

Request for Renewal of Approval of an Assessment Instrument: Test of English Language Development (TELD)

**Submitted by Rancho Santiago Community College District
For Santa Ana College and Santiago Canyon College
September 2012**

Background

Three English as a Second Language faculty members developed the Test of English Language Development (TELD) during the 1991-92 academic year for use in placing students in Rancho Santiago Community College District's (RSCCD) credit ESL curriculum. Probationary approval of this locally developed test (Forms A and B) was granted by the California Community Colleges Chancellor's Office (CCCCO) in May 1993 and, subsequently, full approval in May 1995.

The TELD was used to place students in RSCCD's sequence of ESL courses at its two colleges (Santiago Canyon College and Santa Ana College) from Fall 1993 through Spring 1997. In Fall 1997 the ESL curriculum was expanded at both the lowest and highest skill levels and, as a result, the TELD was revised. During this revision period (Fall 1997 through Spring 1999), RSCCD used the CCCC-approved CELSA for placement into its ESL coursework.

Full approval of the revised TELD (Forms C and D) was granted by the CCCC in July 1999. The TELD has been used continuously from that time forward to place into ESL coursework at both colleges in the RSCCD, with subsequent full approval renewed in 2005.

Form D was used for initial testing and Form C for retesting (through Spring 2004); in Fall 2004 that order was reversed. Equivalency of the two forms has been validated. Form C was developed first, and Form D was developed directly from Form C. Non-critical vocabulary was changed, the orders of some answers were reversed for some items, and other superficial changes were made. As a result, the two forms are identical in the types of grammar structures addressed and in the arrangement of escalating difficulty.

In Fall 2006 the ESL program at SAC renamed its non-remedial sequence "English for Multi-Lingual Students (EMLS)," while remedial coursework retained the "English as a Second Language name. SCC renamed its ESL program "American College English (ACE)." In spite of these name changes, however, course content remains unchanged at each college. Sequence courses are as follows:

Santa Ana College (ESL/EMLS)		Santiago Canyon College (ACE)	
N40A	Intro to Academic ESL I	N42/ N43	Developing Academic Writing & Reading/ <i>Developing Academic Speaking Skills (companion course/speaking skills)</i>
N40B	Intro to Academic ESL II		
N49	Reading, Writing, & Grammar I	052/ 053	Expanding Academic Writing & Reading/ <i>Expanding Academic Speaking Skills (companion course)</i>
055	Reading, Writing, & Grammar II		
107	Reading, Writing, & Grammar III	102/ 093	Refining Academic Writing & Reading/ <i>Academic Reading & Discussion (companion course)</i>
109	Reading, Writing, & Grammar IV		
110	Introduction to the Essay	116	Introduction to Academic Composition
112	Advanced ESL Composition		

In accordance with the “*Standards, Policies and Procedures for the Evaluation of Assessment Instruments Used in the California Community College*” (March 2001 edition) campus responsibility for renewal of a locally-developed test if content of test or course or demographics have not changed includes the following areas and are included in this request: Content Validity, Cut-Score Validation, Disproportionate Impact, and ADA Accommodations. These validation activities were conducted for all courses in the table above, with the exceptions of ACE courses N43, 053, and 093 (which are all companion courses that address speaking skills into which standardized test scores are NOT used to place).

Content Validity

In March 2012, ESL/EMLS/ACE faculty at both colleges convened to compile a list of minimum prerequisite skills for each course in the sequence based on the course outline for the previous level. Grids were developed, then, for each course in the ESL sequence, listing prerequisite skills on the vertical axis and TELD items on the horizontal axis (for each Form C and D). Faculty members (both full- and part-time) independently identified matches between each test item and the minimum prerequisite skill for the course(s) they currently teach (or have taught in recent past). These judgments were returned to the Department Chairs then aggregated by the RSCCD Research Department. Cases of non-majority judgments were reviewed by department faculty and it was concluded that general consensus opinions were correct. Alternate forms (C and D) remain unchanged since prior approvals of the instrument, and content validity activities confirm that all skills are addressed by one or more test items, there are no redundant test items on either form, and forms remain comparable and equal with regards to addressing requisite skills.

A total of 38 prerequisite skills (unduplicated) were listed across the ESL/EMLS/ACE sequence of courses: all skills were addressed by one or more item on each Form C and D, and no items on either form of the test were judged extraneous.

Test of English Language Development (TELD)				
Summary of Content Validity Judgments by ESL Faculty, Spring 2012				
Santa Ana College and Santiago Canyon College				
Course Level Skill Prerequisites (cumulative)	(TELD) Items Corresponding to Skill Prerequisite			
	FORM C		FORM D	
	General Consensus	Majority Consensus	General Consensus	Majority Consensus
ESL N40A/ACE N42 (no floor)				
ESL N40B				
"to be" verb	1,3,4,14, 22	1,3	3, 4, 22	3, 4
quantifier	7, 31, 53, 62	7, 31, 53, 62	7, 20, 31, 53, 62	7, 20, 31, 53, 62
simple verb tense	12, 14, 15, 22, 24, 58, 63	12. 14. 15	1, 14, 15, 24, 58	1, 14, 15, 24, 58
word choice (prep)	2, 5, 7, 11, 21, 36, 40, 39, 46, 69	5. 11. 46	5, 11, 57	5, 11
word order/syntax	4, 22, 41, 43, 52, 66	41, 43	41, 43	43
ESL N49/ACE 052				
nouns (singular/plural)	2, 4, 20, 31, 61	2, 4, 20, 61	2, 4, 20, 61	2, 4, 20, 61
present modals	6, 10, 63	6, 10, 63	6, 10, 63	6, 10, 63
progressive verb tense	29	29	29	29
subject-verb agreement	1, 3, 4, 20, 22, 24, 29, 61	1, 3, 4, 29, 61	1, 3, 4, 20, 29	1, 3, 4, 29
EMLS 055				
articles	53, 60, 62	60	53, 60, 62	60
comparative/superlative	16	16	16	16
past modals	54	54	54	54
possessive adjectives/nouns	23	23	23	23
present perfect	17, 19	17, 19	17, 19	17, 19
question form	21, 22, 58	21, 22	21, 22	21, 22
time clauses	15, 35, 71	15, 35	15	15
EMLS 107/ACE 102				
basic transitions	32, 36	32, 36		
coordinate conjunctions	32, 24, 44	24, 32, 44	44	44
noun modifiers	7, 57, 60, 62, 69	7, 57, 60, 62, 69	7, 53, 62	7, 53, 62

