

Wyoming Assessment Task Force: Meeting #5 via WebEx

Joseph Martineau & Scott Marion, Center for Assessment

via WebEx

Attendance

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

State Summative Assessment Recommendations

- General assessment versus alternate assessment
 - Need to determine whether each statement applies also to the alternate assessment

State Summative Assessment Recommendations

- Problem Statements

- Timing & stability

- The assessment comes too early in the year and results come too late for use in system evaluation.
 - State summative assessments and cut scores change too often—instability makes data-based decision-making tenuous.
 - Assessment results need to allow for comparing Wyoming outcomes against groups outside of Wyoming (such as other states).

- Test Quality

- The quality and usefulness of achievement and growth data and reports need to be improved given high-stakes use.
 - Current assessments are poorly aligned to high-level knowledge and skills in Wyoming content standards.
 - Multiple-choice only tests are inadequate. We need to include harder-to-measure knowledge and skills as a signal of what is important.

- Confusion

- Assessment results are being used for inappropriate purposes
 - Educators need clear understanding of how to help students perform well
 - There is a lack of understanding about what uses of state assessment data are appropriate
 - There is confusion in high school about what the high school learning targets are: the official Wyoming high school state standards or the ACT college readiness standards?

State Summative Assessment Recommendations

- Intended Outcomes and Goals of a New State Summative Assessment
 - Assist students (and their parents) to become more engaged in their own education through a greater knowledge of (1) their strengths and weaknesses and (2) their current and likely future achievement of desirable outcomes through providing daily feedback from formative assessment and periodic evaluative data from interim and summative assessment.
 - Provide teachers and administrators with timely data on individual students' strengths and weaknesses and their current and likely future achievement of desirable outcomes.

State Summative Assessment Recommendations

- Intended Outcomes and Goals of a New State Summative Assessment, continued...
 - Improve statewide achievement and growth rates compared to previous Wyoming achievement and in comparison to other states through:
 1. the provision of high-quality data stable across many years to high-level policymakers to inform changes in educational policy,
 2. holding schools and districts appropriately accountable for student outcomes, and
 3. providing valid data to local administrators to adjust programs and curriculum to target areas of weakness.
 - Achieve alignment of curriculum, instruction, and assessment with the officially adopted Wyoming state standards at all grade levels and in every district and school to provide every Wyoming student a high-quality opportunity to learn the “basket of goods.”

State Summative Assessment Recommendations

- Intended Outcomes and Goals of a New State Summative Assessment, continued...
 - Achieve stability and coherence of local and state assessments to allow for focus on improving instruction rather than adapting to new assessments.
 - Reserve spring of grade 11 and 12 for AP, IB, and college entrance testing; and for highly individualized pathways through a CTE and/or college prep program
 - Strengthen ties to community colleges and universities to strengthen the high school/post-secondary connection in both CTE and college preparation pathways
 - Provide students with more options for valuable certificates at the time of graduation
 - Improve equity in options available to all high-school students regardless of location

State Summative Assessment Recommendations

- Intended Outcomes and Goals of a New State Summative Assessment, continued...
 - Wyoming state content standards are prioritized in a transparent way so that educators clearly know what knowledge and skills will be included on the test and that the complete set of test-eligible content is feasible to teach in the allotted instructional time
- Averting unintended consequences
 - Specification of test-eligible content does not narrow curriculum because some content is easier to measure than other content
 - Writing is not devalued nor is writing instruction compromised by the lack of sufficient actual student writing on the assessment

