

ELPA Validity Evaluation Instrument:

Survey on training for ELPA administration

The logo for 'evea' features the letters 'e', 'v', 'e', and 'a' in a blue, sans-serif font. The letter 'v' is a solid magenta color and is positioned between the two 'e's.

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About EVEA

The U.S. Department of Education funded Enhanced Assessment Grant *Evaluating the Validity of English Language Proficiency Assessments* (EVEA; CFDA 84.368) was awarded to the Office of the Superintendent for Public Instruction of the State of Washington in fall 2009. The project brought together five states – Idaho, Indiana, Montana, Oregon, and Washington – to work on collaborative and independent validity plans for English language proficiency assessments (ELPAs) over an 18-month period. During the EVEA funding period, none of the partner states belonged to an existing ELPA consortium; rather each had worked with commercial test developers to create state-wide ELPAs that are aligned with their state English language development (ELD) standards. The main project goal was for each state to create a validity argument for its ELPA system. Additional project outcomes included:

- Building individual State Interpretive Arguments for the validity of each state’s ELPA,
- Building a Common Interpretive Argument for any ELPA;
- Designing a set of studies and instruments to support and pilot test these arguments; and
- Making instruments publically available at the close of the project for the wider education community to access.

This research instrument is one product of these efforts.

Collaborating institutions

edCount, LLC

The National Center for the Improvement of Educational Assessment (NCIEA, the Center for Assessment)

The Graduate School of Education and Information Studies (GSE&IS) at the University of California, Los Angeles (UCLA)

Synergy Enterprises, Inc. (SEI)

The Pacific Institute for Research and Evaluation (PIRE)

Authors

This validity evaluation instrument was prepared by:

Allison Kerbel, IN Research Partner

Mari Quenemoen, ID Research Partner

Sara Waring, MT Research Partner

Research Objective

In many states, the ELPA is administered and sometimes partially scored by teachers and other educators (such as ELD coordinators and other administrators) who have been trained to do so. If the ELPA is not administered or scored correctly, its scores may not accurately reflect students' proficiency. For this reason, it is important to ensure that the training to administer the ELPA is effective.

This document outlines the claims, underlying assumptions, and research questions that can serve as the foundation for studies related to ELPA administration and scoring training. In addition, it provides sample questions for two surveys on the training to administer the ELPA: one to be administered immediately following the training, and one to be administered following the administration of the ELPA.

Claim

The ELPA is administered and scored as intended.

Underlying Assumptions

The ELPA is administered by the teachers who have completed the training.

The training provided is effective and of high quality.

Research Questions

Research Question 1: To what extent is the ELPA administered by teachers who have been through training?

Research Question 2: To what extent do teachers feel that ELPA administration training prepared them for administering and scoring the ELPA?

- a. To what extent do teachers who have completed training and administered the ELPA find the training helpful and effective?
- b. To what extent do teachers feel that the ELPA training helped them administer and score the ELPA as intended?

Method

The research questions listed above can be addressed by conducting surveys of teachers who have completed training and/or administered the ELPA. If possible, teachers who fill out the post-training survey will also fill out the post-administration survey, using anonymous identification numbers that allow the two surveys to be matched. This will allow states to analyze pre- and post-administration trends such as whether satisfaction with the initial experience of training correlates with feelings of competence after administering the assessment.

The surveys will help to address Research Question 1 by asking teachers who have administered the ELPA to report whether they had received training. These results can be broken out by relevant demographic data to identify patterns in test administration. The surveys will also address Research Question 2 by probing to see how satisfied teachers were with ELPA training and how prepared they felt to both administer and score the ELPA. Specifically, the first survey (post-training, but before administration) allows teachers to rate the training itself, and the second survey (post-administration) allows teachers to rate the degree to which training prepared them to administer and score the ELPA and to provide suggestions to improve the training. The survey protocols below indicate the research questions addressed by each survey question as well as provide suggested analyses.

Given that the data collected from surveys are always self-reported and contingent on teachers' perceptions and self-representations, a fuller research plan to investigate the effect of training on teachers' preparedness for ELPA administration may benefit from incorporating additional sources of data, which may include (but are not limited to) training attendance records (RQ 1), focus group discussions (RQ 2a), or records of testing support use (RQ 2b). Direct observations of assessment administration and the use of expert scorers watching live or video-taped student responses can provide further evidence of whether ELPA administration and scoring training is effective.

