been intended that students take an intermediate test without taking a beginning test first, nor take an advanced test without taking a beginning and an intermediate test.

To successfully test and place higher level students, too many individual tests had to be given. The simplest and most efficient way was to use a form of 75 items that included beginning, intermediate and advanced forms. Students could be placed by taking one test which placed into levels from low beginning to advanced plus.

Bias

During the 10 years that the ELSA tests were published and used, no complaints were ever received about bias in relation to gender, nationality, group, etc. Likewise, no complaints about bias in CELSA have been received. Currently over 100,000 students are tested using the CELSA on an annual basis.

A study was done to check on bias/favoritism for the intermediate and advanced ELSA tests. (Spurling, Ilyin, and Seymour, 1985). See also Isonio (1993) and Spurling (1992). Two further studies for bias were conducted on the CELSA at Santa Barbara City College and San Francisco City College and an additional professional review panel analyzed the tests for

possible gender, culture, age or linguistic bias. All three studies concluded that the CELSA was free from bias (Buckelew, 1993).

SECTION 3: TECHNICAL CHARACTERISTICS OF THE TESTS

Reliability

The mean scores (central tendency) show the relative difficulty of the test and allow for comparison of one test and/or level with another. They, along with standard deviations, are also used to compute reliability and standard errors of measurement.

Reliabilities show the consistency of the measurements. Tests with more items and a wide range of student abilities usually have high reliabilities. The standard error of measurement computed from the reliability coefficient shows the ranges an individual's obtained score on a test is likely to diverge from his true score.

Cronbach Coefficient Alpha reliabilities were high for CELSA 1 and CELSA 2 (.95,.95). Test retest reliability comparing CELSA 1 administered first with CELSA 1 administered two weeks later was .93. CELSA 2 administered first with CELSA 2 administered two weeks later was .96. Since CELSA 1 and CELSA 2 are equivalent forms another test retest reliability was computed using CELSA 1 administered first with CELSA 2 administered two weeks later and CELSA 2 administered first with CELSA 1 administered two weeks later. These test retest reliabilites were both .94

Overall test retest reliabilities for the tests as a whole were extremely high ranging from .93 - .96.

Standard Errors of Measurement at Scaled Score Intervals

The calculation of the Standard Error of Measurement (S.E.M.) for each scaled score interval was based on item response data for all tests falling within that interval. (N=9997)

Scaled Score

<u>Interval</u>	<u>n</u>	<u>S.E.M.</u>
66-70	112	0.90
71-75	246	1.71
76-80	379	2.12
81-85	671	2.25
86-90	826	2.34
91-95	851	2.46
96-100	1467	2.41
101-105	2300	2.37
106-110	1760	2.13
111-115	901	1.93
116-120	338	1.73
121-125	144	1.40
126-130	2	0.00

Validity Evidence

Isonio (Isonio 1993) at Golden West College reported:

"...CELSA scores are significantly related to referrals that students in all ESL course levels received from their instructors at the end of the term. Further, scores adequately differentiated among students who received different referral levels."

Elmore,(Elmore, 1999) "Criterion Validity Evidence for the CELSA at California Community Colleges" conducted an extensive study of criterion validity. In that study, seven California community colleges (5 spring, 1999, 2 fall, 1998) contributed data regarding student preparedness utilizing instructor ratings. The data shows that the CELSA forms 1 and 2 are exceptionally useful for making placement decisions for California Community College ESL student populations and ESL courses found in California Community Colleges.

The contingency tables presented in this report use raw data with instructor judgments as the criterion with the tables showing the extent to which CELSA test scores generally confirm these judgments. The cells show whether the scores agree or disagree with the instructor ratings if the instructor judgment is that the student should be in a higher or lower level. The data presented is taken from the raw data (estimates are not used). Phi coefficients were computed for each table as a measure of association between instructor judgments (student should have been in a higher or lower level course) and CELSA score (relative to the mean score of appropriately placed students).

The sample sizes from some of the colleges are relatively small because the ESL programs at these colleges are small.

In fall, 1998 two colleges and in spring, 1999, five additional colleges asked their instructors to rate the appropriateness of the CELSA placements utilizing the college's cut off scores and other placement criteria. Since the CELSA is an already approved test and has been approved for six years, the colleges had already developed approved placement criteria and validated their placement schemes. The instructors from 6 of the 7 colleges were asked to rate each student with the following numerical rating:

- 1= if the student definitely should have been placed at a higher level
- 2= if the student might or probably should have been placed at a higher level
- 3= if the student is definitely placed at the right level
- 4= if the student might or probably should have been placed at a lower level
- 5= if the student definitely should have been placed at a lower level

Instructors from the seventh college (CH) were asked to rate the appropriateness of each student's placement using the following criteria:

- 1= not prepared
- 2= inadequately prepared
- 3= adequately prepared
- 4= well prepared
- 5= over prepared

This data was collected in fall, 1998.

