



Levels of Achievement: A look at the continuum

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CEPR

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College Board at a Glance



**College Board Puerto Rico and Latin
America: 50 Years Connecting
Spanish-speaking Students in Puerto
Rico and Latin America
with College and Opportunity**

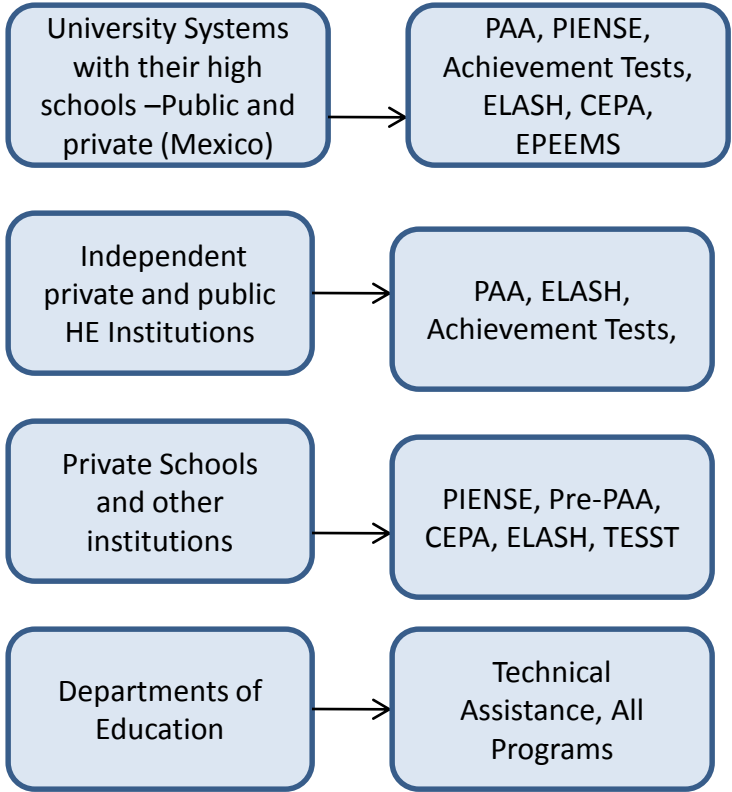
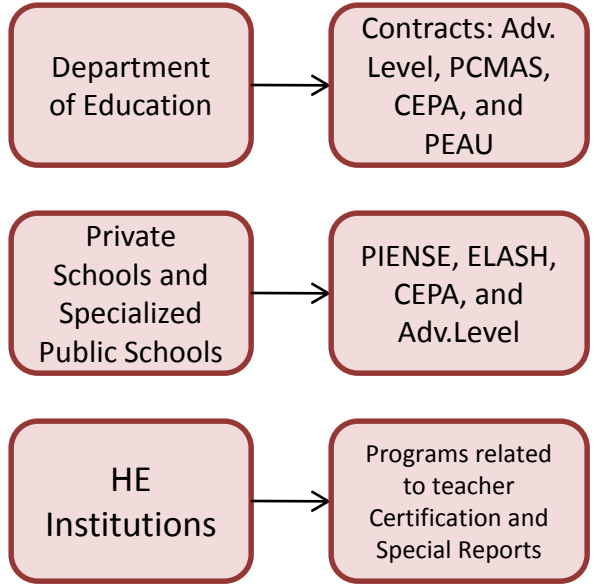
PRLAO at a glance

- Founded in 1963 by Adolfo Fortier, with close collaboration from the central office of the College Board in NY and from universities in PR.
- PRLAO developed and implemented, by working with local universities, a Spanish assessment for university admissions which resembled the SAT program. In addition to the Verbal and Math Reasoning Tests, the admissions program includes three Achievement tests in English, Mathematics and Spanish.
- In the late 60's PRLAO ventured into Latin America to offer the PAA for university admissions.
- PRLAO develops, publishes, administers, scores and reports on all the tests. Full testing cycle performed by the office, with collaborators across PR and LA.
- Over 700k tests administered each year, about 15% in PR and 85% across 11 countries in LA.

PRLAO mission: to promote educational excellence and equity for Spanish-speaking students in Puerto Rico and Latin America, through:

- Reliable, valid, and culturally sensitive assessments for different purposes and educational levels
- Student-centered guidance and counseling programs
- Relevant research
- Active partnership in educational reform programs
- Opportunities for serious discussion of educational issues

Customers Served: For over 50 years we have served students, schools and HE institutions with a variety of programs and services developed to address the needs of Spanish-speaking students and institutions in PR and Latin America.



Countries in which if we have presence

- Puerto Rico
- Dominican Republic
- Mexico
- Guatemala
- Honduras
- El Salvador
- Panama
- Ecuador
- Peru
- Bolivia
- Uruguay
- Costa Rica

College Board Assessment System

PRLAO Assessments: The PAA

- The PAA (Prueba de Aptitud Académica) – Like SAT, PAA is a test that assesses reasoning ability (verbal, math) of high school students applying to college in Puerto Rico and Latin America.
- The PAA is NOT a translation or adaptation of the SAT.
- The PAA has been specially designed for Spanish-speaking populations and has been validated in multiple Spanish-speaking countries.
- Both the PAA and SAT share theoretical principles, format, and methodology, and the 200-800 scale. Both have similar uses.
- The PAA is required by ALL universities in Puerto Rico, and is used by prestigious public and private universities in 11 Latin American countries.