Test of English Language Development (TELD)				
Summary of Content Validity Judgments by ESL Faculty, Spring 2012				
Santa Ana College and Santiago Canyon College				
Course Level Skill Prerequisites (cumulative)	(TELD) Items Corresponding to Skill Prerequisite			
	FORM C		FORM D	
	General Consensus	Majority Consensus	General Consensus	Majority Consensus
parallel construction	9, 33, 44, 67	9	9, 33, 44, 67	9, 33, 67
pronoun reference	23, 64, 65	23, 65	65	65
pronouns- possessive/reflexive	23	23	47, 65	47, 65
punctuation	38, 74	38, 74	38, 71	38, 71
word forms	2, 37, 57, 58, 59, 61, 63, 67, 69, 70	37, 57, 58, 59, 61, 70	57, 58, 59	57, 58, 59
EMLS 109				
adjective clause	39, 40, 47, 49, 50, 64, 68	39, 40, 47, 49, 50, 64, 68	39, 40, 47, 48, 49, 55, 64, 68, 69	39, 40, 47, 48, 49, 55, 64, 68, 69
adverb clauses	27, 32, 45, 48, 52, 55	27, 32, 45, 48, 52, 55	27, 32, 45, 50, 55	27, 32, 45, 50, 55
adverbs	46	46	46	46
conditional/wish	30, 42, 44	30, 42, 44	30, 42	30, 42
Fragments, run-ons, comma splices	38, 71	38, 71	71, 73, 75	71, 73, 75
gerund/infinitive	8, 13, 26, 59, 70	8, 13, 26, 70	8, 13, 21, 70	8, 13, 21, 70
noun clauses	28, 34, 41, 43, 66	28, 34, 41, 43, 66	28, 34, 41, 66	28, 34, 41, 66
participial adjectives	56, 67, 69	56, 67, 69	56, 57, 67	56, 57, 67
passive voice	12, 18, 25	12, 18, 25	12, 18, 25	12, 18, 25
EMLS 110/ACE 116				
adjective/adverb phrases	50, 56	50, 56	56	56
comprehend meaning of complex sentences	71, 72, 73, 74, 75	71, 72, 73, 75	45, 50, 72, 75	45, 50, 72, 75
Quoted/reported speech	28, 74	28, 74	28	28
subjunctive	42, 51	42, 51	42, 51	42, 51
EMLS 112				
Connectives (cause/ effect, contrast, condition)	32, 71, 72	32, 71, 72	32, 33, 45, 50, 72, 73, 74, 75	32, 33, 45, 50, 72, 73, 74, 75
"general consensus" indicates high level of agreement among course-level instructors, but not majority				
"majority consensus" indicates 50% (or higher) agreement by course-level instructors				

Cut-Score Validity

Consequential-related evidence is used continually to validate TELD cut-scores. Faculty and students are asked to rate the appropriateness of their placement by the TELD; all assessments are completed between the third and fifth weeks of the specified semesters (Fall 2010 and Fall 2011 are referenced in this study).

Faculty members are asked to assess the students who were placed into their classes based upon their TELD scores according to the following scale:

1. Could have been placed at a higher level,
2. Is well placed and has a good chance of success,
3. Is properly placed and can succeed with appropriate effort,
4. Can succeed in this course only with a great deal of effort, or
5. Should have been placed in a lower level course.

Similarly, students who were placed into their current course based upon their TELD scores are asked to answer the following question: *Which of the following statements is most true of your placement into this course?* Response categories are:

1. This course is too difficult for me,
2. This course is the right level for me, or
3. This course is too easy for me.

Overall, 89% of students (ranging 89% to 95% by course level) responded that they were appropriately placed. The only exception was at the lowest course level (N40A/N42/N43), to which no one is denied access. Eighty-one percent of instructors, across all levels, (ranging from 81% to 95% by course level) rated students as “2” (very well placed) or “3” (properly placed with appropriate effort). Details, by course level, are included below.