College # 1:FR

Description of college location and population of ESL students served

College FR is a large (19,000 students) urban community college located in the central part of California. 34.2% of its ESL student population is Hispanic, 49.2% Asian, 6.2% White Non-Hispanic, and 10.4% Other. 45.5% are male, and 54.5% are female. 60.8% are 20 years old or less, 33.9% are 21-40 and 15.3% are over 41 years old.

FR has 4 different levels of ESL classes.

Table # 1:FR

Instructor Judgments: CELSA score is (above or below) average value for
Should be in: students judged to be at the right level

	Below the average	Above the average
Higher Level	6	13
Lower Level	23	6

n=137

phi coefficient = 0.48

College #2 SB

Description of college location and population of ESL students served

College SB is an average size (12,000 students) suburban community college located in the central part of California. 75% of its ESL student population is Hispanic, 10% Asian, 7.4% White Non-Hispanic, and 7.6 Other. 48.7% are male, and 51.3% are female. 17% are 20 years old or less, 74% are 21-40 and 9% are over 41 years old.

SB has 6 different levels of ESL classes.

Table # 2:SB

Instructor Judgments: CELSA score is (above or below) average value for
Should be in: students judged to be at the right level

	Below the average	Above the average
Higher Level	24	25
Lower Level	24	16

n= 676 phi coefficient= 0.11

College # 3: MO

Description of college location and population of ESL students served

College MO is an average size (10,000 students) rural community college located in the northern part of California. 30.5% of its ESL student population is Hispanic, 41.2% Asian, 63.42% White Non-Hispanic and 15.3% Other. 32.3% are male, and 67.7% are female. 20% are 20 years old or less, 71.8% are 21-40 and 8.2% are over 41 years old. MO has 5 different levels of ESL classes

Table # 3: MO

Instructor Judgments: CELSA score is (above or below) average value for
Should be in: students judged to be at the right level

	Below the average	Above the average
Higher Level	1	11
Lower Level	1	2

n= 88 phi coefficient= 0.29

College # 4:CY

Description of college location and population of ESL students served

College CY is an average size(14,000 students) urban community college located in the southern part of California. 25% of its ESL student population is Hispanic, 51.4% Asian, 5% White Non-Hispanic and 18.6% Other. 41% are male, and 59% are female. 15.7% are 20 years old or less, 63.2% are 21-40 and 21% are over 41 years old. CY has 4 different levels of ESL classes.

Table #4: CY

Instructor Judgments: CELSA score is (above or below) average value for
Should be in: students judged to be at the right level

	Below the average	Above the average
Higher Level	4	9
Lower Level	10	7

n=79 phi coefficient=0.28

College # 5: CH

Description of college location and population of ESL students served

College CH is an average-large (15,000 students) suburban community college located in the northern part of California. 29.6% of its ESL student population is Hispanic, 46.8% Asian, 7.8% White Non-Hispanic and 15.8% Other.

41% are male, and 59% are female. 15.7% are 20 years old or less, 63.2% are 21-40 and 21% are over 41 years old.

CH has 4 different levels of ESL classes.

CH used a slightly different set of rater instructions: Instructors were requested to rate students as follows:

- 1= not prepared
- 2= inadequately prepared
- 3= adequately prepared
- 4= well prepared
- 5= over prepared

Table #5:CH

Instructor Judgments: CELSA score is (above or below) average value for
Should be in: students judged to be at the right level

	Below the average	Above the average
Higher Level	3	14
Lower Level	34	15

n=120 phi coefficient=0.46

College #6: MA

Description of college location and population of ESL students served

College MA is a small (8,600 students) rural community college located in the northern part of California. 39% of its ESL student population is Hispanic, 16.9% Asian, 28.6% White Non-Hispanic and 15.5% Other.

36% are male, and 64% are female. 15.6% are 20 years old or less, 72.3% are 21-40 and 12.1% are over 41 years old.

MA has 5 different levels of ESL classes.

