# Washington Alternate Assessment System Portfolio Standard Setting

State Board of Education
August 6, 2012 1:00-4:00
OSPI Billings Conference Room, Olympia, WA

Robin Munson, Assistant Superintendent, OSPI
Mike Middleton, Special Populations Assessment, OSPI
Tom Hirsch, Assessment Evaluation Services

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
Division of Assessment and Student Information

# Agenda

- Purpose of today's action
- Overview of WAAS Portfolio
  - Who is eligible to be assessed with the WAAS Portfolio?
  - What are the components of the WAAS Portfolio?
  - What is scored on the WAAS Portfolio?
- Standard setting process
- Results and recommendations from the panels
- Superintendent's recommendation to the Board
- Questions and comments
- Board Action

# Standard Setting Approval Process
## Purpose of Today's Action by the Board

- Today, the Superintendent is recommending "cut scores" to be used on the Washington Alternate Assessment System Portfolio for grades 3-8 and high school in Reading, Math, Writing and Science.
- This test has three cut scores, separating four levels of student performance:
  - The cut between "Below Standard" and "Approaches Standard",
  - The cut between "Approaches Standard" and "Meets Standard", and
  - The cut between "Meets Standard" and "Exceeds Standard"
- The Board's cut scores will be used to report the 2012 results, and will be used in future years until such time as the standards are revised or revisited.

# Standard Setting Approval Process
## Why new performance standards?

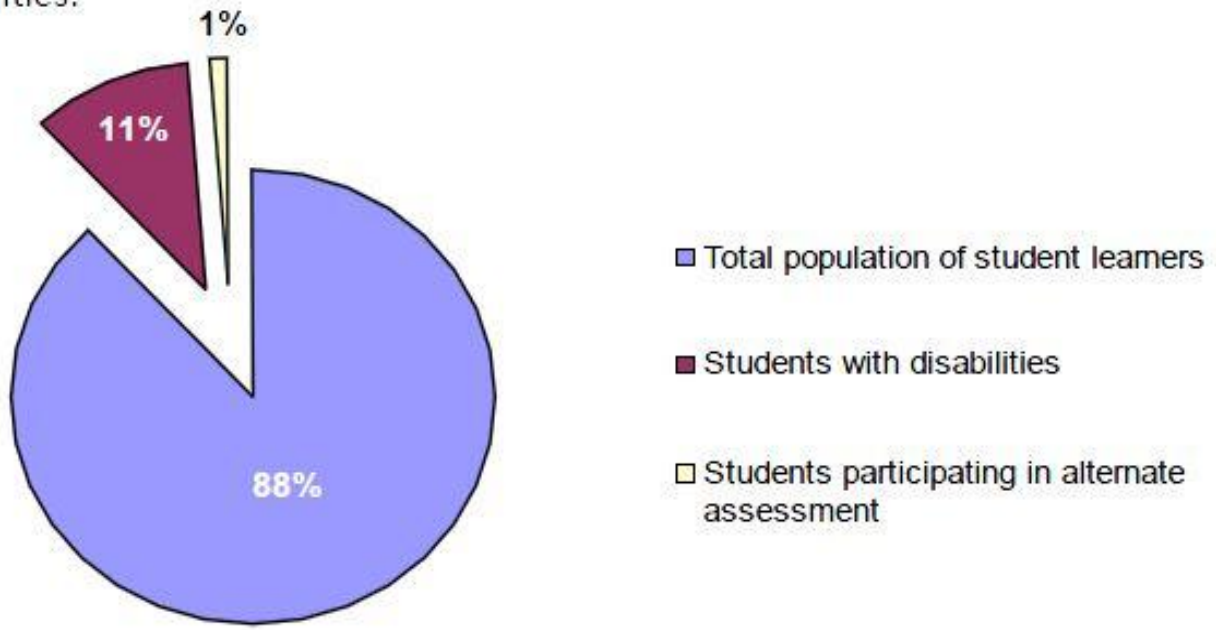
- The WAAS-Portfolio was revised as required in ESHB 1519, passed in Spring 2011.
- The revision focused on three areas of concern:
  - Instructional relevance
  - Administrative requirements
  - Teacher support and training
- 2011-12 was the first administration of the revised assessment.

# The WAAS Portfolio is:

- an assessment that is based on academic achievement standards that are adapted from the state content standards in order to meet the needs of students with **significant cognitive challenges**;
- a body of evidence assessment in which educators document their students' performance towards **individually established goals** linked to the adapted (extended) academic achievement standards.

# Student Participants for WAAS Portfolio Assessment

Figure 1 below shows the number of students participating in alternate assessments based on alternate achievement standards, compared to the total population of student learners and students with disabilities:



# Grades and Contents Assessed

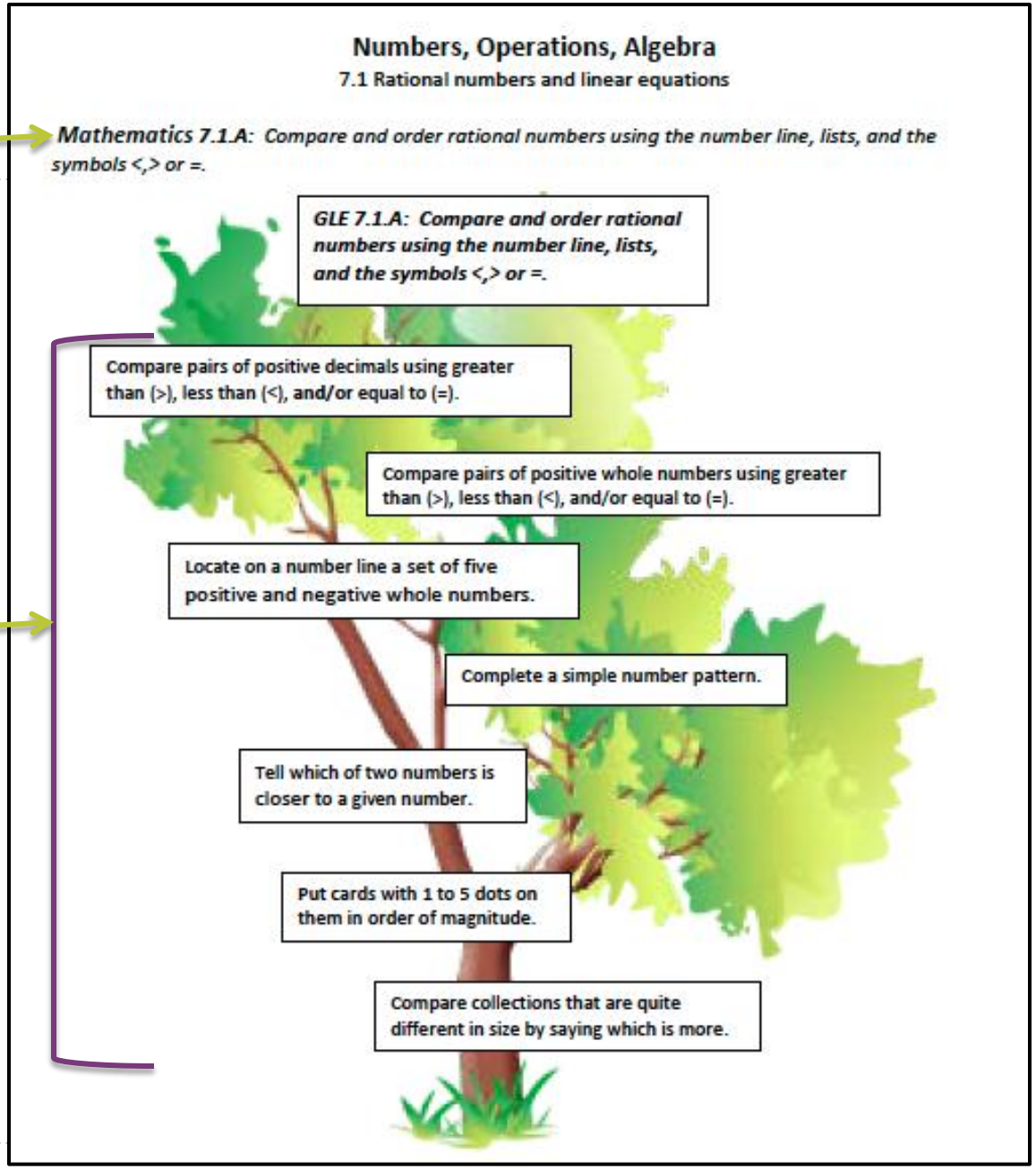
| Grade | Reading | Math | Writing | Science |
|---|---|---|---|---|
| 3 | X | X | | |
| 4 | X | X | X | |
| 5 | X | X | | X |
| 6 | X | X | | |
| 7 | X | X | X | |
| 8 | X | X | | X |
| 10 | X | X | X | X |
| 11* | *Possible* | *Possible* | *Possible* | *Possible* |
| 12* | *Possible* | *Possible* | *Possible* | *Possible* |

