



WASHINGTON STATE BOARD OF EDUCATION

OLD CAPITOL BUILDING • ROOM 253 • P.O. Box 47206 • 600 S.E. WASHINGTON • OLYMPIA, WA 98504-7206

CUT SCORE ON ACT-WRITING STUDENTS CAN USE TO MEET STATE GRADUATION REQUIREMENT IN

SUMMARY OF POLICY ISSUE/STATE BOARD OF EDUCATION (SBE) STRATEGIC PLAN GOAL:

BACKGROUND

Section 10(b)(i) of RCW 28A.655.061 established that “a student's score on the mathematics, reading or English, or writing portion of the scholastic assessment test (SAT) or the American college test (ACT) may be used as an objective alternative assessment under this section for demonstrating that a student has met or exceeded the state standards for the certificate of academic achievement.” That same section required the State Board of Education to “...identify the scores students must achieve on the relevant portion of the SAT or ACT to meet or exceed the state standard in the relevant content area on the Washington assessment of student learning.” This requirement was to have been met by December 1, 2007.

The Board had already established scores that could be used for this purpose on the SAT-Math and ACT-Math assessments at the November 2006 meeting. At the November 2007 meeting, the Board approved cut scores on the SAT-Reading, ACT-Reading, and SAT-Writing tests. A cut score for the ACT-Writing test could not be set at that time because a “Concordance Table” jointly published by the College Board and ACT aligning the SAT writing test to the ACT writing test was not available.

On June 30, 2008 the College Board and ACT released a concordance table matching SAT writing scores and ACT writing scores. The concordance table is based on the comparative performance of a large national sample of students who have taken both exams. Tables of this type are widely used by college admissions officers to judge the relative performance of students who may not all have taken the same test.

The Office of Superintendent of Public Instruction recommends the Board adopt a score of 15 on the ACT writing test as adequate to demonstrate a student has met the state's writing standard, assuming eligibility criteria required to use this alternative option have also been met. An ACT-Writing score of 15 aligns to an SAT-Writing score of 380, which is the cut score approved by the Board for SAT-Writing in November 2007.


EXPECTED ACTION

Dr. Willhoft recommends that the Board adopt an ACT-Writing score of “15” as necessary to demonstrate a student has met the state standard in writing, once eligibility requirements for use of the SAT/ACT/AP option have been met.

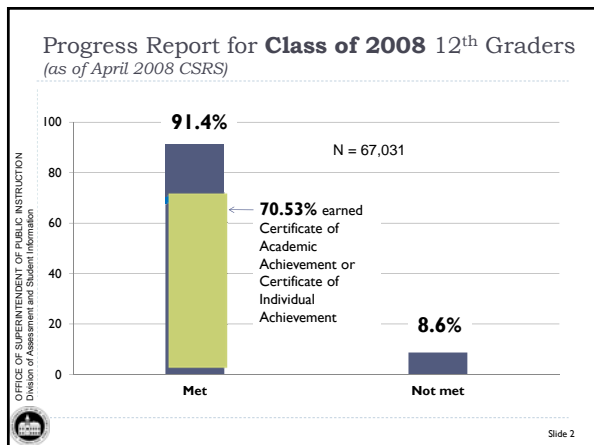
Report on High School Assessment Results

Progress on State-Required Performance Standards
July 23, 2008

Joe Willhoft, OSPI
Assessment and Student Information



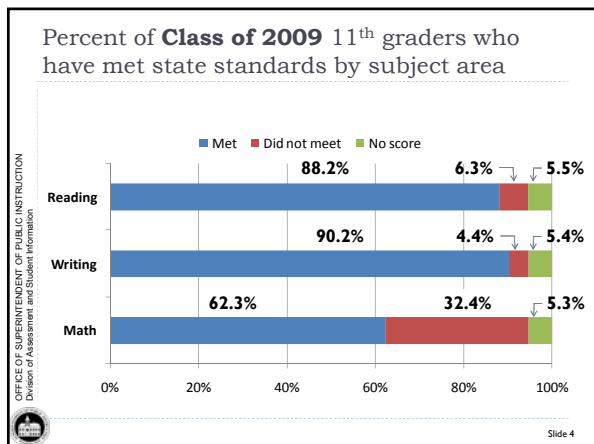
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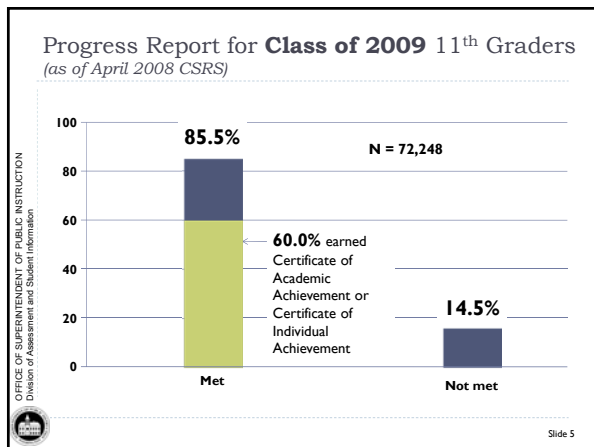


