

Wyoming Assessment Task Force: Meeting #7 (WebEx)

Joseph Martineau & Scott Marion, Center for Assessment

Attendance

Present	Name	Present	Name
	Stephanie Czarobski	Y	Anne Ochs
	Sharla Dowding	Y	Mary Charles Pryor
	Christopher Dresang		Kevin Roberts
	Kim Ferguson		Sue Stevens
Y	Molly Foster		Byron Stutzman
	Crystal Graf	Y	Sonya Tysdal
	Cindy Gulisano		Kathy Vetter
Y	Joanne Flanagan		Rebecca Weston
	Shannon Harris	Y	Nicole Novotny Wonka
	Cassie Hetzel	Y	Marty Wood
	Ellen Kappus	Y	Brent Young
	Audrey Kleinsasser	Y	Deb Lindsey
Y	Wanda Maloney	Y	Will Donkersgoed
Y	Kevin Mitchell	Y	Paige

Agenda

Time	Agenda Item
9:00 (3:00)	Welcome and Attendance
9:10 (3:10)	Review the Revised Draft
9:50 (3:50)	Finalize Interim Assessment Design Recommendations
10:10 (4:10)	Discuss Approach to Recommendations for Science
10:30 (4:30)	Discuss Potential New Recommendations for Stability
10:50 (4:50)	Discuss Expanded Rationale for HS Recommendations
11:10 (5:10)	Discuss Theory of Action
11:30 (5:30)	Discuss Matrix Sampling
11:55 (5:55)	Next Steps
12:00 (6:00)	Adjourn

Edits Recommended in the Morning Session

- Reporting system clarification
 - Clarify that the reporting system applies only to the state summative and state-provided interim.
 - Delete last two sentences on page 17
 - Delete last paragraph of “Data and Reporting Systems” section on page 25.
 - Delete A and B under “District Assessment System” section on page 27.
- Clarification on formative assessment/assessment literacy
- Add a bullet 5 on page 18 to describe college and career readiness tests (make sure people don’t get concerned we are recommending dropping that).
- Move monster footnotes (8 and 9) into an appendix.
- Clarify that no additional assessment requirements should be put on low-performing districts
 - Delete last four sentences of paragraph 3 of the *District Assessment System subsection* on page 19.
- More carefully word section 7, point 1 to clarify that this addresses the recommendation not to name product, to avoid over-requiring testing, and to allow for students to choose between a college entrance exam and career readiness exam. This ties in also with the recommendation regarding the 3-10/11-12 split.
- Delete the Matrix Sampling section (too dense, may distract).

- Do you have specific suggestions for each of the sections?
 1. Appropriate Characteristics and Uses
 2. Desired Characteristics and Uses
 3. Intended Outcomes
 4. Narrative Recommendations for a Comprehensive Assessment System
 5. Detailed Recommendations
 6. Potential Qualifying Products
 7. Recommendations for Policy Coherence
 8. Appendix A: Understanding Formative Assessment
 9. Appendix B: One-Page Summary of Formative, Interim, and Summative Assessment
 10. Appendix C: Detailed Highest Priority Uses
 11. Appendix D: Mini-summative vs. Modular Interim Assessment Designs

Interim Assessment Design Recommendations

- The Task Force pressed for a locally-flexible approach to interim assessment.
- We discussed both mini-summative and modular interim assessment designs.
- However, we *think* we heard more preference for modular.
- Cost implications of trying to have both.
- Better to have a cleaner recommendation if it's a consensus recommendation.
- We need to finalize this recommendation or at least clearly outline the nuances.