Santa Ana College and Santiago Canyon College				
Course Placed into by TELD	student rating of appropriateness of placement			Total
	course too difficult	course right level	course too easy	
N40A/N42	11%	66%	23%	35
N40B		91%	9%	22
N49/052	2%	91%	7%	43
055	2%	89%	9%	45
102/107	2%	91%	7%	102
109	3%	90%	8%	77
110/116	2%	92%	7%	59
112	5%	95%		56
Total	14	391	34	439
	3%	89%	8%	

Santa Ana College and Santiago Canyon College						
Class Placed into by TELD	instructor ratings of appropriateness of placement					Total
	could have been higher	very well placed	properly placed	success only with great effort	should have been placed lower	
N40A/N42		6%	89%	6%		36
N40B		7%	79%	4%	11%	28
N49/052		4%	80%	14%	2%	51
055	5%	27%	56%	9%	2%	55
102/107	3%	32%	43%	19%	3%	118
109		15%	62%	21%	1%	98
110/116		16%	68%	17%		77
112	3%	21%	60%	13%	3%	68
Total	8	100	331	81	11	531
	2%	19%	62%	15%	2%	

Disproportionate Impact

For the purposes of this study, the eight levels of the ESL/EMLS/ACE sequence were collapsed into four levels:

1. Low: ESL N40A, ESL N40B, and ACE 042
2. Medium Low: ESL N49, ESL 055, and ACE 052
3. Medium: ESL 107, ESL 109, and ACE 102
4. High: ESL 110, ESL 112, and ACE 116.

It should be noted that the two majority groups of students enrolled in RSCCD colleges' ESL/ACE/EMLS sequence courses are Asian and Latino (93% of the study sample and RSCCD college programs at large). Example 3, presented in the *“Guide to Assist with the Design and Implementation of Investigations to Evaluate Tests in Consideration of the CCC Assessment Standards” (March 2001, 4th edition)* indicates the appropriate use of total average in comparison of ESL populations. Using these guidelines, tables were developed to compare the placements of groups of students by ethnicity, gender, and age. In summary, these tables indicate:

- All ethnic and gender groups of students placed into all levels of ESL coursework exceed the 80% EEOC guidelines.
- Younger students place into higher levels of ESL sequence courses than do older students.

Course Levels Placed Into by TELD by Ethnicity				
Course Placement Level	Latino	Asian	Total Sample	EEOC 80% guideline*
Low	10%	11%	10%	8.3%
Medium Low	21%	21%	21%	16.5%
Medium	34%	33%	36%	29.1%
High	34%	35%	33%	26.1%
Total #	334	422	921	
Total %	36%	46%		
% of Reported Ethnicities	41%	52%		

*sub-groups must meet or exceed EEOC 80% threshold of row total

Course Levels Placed Into by TELD by Gender					
Course Placement Level	Gender			Total	EEOC 80% Guideline*
	not reported	female	male		
Low		9%	12%	10%	8.3%
Medium Low	29%	20%	22%	21%	16.5%
Medium	43%	38%	34%	36%	29.1%
High	29%	33%	32%	33%	26.1%
Total	7	559	355	921	
	1%	61%	39%		

*sub-groups must meet or exceed EEOC 80% threshold of row total

Course Levels Placed Into by TELD by Age									
Course Placement Level	Age							Total	EEOC 80% guideline*
	16-20	21-25	26-29	30-39	40-49	50-59	60+		
Low	3%	6%	19%	12%	15%	32%	19%	11%	8.7%
Medium Low	14%	18%	19%	20%	30%	20%	50%	20%	16.3%
Medium	45%	38%	24%	32%	32%	27%	15%	36%	28.5%
High	37%	38%	38%	35%	23%	20%	15%	33%	26.5%
Total	229	125	63	147	111	44	26	745	
	31%	17%	8%	20%	15%	6%	3%		

*sub-groups must meet or exceed EEOC 80% threshold of row total

shaded cells indicate distributions below the 80% EEOC Guideline

course placement level	% of Students Who Self-Rated Placement by TELD to be Appropriate							
	by age groups							Total
	16-20	21-25	26-29	30-39	40-49	50-59	60+	
Low	80%	50%	83%	80%	70%	91%	100%	80%
Medium Low	82%	85%	100%	82%	100%	100%	88%	89%
Medium	90%	93%	100%	95%	81%	100%	100%	91%
High	91%	95%	100%	92%	86%	100%	100%	92%

Based upon the following rationale, we have concluded that disproportionate impact is not taking place with the TELD. However, variability in placement based on age may result from characteristics of our population and is not perceived as problematic for our students.

- Student self-ratings of appropriateness of placement do not indicate any differences when analyzed by age. In fact, students in the age groups/course levels of potential concern are overwhelmingly satisfied with their placement decisions.
- Younger students are likely placed into higher levels in the ESL curriculum than older students due to recency of formal education.

Alternative Assessment Procedures

Alternative assessment procedures are provided at RSCCD for persons with impaired sensory, manual, or speaking skills who cannot take the District placement tests under standard conditions as follows:

- **Accommodation for Hearing Impairment**
 - Signers are provided
 - Instructions are given in writing
- **Accommodation for Visual Impairment**
 - Questions are read to students
 - Visual enlargement equipment is provided
 - MDTP (math) test is given in Braille version
 - Screen reading program combined with a sound card
- **Accommodation for Other Physical Impairment**
 - Testing facilities are accessible
 - Accommodations arranged on an individual basis by Testing Coordinator as necessary
- **Accommodation for Learning Disability**
 - Adjustments in allocated time (up to twice the standardized time) can be made

The alternative assessment procedures have been scrutinized by faculty members with expertise and experience working with students with disabilities. Faculty members have determined that the alternative assessment procedures yield test scores with appropriate characteristics based upon the rationale that the accommodations made for placement testing are congruent with the test-taking facilitation and the provision of services for students with disabilities in the instructional setting mandated in Section 560026 of the Title V.

Alternative assessment procedures are provided in the Disabled Students' Center and the RSCCD Testing Center.