Table #6:MA

Instructor Judgments: CELSA score is (above or below) average value for
Should be in: students judged to be at the right level

	Below the average	Above the average
Higher Level	1	3
Lower Level	6	2

n=30 phi coefficient=0.48

College #7:OC

Description of college location and population of ESL students served

College OC is a large (26,600 students) suburban community college located in the southern part of California. 15% of its ESL student population is Hispanic, 62.6% Asian, 13.5% White Non-Hispanic, and 9.9% Other.

43.5% are male, and 56.5% are female. 30% are 20 years old or less, 44.2% are 21-40 and 25.8% are over 41 years old.

OC has 5 different levels of ESL classes.

Table # 7: OC

Instructor Judgments: CELSA score is (above or below) average value for
Should be in: students judged to be at the right level

	Below the average	Above the average
Higher Level	0	2
Lower Level	2	2

n=16 phi coefficient=0.50

Table #8: Overall (all colleges combined)

Instructor Judgments: CELSA score is (above or below) average value for
Should be in: students judged to be at the right level

	Below the average	Above the average
Higher Level	39	77
Lower Level	100	50

n=1146

phi coefficient=0.33

Summary

The seven colleges participating in the study represent northern, central and southern California community colleges. In addition, they range in size from small to large, and include rural, suburban and urban. The students reflect the age, language, ethnicity and gender of ESL students enrolled in California community colleges.

The magnitude and direction of the phi coefficients for six of the seven colleges in the study offer supportive evidence of criterion-related validity of CELSA scores. Excluding college SB for the reasons described elsewhere, the phi coefficients range from .28-.50 with a median of .47. The overall phi coefficient for all six colleges combined is .43. Most of these coefficients meet, or, in some cases, exceed the correlational standard of .35 for criterion validity.

EQUATING FORM 1 AND FORM 2: STUDY

A study was conducted from 1996-99 “Equating Forms 1 and Forms 2 of the CELSA” (Draney, 1996-99). Data was collected from 15 different colleges involving 4,171 subjects. The colleges that participated in the study reflect small rural, medium size suburban, and larger urban colleges. The language groups and ethnicities generally reflect the ethnicities of all immigrant populations who came to the U.S. between 1971-1990 as reported in “The Immigrants,” *Business Week*, 13 July 1992. Hispanics comprised 47%, Asians 36%, White, non Hispanics 12%, and Others 5%. The study also included male and female percentages, with females comprising 10% more of the participants than males.

All students reported took the CELSA forms 1 or 2 and subsequently enrolled in an ESL program. All students in the study took the CELSA test prior to receiving any instruction at the designated institution.

Item calibration

All data from all administrations of both forms was used for initial calibration purposes. Item parameters were estimated for all 150 items using the BILOG software (Mislevy & Bock, 1990).

Item response theory was used to equate the two forms of the CELSA. The one, two, and three parameter models were fit to the data. Because this is a multiple choice test, hence it seems reasonable to assume there is guessing involved, and because the three parameter model yielded statistically better fit than either the one or the two parameter model, the three parameter model was used for equating purposes.

This study converted the raw scores for both forms of the CELSA to scaled scores, with a mean of 100 and a standard deviation of 10. These scaled scores became the basis for determining ability to benefit passing scores.

Table 1 shows the frequency distribution of scaled scores for all students who took the CELSA Forms 1 or 2 and subsequently enrolled in an ESL program.

Table 2 shows the scaled scores for Forms 1 & 2.

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APPENDIX

Table 1: Frequency distribution of scaled scores for all students who took CELSA Form 1 or 2 and enrolled in an ESL program from 2002-2005 (N=24839)

Scaled Score Interval	Frequency		Cumulative Frequency	
	#	%	#	%
68	0	0.0	0	0.0
69	319	1.3	319	1.3
70	99	0.4	418	1.7
71	294	1.2	712	2.9
72	149	0.6	861	3.5
73	124	0.5	985	4.0
74	130	0.5	1115	4.5
75	266	1.1	1381	5.6
76	209	0.8	1590	6.4
77	227	0.9	1817	7.3
78	287	1.2	2104	8.5
79	331	1.3	2435	9.8
80	359	1.4	2794	11.2
81	476	1.9	3270	13.2
82	422	1.7	3692	14.9
83	848	3.4	4540	18.3
84	480	1.9	5020	20.2
85	454	1.8	5474	22.0
86	514	2.1	5988	24.1
87	569	2.3	6557	26.4
88	455	1.8	7012	28.2
89	471	1.9	7483	30.1
90	802	3.2	8285	33.4
91	418	1.7	8703	35.0
92	371	1.5	9074	36.5
93	798	3.2	9872	39.7
94	375	1.5	10247	41.3
95	460	1.9	10707	43.1
96	759	3.1	11466	46.2
97	638	2.6	12104	48.7
98	480	1.9	12584	50.7
99	732	2.9	13316	53.6
100	680	2.7	13996	56.3
101	1073	4.3	15069	60.7
102	741	3.0	15810	63.6
103	754	3.0	16564	66.7
104	1142	4.6	17706	71.3
105	766	3.1	18472	74.4
106	765	3.1	19237	77.4
107	744	3.0	19981	80.4
108	744	3.0	20725	83.4
109	489	2.0	21214	85.4
110	661	2.7	21875	88.1
111	440	1.8	22315	89.8