# Grade Level or Performance Expectations and WAAS Portfolio Extensions

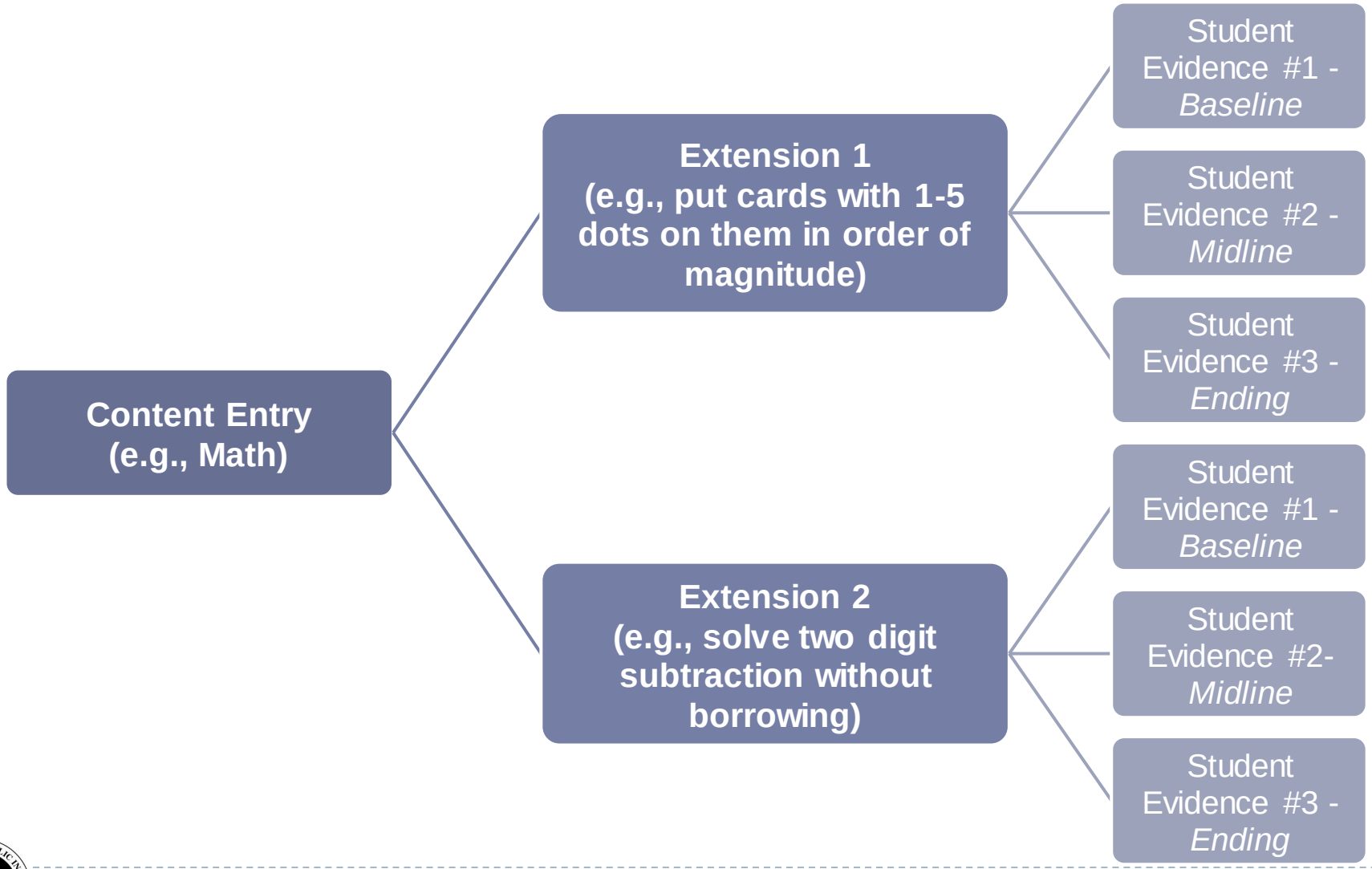
- NCLB says this population must be assessed on state content standards or the academic pre-requisite skills aligned to those content standards.
- The academic pre-requisite skills aligned to those content standards are called "extensions".
- Expanding the extensions was the biggest change to the revised WAAS Portfolio.

Grade Level Expectation (or Performance Expectation)

Sample Extensions of Grade Level Expectation



# WAAS-Portfolio Assessment Design



# Contexts

- Students must be able to generalize and demonstrate mastery of the assessed skills across various contexts.
- This allows the student to demonstrate that he/she can perform the skill in a manner that is not restricted to a single setting.

# Total Score–

Total scores for each content area combine component scores for **performance** (exceeded goal, met goal, approached but did not meet goal or flat or decline) and **context** (skill demonstrated in 1, 2, or 3 contexts).

# Performance Scoring–

*Does the valid/aligned evidence demonstrate that the student met the goal indicated for the extension?*

Performance on the extension is compared to the goal set at baseline. Measurement can be in terms of *Accuracy*, *Fluency*, or *Level of Independence*.

