Assessment and Accountability at the State Level

Alphabet Soup

- NAEP
- NRT (Iowa Tests)
- Core CRTs
- DWA
- UAA
- UBSCT
- NCLB
- U-PASS

Standardized Tests
NAEP

- National Assessment for Educational Progress
- Determination of where state stands in relation to rest of the nation and over time
- “Random” Sample groups of students (appx. 2000 in Utah) that range in location, SES, etc.
- Subjects covered: reading, math, science, writing, US history, civics, geography, the arts
- Math and Reading are assessed in alternating years

Standardized Tests
NRT (norm referenced test)/Iowa Tests

- Two tests
  - The Iowa Tests of Basic Skills (ITBS)
    - Grades 3, 5, and 8
    - Admin time = appx. 3 hours
  - The Iowa Tests of Educational Development (ITED)
    - grade 11
    - Admin time = 4 hours
- The Iowa Tests replace the Stanford-9
- The Iowa subtets are in the following subjects:
  - Reading, math, language arts, social studies, science

Standardized Tests
Core CRTs (criterion-referenced tests)

- Subjects: Math, ELA, Science
- New test forms each school year
- Two purposes
  - Formative in nature for professional development
  - Evaluative/accountability in nature
    - NCLB
    - UPASS
- Not essential, but permissible to use in determining a classroom grade

Standardized Tests DWA

- Direct Writing Assessment
- Constructed Response/Essay
  - One prompt, persuasive
- 6-traits model used for scoring
  - Analytic scoring (each component is scored and reported)
- Administered to Grades 6 and 9
- Similar to writing test of UBSCT

Standardized Tests
UAA

- Utah’s Alternate Assessment
- Designed for students with severe cognitive disabilities
- Administered to students in grades 1-12
- Administered in Language Arts and Mathematics

Standardized Tests UBSCT

- Utah Basic Skills Competency Test
- Subjects: Reading, Writing, Math
- Graduation Exit Exam
  - Starting for class of 2006
    - Must be proficient on ALL THREE subtests
- Taken first in Spring of 10th grade
  - Option to take four more times if necessary in areas needed

Federal Accountability NCLB

- No Child Left Behind Legislation
- Federal Goal is for ALL schools to have 100% of students proficient by 2014
- Remediation implementation for Title 1 schools
- All other schools are “simply” labeled as making or not making AYP – Adequate Yearly Progress
- Implications are evident at all levels
  - Positive and negative

State Level Accountability U-PASS

- Utah Performance Assessment State System
- Core CRTs, DWA, UAA, and UBSCT
- Developing a System to Recognize what Schools are doing
  - A growth model
- Performance Plus is part of this

Classroom Assessment U-TIPS

- Utah Test Item Pool Service
- Internet Base Classroom Assessment Generator
- Item types available; multiple choice, short answer, matching, performance task
- Items available that are USOE approved, aligned to curriculum
- Subjects covered currently; ELA, Math, and Science
- Visit www.utips.org

Standardized Testing Impacts

	State	District	Teachers	Students	Parents	Public
NAEP	X					X
NRT			X	X	X	
CRT	X	X	X	X	X	X
DWA		X	X	X	X	
UBSCT	X	X	X	X	X	X
NCLB	X	X	X	X	X	X

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CRT	X	X	X	X	X	X
DWA		X	X	X	X	
UAA	X	X	X	X	X	X
UBSCT	X	X	X	X	X	X
NCLB	X	X	X	X	X	X

Core CRT Development

1. Core curriculum development
2. Blueprint development
3. Item development w/ UT teachers
4. Reviewed by content experts
5. Item review committee
6. Bias/Sensitivity review
7. Pilot testing of items
8. Advisory committee review of items
   - Content alignment
   - Pilot statistics
   - Appropriateness of item
   - Content accuracy within items
9. Form Construction
10. Advisory committee review of form
11. Finalization of Print-Ready test form
12. Printing and Distribution
13. Analysis of test data

Core CRTs

Pieces of the Puzzle

- Standard Setting
  - Determining the cut scores for proficiency levels
  - Educators involved, making judgments using data
  - Process
  - Approved at Board Level
- Descriptor Writing
  - Describing specific skill and knowledge sets obtained at each proficiency level
  - To be published

Core CRTs

Pieces of the Puzzle

- Equating
  - New tests, equivalent scores
  - Some common items between test forms
  - Analysis of common items to adjust scores for equivalent difficulty level
- Scaling
  - Common score reporting for each level and tests
  - No more specific percentages for cut scores for each subject and test
  - Far greater comparability between tests and years