PRLAO Assessments: The PEAU

■ PEAU: (Prueba de Evaluación y Admisión Universitaria)

- Assessments used for admissions and placement to the principal Higher Education Institutions in Puerto Rico
- Includes two assessments, the PAA and the PACH

■ PAA (Prueba de Aptitud Académica)

- Includes two parts: verbal and math reasoning
- Used for admission and selection of students into College

■ The PACH (Prueba de Aprovechamiento Académico)

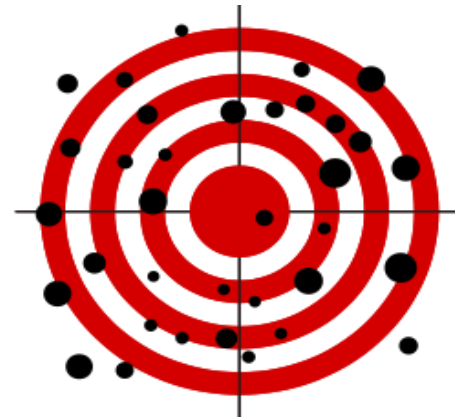
- Includes three achievements tests (English as a second language, Spanish, Math)
- Used for diagnostics and placement

The PAA

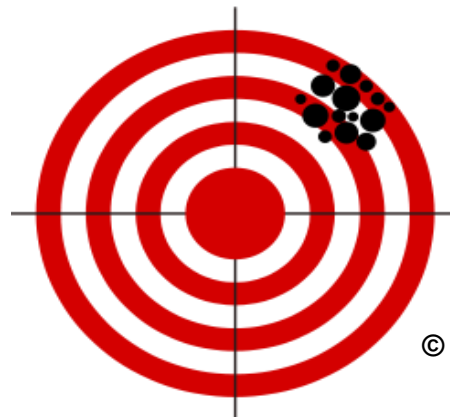
- It has **predictive validity** for Puerto Rico and 11 Latin American countries
 - High correlation between the PAA and High School GPA and the GPA at the end of the first year in College.
 - Typical predictive validity:
 - PAA only: 0.40 to 0.65
 - Student's prior high school grades: 0.35 to 0.45
 - **PAA and prior grades: 0.50 to 0.70**
- Allows for a more equitable comparison of candidates from different high schools
- Assumes 11 years of schooling already completed



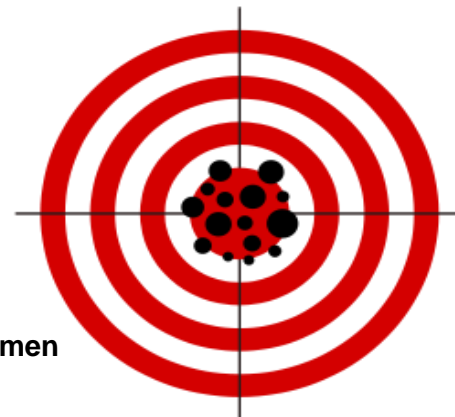
Unreliable & Invalid



Unreliable, But Valid



Reliable, Not Valid



Both Reliable & Valid

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The PACH

Subparts:

Spanish	Mathematics	English
Language	Arithmetic	Language
Literature/reading comprehension	Algebra	Reading comprehension
Indirect writing	Geometry	Indirect writing
	Statistics	

PAA and PACH scoring scales

■ Descriptive statistics:

- Theoretical average: 500
- Standard deviation: 100
- Maximum Score: 800
- Minimum score: 200

■ Scores interpretation (nominal and arbitrary):

- Very High: 650 to 800
- High: 550 to 649
- Average: 450 to 549
- Low: 350 to 449
- Very Low: 200 to 349