Survey Protocol for Survey Immediately Following ELPA Training

Survey Question	Possible Answer Choices	Analysis	RQ 1	RQ 2a	RQ 2b
1. What is your primary role?	ELD instructor or administrator Administrator Content area teacher Paraprofessional	If possible, survey respondents should be coded anonymously to be able to correlate their responses across both surveys. Calculate percentages for each role; crosstab analysis with questions 4-7			Demographic data
2. For which grade(s) are you responsible? (check all that apply)	<ul style="list-style-type: none"> <li style="width: 50%;">• K <li style="width: 50%;">• 7 <li style="width: 50%;">• 1 <li style="width: 50%;">• 8 <li style="width: 50%;">• 2 <li style="width: 50%;">• 9 <li style="width: 50%;">• 3 <li style="width: 50%;">• 10 <li style="width: 50%;">• 4 <li style="width: 50%;">• 11 <li style="width: 50%;">• 5 <li style="width: 50%;">• 12 <li style="width: 50%;">• 6 	Calculate percentages for each grade level and for grade ranges (K-5, 6-8, 9-12); crosstab analysis with questions 4-7			Demographic data
3. How many years have you been involved in EL coordination/ education?	[open ended]	Calculate mean; divide into meaningful categories; crosstab analysis with questions 4-7			Demographic data
4. The training location and time were reasonable and accessible.	Agree Agree somewhat Disagree somewhat Disagree	Calculate percentage who agree		✓	
5. The purpose and goals of the training session were clear.	Agree Agree somewhat Disagree somewhat Disagree	Calculate percentage who agree; crosstab analysis with demographic data questions (1-3)		✓	

Survey Question	Possible Answer Choices	Analysis	RQ 1	RQ 2a	RQ 2b
6. The materials provided at the training session are and will continue to be useful for <u>administering</u> the ELPA.	Agree Agree somewhat Disagree somewhat Disagree	Calculate percentage who agree; crosstab analysis with demographic data questions (1-3)		✓	
7. The materials provided at the training session are and will continue to be useful for <u>scoring</u> the ELPA.	Agree Agree somewhat Disagree somewhat Disagree	Calculate percentage who agree; crosstab analysis with demographic data questions (1-3)		✓	
8. The training session was well organized.	Agree Agree somewhat Disagree somewhat Disagree	Calculate percentage who agree; crosstab analysis with demographic data questions (1-3)		✓	
9. The length of the training was appropriate.	Agree Agree somewhat Disagree somewhat Disagree	Calculate frequencies and mean.		✓	
10. The training facilitator was clear, well organized, and helpful.	Agree Agree somewhat Disagree somewhat Disagree	Calculate frequencies and mean.		✓	

Survey Question	Possible Answer Choices	Analysis	RQ 1	RQ 2a	RQ 2b
11. The training answered all of my questions about <u>administering</u> the ELPA.	<p>Agree</p> <p>Agree somewhat</p> <p>Disagree somewhat (please specify your remaining questions)</p> <p>Disagree (please specify your remaining questions)</p>	<p>Calculate frequencies and mean. Crosstab analysis with demographic data questions (1-3)</p> <p>Generate and analyze common themes.</p>		✓	
12. The training answered all of my questions about <u>scoring</u> the ELPA.	<p>Agree</p> <p>Agree somewhat</p> <p>Disagree somewhat (please specify your remaining questions)</p> <p>Disagree (please specify your remaining questions)</p>	<p>Calculate frequencies and mean.</p> <p>Generate and analyze common themes.</p>		✓	
13. How prepared do you feel to <u>administer</u> the ELPA after attending this training?	<p>Fully prepared</p> <p>Somewhat prepared/still have some questions</p> <p>Not very prepared/still have many questions</p> <p>Not prepared</p>	<p>Calculate percentage who feel somewhat or fully prepared; crosstab analysis with demographic data questions (1-3)</p>		✓	
14. How prepared do you feel to <u>score</u> the ELPA after attending this training?	<p>Fully prepared</p> <p>Somewhat prepared/still have some questions</p> <p>Not very prepared/still have many questions</p> <p>Not prepared</p>	<p>Calculate percentage who feel somewhat or fully prepared; crosstab analysis with demographic data questions (1-3)</p>		✓	