**Part II. Performance Scoring**

| Performance on extension compared to goal set at baseline | | | | |
|---|---|---|---|---|
| **Scores** | **4** | **3** | **2** | **1** |
| **ACCURACY goal (i.e., 60% accurate)** | Evidence of performance demonstrates that student showed **100% ACCURACY** OR **EXCEEDED** the accuracy goal. | Evidence of performance demonstrates that student **MET** the accuracy goal. | Evidence of performance demonstrates that student **APPROACHED** the accuracy goal but did not meet it. | Evidence of performance demonstrates **NO GROWTH**. |
| **FLUENCY goal (i.e., 10 correct per minute)** | Evidence of performance demonstrates that student **EXCEEDED** the fluency goal, while maintaining accuracy. | Evidence of performance demonstrates that student **MET** the fluency goal, while maintaining accuracy. | Evidence of performance demonstrates that student **APPROACHED** the fluency goal but did not meet it. | Evidence of performance demonstrates **NO GROWTH**. |
| **Level of INDEPENDENCE goal (i.e., decrease in level of support)** | Evidence of performance demonstrates that student performs extension **INDEPENDENTLY** OR **EXCEEDED** the level of independence goal while maintaining accuracy. | Evidence of performance demonstrates that student **MET** the level of independence goal while maintaining accuracy, OR **MAINTAINED LEVEL OF INDEPENDENCE** but improved accuracy. | Evidence of performance demonstrates that student **APPROACHED** the level of independence goal but did not meet it. | Evidence of performance demonstrates **NO GROWTH**. |

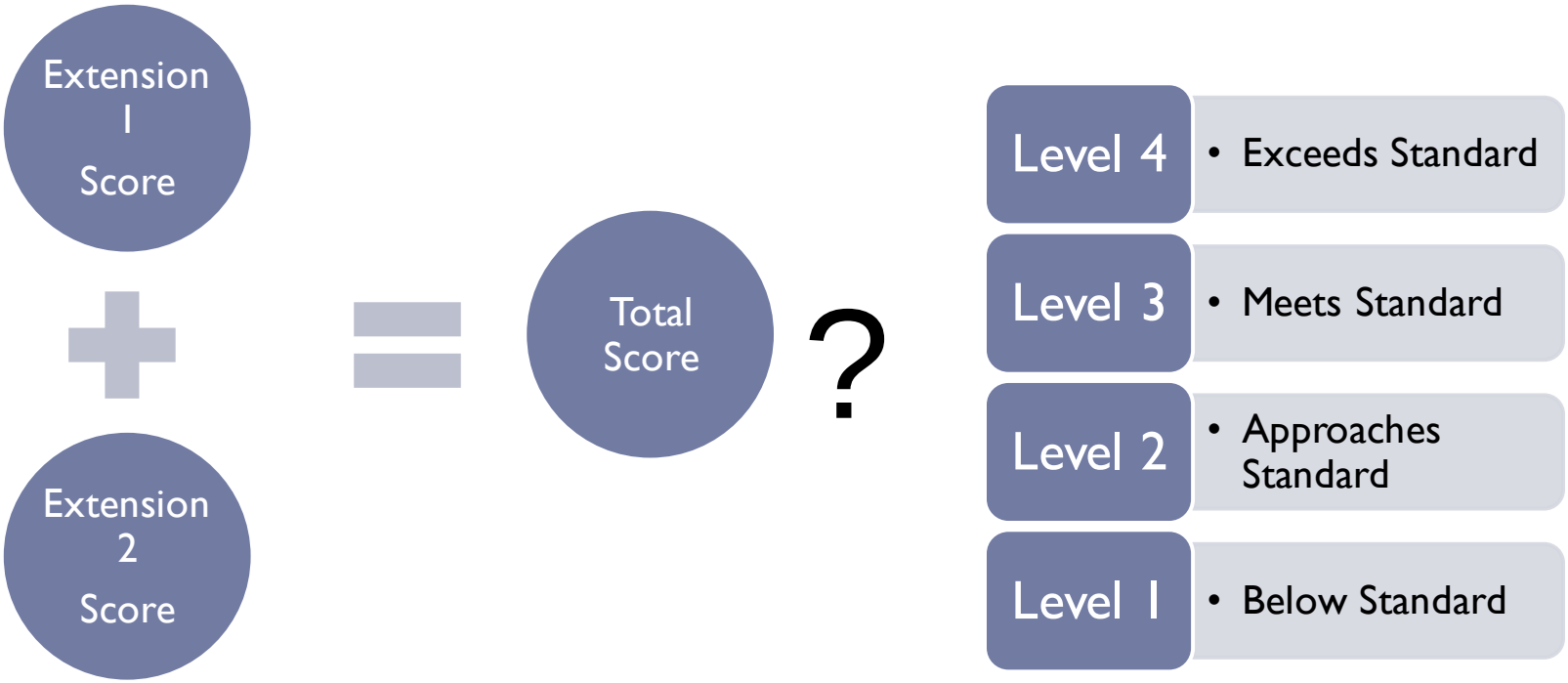
# Context Scoring–

*Is the skill generalized in varied contexts? How many different presentations of the skill are shown in the evidence?*

**Part III: Context Scoring**

| Evidence that extension is generalized to more than one context | | | |
|---|---|---|---|
| | **2** | **1** | **IE** |
| **Contexts** | 3 pieces of evidence demonstrate **3** different contexts. | 2-3 pieces of evidence demonstrate **2** different contexts. | **ALL** evidence demonstrates a **single** context. |

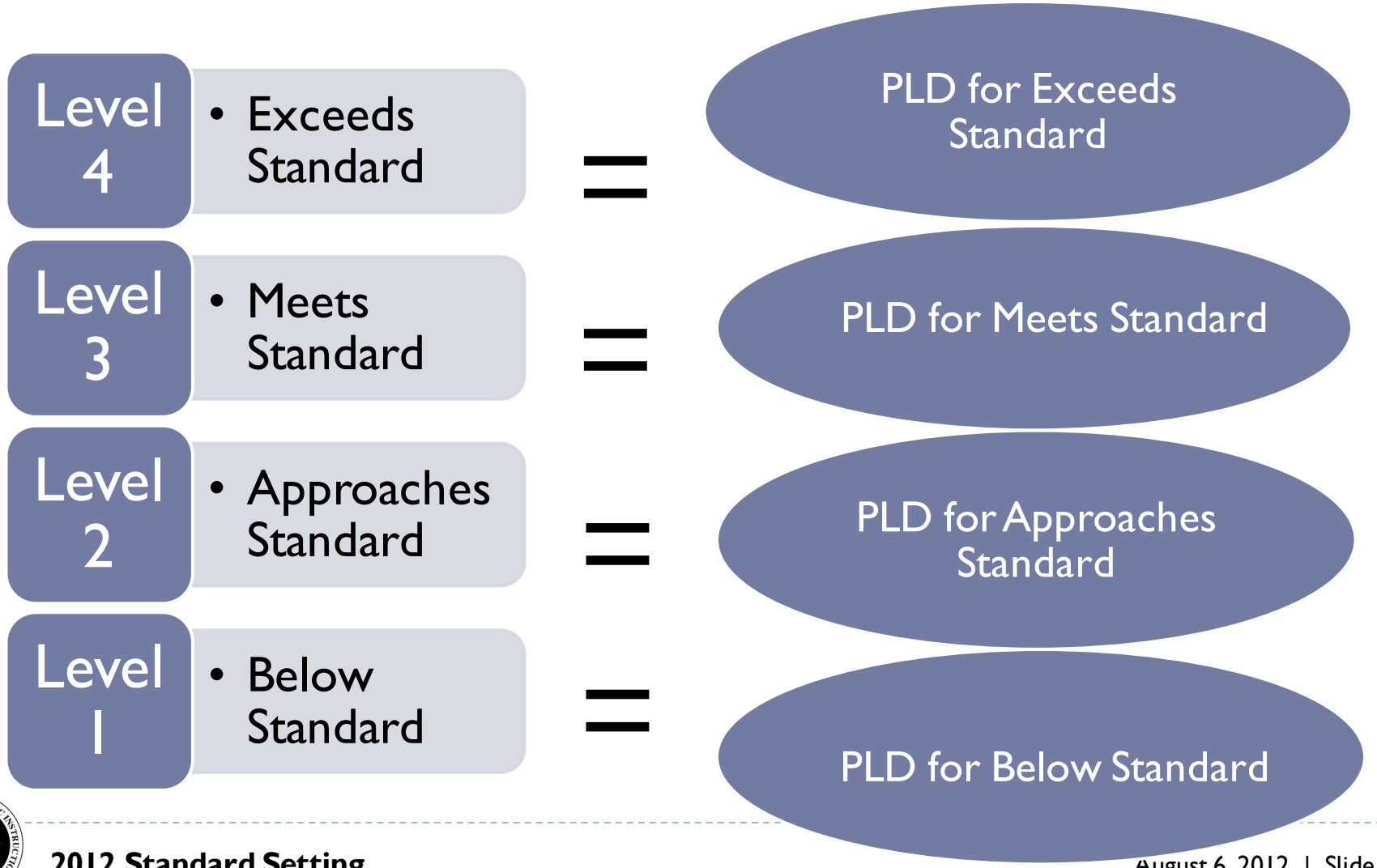
# Getting From Total Score to Standard Setting