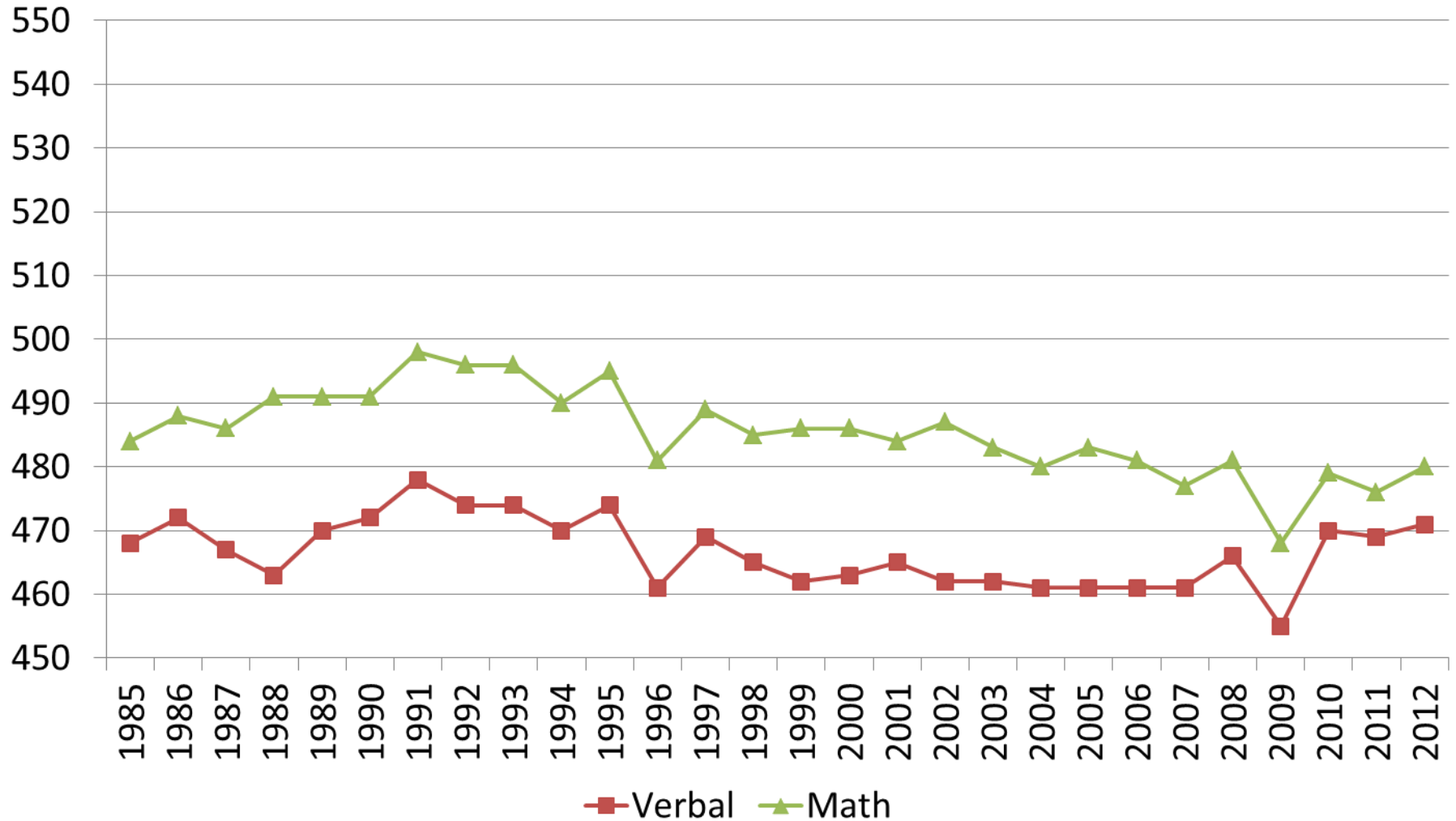
- The scaled scores are standardized, calibrated and equated following statistical processes.

College Board

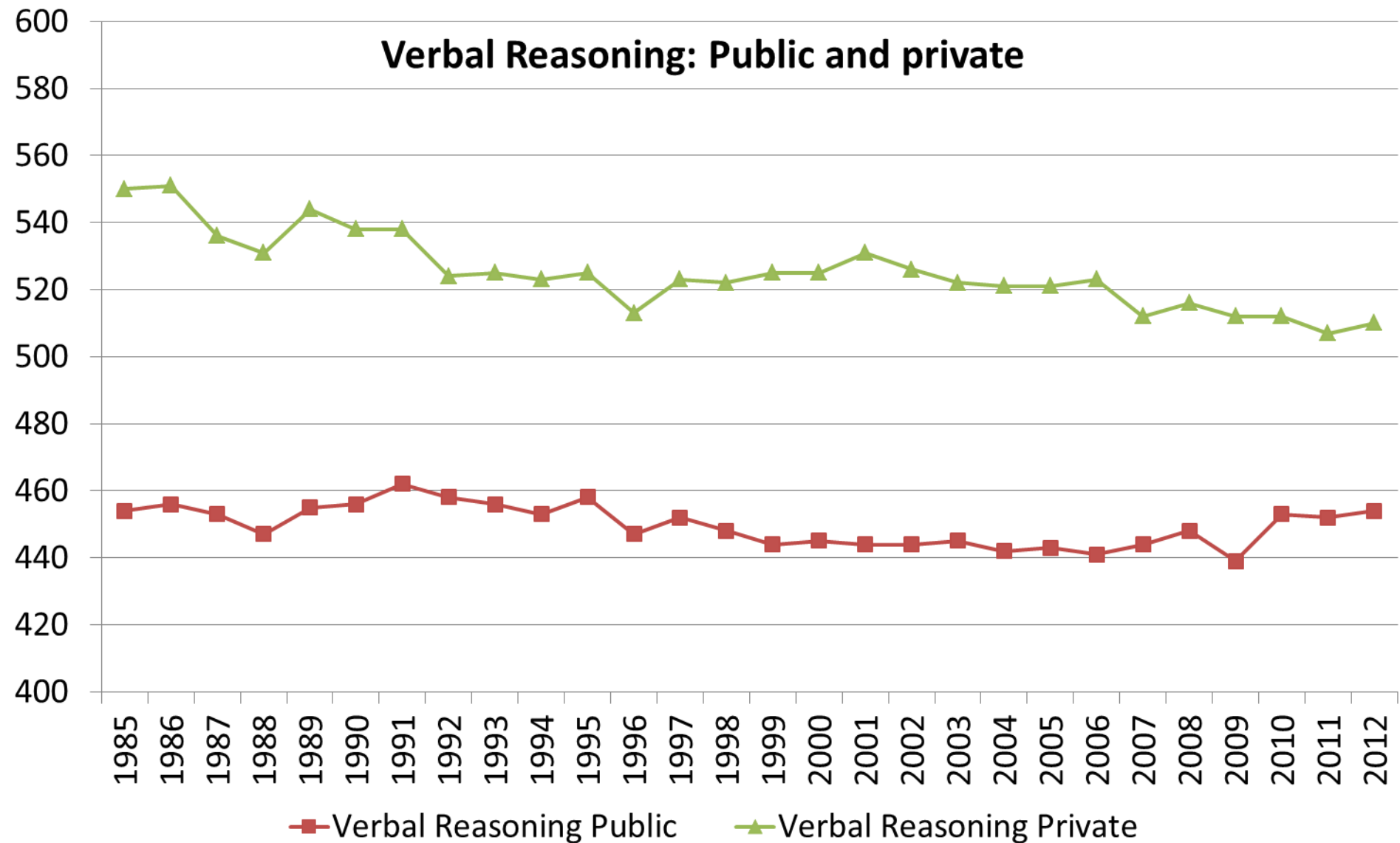
Assessment score results throughout time

