

The Wyoming Department of Education would like to thank all the districts that willingly shared their current Body of Evidence plans for this project. The intent of posting sample BOE plans is to provide clear examples of different approaches that satisfied the criterion when reviewed during the 2009 BOE Peer Review. Since the BOE plans are the property of the identified districts, please contact the individual district directly should you want to use any part of their plan.

The following example is what a **common assessment approach** section for comparability might look like:

Section 6: Comparability

In order to meet the comparability criterion on the BOE Peer Review Rubric, the submitted plan must include evidence of the following:

- The district provides evidence that specific procedures are in place for ensuring comparability of assessments for all students **in a given year**, regardless of classroom, program, or school in the district.
- The district provides evidence that specific procedures are in place for ensuring comparability **across years**.
- The district provides evidence that specific procedures are in place for **replacing assessment tasks/items** with comparable tasks/items in terms of content, focus, and cognitive demand.

Evidence in plan to support required criteria for comparability:

- There is documentation of on-going district-wide trainings, common rubrics, the use of “seeded” papers, and common administration guidelines used to ensure comparability.
- The district has a process for ensuring the assessments are administered similarly from year-to-year.
- There is evidence that the district ensures that assessments are scored the same as in previous years (e.g., the use of anchor papers and common scoring rubrics, and scoring workshops for new teachers).
- The plan includes evidence of procedures for replacing assessment tasks/items such as the use of assessment blueprints and protocols

Section 6: Comparability

A. Comparability in a given year

The district describes procedures that are in place to ensure comparability of assessments for all students **in a given year**, regardless of classroom, program or school.

All teachers in Indicator Courses are required to administer Passport assessments. This requirement is included in the district teacher evaluation rubric (Appendix 6A). All students are enrolled in Indicator Courses which consistently provide guaranteed curriculum, adequate time, and multiple opportunities in the classroom. The Passport Assessments are given in the Indicator Course classrooms ensuring comparability of assessments in a given year. Principals monitor the timely administration of assessments in the Passport System (Appendix 6B). The Office of Curriculum and Instruction provides oversight for the fidelity of implementation of the Passport assessments.

B. Comparability across years

The district describes procedures that are in place to ensure comparability of assessments are administered similarly **from year to year** and that assessment are scored the same as in previous years.

Assessment administration guidelines, implementation training for new teachers, continued formal sharing of student work and use of anchor papers are used annually to systematize scoring. The comparability of curriculum in indicator courses is maintained by requirement of consensus in the curriculum mapping process before changes can be made. No Passport Assessment may be changed unless there is a consensus among the staff and approval of the Curriculum Director. In addition, the systems for monitoring Passport Assessments are consistent from year-to-year.

C. Procedures for replacing assessments

The district describes specific procedures that are in place for **replacing assessment tasks/items** with comparable tasks/items.

The district anticipates that the cognitive demand of assessments will increase over time. As instruction becomes more sophisticated and the opportunity to learn at a higher level of cognitive complexity is provided to all students, more complex assessments will replace less complex ones. Beginning in 2009-2010, teacher teams will formally review assessments in a three-phase cycle consistent with Pathway to 2014. The process to be used will be similar to that used to develop the original Passport assessments. Any new Passport assessments will be developed based on the district assessment matrix and the

district assessment blueprint (Appendix 2C). District alternative schedule time will be dedicated for the review process. The assessment literacy gained over the past few years, in areas such as quality design standards (Reeves, 2008), student involvement and target/method match (Stiggins, 2006), will enrich the review and revision process.