# Standard Setting establishes:

- What total score is needed to meet standard.
- What total score is needed to earn a Level 4- Exceeds Standard, Level 3- Meets Standard, or Level 2 – Approaches Standard, etc.
- That was the task for standard setting panelists after reviewing what Exceeds, Meets, and Approaches Standard means – as defined by our *Performance Level Descriptors*.

# What does each Performance Level mean?



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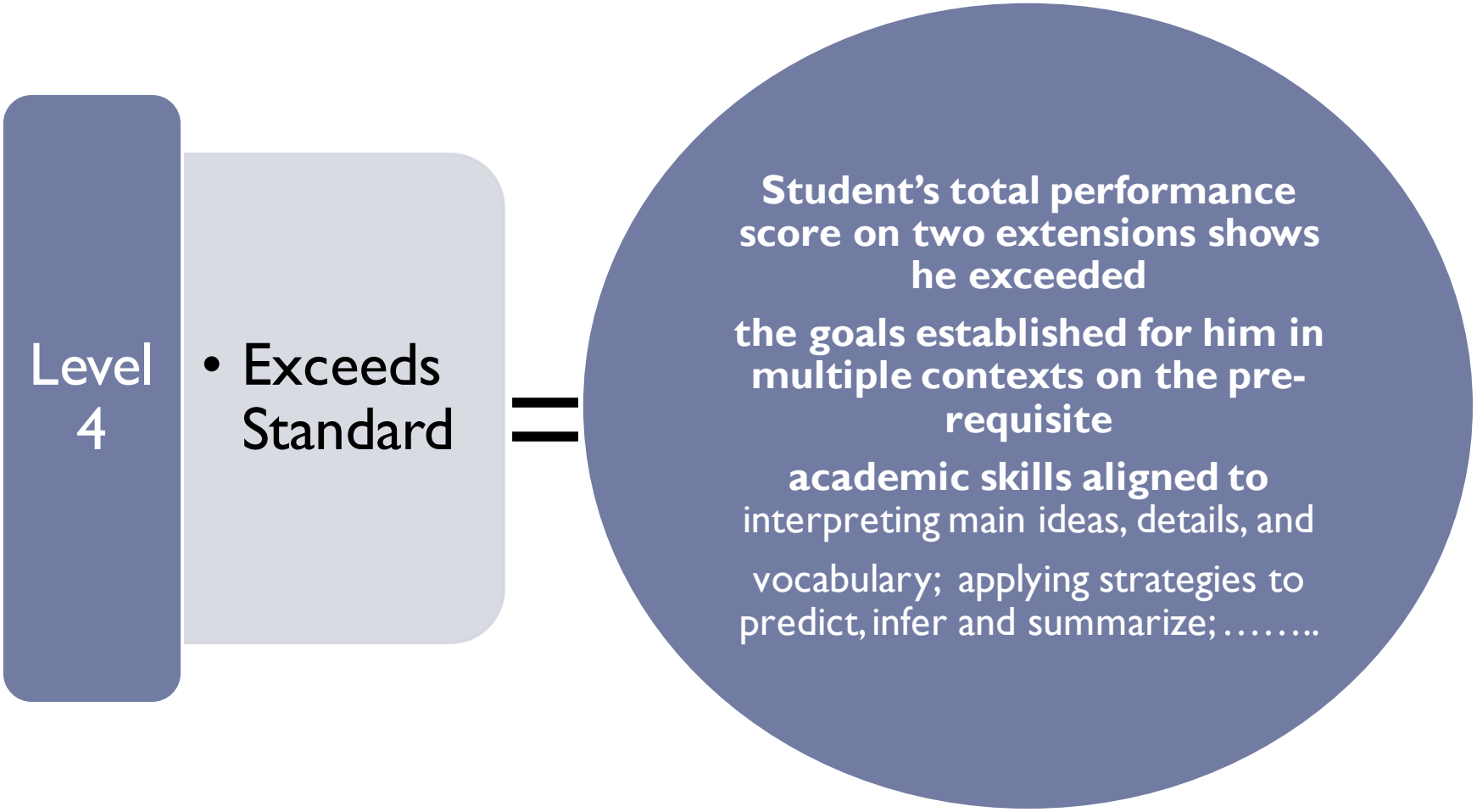