PAA score results: Puerto Rico

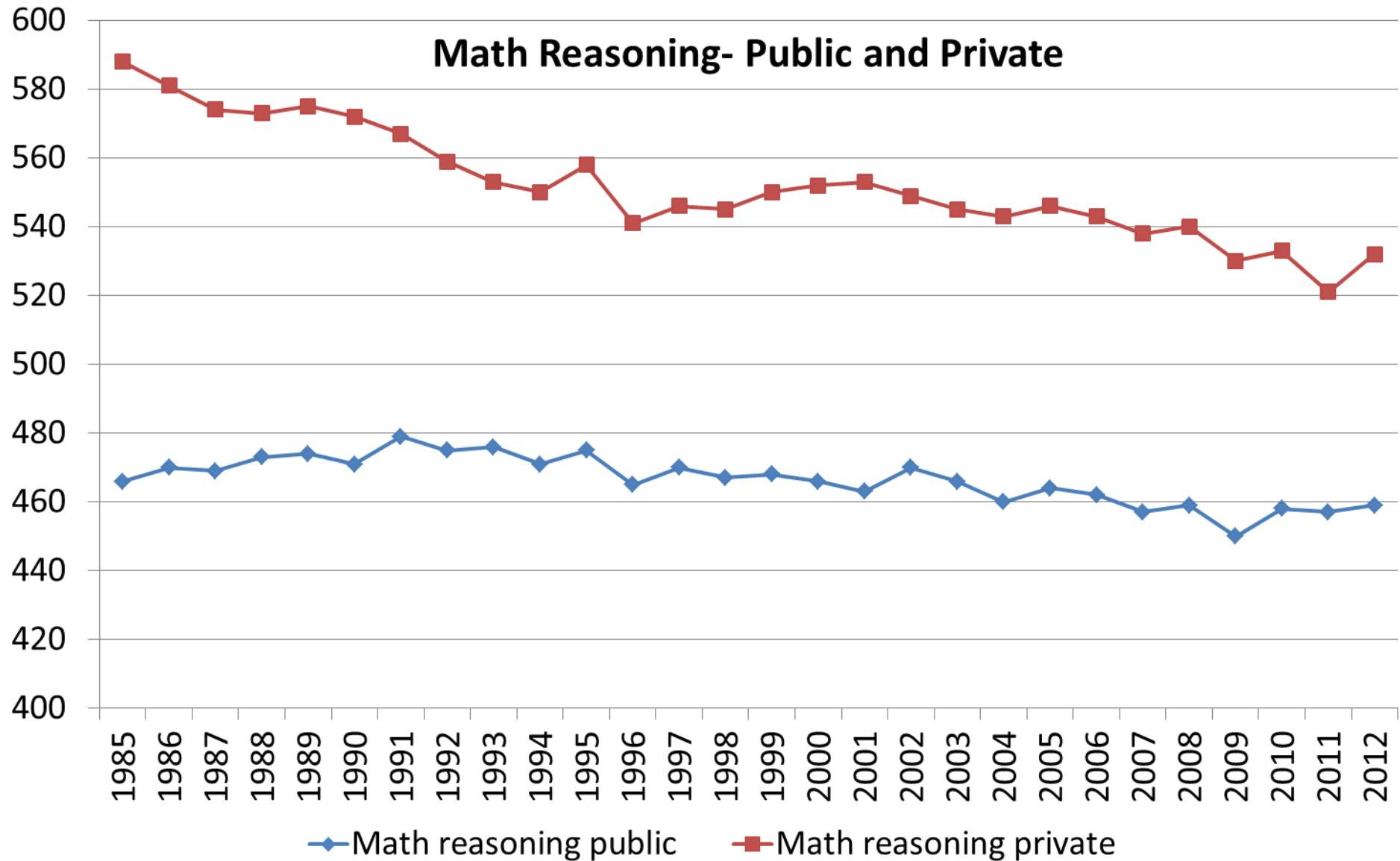
Academic aptitude test results for Puerto Rico (PAA)



