

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 **course – based, common assessment approach** section for fairness might look like:

Section 4: Fairness

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

- There is evidence the district uses procedures or tools to ensure that **assessment items/tasks** are not **biased** against subgroups of students.
- There is evidence the district uses **accommodations** appropriately.
- There is evidence the district provides **multiple assessment opportunities**.
- A **variety of assessment formats and strategies** are included in the system.
- The district **disaggregates assessment results** (i.e. ethnicity, gender & socio-economic status) and the results are used to search for possible bias in the system.
- Relevant district data are presented to document that **participation rates** are at least 95% for all subgroups.

Evidence in plan to support required criteria for fairness:

- The procedures (e.g., bias committees) used to ensure that items and tasks are not biased against any subgroups of students are described.
 - Sample forms and/or notes from bias review committee meetings are included.
 - Policies and procedures for ensuring fair participation of all students in the system (e.g. students with disabilities or English language proficiency) are evident.
 - There is evidence that illustrates accommodations are used.
 - There is evidence that the district system provides students with multiple opportunities, using different formats and strategies, to demonstrate their knowledge and skills.
 - The plan includes disaggregated assessment results by identifiable subgroups (i.e. ethnicity, gender & socio-economic status) and describes how the district uses the information to make decisions.
 - There is evidence that disaggregated assessment results are used to search for potential bias in the assessment system.
 - The plan includes participation rates data for the content area assessments submitted.
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Section 4: Fairness

Assessment Items/Tasks are Free from Bias

Bias Review Process

In an effort to provide a fair opportunity for students to demonstrate proficiency on Wyoming standards and benchmarks a bias review process has been established for reviewing Body of Evidence assessments (Appendix F, Bias Review Process, Checklist and Materials).

District teachers are invited to serve on the Bias Review Committee. A mix of elementary, middle school and high school teachers is desired in order to provide a broad spectrum of viewpoints and “fresh eyes” for reviewing the assessments.

The purpose for conducting the bias review is to ensure that Sublette County School District #1 Body of Evidence assessments are free from bias and all students have an equitable opportunity to demonstrate proficiency on Wyoming standards and benchmarks. The results that students earn should reflect their relative abilities and not be affected by the content or format of assessment items.

The Bias Review Committee participates in training on identifying assessment bias. They review and discuss articles and training information pertaining to test bias. The committee reviews all current Body of Evidence assessments as well as those developed in the future. At least two individuals review each assessment, with items identified as showing potential bias being discussed with the committee as a whole in debriefing sessions. Items which the committee identifies as showing significant bias are immediately corrected, with minor items scheduled for correction during the summer.

As new assessments are developed, they are reviewed for bias by at least two of the standing Bias Review Committee members.

As disaggregated data (Appendix B) are reported to teachers they are prompted to look for bias in the results. A specific set of data questions for bias are included in the overall set of questions used when examining the Body of Evidence assessment reports (Appendix H, Data Questions). A difference in results between sub groups does not necessarily establish that the assessment is biased but could indicate a lack of opportunity to learn or a need to increase or adjust the way specific material is taught or practiced by a sub group.

Accommodations

Students with special needs receive the accommodations identified in their **Building Intervention Team (BIT) documentation, Title I documentation, Individual Education Plan (IEP), 504 Plan, ELL Plan** or the **Individual Learning Plan (ILP)**. Sublette county School

District #1 utilized the Body of Evidence Accommodations developed by the Wyoming Department of education and distributed by Dr. Alan Moore (Appendix G).

Exemptions from Body of Evidence Assessments

Only students that are identified in their IEP or ELL plan as being appropriate for the PAWS Alternative Assessment or WELLA are exempted from participation in Body of Evidence assessments. In lieu of taking the required standards based assessments these students must participate in alternative assessments that are appropriate for and directly related to their goals. The Special Education Department or ELL staff is responsible for maintaining and reporting these scores. These students may not meet the statutory requirements for graduation but may earn a Certificate of Completion as they exit high school.

Multiple Opportunities, Formats and Strategies

The Pinedale High School Body of Evidence system is designed to provide multiple opportunities for students to demonstrate proficiency on standards and benchmarks. It also requires the use of multiple methods to assess the student’s performance on standards and benchmarks. For each student **forty different standards based scores are collected and utilized in the BOE system.** These assessments include a variety of open and closed ended assessments.

Content Area	Number of Assessments Opportunities
Math	6
Science	6
Language Arts	3 scores/best of 9 opportunities
Social Studies	9
Physical Education	7
Health	9
Foreign language	2
Career/Vocational	8
Fine and Performing Arts	4

(See Appendix B for Math and Health course assessments, matrices and blueprints.)

Disaggregation of Assessment Results

Annually content area departments receive data that has been disaggregated for their Body of Evidence assessments (Appendix B). Sublette County School District #1 disaggregates the following sub categories:

- **Race/Ethnicity**
- **Gender**
- **Socio Economic Status**
- **IEP Students**
- **Mobile Students**

These results are used to search for assessment bias and to determine what other actions may be necessary to improve the performance for disaggregated sub groups.

Participation in Assessments

In order to ensure that all students have a fair opportunity to demonstrate proficiency on the required standards and benchmarks Pinedale High School developed a written regulation regarding participation in Body of Evidence assessments, the “All Means All” regulation. **We require staff to have a minimum participation rate of 95%.**

SCSD #1

Participation in Required body of Evidence Assessments

All Means All Regulation

1. ***All teachers*** will administer the required Body of Evidence assessments.
2. ***All teachers*** will have a minimum participation rate on Body of Evidence Assessments of at least 95%.
3. ***All Teachers*** teaching the same course will use the same set of Body of Evidence assessments designated for that course.
4. ***All students*** enrolled in SCSD #1 on the date that a required Body of Evidence assessments is administered will take the assessment. (Students enrolled for less than one full academic year will have their score disaggregated and reported as a “mobile” student.)
5. ***All scores*** are to be reported in Power School as the assessments are administered and scored.
6. ***Only students that have an IEP or ELL plan that indicates exemption from BOE assessments are excused from the assessments. If their plan indicates accommodations they must participate.***