Appendix A

Course Level Skill Prerequisites (cumulative)	Consensus	TELD Test Items Assessed to Address Prerequisite Skills (FORM C)												
		Instr. #1	Instr. #2	Instr. #3	Instr. #4	Instr. #5	Instr. #6	Instr. #7	Instr. #8	Instr. #9	Instr. #10	Instr. #11	Instr. #12	Instr. #13
ESL N40A/ ACE N42 (no floor)														
ESL N40B														
"to be" verb	1,3,4,14, 22	1, 3, 4, 14, 22	1, 14	1, 3, 14	1, 3, 4, 14	1, 42	1, 3, 4, 18, 22, 43	1, 3	1	1	1	1, 3	1, 3, 22, 29	1
quantifier	7, 31, 53, 62	7, 31, 53, 61, 62, 69, 70				7, 31, 53		7, 20		7, 31, 52, 53, 62	7, 31, 53, 62		7, 20, 31, 47, 53, 62	7, 31
simple verb tense	12, 14, 15, 22, 24, 58, 63	1, 3, 4, 9, 12, 14, 15, 22, 35, 58, 63	22, 24, 46	24	12, 14, 15, 25, 30, 35, 42, 51, 58, 63, 66, 67	12, 14, 15, 18, 30, 35, 58	1, 3, 4, 8, 9, 12, 14, 15, 16, 18, 22, 30, 52, 56, 73	12, 14, 18, 33	9, 12, 14, 15, 24, 33, 35, 58	14, 24	30, 35		14, 15, 24, 58	14, 63, 70
word choice prep	2, 5, 7, 11, 21, 36, 40, 39, 46, 69	2, 5, 6, 7, 8, 9, 10, 11, 13, 15, 57, 59, 60, 62	5, 11, 36	5,11	5, 7, 9, 10, 11, 21, 23, 24, 34, 37, 39, 40, 46, 47, 57, 69	5, 11, 34, 36, 37, 39, 40, 46, 47, 48, 57, 69, 70	8, 11, 13, 14, 21, 25, 26, 27, 30, 37, 38, 39, 40, 42, 43, 45, 46, 48, 49, 50, 59, 72		5, 11	5, 11, 37, 57, 58, 59, 60, 69	5, 11, 14,21, 27, 36, 39, 40, 45, 46, 69	5, 7, 11, 14, 24, 33, 56	5, 36, 46	5, 11, 36, 46
word order/syntax	4, 22, 41, 43, 52, 66	33,41, 43, 71, 72, 73, 74, 75		4,41, 43	43	59	22, 41		3, 34, 41, 43, 52, 64, 66, 68	52, 66	41, 43, 52, 66		22, 41, 43, 46, 52, 64	
ESL N49/ACE 052														

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Course Level Skill Prerequisites (cumulative)	Consensus	TELD Test Items Assessed to Address Prerequisite Skills (FORM C)												
		Instr. #1	Instr. #2	Instr. #3	Instr. #4	Instr. #5	Instr. #6	Instr. #7	Instr. #8	Instr. #9	Instr. #10	Instr. #11	Instr. #12	Instr. #13
nouns (singular/plural)	2, 4, 20, 31, 61	1, 3, 4, 61		2	2, 4, 51	2, 4, 20, 61	7, 31, 53	2, 31, 61	2, 4, 20	2, 4, 20, 61	2, 4, 20, 37, 61	2, 20, 31, 61, 62	2, 4, 20, 60, 65	2, 4, 61
present modals	6, 10, 63	5, 9, 10, 14, 24, 58, 63		6, 10		6, 10, 63	6, 10, 28, 54, 55, 63	6, 10, 63	6, 10, 63	6, 10	6, 10, 63	6, 10, 63	6, 10, 63	6, 10
progressive verb tense	29	12, 29			26				29	35			29	
subject-verb agreement	1, 3, 4, 20, 22, 24, 29, 61	1,3	2,3			3, 4, 24, 29	1, 3, 12, 20, 22, 29, 38, 61	3, 4, 29	1, 3, 4, 22, 37, 53	1, 3, 4, 29	3, 4, 24, 29	4, 29	1, 4, 20, 24, 29, 61	3, 4, 20, 24, 29
EMLS 055														
articles	53, 60, 62					60, 62		60	20, 53, 60, 62	31, 60	60	60	60	53, 60
comparative/superlative	16				16	16	15, 62	16	16	16	16	16	16	16
past modals	54							54	54	9, 54	54	54	54	54
possessive adjectives/nouns	23				70		49		23		23	23, 53	23	
present perfect	17, 19				17, 19	17, 19	17, 19, 34	17, 19	17, 19	17, 19	17, 19	19	17, 19	17, 19
question form	21, 22, 58				22	21, 22	58	21, 22, 34, 58	21, 22, 43	21, 22	22	17, 21, 22, 41	21, 22	21, 22
time clauses	15, 35, 71						15, 28, 41, 71	15, 35	15	15, 71, 72	15, 35	15, 35	15, 35, 59	15, 35
EMLS 107/ACE 102														
basic transitions	32, 36						32		27, 32, 36, 44, 45, 48, 55, 71, 72, 73			36		
coordinate conjunctions	32, 24, 44						10, 24, 32	24, 44		32, 36, 63			33, 44	44