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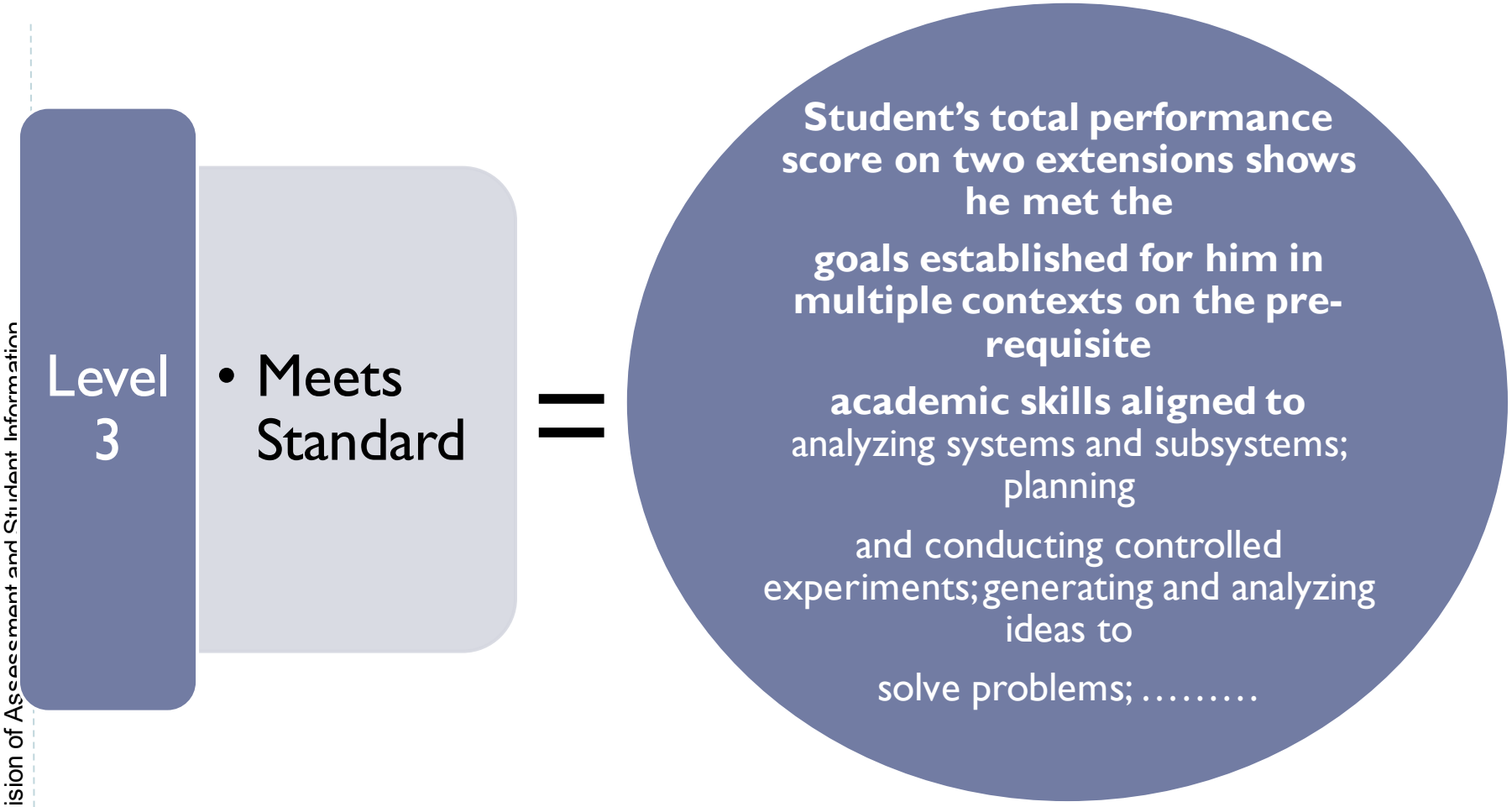

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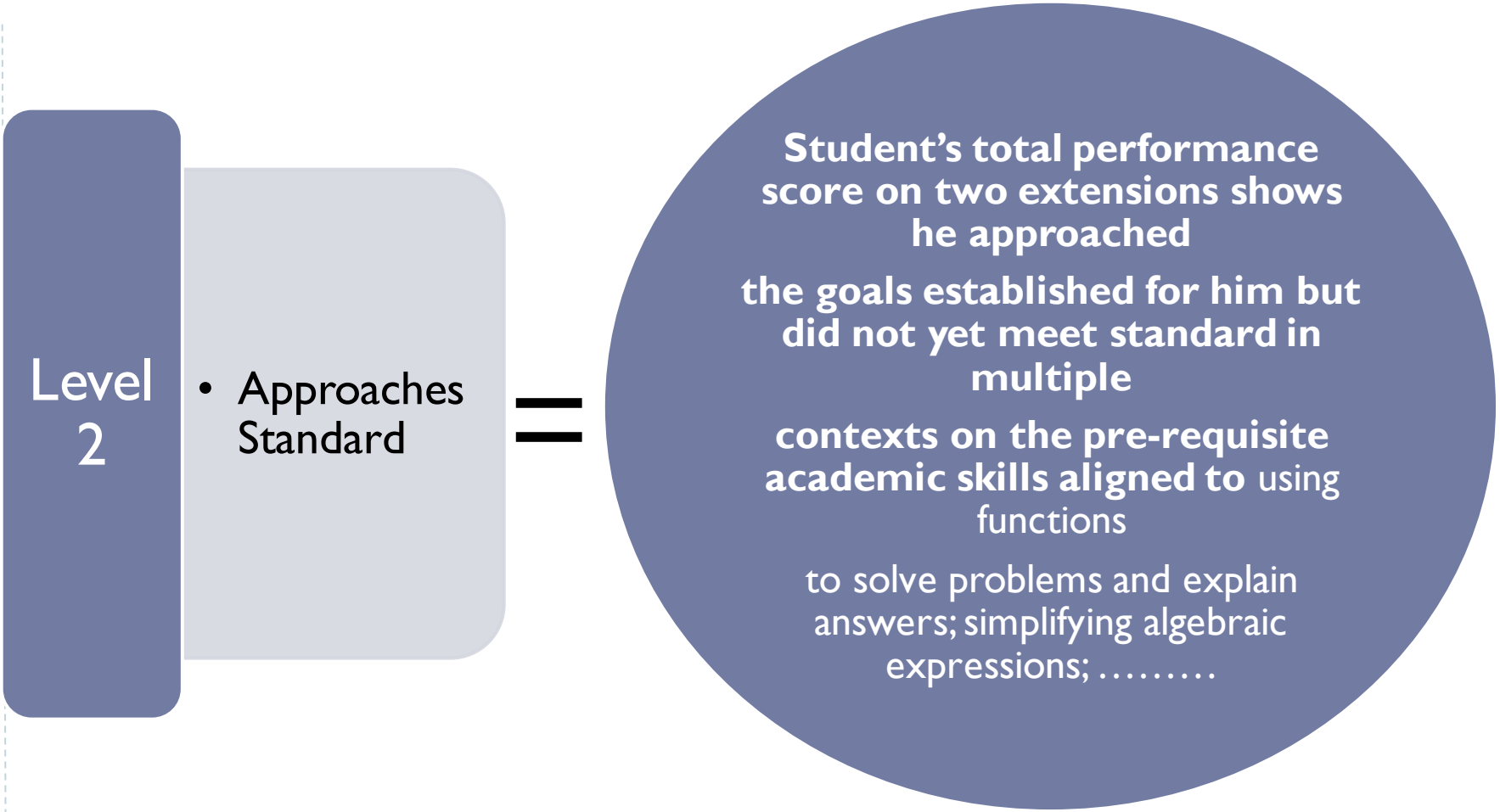