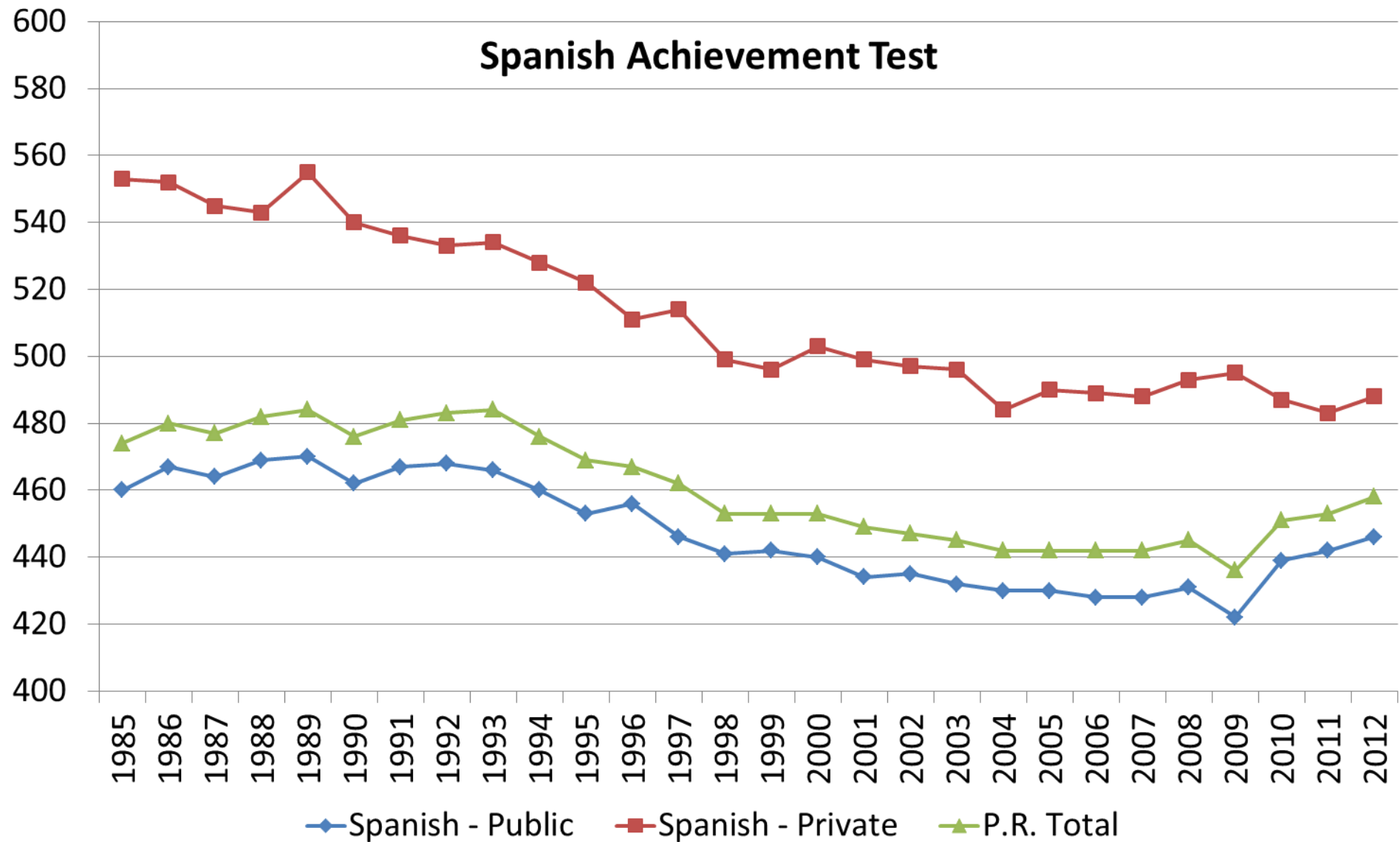
PAA score results: Verbal reasoning public and private schools