State Summative Assessment Recommendations

- Conditions and Mechanisms to Support the Intended Outcomes
 - Tie the grade 10 assessment to the Hathaway scholarship, with opportunities to retest in grades 11 and 12
 - Grade 9 and 10 assessments need to be predictive of the college readiness assessment.
 - Something needs to be available to provide a non-cognitive (e.g., college and career planning) information for students and educators to develop individual pathways for high school students
 - Grade 11 students take the college entrance assessment **during an in-school administration** paid for by the state, **allowing students to actively opt out**
 - Based on previous data, when the college entrance assessment was optional, over 90% of students took the assessment. With an opt-out provision, this should be even higher
 - This suggested recommendation is adds two provisions (in-school testing and opt-out rather than opt-in) to increase the likely use rate and make the recommendation more palatable to all stakeholders
 - Identify what must be taught by end of grade 10 (done by standards review committee, populated by content specialists, curriculum directors, and higher ed content specialists) to clarify what is eligible to appear on the grade 10 test

State Summative Assessment Recommendations

- Foundational Principles

- To avoid loss of negotiating power and ability to meet Wyoming's needs, assessment products should not be named in legislation, nor should legislation so tightly define requirements that only one product is qualified
- The assessment should have high-quality documentation showing adherence to all of the following:
 - Principled assessment design (e.g., *Evidence Centered Design*, *Knowing What Students Know*)
 - Universal Design for Learning
 - The AERA/APA/NCME *Standards*
 - CCSSO/ATP *Best Practices* for Statewide Assessment
 - Applicable state and federal law and regulation
 - Federal peer review requirements

State Summative Assessment Recommendations

- Testing Time

- Actual testing time for state summative assessment is not to exceed 1% of the required instructional hours for a given grade level
 - Based on Chapter 22 ([School Day](#)) of Wyoming Department of Education Rules, this comes to a maximum of 9, 10.5, and 11 hours of testing time for Elementary, Middle, and High School, respectively
 - Are these maximum times the same as discussed at the last meeting?
- “Actual testing time” means the time that students are actually responding to assessment tasks (not additional time used for test preparation, breaks, gathering students, logging students, or reading test instructions)
- Because Wyoming assessment is not timed, “actual testing time” is based on estimated testing time needed for 85% of students to complete the test, with estimates updated annually based on actual test administration

State Summative Assessment Recommendations

- Claims that must be supported, and characteristics of those claims
 - Individual student claims
 - Achievement level relative to Wyoming standards, growth relative to peers, adequate growth relative to achieving proficiency within some reasonable number of years
 - Student achievement and growth scores are accurate across the entire range of achievement
 - Scores for very high/very low achieving students are generally free of floor or ceiling effects
 - Scores support claims about whether novice, typical, and advanced students are well served
 - Scores support claims about students' high-level knowledge and skills (not just easily measured skills)
 - Must support claims about student skill in producing high-quality writing

State Summative Assessment Recommendations

- Claims that must be supported, and characteristics of those claims
 - Aggregate Claims
 - Supports claims about demographic gaps in achievement and growth
 - Supports claims about changes in demographic gaps in achievement and growth over time
 - Supports claims about percent meeting proficiency targets, growth targets
 - Supports claims about within-content-area strengths and weakness in both proficiency and growth (e.g., green/yellow/red light reports) in a small number of sub-areas to support school improvement activities, *post hoc* evaluation of instructional practices, curriculum, and programming, and high level policies

State Summative Assessment Recommendations

- Conveying Claims

- Reports must come in four forms targeted to the following groups of stakeholders with similar needs
 - Students and parents
 - Teachers
 - School and District Leadership Teams
 - Business Community, Journalists, State School Board, State Superintendent, Joint Legislative Education Committee, Legislature at Large, Governor
- Must customize each report to meet the needs of each of the four audiences through such activities as focus groups and/or multiple rounds of workshopping, with a focus on the following for each report element:
 - What is the “so-what” message appropriate for the audience
 - Clarity and transparency of the “so-what” message
 - Probable misinterpretations
 - Consistency with AERA/APA/NCME *Standards* for score reporting
- Reporting system should allow for teachers to receive individual reports for just their current students, **and aggregate reports for their past students**

State Summative Assessment Recommendations

- Ongoing development
 - To avoid restricting the market, these recommendation are different than the rest in that it would not be considered a “requirement,” but a value-added benefit that vendors would be encouraged to consider.
 - Wyoming educators have substantive say in ongoing development
 - Wyoming educators review test questions for specific Wyoming sensitivities, and can remove content that causes concern where there are other possible test questions that can take their place
 - Wyoming educators are involved in scoring constructed response questions (and performance tasks, if applicable) requiring hand-scoring for tests completed by Wyoming students
- Fairness
 - It should be clearly communicated that students should have adequate experience in the classroom using devices they will take the test on, including keyboarding where students will be expected to type out a response.