Example 5th Grade Math Interim **Mini-Summative** Design

Summative Design

- Operations & Algebraic Thinking
- Number-Base 10
- Number-Fractions
- Measurement & Data
- Geometry

Mini-summative #1

- Operations & Algebraic Thinking
- Number-Base 10
- Number-Fractions
- Measurement & Data
- Geometry

Example 5th Grade Math Interim **Mini-Summative** Design

Summative Design

- Operations & Algebraic Thinking
- Number-Base 10
- Number-Fractions
- Measurement & Data
- Geometry

Mini-summative #2

- Operations & Algebraic Thinking
- Number-Base 10
- Number-Fractions
- Measurement & Data
- Geometry

Example 5th Grade Math Interim **Modular** Design

Summative Design

- Operations & Algebraic Thinking
- Number-Base 10
- Number-Fractions
- Measurement & Data
- Geometry

Operations & Algebraic Thinking Module

- Write and interpret numerical expressions.
- Analyze patterns and relationships.

Example 5th Grade Math Interim **Modular** Design

Summative Design

- Operations & Algebraic Thinking
- Number-Base 10
- Number-Fractions
- Measurement & Data
- Geometry

Number-Base 10 Module

- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

Approach to Recommendations for Science

- There are three potential options for what to do with the science assessment now:
 - A. Leave the science assessment as is until new science standards are adopted.
 - B. Investigate enhancements to the custom Wyoming Science assessment to improve consistency with recommendations in this report in preparation for adoption of new science standards.
 - C. Investigate the feasibility of collaboration with other states to improve consistency of the Science assessment with recommendations in this report in preparation for adoption of new Science standards.
- What do you want to recommend for now?
- Do we want to make other recommendations for after the adoption of new science standards?
 - E.g., take appropriate actions to assure that a new science assessment is consistent with the recommendations in this report?

Potential New Recommendation for Stability

Extended Contract Period

- Typical Wyoming state procurement practices limit contracts to three years.
- This is problematic with a state assessment program.
- Changes in contractors introduce changes in the assessment program, even if the same product is used.
- Also, with products used in multiple states, a new competitive bidding process may reasonably result in a different assessment product.
- To maximize stability of the State assessment program over time, the Task Force recommends the following:

Potential New Recommendation for Stability

Extended Contract Period, continued...

- A new contract to provide Wyoming's state assessments should be awarded for **X-Y** years, with the option for **W-Z** extension years.
- Vendors should include in their pricing specific costs for each of the **X-Y** original contract years.
- Vendors should include in their pricing objective methods for determining costs for each of the **W-Z** extension years, based primarily on pricing for the original contract years and national economic conditions.
- Need to balance long-term stability with some ability to adapt over time.
- Also need redress in the case of contract non-performance.
- Some numbers to start from:
 - **X is no less than 5 years ?; Y is no more than 8?**
 - **W is no less than 1 year?; Z is no more than 5?**

Avoid Additions to the System if Possible

- The Task Force recognizes that as policymakers respond to constituent requests and/or add specific programs, the call for new assessment may arise.
- However well-intentioned, such ad hoc additions will likely threaten the coherence of the assessment system.
- Thus the Task Force recommends that whenever a new potential purpose for assessment arises in state-level policymaking, the following activities should take place:

Potential New Recommendation for Stability

Avoid Additions to the System if Possible, continued...

- The legislature should avoid requiring new assessments for specific programs.
- The first option should always involve examining whether existing assessments could support the new perceived need.
- When there may be a need for new assessments, the legislature should solicit advice from WDE, education stakeholders and relevant experts whether expanding the assessment system is justified.

Abbreviated Theory of Action

- A New Section of the Report
- Proposed structure
 - Focus on key recommendations.
 - Gives specific intended outcomes for key recommendations.
 - Derives specific intended outcomes from three sources:
 - Broad intended outcomes in Section 3.
 - Narrative description of the system in Section 4.
 - Introductory paragraphs to categories of detailed recommendations in Section 5.