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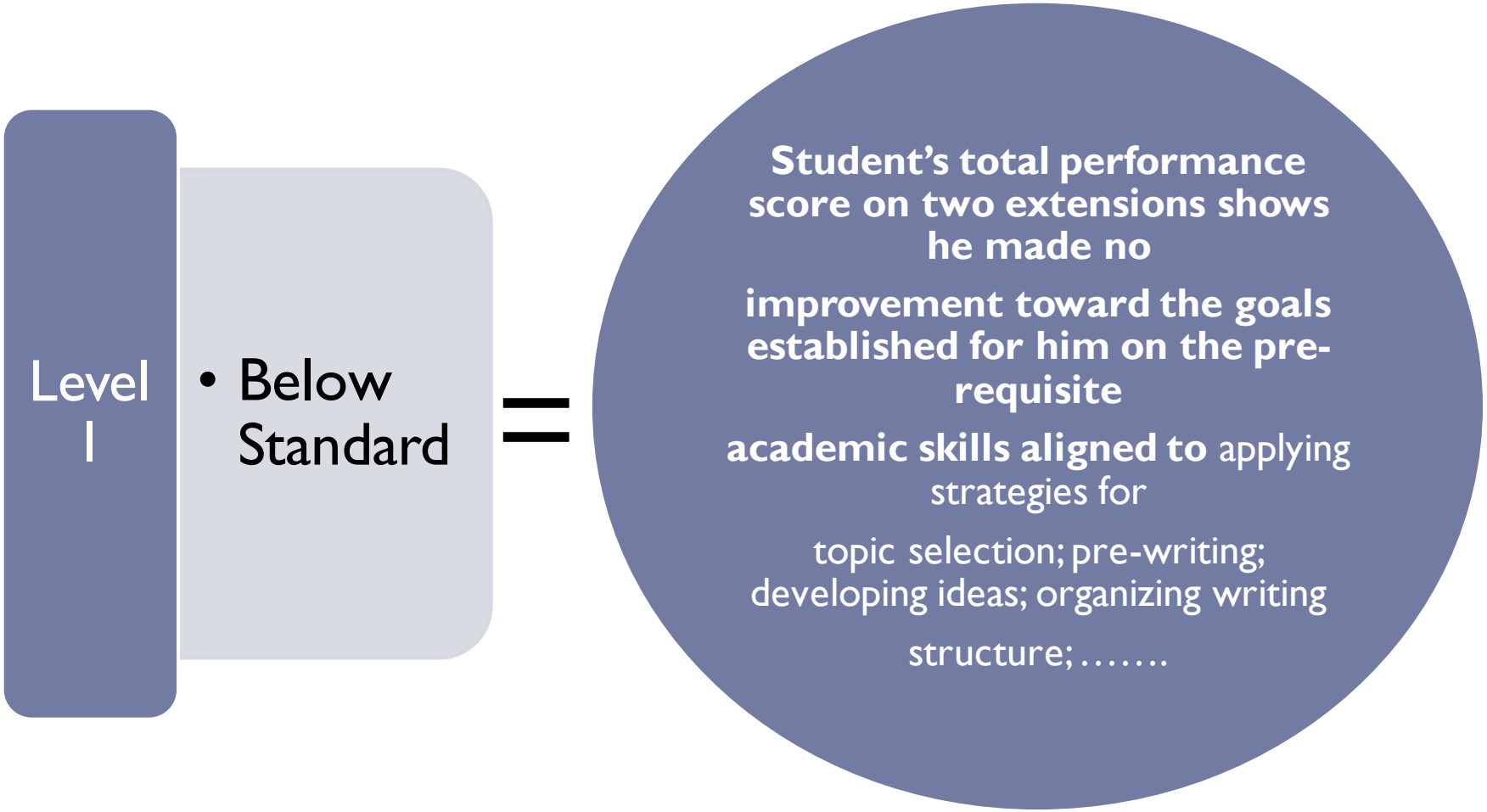


# Standard Setting:
## Recommendations from Multiple Sources

- Grade-Level Panels (n = 60)
  - Implemented standard setting activities across four days, resulting in a set of recommended cut scores
- Articulation Panel (n = 14)
  - Reviewed grade level recommendations, resulting in revised recommendations
- Policy Advisory Panel (n = 10)
  - Reviewed both sets of recommendations in light of district policy issues

# Performance Standard Setting Process

1. Convened a panel of special education and regular classroom teachers (n=60)
2. Utilized a "Body of Work" process
3. Set standards for each grade band and content area
4. Had a cross-grade/content area Articulation Committee review for overall articulation

# Standard Setting Panelists

| | Special Educators | General Educators |
|---|---|---|
| **Elementary School** | 11 | 6 |
| **Middle School** | 12 | 9 |
| **High School** | 11 | 8 |
| **Additional Participants** | 2 School Psychologists<br>1 District Special Education Coach | |

- The panelists have been teaching for an average of 11.5 years
- 13 Panelists are National Board Certified
- 49 Panelists hold Master's Degrees
- 2 Panelists hold Ph.D.s

| Educational Service Districts | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **114** | **113** | **112** | **121** | **123** | **189** | **171** | **101** | **105** |
| 3 | 5 | 6 | 15 | 6 | 11 | 6 | 5 | 3 |

# Logistical Overview

| Monday/Tuesday | Wednesday | Thursday |
|---|---|---|
| A Reading 3/4 | A Math 3/4 | |
| B Reading 5/6 | B Reading 7/8 | Articulation Committee |
| C Reading HS | C Writing HS | |
| D Writing 4 | D Writing 7 | |
| E Math 5/6 | E Math 7/8 | |
| F Math HS | F Science HS | |
| G Science 5 | G Science 8 | |

# Standard Setting Panelists' Job

Recommend cut scores for each of the performance levels that will be used to report results for Alternate Assessment:

- *Below Standard*
- *Approaches Standard*
- *Meets Standard*
- *Exceeds Standard*

# The Body of Work Method

- Panelists examine student work and make a judgment regarding the performance level to which the student work most closely corresponds.
- Student Work Samples (Portfolios)
  - Actual student portfolios representing the full range of total scores (~ 25 per group)
- Panelists classify each portfolio into the performance levels.

# Why the Body of Work method?

- Allows panelists to use samples of actual student work to make their determinations
- Is especially useful for assessments that consist primarily or entirely of performance-based items
- Has been used successfully for setting standards on similar assessments in the past
- Has resulted in defensible cut points

# General Process

Classify each portfolio into one of 4 performance levels based on:

- Performance Level Descriptors
- How the students performed on the portfolios

# Before classifying portfolios….

- Panelists became familiar with:
  - Extensions
  - Performance Level Descriptors
    - What each level means
    - The knowledge, skills and abilities necessary to be classified in each level
  - Student portfolios
    - The knowledge, skills and abilities demonstrated in the work samples



# Student Portfolios

- The portfolios covered the range of possible total scores and were presented in order from lowest (e.g., Sample #1) to highest (e.g., Sample #25) total raw score.
- Each portfolio was selected because it shows typical types of evidence submitted for students who received a given total score.
- Panelists classified 25 (+/-) student portfolios.