State Summative Assessment Recommendations

- Test Security

- In order to avoid the stress and disruption of test security breaches, WDE must develop a high quality policy document and associated training using industry standard on test security. This must include clear policies, protocols, and guidelines to carefully address test security in all aspects of testing including at least the six following areas:
 - Professional Development
 - Prevention
 - Detection
 - Investigations
 - Appeals
 - Follow-up
- The WDE test administration vendor must assist with test security to supplement agency capacity
- The WDE test administration vendor must document security throughout its processes

State Summative Assessment Recommendations

- Administration Mode
 - Test administration must be fully online to expedite return of assessment results and the use of data in school improvement activities and evaluation and adjustment of instructional approaches, curriculum, and programming
 - Given Wyoming's problematic history with online assessment, the transition must be smooth. Several safeguards will be put in place to assure a smooth transition:
 - Schools and districts will be notified immediately that they must be ready for online assessment in spring of 2018.

State Summative Assessment Recommendations

- Administration Mode
 - Safeguards, continued:
 - The state will immediately contract for a high-quality comprehensive technology infrastructure audit for the state as a whole and for every school and district. The state audit will cover adequacy of the state internet backbone. District audits will cover adequacy of available bandwidth, stability of connections to the state backbone and/or other networks. School audits will cover adequacy of available bandwidth, stability of connections to district/state systems, adequacy of wireless school network capacity, adequacy of the number of devices capable of administering the assessment, and the adequacy of the operating systems used on those devices.
 - The state contractor will work with each school district to assist in performing the audit (including fully conducting the audit if necessary) to assure a consistent application across all districts.

State Summative Assessment Recommendations

- Administration Mode
 - Safeguards, continued:
 - The state contractor will produce a report for the state as a whole (including a summary of district and school reports), each district (including a summary of each school report), and each district. The report will identify specific gaps in technology infrastructure in each report and identify minimum actions that must be taken to close those gaps.
 - The Wyoming State Superintendent will issue a directive that districts must prioritize the use of existing appropriations to assure that gaps are filled, with pledges of coordinated support from all appropriate state agencies.

State Summative Assessment Recommendations

- Administration Mode
 - Safeguards, continued:
 - At least ten months in advance of the first online administration, all schools, districts, and the state contractor will conduct a simultaneous load test simulating all of Wyoming's students logging on and taking the test simultaneously to attempt to "break" the system. Any breaks or near breaks in the system as a result of the load test will be used to increase capacity in any areas necessary before the first administration.
 - A paper and pencil option must be available to address isolated emergent needs that cannot be resolved in a reasonable amount of time

State Summative Assessment Recommendations

- Test Timing and Test Windows
 - State testing should occur during a three-week testing window which is the same for every grade, with the last allowable testing day being the first Friday in May.
 - All aggregate reports (other than statewide aggregate reports) should be available by August 1 to facilitate school improvement activities.
 - This timing and window accommodates athletics, typical year-end activities, and the time needed to return data with a transition to 100% online testing.
- Each content area test must be used in at least one other state (preferably several other states)
 - Providing there are at least two options available
 - Rationale is three-fold
 - Provide stability by requiring negotiation with at least one other state and/or vendor to make changes to the assessment
 - Provide comparability to states and other groups outside Wyoming
 - Increase market competition

State Summative Assessment Recommendations

- Program Evaluation
 - The state should contract for an independent summary report evaluating the theory of action for the state summative assessment after 3 to 5 years of implementation, including at a minimum the following:
 - The quality of the state assessment
 - The degree to which intended short-, mid-, and long-term outcomes are being realized
 - The degree to which anticipated unanticipated unintended consequences have been observed
 - Should this be an ongoing evaluation, or does this invite instability?

