The Survey of Provincial Bilingual Assessments

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Purpose of the Study

Part of a larger research study:
- The Official Languages Act and the Comparability of English and French Student Results on Large-Scale Assessments in Canada, *funded by the SSHRC Official Languages Research and Dissemination Program*

Focus:
- Bilingual assessments at the Provincial level

Central question:
- To what extent are assessments administered in Canada in the two official languages developed and interpreted according to the established guidelines of professional organizations and the Standards for Educational and Psychological Testing
Three overall Purposes of Survey

1. To gather information regarding current practices in bilingual assessments
2. To examine the degree of comparability in provincial bilingual assessments
3. To identify the challenges particular to creating comparability in these assessments
Rationale for the Study

- Uses of Provincial Assessments
  - At the student level: promotion, graduation, university/college entrance
  - Identifying schools or school districts as successful or unsuccessful

- Fairness:
  - Bilingual provincial assessments need to be comparable across the two language groups to provide equal opportunities to each group, particularly when comparisons of results are anticipated.
Rationale for the Study:

- **Comparability:**
  - The bilingual characteristic of assessments should be considered at all stages of assessment – from planning and development through to use, reporting and interpretation of the results

- **Incomparability of large-scale assessments in Canada:**
  - Previous studies indicate incomparability of results for the two official language groups in Canada, i.e. TIMSS and SAIP
    - Ercikan & Koh, 2005; Ercikan, 2003

- **Differential Item Functioning (DIF):**
  - Previous studies have found differential item functioning in bilingual assessments in Canada (i.e. SAIP) Ercikan et al 2004a, b
Relationship of the Survey to Validity in Provincial Assessments

- The survey is designed to provide information on current procedures that may support or refute the intended interpretations and uses of the test scores resulting from provincial bilingual assessments in Canada.

- The survey results will contribute to the development of procedures to minimize bias and inequities, and improve accuracy, meaningfulness, and comparability of scores.

- The validity of bilingual assessments may be questionable if comparability cannot be established due to some characteristic not intended to be part of the test construct.

Standards, AERA, APA, NCME
The Survey:

- **Intended Respondents:**
  - Officials responsible for provincial-level assessments in all Canadian Provinces and Territories

- **Initial Survey:**
  - Written survey (French)
  - Web-based survey (English)

- **Follow-up:**
  - Telephone interview for clarifications
The Survey (Continued)

- Time Required:
  - Approximately 20 minutes

- Survey Sections:
  - Respondent Information related to assessment responsibilities
  - Information on the Nature of Assessment
  - Assessment Development Procedures
  - Scoring Procedures
  - Psychometric Procedures and Methods

- Online Demonstration of Survey
References


