

COMPARABILITY

Comparability Across Our District

Same across district and from year to year.

Comparability has been an essential design principle in our body of evidence since we deal with multiple schools within our district. It is essential that meeting the graduation requirements is not dependent on the particular school attended or the year of graduation. In order to address this concern uniform requirements across the district are implemented. These requirements include graduation requirements, common district assessments, curriculum teams that involve all teachers from all schools, systematic approaches to curriculum and staff development. Use of a syllabus and curriculum map outlining course and unit instruction, assessments, and cognitive levels for learning activities provide for comparability in instruction.

Assessment Administration Guidelines

Common protocol

The district describes a process to ensure comparability in a **given year**, as well as **across years**. Evidence is provided (e.g. common guidelines, rubrics and training).

Year-to-year comparability

As assessments were developed, we used assessment blueprints and checklists (See samples in on pages 3-6.) to provide common assessment frameworks. As assessments have been implemented, teachers use common assessment administration procedures, common rubrics for scoring, and anchor papers to facilitate comparability in the scoring process. (See examples at the end of this section on pages 7-19.) Initially, we had district training in administering and scoring district assessments. We review this process at the beginning of each school year when curriculum teams meet during the district-wide in-services. These procedures help ensure year-to-year comparability.

Revision and Item Replacement Process

Revision process

Curriculum teams meet regularly to review district assessments. (Sample sign-in sheets and team meeting notes are provided on pages 20-26 of this section.) At any time during the year, a teacher may make an assessment revision proposal and annually each assessment is reviewed formally to see if revisions are needed. This process involves the curriculum teams meeting and utilizing the revision checklist to evaluate an

Replacement items

A process for **replacing assessment tasks/items** is described. Evidence of assessment blueprint and protocols is addressed.

assessment's effectiveness. Revisions are proposed and forwarded to the curriculum director and curriculum board for approval. Revised and replaced items and tasks must represent the same content and cognitive levels of items or tasks on the original assessment. This is verified as the assessment blueprint is updated. Revised assessments are piloted and reviewed again. The assessment revision form and checklist are provided with more details of this process at the end of this section on pages 27-33.

Data reviewed across years

Data from district assessments is tracked from year-to-year, disaggregated, and reviewed by school and district improvement teams as well as curriculum content teams. Different school results and different subgroup results from schools are reviewed to identify trends over time. (See disaggregated data at the end of Fairness section.)

Compare to other indicators

We also use PAWS and MAP data as ways to compare school and student progress to standard proficiency levels. If many more students are proficient on common assessments than PAWS for example, we need to consider reasons that this might be so. (See our first attempt at a correlation study of key indicators on pages 18-20 of standard setting section.)

Staff Changes

New staff

As staff members change, new staff members receive in-service on how performance assessments are administered and scored. They are assigned mentors for the first year in the district. The mentors have assigned topics to cover on a designated schedule. During curriculum content meetings, these new staff members have opportunity to collaborate with peers throughout the district. Curriculum maps are available for new staff members, which provide instructional planning support and a map of instruction.