Classroom and District Component Recommendations

- The non-summative working group focused on two main components:
 - District assessment systems
 - Interim assessments
- The working group acknowledged the importance of formative assessment, but did not think that it should be a formal part of a state-led comprehensive assessment system

District assessment system

1. Current tension between quality and viability/feasibility. Must be viable, but quality needs to improve
 - a. Expectations and expertise associated with the accreditation review need to be increased.
 - b. For example, contract with someone with a high level of assessment expertise to review all districts assessment systems during the accreditation cycle to ensure quality and consistency of reviews.
2. The state should incentivize and/or support collaborative efforts (among districts) to increase task and assessment quality
 - a. This can be modeled after the WY BOE Assessment Activities Consortium
 - b. Can include task/item banks and appropriate PD
 - c. Could also include test or module banks
3. The requirements for district assessment systems must include making the instructional shifts associated with new standards as transparent as possible.
4. At this time, the workgroup recommends NOT using the district assessment results as an indicator in WAEA.

Interim assessment system

1. The Task Force recommends having the state support an interim assessment system that is coherently tied to the state summative assessment system in terms of learning targets, format, and priorities.
 - a. Such a system would be procured as part of the summative assessment RFP process
 - b. Districts choosing to administer a different interim assessment system could do so at their own expense.
2. Interim assessments should provide a check on the big ideas associated with the grade level learning targets. In essence, the interim assessment could provide an outside audit of the district assessment results.
3. Decisions about interim assessment use should be left up to the district discretion, except in two cases:
 - a. The district accepts funding to implement a Summer Bridges program, in which case at least the fall interim assessment must be administered
 - b. The district has low scores on WAEA