Appendix A

Course Level Skill Prerequisites (cumulative)	Consensus	TELD Test Items Assessed to Address Prerequisite Skills (FORM C)												
		Instr. #1	Instr. #2	Instr. #3	Instr. #4	Instr. #5	Instr. #6	Instr. #7	Instr. #8	Instr. #9	Instr. #10	Instr. #11	Instr. #12	Instr. #13
noun modifiers	7, 60, 62, 69						47, 57, 60, 70	7, 69	7, 31, 57		69		7, 57, 60, 62	7, 62
parallel construction	9, 33, 44, 67					9	9, 10, 33, 44		8, 67	33, 44	9, 24	9	9, 67	9, 25, 33
pronoun reference	23, 64, 65						20, 23, 35, 36, 40, 42, 64, 65, 68	23, 65	65	64, 65	65	65	23, 65	65
Pronoun possessive/reflexive	23						7, 49, 66, 75		47, 64	23				23
punctuation	74, 38						74			38	38	38	38, 74	38
word forms	2, 37, 57, 58, 59, 61, 63, 67, 69, 70						2, 4, 11, 21, 25, 26, 29, 30, 31, 32, 34, 35, 36, 37, 42, 43, 50, 57, 59, 60, 61, 63, 65, 67, 70	37, 57, 67, 70	58, 59, 61		57, 58, 59	37, 57, 58, 59	2, 3, 37, 57, 58, 59, 61, 63, 69, 70	37, 57, 58, 59, 69
EMLS 109														
adjective clause	39, 40, 47, 49, 50, 64, 68							39, 40, 47, 49, 50, 64, 68	39, 40, 49	39, 40, 47, 49, 50, 64, 68	39, 40, 47, 49, 50, 68	39, 40, 47, 49, 50, 68	39, 40, 47, 49, 50, 64, 68, 75	39, 40, 47, 49, 64, 68
adverb clauses	27, 32, 45, 48, 52, 55							27, 32, 45, 48, 52, 55	27, 29, 32, 41, 43, 48, 55	35, 45, 55	45, 48, 52, 55	48, 52, 55	15, 27, 32, 45, 48, 55, 71, 72, 73, 75	27, 32, 45, 48, 55

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Course Level Skill Prerequisites (cumulative)	Consensus	TELD Test Items Assessed to Address Prerequisite Skills (FORM C)												
		Instr. #1	Instr. #2	Instr. #3	Instr. #4	Instr. #5	Instr. #6	Instr. #7	Instr. #8	Instr. #9	Instr. #10	Instr. #11	Instr. #12	Instr. #13
adverbs	46							46	46					
conditional/wish	30, 42, 44								30, 51		30, 42, 44, 52	30	30, 42, 44	30, 42
fragments, run-ons, comma splices	38, 71							38	38, 50, 71	56	71	64	33, 71	
gerund/infinitive	8, 13, 26, 59, 70					8, 13, 26		8, 13, 26, 59	8, 13, 26, 70	8, 13, 26, 70	8, 13, 26, 70	8, 13, 26	8, 13, 26, 59, 70	8, 17, 26
noun clauses	28, 34, 41, 43, 66							41, 43, 66	28, 34, 66	41, 43, 49	28, 34, 41, 43, 66	28, 34, 51, 66	28, 34, 41, 43, 66, 74	34, 41, 43, 52, 66
participial adjectives	56, 67, 69								56, 60, 67, 69	67	67	69, 70	25, 67	56, 67
passive voice	12, 18, 25							25	12, 18, 25, 60	12, 18, 25	12, 18, 25	12, 18, 25, 67	12, 18	12, 18
EMLS 110/ACE 116														
adjective/adverb phrases	50, 56							32, 55, 56			50, 56		56	50
comprehend meaning of complex sentences	71, 72, 73, 74, 75							71, 72, 73, 75		71, 72, 73, 75	71, 73, 75	71, 72, 73, 74, 75	32, 33, 71, 72, 73, 75	73, 74, 75
quoted/reported speech	28, 74							28, 74		28, 74	28, 74		28	
subjunctive	42, 51									36, 42, 48, 51	51		42, 51	51
EMLS 112														
Connectives (cause/effect, contrast, conditional)	32, 71, 72										32, 33, 48, 71, 72	32, 44, 45	32, 33, 71, 72, 73, 75	71, 72

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Course Level Skill Prerequisites (cumulative)	Consensus	TELD Test Items Assessed to Address Prerequisite Skills (FORM D)													
		Instr. #1	Instr. #2	Instr. #3	Instr. #4	Instr. #5	Instr. #6	Instr. #7	Instr. #8	Instr. #9	Instr. #10	Instr. #11	Instr. #12	Instr. #13	Instr. #14
ESL N40A/ACE N42 (no floor)															
ESL N40B															
"to be" verb	3, 4, 22	1, 3, 4, 14, 24	3, 4, 22	3, 4	3	3	3, 22	12				3	3, 4, 22, 25		69, 3
quantifier	7, 20, 31, 53, 62		7, 20, 26, 31, 53, 61, 62, 69								7, 31, 53		7, 20, 31, 47, 53, 62	7, 31	7, 53
simple verb tense	14, 24, 1, 15, 24, 58	14, 24	1, 9, 14, 15, 24, 3, 12, 35, 58, 63	1, 14, 21, 22, 46, 58	1, 13, 14	1, 4, 12, 14, 15, 25, 30, 35, 42, 51, 58, 63, 66, 67	1, 3, 14, 18, 22, 30, 42, 58	12, 14, 35	9, 12, 14, 15, 24, 33, 35, 58	1, 12, 15, 24, 33, 58, 59, 67		1, 15, 35, 57	1, 14, 15, 24, 58	14	12, 14, 15, 24, 33, 35
word choice prep	5, 11, 57	2	2, 5, 6, 8, 10, 11, 12, 13, 17, 19, 23, 34, 36, 37, 40, 57, 59, 60, 71, 72, 73, 74, 75	5	5, 11	5, 7, 9, 10, 11, 21, 23, 24, 34, 37, 39, 40, 46, 47, 57, 69	5, 11, 13, 14, 16, 26, 27, 31, 37, 40		5, 11, 41, 43, 52, 64, 66, 68, 69	5, 11, 37, 47, 57, 58, 59, 60, 68, 69		5, 7, 11, 14, 31, 46, 62	5, 36, 46	5	46, 50, 57, 58, 59, 67, 34, 36, 37, 40
word order/syntax	2, 4, 41, 43		33, 41, 43, 72, 73			43	43, 66, 72, 75		1, 3, 34	52, 66			22, 41, 43, 46, 52, 64	52	
ESL N49/ACE 052															

