

Test Administration Overview

TEST ADMINISTRATION STEPS

1. Receive welcome email from CLA+ Rep
 - This will include information about the Users Portal <http://cae.org/CLAUusersportal>
2. Submit Testing Plan Information <http://cae.org/CLAtestingplan>
3. Review the materials on the Institutional Users Portal <http://cae.org/CLAguides>
4. Administer testing through the Proctor Interface <http://admin-cla.cae.org>
5. Confirm with CLA+ Rep when testing is complete on your campus
6. Submit registrar data through the [Registrar Data](#) Tool on the Proctor Interface
 - Registrar Data Tool guide and video provided on the Users Portal at <http://cae.org/CLAguides>

REVIEW OF TEST ADMINISTRATION

The CLA+ is administered through a secure browser that distributes a Performance Task and 25 selected-response questions to each student.

- The Performance Task asks students to craft responses to an open-ended question about a hypothetical but realistic scenario using a library of relevant documents
- The selected-response questions ask students to choose the best response to questions in Critical Reading and Evaluation, Scientific and Quantitative Reasoning, and Critiquing-an-Argument.

The standard cross-sectional model involves testing a sample of 100 or more entering students during the fall testing window (typically mid-August through early November), and then testing a sample of 100 or more exiting students during the spring testing window (usually early February through mid-May). All testing sessions require a proctor to approve students into the interface and manage the testing environment.

TIME ALLOTTED

The assessment is designed to be completed in approximately 90 minutes. The assessment will include an optional tutorial, a Performance Task, and 25 Selected-Response Questions. The assessment instruments must be administered under standardized, controlled testing conditions, with all students monitored by a proctor.

IS IT POSSIBLE TO VIEW A SAMPLE TASK?

A sample task is provided here: http://cae.org/images/uploads/pdf/CLA_Practice_Assessment.pdf

REPORT TYPES

Cross-sectional results include growth estimates (in the form of effect sizes and value-added scores) and normed data, such as percentile rankings. Cross-sectional reports also include summary scores, subscores, mastery levels, and more.

Mastery results include statistics only for the students tested within a specific administration; they do not include growth estimates or normed data and have less stringent sample requirements. These results include summary scores, subscores, mastery levels, and more. Students do not need to test within a specific administration in order to be included in the institutional sample for this type of reporting.

ROLES AND RESPONSIBILITIES

INSTITUTION PRIMARY CONTACT

The main duties of the institution's primary contact include, but are not limited to:

- Maintaining regular contact with your CLA+ Rep
- Submitting the Testing Plan: <http://cae.org/CLAtestingplan>
- Organizing proctors and ensuring that they review proctor training materials
- Selecting and recruiting the student sample
- Notifying your CLA+ Rep upon completion of testing
- Coordinating submission of the Registrar Data and ensuring it is completed by the given deadline (up to two weeks after completion of testing)

The secondary contact should be ready to fulfill all responsibilities in the primary contact's absence.

PROCTORS

The CLA+ recommends that proctors be staff or faculty members. The main duties of the institution's proctors include, but are not limited to:

- Watching the proctor videos and reading the Day of Testing Guide, which can be found on the Users Portal: <http://cae.org/CLAguides>
- Acting as a liaison between the college administrators and the students
- Remaining alert and monitoring students closely
- Reading the Proctor Script to the students before testing in order to standardize the testing experience
- Conveying the importance of the CLA+ to students *
- Thanking students for participating and intermittently encouraging the students to put forth their best effort *
- Modeling a positive attitude toward assessments, students, and the institution *
- Conveying that participation in assessments is characteristic of students at the institution *

* Adapted from "Proctors Matter." Lau, A.R., Swerdzewski, P.J., Jones, A.T., Anderson, R.D., & Markle, R.E. (2009)