

MATH STANDARD PERFORMANCE SETTING FOR GRADES 3-8

BACKGROUND

The State Board of Education (SBE) is required, under RCW 28A.305.130(4)(b),¹ to develop performance standards and levels for the statewide assessments. To develop these standards and levels, the SBE will work in collaboration with the Office of Superintendent of Public Instruction (OSPI). OSPI, along with its National Technical Advisory Committee, is currently developing the math standard setting plan for the new state math assessments “measures of student progress” for grades 3-8.

At the March and May Board meetings, Dr. Joe Willhoft, Assistant Superintendent for Assessment and Student Information and Dr. Tom Hirsch, an OSPI consultant, described the OSPI standard setting process used to align the measurements of student progress to the new math standards for grades 3-8. Standard setting is a formalized process to determine how students need to perform on an assessment to be classified into performance level. The standard setting process had recommendations from multiple sources: A contrasting groups study where teachers rated individual students before tests were given as well as three panels that reviewed the actual math scores: a grade level panel, an articulation pane and a policy advisory panel. Attachment A shows the schedule that OSPI used for the standard setting process.

POLICY CONSIDERATION

OSPI will ask the SBE to consider adoption of the Superintendent’s recommended math cuts scores for grades 3-8 for performance levels of basic, proficient and advanced. OSPI will send each Board member a complete packet of the information that will be presented on Tuesday.

EXPECTED ACTION

Staff recommended motion: Move to approve the cut scores for the performance levels of “Basic”, “Proficient” in grades three through eight as recommended by the Superintendent of Public Instruction.

¹ (RCW 28.A.305.130 (4)(b) Identify the scores students must achieve in order to meet the standard on the Washington Assessment of Student Learning and, for high school students, to obtain a certificate of academic achievement. The board shall also determine student scores that identify levels of student performance below and beyond the standard. The board shall consider the incorporation of the standard error of measurement into the decision regarding the award of the certificates. The board shall set such performance standards and levels in consultation with the superintendent of public instruction and after consideration of any recommendations that may be developed by any advisory committees that may be established for this purpose. The initial performance standards and any changes recommended by the board in the performance standards for the tenth grade assessment shall be presented to the education committees of the house of representatives and the senate by November 30 of the school year in which the changes will take place, to permit the legislature to take statutory action before the changes are implemented, if such action is deemed warranted by the legislature. The legislature shall be advised of the initial performance standards and any changes made to the elementary level performance standards and the middle school level performance standards.

Standard Setting for Grade 3-8 Mathematics MSP

(July 27 – 30 Grades 3, 5, 7)

(August 2 – 5 Grades 4, 6, 8)

AGENDA

Day 1

- 9:00 - 9:15 Welcome and Orientation (Total Group)
- 9:15 - 9:30 Administrative Tasks (Total Group)
- 9:30 - 9:45 Judge Selection Process and Criteria (Total Group)
- 9:45 - 10:15 Description of Standard Setting Process (Total Group)
- Purpose of Assessments
 - Overview of Standard Setting Process
 - Role of Standard Setting Panels
- 10:15 - 10:30 *Break*
- 10:30 - 11:00 Review of the Agenda
- 11:00 - 12:00 Review of Assessments (Total Group)
- Assessment Development Process
 - Content, Item Development, Test Blueprint
- 12:00 - 1:00 *Lunch*
- 1:00 - 1:45 Taking the Assessment (Grade-level Groups)
- 1:45 - 2:00 Scoring the Assessment (Grade-level Groups)
- 2:00 - 2:15 *Break*
- 2:15 - 3:45 Review of the Performance Level Descriptors (Grade-level Groups)
- Staff Presentation
 - Small Table Discussion
- 3:45 - 4:00 Closing Remarks (Total Group)

Day 2

- 9:00 - 9:15 Opening Remarks (Total Group)
- 9:15 - 10:15 Continued Small Table Discussion of PLDs (Grade-level Groups)
- 10:15 - 10:30 *Break*
- 10:30 - 11:30 Total Grade Level Group Discussion (Grade-level Groups)
- 11:30 - 12:00 Description of Contrasting Groups (Total Group)
- 12:00 - 1:00 *Lunch*
- 1:00 - 1:30 Summary of Standard Setting Procedure (Total Group)
- 1:30 - 2:15 Sample Practice Standard Setting (Grade-level Groups)
- 2:15 - 2:30 *Break*
- 2:30 - 3:45 Round 1 Ratings (individuals)
- 3:45 - 4:00 Closing remarks

Day 3

9:00 - 9:30	Discussion of round 1 ratings (Grade-level Groups)
9:30 - 10:45	Presentation of Item Level Data <ul style="list-style-type: none">• Small table discussions• Large grade level group discussion
10:45 -	
11:00	<i>Break</i>
11:00 -	
12:00	Round 2 Ratings (individual)
12:00 - 1:00	<i>Lunch</i>
1:00 - 1:30	Discussion of round 2 ratings (Grade-level Groups)
1:30 - 2:30	Presentation of Impact Data – Frequency Distributions <ul style="list-style-type: none">• Small table discussions• Large grade level group discussion
2:30 - 2:45	<i>Break</i>
2:45 - 3:45	Round 3 Ratings (individual)
3:45 - 4:00	Closing remarks

Day 4

9:00 - 9:45	Discussion of round 3 ratings (Grade-level Groups)
9:45 - 10:00	<i>Break</i>
10:00 -	
11:00	Discussion of all grade level results (Total Group) <ul style="list-style-type: none">• Examination of impact data• Announcement of Articulation Committee members• Recommendations to Articulation Committee• Complete Evaluations
11:00 -	
12:00	<i>Lunch</i>
12:00 - 2:15	8) Articulation Committee (Week 1: Gr. 3, 5, 7; Week 2: Gr. 3- <ul style="list-style-type: none">• Discussion of total group recommendations• Formulation of Articulation Committee Recommendations
2:15 - 2:30	<i>Close</i>

August 8 Policy Articulation

10:00 -	Summarize Recommendations from Panels and Artic.
10:30	Committees
10:30 -	
11:30	Review Impact Data (AYP and NAEP) and Smoothing

11:30 –
12:00 Develop Policy Recommendations

August 9 NTAC Process Review

11:00 - Report of milestone events to National TAC; NTAC
12:00 comments regarding implementation of planned process