Appendix A

Course Level Skill Prerequisites (cumulative)	Consensus	TELD Test Items Assessed to Address Prerequisite Skills (FORM D)													
		Instr. #1	Instr. #2	Instr. #3	Instr. #4	Instr. #5	Instr. #6	Instr. #7	Instr. #8	Instr. #9	Instr. #10	Instr. #11	Instr. #12	Instr. #13	Instr. #14
nouns (singular/plural)	2, 4, 20, 61		2, 61		2	2, 4, 61	31, 62	2, 61	2, 4, 20	2, 20, 61		3, 20, 29, 53, 61	2, 4, 20, 60, 65	2, 4, 61	20, 61, 65
present modals	6, 10, 63		6, 9, 10, 14, 24		6		6, 10, 28, 42, 52, 54, 63	6, 10, 63	6, 10, 63	6, 10		6, 10, 42	6, 10, 63	6, 10	6, 10, 63
progressive verb tense	29		29			26			29	14, 30			29		
subject-verb agreement	1, 3, 4, 20, 29		1, 3, 4		4		1, 4, 20, 29, 32, 55, 61	1, 3, 4	3, 4, 22, 37, 53	3, 4, 29, 53		4	1, 3, 4, 20, 24, 29, 61	1, 3, 20, 24, 29	1, 3, 4
EMLS 055															
articles	53, 60, 62								20, 53, 60, 62	60		60	60	53, 60	60, 62
comparative/superlative	16					16	16	16	16	16		16	16	16	16
past modals	54							54	54	54		30, 54	54	54	54
possessive adjectives/nouns	23					70	23		23				23		23
present perfect	17, 19					17, 19	17, 19, 34	17, 19	17, 19	17, 19		17, 19	17, 19	17, 19	17, 19
question form	2. 22					22	21	21. 22	21. 22	21. 22		21. 22	21. 22	21. 22	21. 22
time clauses	15						15, 35, 41, 50, 55	15	15	15, 71			13, 33, 59	15	
EMLS 107															

Appendix A

Course Level Skill Prerequisites (cumulative)	Consensus	TELD Test Items Assessed to Address Prerequisite Skills (FORM D)													
		Instr. #1	Instr. #2	Instr. #3	Instr. #4	Instr. #5	Instr. #6	Instr. #7	Instr. #8	Instr. #9	Instr. #10	Instr. #11	Instr. #12	Instr. #13	Instr. #14
basic transitions									27, 32, 36, 44, 45, 50, 55, 72, 73						
coordinate conjunctions	44							44		32, 35, 44, 63, 74			33, 44	44	
noun modifiers	7, 53, 62						7, 16, 36, 53, 60	7, 20, 31, 53, 62	7				7, 60, 62	62	
parallel construction	9, 33, 44, 67						9, 24, 33, 44, 67, 71	33	33, 54, 67, 75	9, 33, 44		9, 63	9, 67	9, 33	
progressive verb tense								29							
pronoun references	65						64, 69	65	65	65			65	65	
Pronouns (possessive/reflexive)	47, 65						39, 47, 48, 49, 65, 68	23	47, 64	23		23, 65	23		
punctuation	38, 71						38	38, 71		23		71	38, 71, 73, 75	36, 38	
word forms	57, 58, 59						2, 8, 13, 23, 26, 39, 40, 45, 51, 52, 56, 57, 58, 70, 73	37, 58, 59	57, 60, 61, 74, 78			24, 37, 57, 58, 59	37, 57, 58, 59, 61	11, 37, 57, 58, 59	
EMLS 109															

Appendix A

Course Level Skill Prerequisites (cumulative)	Consensus	TELD Test Items Assessed to Address Prerequisite Skills (FORM D)													
		Instr. #1	Instr. #2	Instr. #3	Instr. #4	Instr. #5	Instr. #6	Instr. #7	Instr. #8	Instr. #9	Instr. #10	Instr. #11	Instr. #12	Instr. #13	Instr. #14
adjective clause	39, 40, 47, 48, 49, 55, 64, 68, 69							39, 40, 47, 48, 49, 64, 68, 69	39, 40, 48	39, 40, 47, 49, 50		39, 40, 47, 48, 49, 64, 68, 69	39, 40, 48, 49, 64, 68, 69	39, 40, 47, 48, 64, 68, 69	
adverb clauses	27, 32, 45, 50, 55							27, 30, 32, 45, 50, 52, 55	27, 29, 32, 41, 43, 50, 55, 72	27, 45, 55, 64		50	15, 27, 45, 50, 55	27, 32, 35, 45, 50	
adverbs	46							46	46						
conditional/wish	30, 42								30, 42, 51	62, 74		50	30	30, 42	
fragments, run-ons, comma splices	7, 73, 75							36, 69	38, 48, 71, 73, 75	56			33, 71, 73, 75	71	
gerund/infinitive	8, 13, 21, 70							8, 13, 26, 70	8, 13, 26, 70	8, 13, 26, 70		8, 13, 26, 70	8, 13, 26, 33, 59, 70, 73	8, 13	
noun clauses	28, 34, 41, 66							28, 34, 41, 66	28, 34, 66	41, 43, 49, 68		34, 41, 43, 51, 66	28, 34, 41, 43, 66	34, 41, 43, 66	
participial adjectives	56, 57, 67							57, 60, 67	56, 57, 67, 72	12, 67			57, 67	56, 67	
passive voice	12, 18, 25							18, 25	12, 18, 25, 60	18, 25		12, 25	12, 18, 25	12, 18, 25	
EMLS 110/ACE 116															
adjective/adverb phrases	56							56, 72, 73		46			56	49	