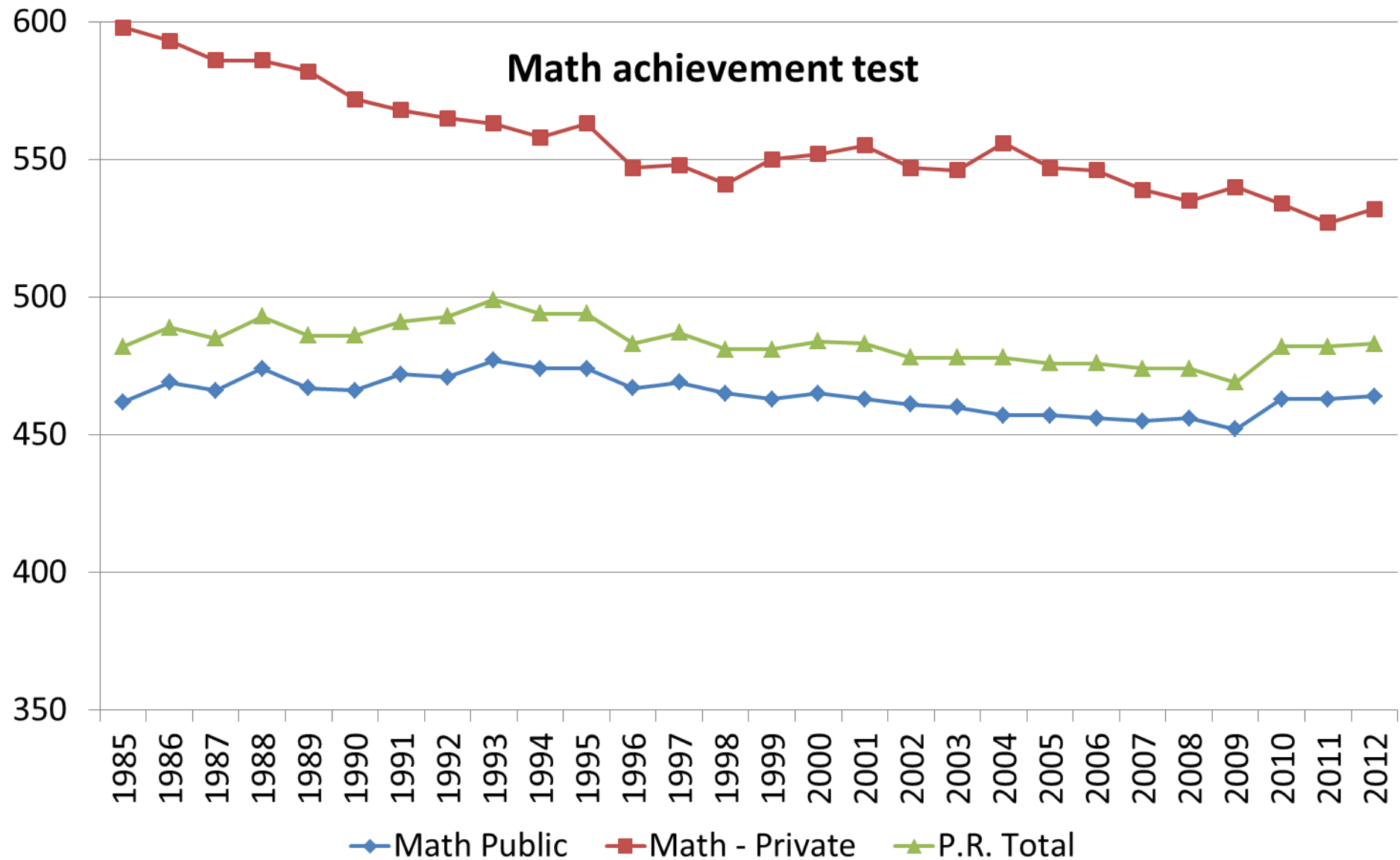
PAA score results: Math reasoning public and private schools