113	335	1.3	22999	92.6
114	339	1.4	23338	94.0
115	330	1.3	23668	95.3
116	70	0.3	23738	95.6
117	269	1.1	24007	96.7
118	260	1.0	24267	97.7
119	44	0.2	24311	97.9
120	169	0.7	24480	98.6
121	180	0.7	24660	99.3
122	25	0.1	24685	99.4
123	94	0.4	24779	99.8
124	9	0.0	24788	99.8
125	42	0.2	24830	100.0
126	9	0.0	24839	100.0
127	0	0.0	24839	100.0

Table 2: Scaled score equating for CELSA Forms 1 & 2 (N=9997)

Raw Score	Form 1 Scaled	Form 2 Scaled
1	69	71
2	69	72
3	70	73
4	70	73
5	71	74
6	72	75
7	72	76
8	73	77
9	74	78
10	75	79
11	75	80
12	76	81
13	77	81
14	78	82
15	79	83
16	80	84
17	81	85
18	82	86
19	83	87
20	83	87
21	84	88
22	85	89
23	86	90
24	87	90
25	88	91
26	89	92
27	90	93
28	90	93
29	91	94
30	92	95
31	93	95
32	93	96
33	94	96
34	95	97
35	96	98
36	96	98
37	97	99
38	97	99
39	98	100
40	99	100
41	99	101

42	100	101
43	100	101
44	101	102
46	101	103
47	102	103
48	102	104
49	103	104
50	103	104
51	104	105
52	104	105
53	104	106
54	105	106
55	105	107
56	106	107
57	106	108
58	107	108
59	107	109
60	108	109
61	108	110
62	109	111
63	110	111
64	110	112
65	111	113
66	112	114
67	113	115
68	114	116
69	115	117
70	117	118
71	118	119
72	120	121
73	121	122
74	123	124
75	125	126

**CELSA TEST ADMINISTRATOR CERTIFICATION
QUESTIONNAIRE FOR ATB**

Please answer the following questions after reading the *CELSA ATB Technical Manual*.

1. What is the lowest ATB passing raw score for form 1 that equates to a scaled score of 97?_____
2. What is the ATB passing raw score for form 2 that equates to a scaled score of 97?_____
3. Can forms 3 and 4 be used for ATB? Yes_____ No_____
4. What is the required wait period if the student tests using the same form?_____days
5. Is there a required wait period if an alternate form is used? Yes_____ No_____
6. Are tests kept in a secure, locked area? Please briefly describe.

7. Can only certified ATB testers administering the CELSA for ATB?
Yes_____No_____
8. Within how many days must the ATB student answer sheet be sent to ACTT?_____days
9. All requests for accommodations based on a disability must be recorded. First, the disability must be verified. Place a check next to the acceptable verification sources:
____medical report
____parent
____prior educational institution disability report
____disabilities specialist
____student self-report
____a teacher
____a public agency e.g. social security
____visual verification of obvious disability e.g. missing hands

10. Accommodations must be reasonable and appropriate to the disability. Put the letter(s) of the acceptable possible accommodations in front of the disability.

- | | |
|---|------------------------------------|
| _____ low vision, blindness | a. assistant to enter answers |
| | b. quiet room without distractions |
| _____ learning disability, e.g. dyslexia | c. Braille |
| | e. extended time |
| _____ physical limitation (no use of hands) | f. print enlarger |

_____ Attention Deficit Disorder (ADD)

11. Is it acceptable to help a student by translating a word in the test, explaining a test item or pointing out an incorrect answer? Yes _____ No _____

12. The identity of each student being tested must be verified. Please check all the i.d. documents that are acceptable:

- _____ driver's license with picture
- _____ passport
- _____ student i.d. card without picture
- _____ student i.d. card with picture
- _____ any government issued i.d. with picture
- _____ any document without picture

