

Glendale Community College

English 120 Common Exit Essay

Introduction

This report provides information for the English 120 Common Exit Essay. Both the English Department and the Research & Planning Unit have been extremely satisfied with the English 120 Common Exit Essay. The following analyses provide evidence that the instrument is being used effectively and is serving as a strong predictor of student success. Content validity, reliability and test bias are addressed.

Validity

Content-Related Validity

The English 120 essay prompts were developed by English Department and its faculty. Initially, the prompts were used to elicit end-of-term essays for students in English courses.

A study was conducted during the Spring 2016 semester to address content-related validity. Two full-time English faculty members participated in the study. The focus of the study was the review of the scoring rubric and its congruence with course objectives and skills. The main content validity question addressed in the study was: What is the extent of the match between the stated course exit skills and the test's measured objectives and skills?

The English faculty members were asked to match the course exit skills to the test objectives. A comparison of matches across the different faculty members indicated there was 98% agreement among the two raters. Thus, indicating a sufficient match between the stated course exit skills and the test's measured objective.

Reliability Evidence

Interrater Reliability

When performance assessments are used such as a direct writing assessment (i.e., essay exam), there is a need for inter-rater scoring consistency, that is, when two or more qualified readers rate the same student essays, do the readers provide the same or similar evaluations of the same papers?

Interrater reliability was based on 140 English exit exam essays taken at the end of the Fall 2015 semester. Each essay was graded by two English instructors; a total of four English instructors participated in the scoring during this period. On a 6-point scale (scored 1 to 6, based on the five levels of the English grammar curriculum), 91% of the scores agreed within one point. There was complete agreement on 67% of the essays, and disagreement by one point on 24% of the essays. Only 12 essays (9% of the total) elicited scores disagreeing by two points, and no essays elicited disagreement of two or more points. Disagreements are resolved by a third reader, who makes the final scoring decision. Table 1 shows the Inter Rater Agreement Table for the English Exit Essay.

Table 1. Inter Rater Agreement Table

Rater	1	2	3	4	5	6
1	10	2	1	0	0	0
2	3	16	3	3	1	0
3	0	3	17	6	1	0
4	0	2	4	18	2	1
5	0	1	1	3	19	5
6	0	0	0	1	3	14

Test Bias Evidence

Investigations for test bias was done for students during the Spring 2016 semester. In the survey, the following question was asked:

“Does the section/prompt seem to be confusing or in some way offensive to an individual from your culture? If so, how might it be worded differently so that this individual will not be at a disadvantage when responding to this prompt?”

Student Bias Study

Test Bias Panel Study. A test bias survey was conducted during the Spring 2016 semester. The survey found no evidence of test bias. A selected group of nine full-time Glendale College students representing various ethnicities, age groups, and genders read the essay prompts and were asked to indicate any words they found offensive. From the results of the survey and focus groups conducted afterward, it was found that none of the essay prompts contained words or phrases the students found offensive. Table 2 shows the results for the Bias Study for Students.

Table 2. Bias Study for Students.

	Panel Member								
Demographics	1	2	3	4	5	6	7	8	9
GENDER									
Male	X		X	X		X		X	
Female		X			X		X		X
AGE									
<20 years old	X	X		X		X		X	X
21-30 years old			X		X				
>30 years old							X		
ETHNICITY									
Asian	X						X		
African-American		X							
Caucasian			X	X	X				
Hispanic						X		X	
Filipino									X
Evidence of Bias For Gender	N	N	N	N	N	N	N	N	N
Evidence of Bias For Age	N	N	N	N	N	N	N	N	N
Evidence of Bias For Ethnicity	N	N	N	N	N	N	N	N	N

