

GRADE 3-8 MATH STANDARD SETTING

NEWS ABOUT GROWTH MODELS

RACE-TO-THE-TOP ASSESSMENT GRANT:
THE SMARTER BALANCED CONSORTIUM

A presentation to the Washington State Board of Education
May 13, 2010
NorthEast Washington ESD 101, Spokane WA

Joe Willhoft, Asst. Supt. Assessment and Student Information
OSPI



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
Division of Assessment and Student Information

Grade 3-8 Standard Setting

- Students in Grades 3-8 are taking the new Measurements of Student Progress in mathematics
- The State Board of Education is authorized to set passing scores and performance levels on Washington's achievement tests (RCW 28A.305.130)
- Six standard-setting panels with ~30 educators each are convened in late July/early August
- Recommendations to the Board come from grade-level panels and a cross-grade articulation committee
- Superintendent Dorn also provides recommendations from a policy panel
- State Board sets standards in a special meeting August 10
- **The State Board is being asked to approve the standard setting plan**

Grade 3-8 Standard Setting

□ Day I

Welcome/Orientation/Administrative Tasks (Total Group)

Panel Selection Process

Overview of Standard Setting Process

Role of Standard Setting Panels

Review of Assessments (Total Group)

Assessment Development Process

Content, Item Development, Test Blueprint

Taking/Scoring the Assessment (Grade-level Groups)

Performance Level Descriptors (Grade-level Groups)

Small Table Discussion of PLDs

Grade 3-8 Standard Setting

□ Day 2

Small Table Discussion of PLDs (Grade-level Groups)

Total Grade Level Group Discussion

Description of Contrasting Groups (Total Group)

Summary of Standard Setting Procedure (Total Group)

Sample Practice Standard Setting (Grade-level Groups)

Round 1 Ratings (individuals)

Grade 3-8 Standard Setting

□ Day 3

Discussion of round 1 ratings (Grade-level Groups)

Presentation/discussion of Item Level Data

Round 2 Ratings (individual)

Discussion of round 2 ratings (Grade-level Groups)

Presentation of Impact Data – Frequency Dist.

Small table discussions

Large grade level group discussion

Round 3 Ratings (individual)

Grade 3-8 Standard Setting

□ Day 4

Discussion of round 3 ratings (Grade-level Groups)

Discussion of all grade level results (Total Group)

Examination of impact data

Recommendations to Articulation Committee

Articulation Committee

Week 1: Grades 3, 5, 7

Week 2: Grades 3-8

Grade 3-8 Standard Setting

❑ August 8 Policy Articulation

Summarize Recommendations from Panels and Articulation Committees

Review Impact Data (AYP and NAEP) and Smoothing

Consider/develop Policy Recommendations

❑ August 9 NTAC Process Review

Report of milestone events to National TAC; NTAC

comments regarding implementation of planned process

Questions/Discussion

Standard Setting



Washington's Inclusion of **Colorado Growth Model** in Its RTTT Application

- ❑ Colorado Growth Model is currently being used in several states
- ❑ The model has been developed by the National Center for the Improvement of Educational Assessment
- ❑ Washington's National TAC has vetted the model and approves its use
- ❑ Assessment and IT staff have been meeting with NCIEA staff to develop a scope of work for the RTTT application
- ❑ Learn more at:

<http://www.schoolview.org/media/Introduction/GrowthModelIntroPt02.asp>

or Google: *introducing Colorado growth model*

Planned Roll-out for Washington's Growth Model

- ❑ Use 2010 (and earlier) test scores to produce individual student-level growth scores
- ❑ Release student-level scores in late fall/early winter 2010
- ❑ Train State TAC (assessment and curriculum coordinators from across the state) as regional “experts”
- ❑ Use December WERA/OSPI Conference as training opportunity
- ❑ During 2010-11 develop and implement training vehicles for district staff, teachers, parents
- ❑ Establish roll-out of school and district level reports during 2010-11

Questions/Discussion

Growth Model



US Dept. of Education Assessment Grants

- ❑ April 8: USED announces grant opportunity for consortia of states to develop “next generation” of state-level tests
- ❑ June 23 application deadline
- ❑ Up to two grants to be awarded, \$150M each
- ❑ 4-year grants starting Oct 1, 2010