13. Students must sign in on a sheet of paper and the name given on the sign-in sheet must match the i.d. Yes _____ No _____

Name

School

Date

Email (please print clearly)

Thank you. When completed, send to:
ACTT
1187 Coast Village Road Suite 1 #378
Montecito, CA 93108-2794

or fax to:
ACTT
805.965.5807

***Verification of Assessment Center Eligibility for ATB
Certification of Testing Administrator at Assessment Center
(required only of institutions that qualify as assessment centers)***

Name of institution: _____
Address: _____
City: _____ State: _____ Zip Code: _____
Phone: _____ Fax: _____

Please print or type name of proposed Testing Administrator (make copies of this form if more than one Testing Administrator is proposed):

Last name: _____ First name: _____
Office Phone: _____ Fax number: _____
email address: _____ (please print clearly)
Title: _____
years of post-secondary education: _____
highest degree earned: _____ # years experience administering tests: _____

As defined in the Federal Register, I understand that a qualified assessment center:

- (1) is located at an eligible institution that provides two-year and four-year degrees, or qualifies as an eligible public vocational institution, i.e. a "postsecondary vocational institution."
- (2) is responsible for gathering and evaluating information about individual students for multiple purposes, including appropriate course placement;
- (3) is independent of the admissions and financial aid processes at the institution at which it is located;
- (4) is staffed by professional trained personnel; and
- (5) does not have as its primary purpose the administration of ability-to-benefit tests.

I hereby verify that this institution qualifies as having an assessment center according to the definition listed above. I further agree to adhere to the testing guidelines described in *the CELSA Test Administrator's Manual and Technical Guide for Ability to Benefit*. I further agree to use the CELSCAN student scoring answer sheet and send it to ACTT within two days for scoring and entering the information into ACTT's database. Included on each scanform will be the school I.D. number, the testing administrator's I.D. number, and all required codes that relate to individuals with disabilities who request and are granted an accommodation. I also understand that I will be decertified if I do not follow the testing procedures outlined in the *CELSA Test Administrator's Manual and Technical Guide for Ability to Benefit*.

I also verify that I have never been convicted of a felony nor have I been decertified by another testing company within the past 3 years.

Signature: _____ Date: _____
Title: _____

*Return to: ACTT
Association of Classroom Teacher Testers
1187 Coast Village Road Suite 1 PMB #378
Montecito, CA 93108-2794
or fax to ACTT (805) 965-5807*

***Independent Test Administrator Certification Form
Institution Registration Form for ATB***

(required only of institutions that do not qualify as having assessment centers)

Personal information of proposed independent test administrator:

Last name: _____ First name: _____
Home address: _____
City, State, Zip _____
Home phone include area code: _____ Office phone: _____
Email address: _____ Fax number: _____
years of post-secondary education: _____ highest degree earned _____

Institutional information:

Name of institution(s) for which you will be administering the CELSA for ATB:
(make copies of this form if testing at more than one school is proposed):

Name of school: _____
Address: _____
City _____ State _____ Zip Code _____
Phone: _____ Fax: _____

Primary institution contact to whom ATB results will be sent:

Last name: _____ First name: _____
Title: _____ E-mail: _____

I understand that I will administer the CELSA tests on special forms provided ACTT and I will send those forms to ACTT within 48 hours of testing for scoring . ACTT will report the individual student results back to the institution and to the student.

Further, I am an independent test administrator as defined by the U. S. Department of Education (Federal Register Vol. 60, No. 231, December 1, 1995, Section 668.151):

- 1) I have no current or prior financial or ownership interest in the institution, its affiliates, or its parent corporation, other than the interest obtained through its agreement to administer the test, and have no controlling interest in any other educational institution;
- 2.) I am not a current or former employee of or consultant to the institution, its affiliates, or its parent corporation, a person in control of another institution, or a member of the family of any of these individuals;
- 3) I am not a current or former member of the board of directors, a current or former employee of or a consultant to a member of the board of directors, chief executive officer, chief financial officer of the institution or its parent corporation or at any other institution, or a member of the family of any of the above individuals; and
- 4) I am not a current or former student of the institution.

I also verify that I have never been convicted of a felony nor have I been decertified by another testing company within the past 3 years. I agree to administer the tests according to ACTT guidelines provided.

Signature: _____ Date: _____

Return to

*ACTT: Association of Classroom Teacher Testers
1187 Coast Village Road Suite 1PMB 378
Montecito, CA 93108-2794 or
fax to ACTT (805) 965-5807*