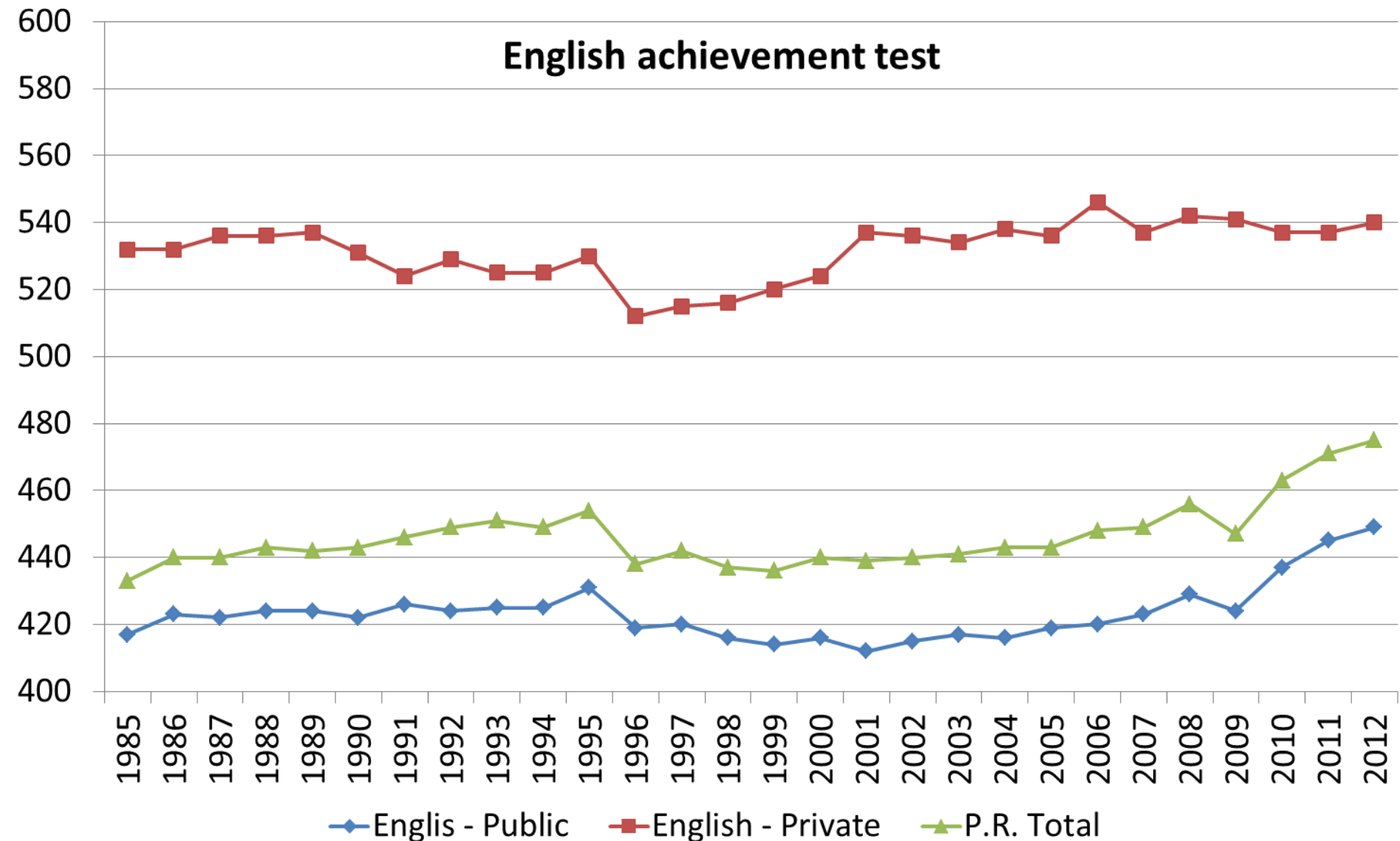
PACH: Spanish Achievement Test



PACH: Math Achievement Test



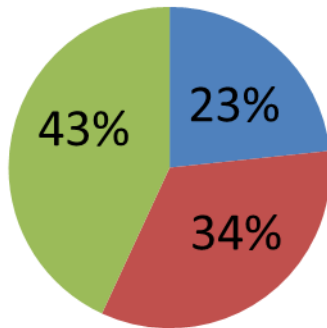
PACH: English as a second language achievement test



PEAU score distributions for the October-2012 test administration (High-Average-Low)

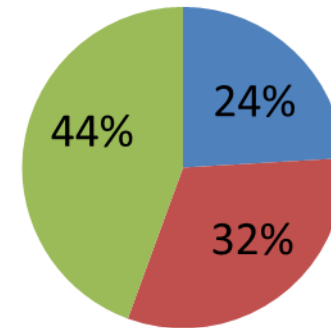
Verbal Reasoning

■ High (800 - 550) ■ Average (549 - 450) ■ Low (449 - 200)



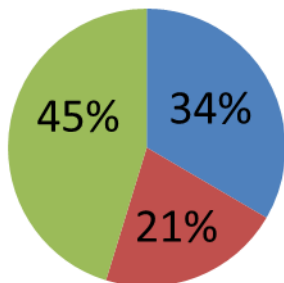
Math reasoning

■ High (800 - 550) ■ Average (549 - 450) ■ Low (449 - 200)



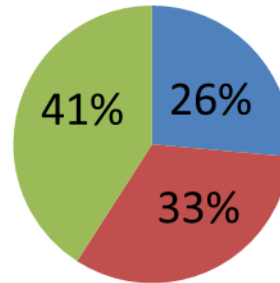
English Achievement

■ High (800 - 550) ■ Average (549 - 450)
■ Low (449 - 200)