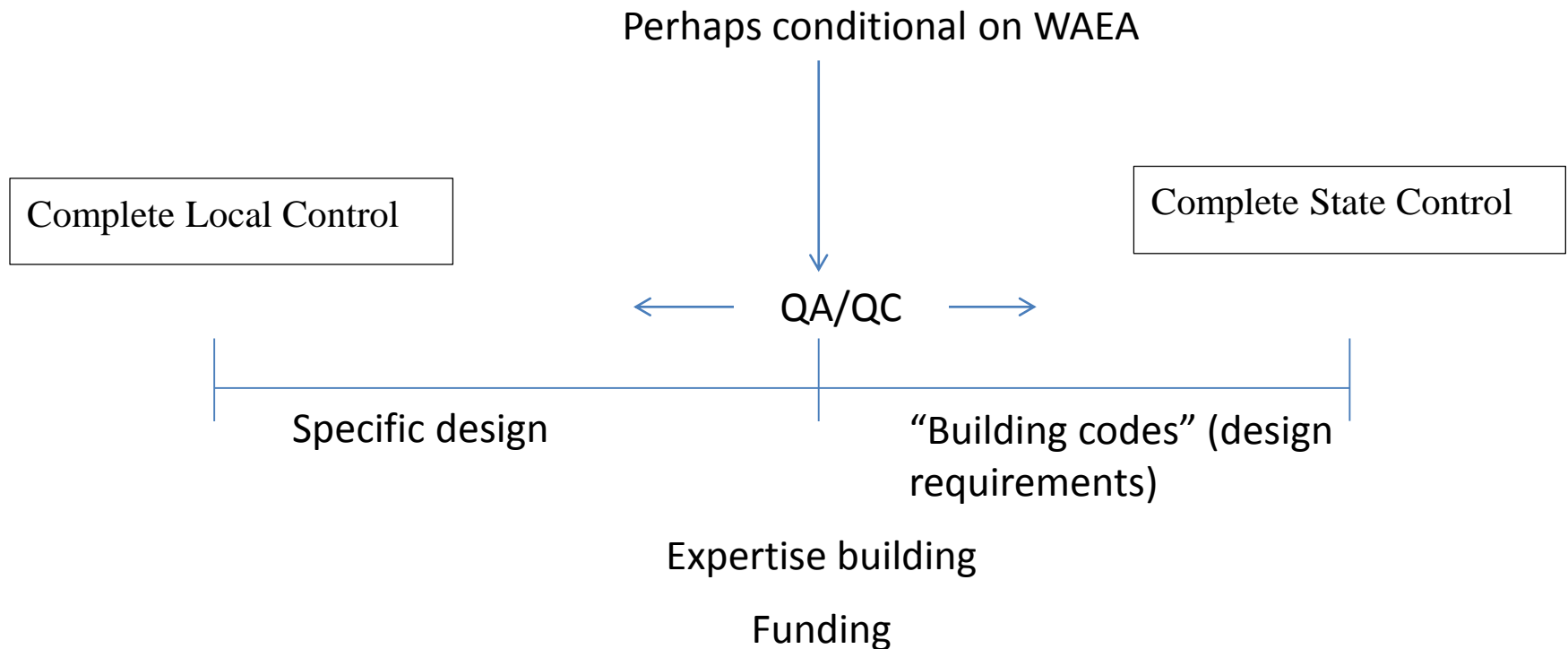
Formative assessment

1. The Task Force recognizes the critical importance of formative assessment, but also recognizes that all implementation is local.
2. However, the Task Force encourages the state to play a larger and more visible role in terms of professional learning opportunities and building networks of support.