Appendix A

Course Level Skill Prerequisites (cumulative)	Consensus	TELD Test Items Assessed to Address Prerequisite Skills (FORM D)														
		Instr. #1	Instr. #2	Instr. #3	Instr. #4	Instr. #5	Instr. #6	Instr. #7	Instr. #8	Instr. #9	Instr. #10	Instr. #11	Instr. #12	Instr. #13	Instr. #14	
comprehend meaning of complex sentences	45, 50, 72, 75							45, 50, 75			31, 70, 71, 72, 73, 75			32, 33, 45, 46, 50, 72	74	
quoted/reported speech	28										28		28	28	28	
subjunctive	42, 51							42, 51			36, 42, 48, 51			42, 51	51	
EMLS 112																
Connectives (cause/ effect, contrast, conditional)	32, 33, 45, 50, 72, 73, 74, 75												27, 32, 33, 36, 38, 44, 45, 50, 52, 55, 72, 73, 74, 75	32, 33, 45, 50, 71, 72, 74	72, 73, 75	



**Request for Renewal of Approval of an Assessment Instrument:
 Test of English Language Development (TELD)
 Response to Request for Supporting Data
 February 5, 2013**

Potential Cut-Score Issue for Remedial Level ESL Courses

For many years, the TELD placement test has been used to place students into one of eight sequential course levels at both RSCCD colleges. In late fall 2012, the administration decided to remove the non-credit ESL courses (ESL N40A, N40B, and N49) from the program. Effective summer 2013, these courses will no longer be offered; the course sequence will begin with EMLS 055/ACE 052.

Supporting Data for Content Validity Issues

Rancho Santiago Community College District				
Faculty Participation in Content Validity Activities for TELD, Spring 2012				
College	#Sections Offered	# of Faculty Assignments	# of Instructors Who Participated in Content Validity Activity	
			initial analyses	secondary analyses
Santa Ana College	29	17	12	3
Santiago Canyon College	3	2	2	1

In the spring of 2012, twelve ESL faculty members at Santa Ana College and two faculty members at Santiago Canyon College participated in the content assessment of the TELD. During the review process, it was noted that six items were not matched by faculty participants to specific prerequisite skills. Subsequently, a faculty panel consisting of four members produced the following analysis to support its determination that all the test items are appropriate and valid for placing students into the ESL/EMLS/ACE course sequence at RSCCD colleges and that there is no evidence of non-equivalency of forms.

The following pages provide an analysis of the six items which lacked a majority consensus among the faculty in terms of prerequisite skills.

TELD Form C: Question #16 was noted on the preliminary report as not measuring any of the prerequisite skills; however, this item was, indeed, considered by majority consensus to address “comparative/superlative prerequisite skill for EMLS 055 (see attached *Summary of Judgments*). Only one item (#33) did not originally reflect consensus and was further analyzed by faculty reviewers.

Question #33

This question tests students’ knowledge of correct sentence structure. However, the correct answer has to be deduced by process of elimination; students would not select the correct answer unless they have a strong foundation in verb tenses and compound sentence structure. Because the options are so varied, the faculty seems to focus on the possible options themselves rather than the type of knowledge required to determine the correct answer. Faculty who reviewed do not believe Item 33 is invalid because it tests the students’ fluency in English in terms of verb tenses and correct syntax. Students with this level of competency in English might test in at 109.

TELD Form D: Question #74 was noted in preliminary report as not assessing any prerequisite; it is, however, the majority consensus that this item assesses the EMLS 112 level prerequisite skill “connectives, cause/effect, contrast, condition” (see attached *Summary of Judgments*). Five items lacked consensus; inconsistencies in the original faculty responses are explained below.

Question #26

Several faculty members identified the question as testing the students’ knowledge of Gerunds/Infinitives, which isn’t taught until EMLS 107. Among the faculty who identified # 26 as testing for a different grammar structure, three of those instructors teach lower levels and were given an assessment instrument that was geared for lower levels and listed fewer items. These three over-marked the sheet, trying to fit every question into some category, when in fact the category of Gerunds/Infinitives was not listed. One marked “word choice” many times throughout the form because the appropriate category was not listed on his form.

It is recognized that some faculty didn’t understand that they were to leave many items unmarked when they completed the form for the lower level classes. Because these grammar structures are taught at a higher level in the program, they were not listed on their form.

Question #35

Although several faculty members agreed that the item was testing for verb tenses, three faculty identified that the sentence had a time clause. It is true that the sentence included a time clause (adverb clause), but that is not what was being tested. The confusion occurred in the interpretation of Question #35. Many faculty agreed that the grammar knowledge being tested was related to verb tenses, since every option was a different verb tense. The three faculty who chose *time clauses* identified the structure of the sentence rather than what the question was testing for.