Grant Requirements

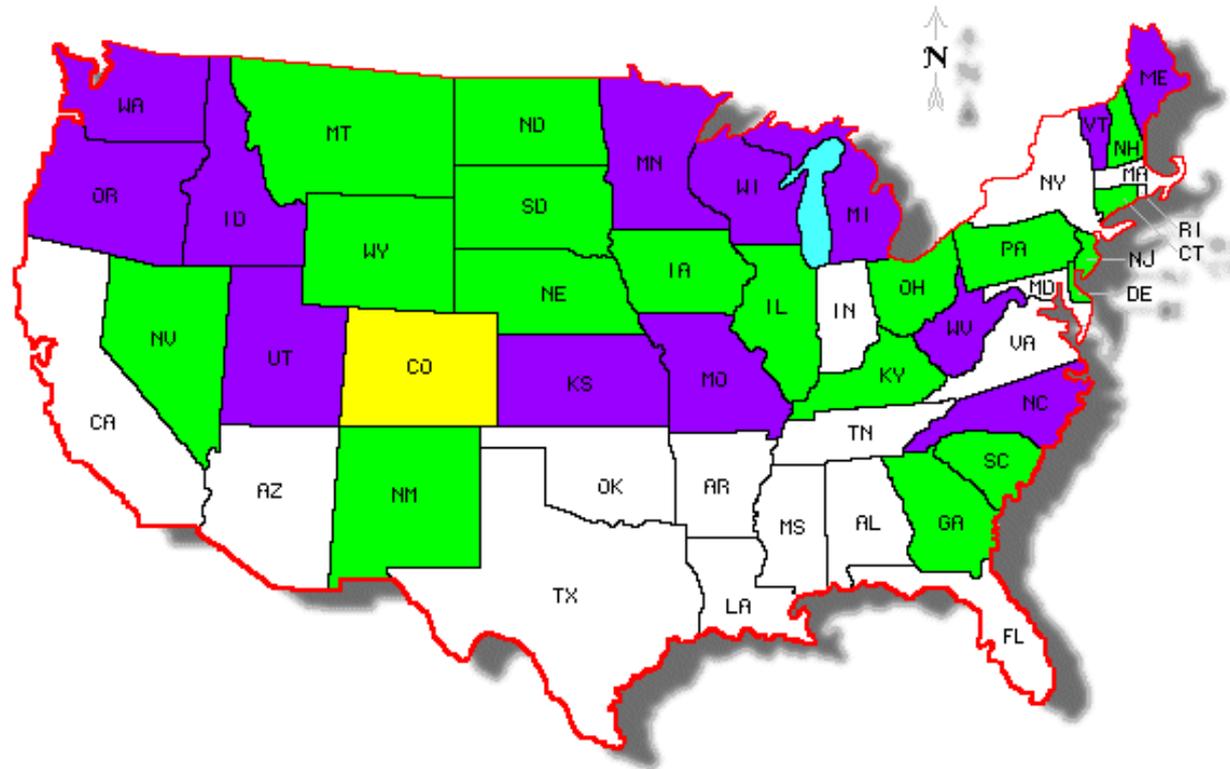
- ❑ A Consortium's Assessments must...
 - Assess student progress toward college/career readiness in English-language arts and math in grades 3-8 and high school;
 - Provide growth measures
 - Assess all standards across the full range of students, using complex testing strategies, including technology
 - Provide data that can be used for principal and school evaluation and professional development needs
 - Provide data that can be used to improve instruction
- ❑ To stay in Consortium, a State must:
 - Adopt Common Core Standards by 12-31-2011
 - Agree to administer consortium assessments in 2014-15

The SMARTER Balanced Assessment Consortium (SBAC)

- ❑ Two types of states in a consortium
 - Governing states (can belong to only one consortium)
 - Member states (can belong to more than one)
- ❑ Washington is a governing state in the “SMARTER Balanced Consortium”
 - 34 states in SBAC (13 of which are governing states)
 - USED requires at least 15 states with at least 5 governing
- ❑ Washington selected by the consortium to be the fiscal agent (i.e., “grantee”) for the SBAC

SMARTER Balanced Assessment Consortium Membership (as of 4-28-10)

- - Member
- - Governing
- - Anticipated



Features of the SMARTER Balanced Assessment

- ❑ Use adaptive testing methods
- ❑ Include complex item types and tasks/events in the assessment
- ❑ Provide multiple opportunities for students to assess
- ❑ Link formative assessment results to summative assessments
- ❑ Develop open platform software that member states can apply to their own data systems
- ❑ Committed to producing summative scores that can be compared among consortium states, and across consortia

Questions/Discussion

SMARTER Balanced Assessment Consortium