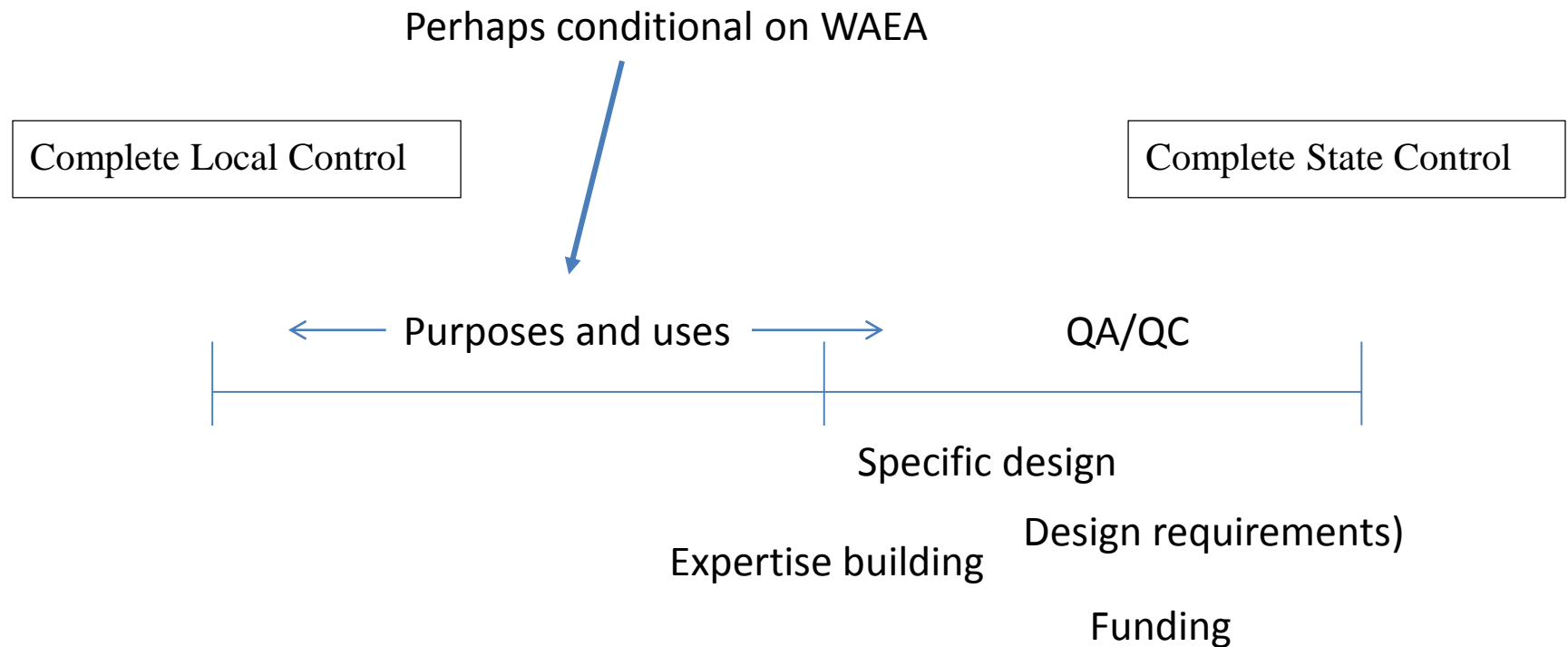
K-3 Literacy and other assessments

1. The Task Force recognizes the importance of designing a coherent assessment plan for grades 3-8 in mathematics and ELA.
2. However, as part of existing state statute and best practices in many cases, WY districts also administer a variety of assessments targeted at students in grades K-3.
3. The specific assessment issues associated with K-3 assessments needs to be brought to light to ensure that the assessment plan is as coherent as possible.

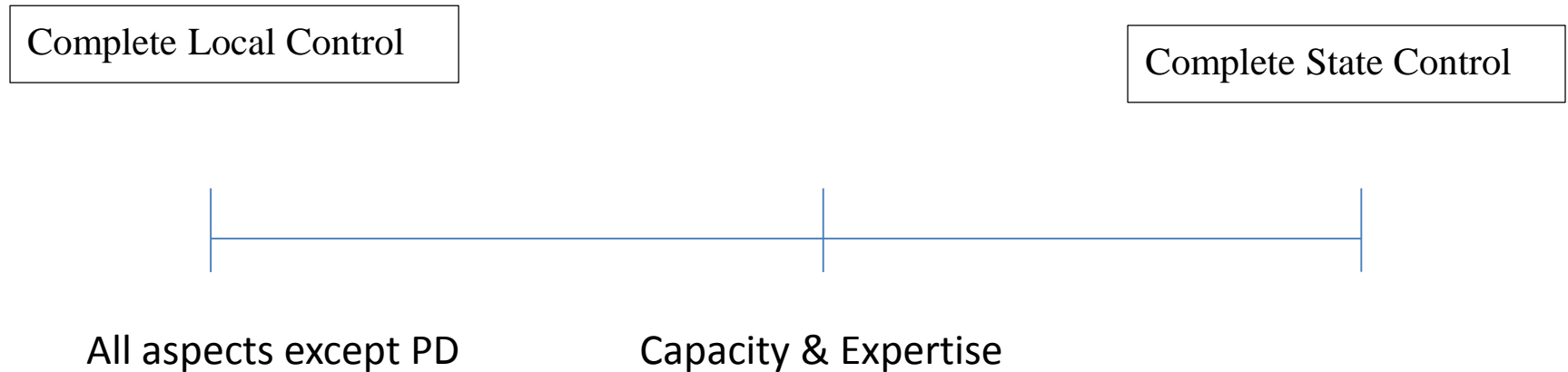
District assessment continua of control



Interim assessment continua of control



Formative assessment continua of control



Need Another Meeting

- We still have a lot of writing to do, and we will need your feedback on it after the September 9, 2015 meeting in Casper.
- Potential WebEx meeting times (all Mountain Time):
 - Wednesday, September 30, 3:00-6:00 PM
 - Wednesday, September 30, 4:00-7:00 PM
 - Thursday, October 1, 3:00-6:00 PM
 - Thursday, October 1, 4:00-7:00 PM

Thank You

- Thank you!