Question #36

Question #36 tests the student’s knowledge of word choice in terms of correct sentence structure. This grammar pattern is not taught formally until EMLS 110. Three of the faculty identified it as a word choice issue, while one identified it as testing one’s knowledge of “connectives”, which was also true. Other faculty members seemed to have honed in on one of the possible answers rather than considering what the question itself was testing for, and this resulted in five different responses.

Question #37

Question #37 tests the student's understanding of *word forms*. Since the correct use of word forms is a higher level writing skill, it isn't emphasized until EMLS 109. For #37, almost half the faculty chose "word choice" and the other half chose "word forms." As it turns out, most of the faculty who chose "word choice" were completing forms for the 4 lower level courses and "word forms" was not even listed as an option. Rather than focusing on what the question was testing for and recognizing that "word forms" was not on the list, they tried to make one of the options fit, which ended up being "word choice."

Question # 52

Question #52 tests the student's knowledge of word order and syntax. Since this is a less common and more complex grammar structure, it isn't emphasized until students are writing at a higher level, such as in 109. Four of the faculty who teach 109 and higher recognized that this item was testing the student's knowledge of correct word order and syntax. Two faculty recognized that there were two clauses in the example and rather than focusing on what knowledge the item was testing for, these faculty simply identified that the sentence had an adverb clause and selected "adverb clause."

Summary of Content Validity Judgments by ESL Faculty-REVISED FOR CLARITY 2/5/13				
Test of English Language Development (TELD)				
Spring 2012				
Santa Ana College and Santiago Canyon College				
Course Level Skill Prerequisites	(TELD) Items Corresponding to Skill Prerequisite			
	FORM C		FORM D	
	GENERAL CONSENSUS	MAJORITY CONSENSUS	GENERAL CONSENSUS	MAJORITY CONSENSUS
ESL N40A/ACE N42 (no floor)				
ESL N40B				
"to be" verb	4, 14, 22	1,3	22	3, 4
quantifier		7, 31, 53, 62		7, 20, 31, 53, 62
simple verb tense	22, 24, 58, 63	12, 14, 15		1, 14, 15, 24, 58
word choice (prep)	2, 7, 21, 36, 40, 39, 46, 69	5, 11, 46	57	5, 11
word order/syntax	4, 22, 52, 66	41, 43	41	43
ESL N49/ACE 052				
nouns (singular/plural)	31	2, 4, 20, 61		2, 4, 20, 61
present modals		6, 10, 63		6, 10, 63
progressive verb tense		29		29
subject-verb agreement	20, 22, 24	1, 3, 4, 29, 61	20	1, 3, 4, 29
EMLS 055				
articles	53, 62	60	53, 62	60

Summary of Content Validity Judgments by ESL Faculty-REVISED FOR CLARITY 2/5/13				
Test of English Language Development (TELD)				
Spring 2012				
Santa Ana College and Santiago Canyon College				
Course Level Skill Prerequisites	(TELD) Items Corresponding to Skill Prerequisite			
	FORM C		FORM D	
	GENERAL CONSENSUS	MAJORITY CONSENSUS	GENERAL CONSENSUS	MAJORITY CONSENSUS
comparative/superlative		16		16
past modals		54		54
possessive adjectives/nouns		23		23
present perfect		17, 19		17, 19
question form	58	21, 22		21, 22
time clauses	71	15, 35		15
EMLS 107/ACE 102				
basic transitions		32, 36		
coordinate conjunctions		24, 32, 44		44
noun modifiers		7, 57, 60, 62, 69		7, 53, 62
parallel construction	33, 44, 67	9	44	9, 33, 67
pronoun reference	64	23, 65		65
pronouns-possessive/reflexive		23		47, 65
punctuation		38, 74		38, 71
word forms	2, 63, 67, 69	37, 57, 58, 59, 61, 70		57, 58, 59
EMLS 109				
adjective clause		39, 40, 47, 49, 50, 64, 68		39, 40, 47, 48, 49, 55, 64, 68, 69
adverb clauses		27, 32, 45, 48, 52, 55		27, 32, 45, 50, 55
adverbs		46		46
conditional/wish		30, 42, 44		30, 42
fragments, run-ons, comma splices		38, 71		71, 73, 75
gerund/infinitive	59	8, 13, 26, 70		8, 13, 21, 70
noun clauses		28, 34, 41, 43, 66		28, 34, 41, 66
participial adjectives		56, 67, 69		56, 57, 67

Summary of Content Validity Judgments by ESL Faculty-REVISED FOR CLARITY 2/5/13				
Test of English Language Development (TELD)				
Spring 2012				
Santa Ana College and Santiago Canyon College				
Course Level Skill Prerequisites	(TELD) Items Corresponding to Skill Prerequisite			
	FORM C		FORM D	
	GENERAL CONSENSUS	MAJORITY CONSENSUS	GENERAL CONSENSUS	MAJORITY CONSENSUS
passive voice		12, 18, 25		12, 18, 25
EMLS 110/ACE 116				
adjective/adverb phrases		50, 56		56
comprehend meaning of complex sentences	74	71, 72, 73, 75		45, 50, 72, 75
quoted/reported speech		28, 74		28
subjunctive		42, 51		42, 51
EMLS 112				
connectives--cause/ effect, contrast, condition		32, 71, 72		32, 33, 45, 50, 72, 73, 74, 75
"general consensus" indicates high level of agreement among course-level instructors but not majority				
"majority consensus" indicates 50% (or higher) agreement by course-level instructors				