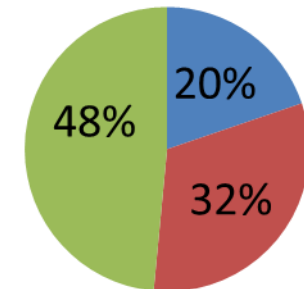
Math Achievement

■ High (800 - 550) ■ Average (549 - 450)
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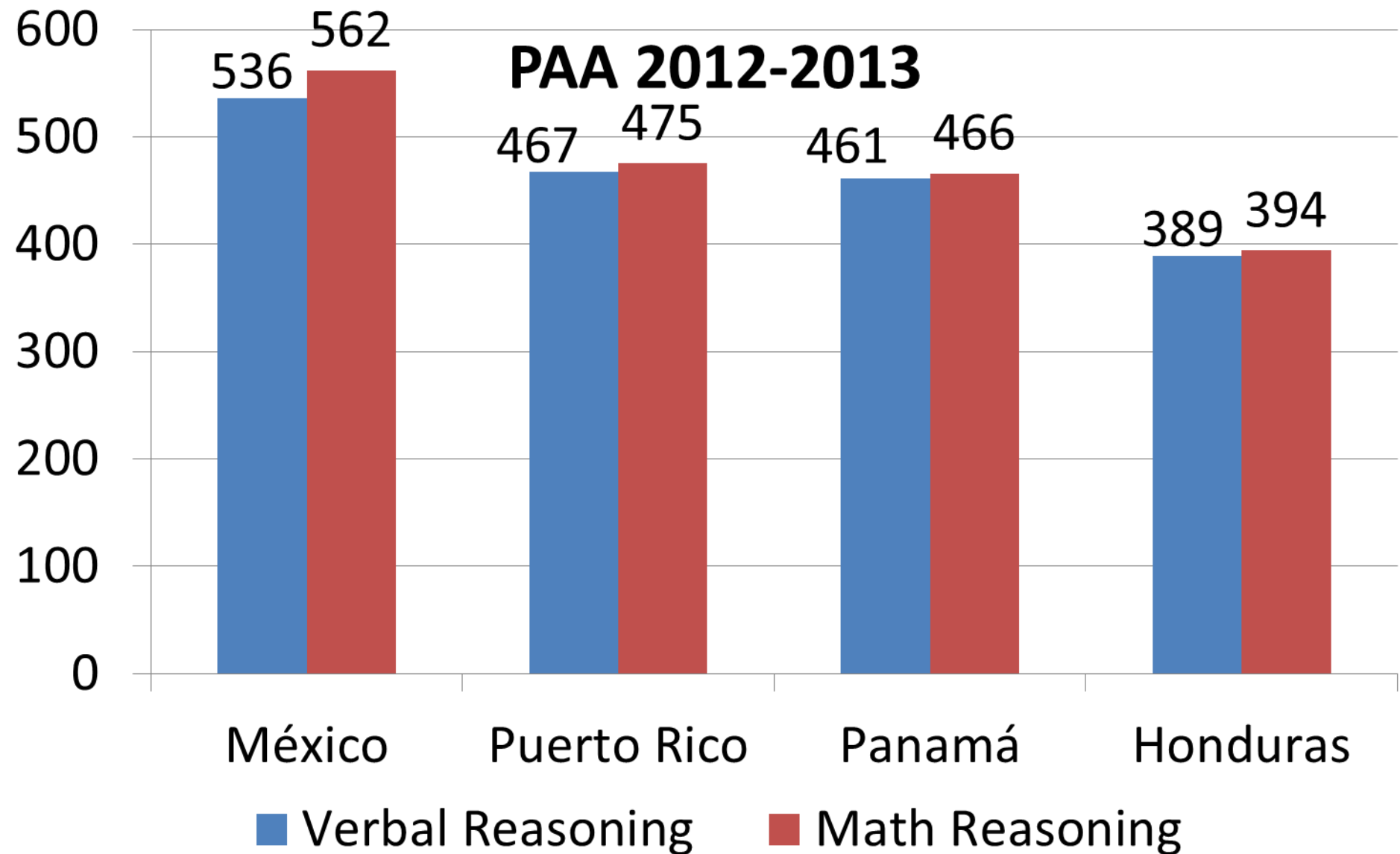


Spanish Achievement

■ High (800 - 550) ■ Average (549 - 450)
■ Low (449 - 200)



PAA score results across LA



Final thoughts

Conclusions

- College Board has valid and reliable programs, used for university admissions and placement.
- Reasoning tests (predictive) and achievements tests (diagnostic) have been in place for several decades in PR.
- Score results for the last 3 decades for PR have declined
- Very recent scores (the last 3 years) are encouraging for all subjects for public schools
- Average scores have improved over the last 10 years for English achievement: for public and private schools
- A P-20-W system could leverage on existing assessments and evaluation systems.

Past performance...future “possibilities”

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LADD/RIVERA-BATIZ

Figure 5-1. *Educational Attainment of Adult Population, Puerto Rico, Selected Years, 1940–2000^a*
Years of Schooling



Source: U.S. Census of Population for Puerto Rico, various years.
a. Persons aged twenty-five and older.

Some thoughts on a P-20W System

■ Benefits:

- What can be measured can be improved.
- Data leads to information, which leads to better decisions
- Longitudinal data connects the story as it unfolds
- Constrained resources can be focused into higher benefit/lower cost initiatives, with an evidence-based approach.

■ Important considerations:

- The control and governance of the system is critical for its long term validity.
- Aggregate reporting versus individual reporting
- Security of data