# Rating Sheets

Round: _____ ID Number: _____

**Washington Mathematics, Grades 3/4**

| | WBS | AS | MS | ES |
|---|---|---|---|---|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |
| 13 | | | | |
| 14 | | | | |
| 15 | | | | |
| 16 | | | | |
| 17 | | | | |
| 18 | | | | |
| 19 | | | | |
| 20 | | | | |
| 21 | | | | |
| 22 | | | | |
| 23 | | | | |
| 24 | | | | |
| 25 | | | | |

# Rating Sheets

Round: _____ ID Number: _____

**Washington Mathematics, Grades 3/4**

| | WBS | AS | MS | ES |
|---|---|---|---|---|
| 1 | X | | | |
| 2 | X | | | |
| 3 | X | | | |
| 4 | | X | | |
| 5 | X | | | |
| 6 | | X | | |
| 7 | | X | | |
| 8 | | X | | |
| 9 | | X | | |
| 10 | | | X | |
| 11 | | | X | |
| 12 | | X | | |
| 13 | | | X | |
| 14 | | | X | |
| 15 | | | X | |
| 16 | | | X | |
| 17 | | | X | |
| 18 | | | X | |
| 19 | | | | X |
| 20 | | | | X |
| 21 | | | | X |
| 22 | | | | X |
| 23 | | | | X |
| 24 | | | | X |
| 25 | | | | X |

# Three rounds of ratings

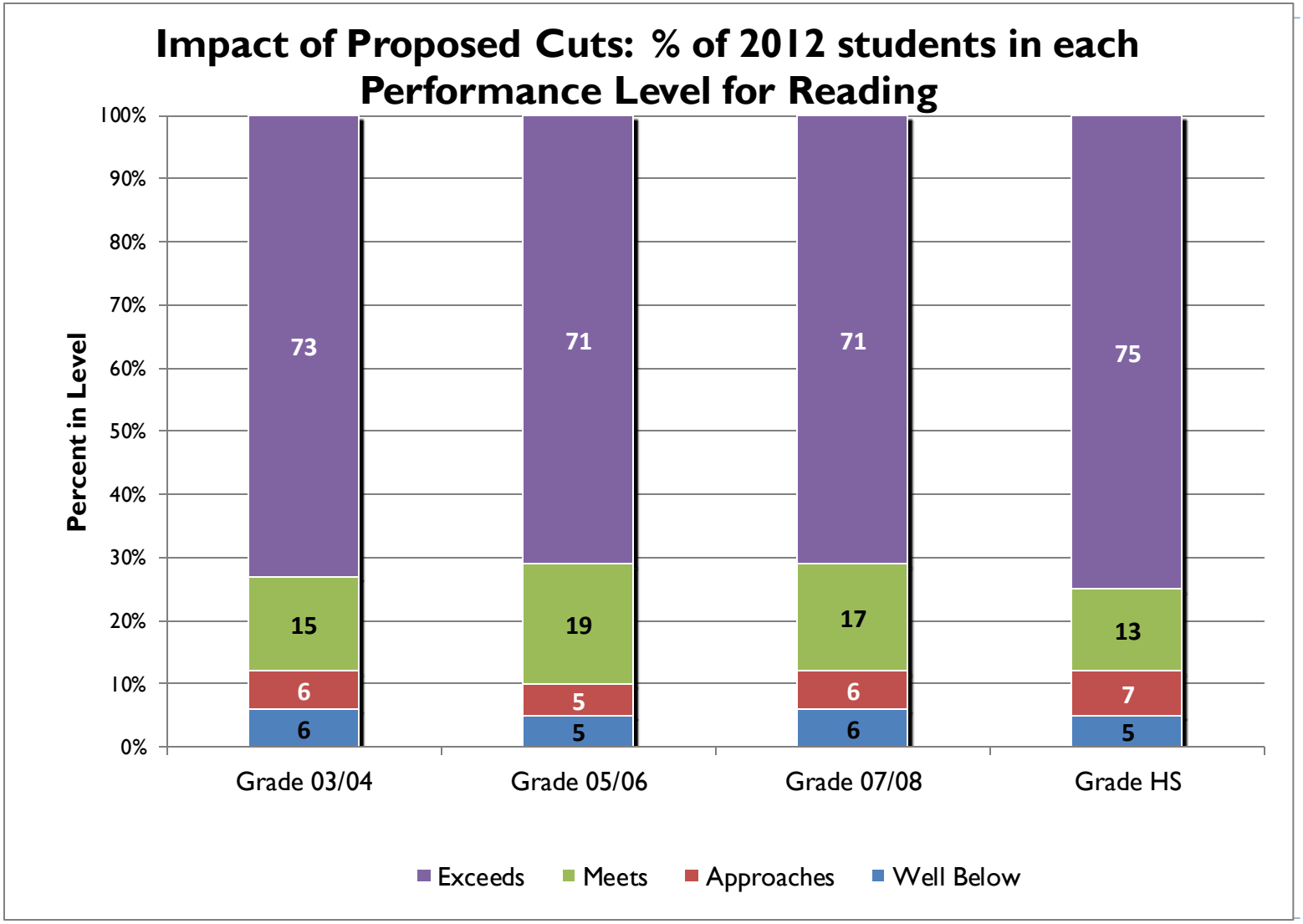
- **Round 1**
  - **Individually Rate**
- **Round 2**
  - **Discuss average of individual ratings and other panelists' thinking**
  - **Individually Rate**
- **Round 3**
  - **Discuss round 2 results & impact data (% of this year's students who would be in each level)**
  - **Individually Rate**

# Articulation Committee

After all groups completed Round 3 for each grade span, two representatives from each group met together to look at results across grades and provide feedback.