Progress Report for Class of 2008 12th Graders

	Reading		Writing		Mathematics	
	#	%	#	%	#	%
Total Met Standard	42,466	93.10%	42,337	92.90%	40,543	72.35%
Via Washington Assessment of Student Learning (WASL)	59,287	88.36%	59,569	88.78%	44,230	65.92%
Via Washington Alternative Assessments (Special Educ)	2,465	3.67%	2,175	3.24%	2,206	3.27%
WASL-Base	429	0.94%	429	0.94%	343	0.51%
WASL Developmentally Appropriate WASL	1,485	2.21%	1,117	1.65%	1,514	2.26%
WASL Portfolio	327	0.49%	362	0.54%	306	0.46%
Locally Determined Assessments	25	0.04%	47	0.10%	41	0.06%
Via Certificate of Academic Achievement Options	243	0.36%	141	0.21%	1569	2.34%
Collection of Evidence	92	0.14%	54	0.08%	643	0.94%
PSATS/ACT/IAEP	139	0.21%	76	0.11%	588	0.88%
WASL/Grades Comparison	12	0.02%	11	0.02%	338	0.50%
Via Special Waiver	471	0.70%	452	0.67%	538	0.80%
Out-of-State Waivers	443	0.66%	422	0.63%	469	0.70%
Awareness Level Waivers (Special Education)	2	0.00%	2	0.00%	2	0.00%
Special Circumstance Appeals	26	0.04%	28	0.04%	47	0.10%
Tested: Not Met Standard	1,487	2.51%	1,741	2.99%	15,459	23.34%
No score	2,946	4.39%	3,821	4.50%	2,897	4.32%
TOTAL	47,899	100.00%	47,899	100.00%	47,899	100.00%

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Progress Report for **Class of 2009** 11th Graders
Percent of students meeting standard in BOTH reading and writing by race/ethnicity

Group	Met	Not met	% met
Amer. Indian/Alaska Native	1,294	437	74.8%
Asian	5,327	665	88.9
Black/African American	2,547	805	76.0
Native Hawaiian/Pacific Islander	196	81	70.8
Hispanic/Latino	5,632	1,935	74.4
Caucasian/White	46,036	6,324	87.9
Multiracial	638	128	83.3
All Students	61,798	10,450	85.5

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Progress Report for **Class of 2009** 11th Graders
 Percent of students meeting standard in BOTH reading and writing by special program group

Group	Met	Not met	% met
Low income	14,547	4,419	76.7%
English Language Learner	1,084	1,197	47.5
Special Education	3,639	2,379	60.5

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Percent of **Class of 2010** 10th graders who have met state standards by subject area

Subject	Met	Did not meet	No score
Reading	79.6%	12.1%	8.3%
Writing	84.0%	7.6%	8.4%
Math	49.7%	41.9%	8.4%

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Progress Report for **Class of 2010** 10th Graders
 (as of April 2008 CSRS)

Category	Percentage
Met	75.0%
Not met	25.0%

46.6% earned Certificate of Academic Achievement or Certificate of Individual Achievement

N = 75,779

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Progress Report for **Class of 2010** 10th Graders
 Percent of students meeting standard in BOTH reading and writing
 by race/ethnicity

Group	Met	Not met	% met
Amer. Indian/Alaska Native	1,153	845	57.7%
Asian	4,919	1,050	82.4
Black/African American	2,260	1,400	61.8
Native Hawaiian/Pacific Islander	206	110	65.2
Hispanic/Latino	5,317	3,478	60.4
Caucasian/White	42,060	11,670	78.3
Multiracial	748	293	71.9
All Students	56,829	18,950	75.0

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Progress Report for **Class of 2010** 10th Graders
 Percent of students meeting standard in BOTH reading and writing
 by special program group

Group	Met	Not met	% met
Low income	13,904	8,906	61.0%
English Language Learner	861	2,001	30.1
Special Education	2,201	4,623	32.3

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