Abbreviated Theory of Action - Example

Key Recommendation(s)	Specific Intended Outcomes	Potential Unintended Consequences	Deterring Unintended Consequences
<ul style="list-style-type: none"> • Standards-Based Assessment in Grades 3-10. • College Entrance <i>or</i> Career Readiness Assessment in Grade 11. 	<ul style="list-style-type: none"> • Educators and policymakers use continuous achievement and growth data from grade 3-10 to inform: <ul style="list-style-type: none"> + Yearly instructional planning + Yearly curriculum and program evaluation + Policymaking • Clarify that the Wyoming High School learning targets are the official Wyoming state standards. • Retain the benefits of a college entrance examination. • Better meet the needs of high school students with career and technical education goals. • Allow and encourage specialized pathways for grade 11 and 12 students, improving student engagement and opportunity. • Strengthen ties between Wyoming high schools and Wyoming institutions of higher education, career training, and technical education. • Limit testing time by ending accountability assessment in grade 10. 	<ul style="list-style-type: none"> • Official Wyoming state standards are ignored after grade 10. 	<ul style="list-style-type: none"> • District assessment systems address HS standards not eligible to appear on the grade 10 assessment. • Improve quality control of district assessment systems through accreditation, training, and support.

Matrix Sampling

- With typical test design, all students take a test built to the identical blueprint
 - Each student gets a set of test questions covering exactly the same content, even if they are not exactly the same test questions.
 - Two primary reasons for this:
 - NCLB's focus on individual student "head-counting" accountability.
 - Easier to explain to parents and educators.
- Matrix sampling is an approach where not everyone takes a blueprint covering exactly the same content
 - A subset of standards is identified as the "base" of the assessment. All students take test questions covering the "base."
 - The content standards not placed in the base are divided into a matrix and each student take questions from only one part of the matrix.
 - The different parts of a matrix are strategically distributed across a classroom, school, district, and/or state so that the full set of content standards is represented at those levels.
 - Students receive only an overall score (no subscores).
 - Aggregate reports can include both overall and subscores.

Matrix Sampling

- Cons
 - Can be difficult to explain.
 - Some degree of increased cost.
 - Sub-scores cannot be reported for individual students.
 - Is likely not allowable with some products (e.g., ACT Aspire, Kansas) and may cause angst with others (e.g., PARCC, Smarter Balanced).
 - Somewhat reduces comparability with other states.
- Pros
 - Reduces testing time while retaining sub-score reporting at the aggregate level.
 - Can likely pass federal peer review (though not guaranteed).
- Presented as an option WDE can use if meeting the testing time limit becomes an issue.

10th Grade/Hathaway Connection

- The Task Force recommended including the results of the 10th grade standards-based assessment as part of the Hathaway determination
- The Task Force's logic is sound—relevance to instructed curriculum, taking the assessment seriously
- However, we received some push back from the SBE and a little at the School Improvement Conference
- Potential recommendation:
 - The Task Force recommends that the legislature direct the Hathaway Advisory Committee investigate how best to include the 10th assessment as part of the Hathaway by modeling potential approaches and evaluating the impact data

High School Mathematics Details

- The Task Force recommended grades 3-10 assessment.
 - This makes sense for a lot of reasons
- ELA design is fairly straightforward.
- Math, not so much.
- What is the content for the grade 9 math assessment? Grade 10?
- Potential options (all have tradeoffs).
 - Create an algebra 1 and geometry exam.
 - Create an integrated math 1 and math 2 exam.
 - Use a committee to parse the HS math standards into eligible content at the end of 9th and 10th grade, respectively.
 - Create a small advisory group of math educators, curriculum directors, and other relevant experts to work with WDE to make this decision.

Next Steps

- October 6
 - Revised draft to State Board and you
- October 8
 - Conversation with the State Board (tentative)
- October 9
 - Final comments back from State Board
 - Final comments back from you
- October 13
 - Final draft back to you with summary of how final comments were incorporated
- October 14
 - A vote from you on the final report
- October 15
 - Final draft delivered to all stakeholders
- October 29
 - Presentation to Select Committee
- December
 - Presentation to Joint Education Committee

Thank You

- Thank you!