Survey Question	Possible Answer Choices	Analysis	RQ 1	RQ 2a	RQ 2b
15. Do you have any questions about administering or scoring the ELPA that the training did not address? If so, please explain.	[open ended]	Generate and analyze common themes		✓	
16. Do you think anything should be changed about the training? If so, what?	[open ended]	Generate and analyze common themes		✓	

Survey Protocol for Survey Immediately Following ELPA Administration

Survey Question	Possible Answer Choices	Analysis	RQ 1	RQ 2a	RQ 2b
1. What is your primary role?	<p>ELD instructor or administrator</p> <p>Administrator</p> <p>Content area teacher</p> <p>Paraprofessional</p>	Calculate percentages for each role; crosstab analysis with questions 5-8			Demographic data
2. For what grade(s) are you responsible? [Check all that apply]	<ul style="list-style-type: none"> • K • 1 • 2 • 3 • 4 • 5 • 6 • 7 • 8 • 9 • 10 • 11 • 12 	Calculate percentages for each grade level and for grade ranges (K-5, 6-8, 9-12); crosstab analysis with questions 5-8			Demographic data
3. How many years have you been teaching?	[open ended]	Calculate mean; categorize and conduct crosstab analysis with questions 5-8			Demographic data
4. For how many students did you administer the ELPA in 2010-2011?	[open ended]	Calculate mean; divide into meaningful categories; categorize and conduct crosstab analysis with questions 5-8			Demographic data

Survey Question	Possible Answer Choices	Analysis	RQ 1	RQ 2a	RQ 2b
5. Did you attend the ELPA training in [month], either in person or online?	Yes No, but attended previous year's training [If attended previous year's training, refer to previous year's training for all following questions] No [if "No," stop here and do not continue survey]	Calculate percentage of respondents who have received ELPA administration training; crosstab analysis with demographic data questions (1-4)	✓		
6. I felt comfortable with the logistical aspects of ELPA administration (e.g. preparing appropriate materials and technology, securing the test environment, collecting and submitting tests). ¹	Agree Agree somewhat Disagree somewhat Disagree	Calculate mean; crosstab analysis with demographic data questions (1-4)			✓
7. I felt comfortable providing approved assessment accommodations to students whose Individualized Education Plans or Educational Learning Plans require them.	Agree Agree somewhat Disagree somewhat Disagree	Calculate mean; crosstab analysis with demographic data questions (1-4)			✓

Survey Question	Possible Answer Choices	Analysis	RQ 1	RQ 2a	RQ 2b
8. I felt comfortable enforcing the bounds of approved prompting/ supports (e.g. when to repeat a question or repeat directions; when to answer student questions; when the child's primary language can be used in directions, etc.).	Agree Agree somewhat Disagree somewhat Disagree	Calculate mean; crosstab analysis with demographic data questions (1-4)			✓
9. (If applicable) I felt comfortable administering and scoring the one-on-one speaking section of the assessment.	Agree Agree somewhat Disagree somewhat Disagree	Calculate mean; crosstab analysis with demographic data questions (1-4)			✓
10. The training session prepared me to <u>administer</u> the ELPA.	Agree Agree somewhat Disagree somewhat Disagree Did not attend	Calculate mean; crosstab analysis with demographic data questions (1-4) If able to track identical respondent across two surveys, run correlation with Survey One questions 11 and 13.			✓
11. The training session prepared me to <u>score</u> the ELPA.	Agree Agree somewhat Disagree somewhat Disagree Did not attend	Calculate mean; crosstab analysis with demographic data questions (1-4) If able to track identical respondent across two surveys, run correlation with Survey One questions 12 and 14			✓

Survey Question	Possible Answer Choices	Analysis	RQ 1	RQ 2a	RQ 2b
12. After having administered the test, do you think anything should be changed about the training?	[open ended]	Generate and analyze common themes; crosstab analysis with demographic data questions (1-4)			✓
13. What issues, if any, did you encounter during test administration? Did anything surprise you about the process of administering the assessment? Did anything surprise you about scoring the assessment?	[open ended]	Generate and analyze common themes; crosstab analysis with demographic data questions (1-4)			✓
14. Please share any additional comments or thoughts about the ELPA administration training.	[open ended]	Generate and analyze common themes			

¹ Note: Some states may wish to divide this into multiple questions in order to address state-specific issues. For example, a state that has recently implemented an online submission system may wish to ask a separate question about technology.