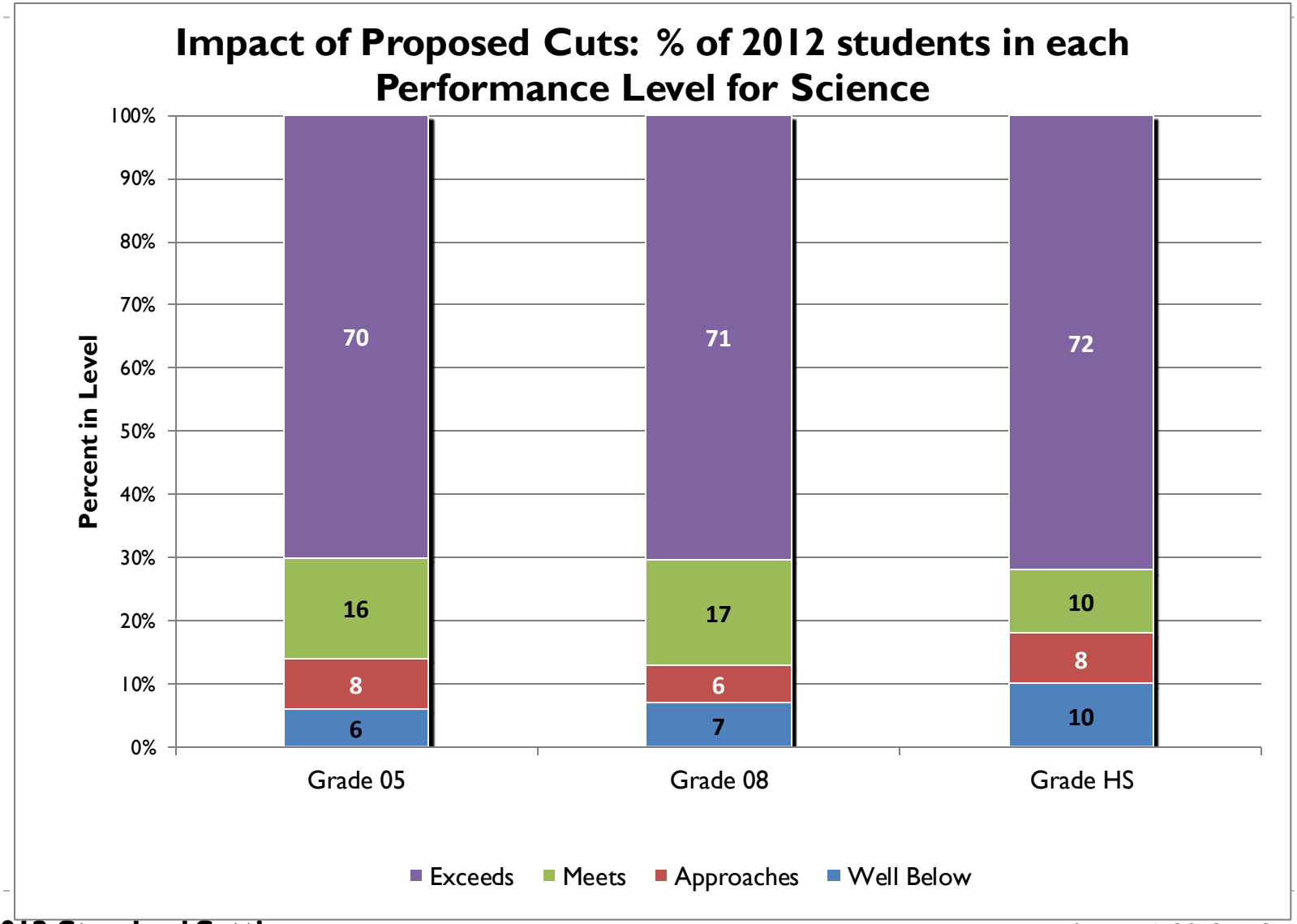
# Panelists' Proposed Cut Scores

| Reading | Well Below Standard | Approaches Standard | Meets Standard | Exceeds Standard |
|---|---|---|---|---|
| Grades 3-4 | 1-3 | 4-8 | 9-10 | 11-12 |
| Grades 5-6 | 1-3 | 4-6 | 7-10 | 11-12 |
| Grades 7-8 | 1-4 | 5-8 | 9-10 | 11-12 |
| High School | 1-7 | 8-16 | 17-20 | 21-24 |


Impact of Proposed Cuts: % of 2012 students in each Performance Level for Reading
Percent in Level
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
73
15
6
6
71
19
5
5
71
17
6
6
75
13
7
5
Grade 03/04
Grade 05/06
Grade 07/08
Grade HS
Exceeds
Meets
Approaches
Well Below

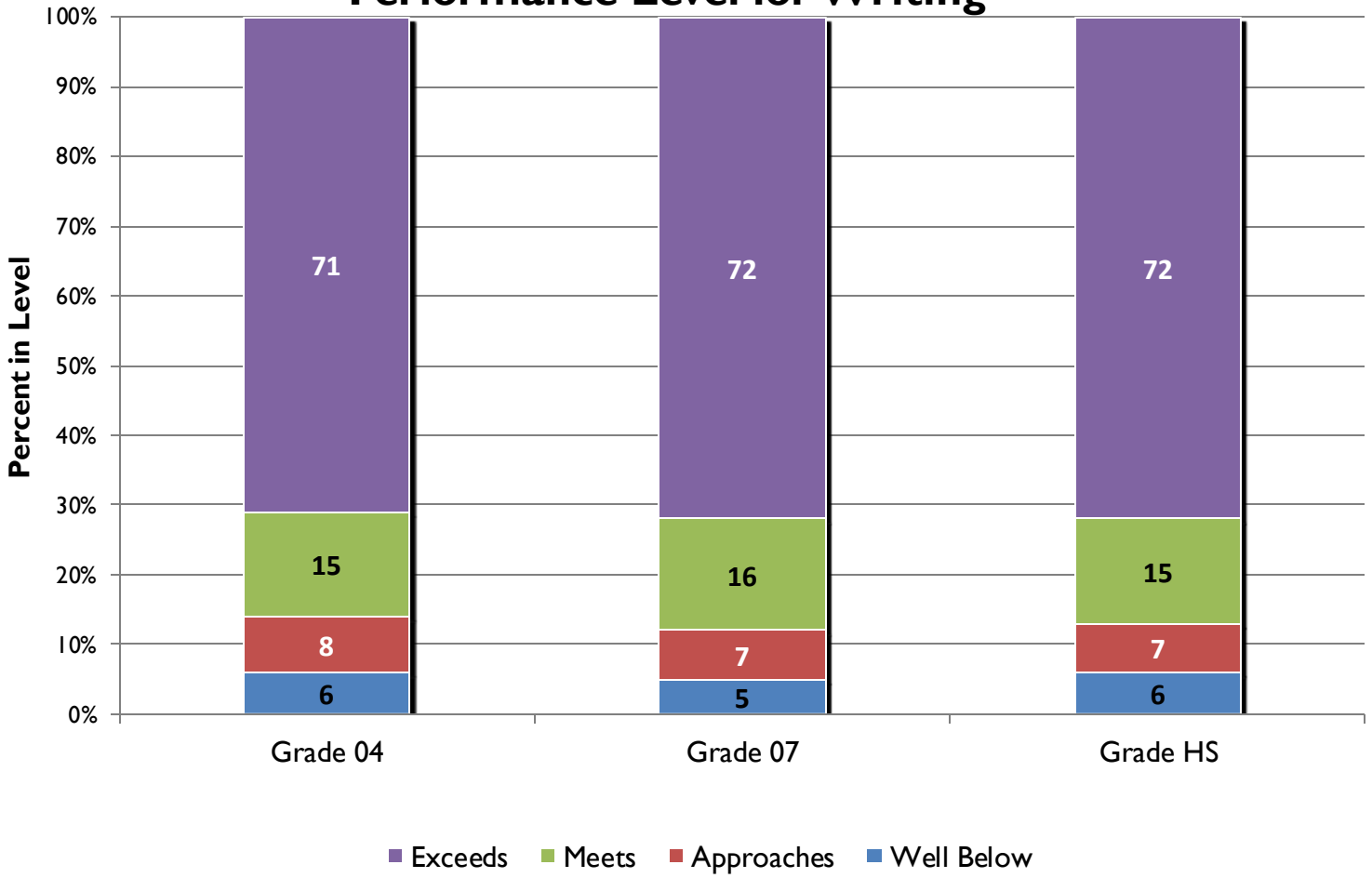
# Panelists' Proposed Cut Scores

| Science | Well Below Standard | Approaches Standard | Meets Standard | Exceeds Standard |
|---|---|---|---|---|
| Grade 5 | 1-4 | 5-7 | 8-10 | 11-12 |
| Grade 8 | 1-3 | 4-7 | 8-10 | 11-12 |
| High School | 1-8 | 10-16 | 17-20 | 21-24 |


Impact of Proposed Cuts: % of 2012 students in each Performance Level for Science
Percent in Level
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
70
16
8
6
71
17
6
7
72
10
8
10
Grade 05
Grade 08
Grade HS
Exceeds
Meets
Approaches
Well Below

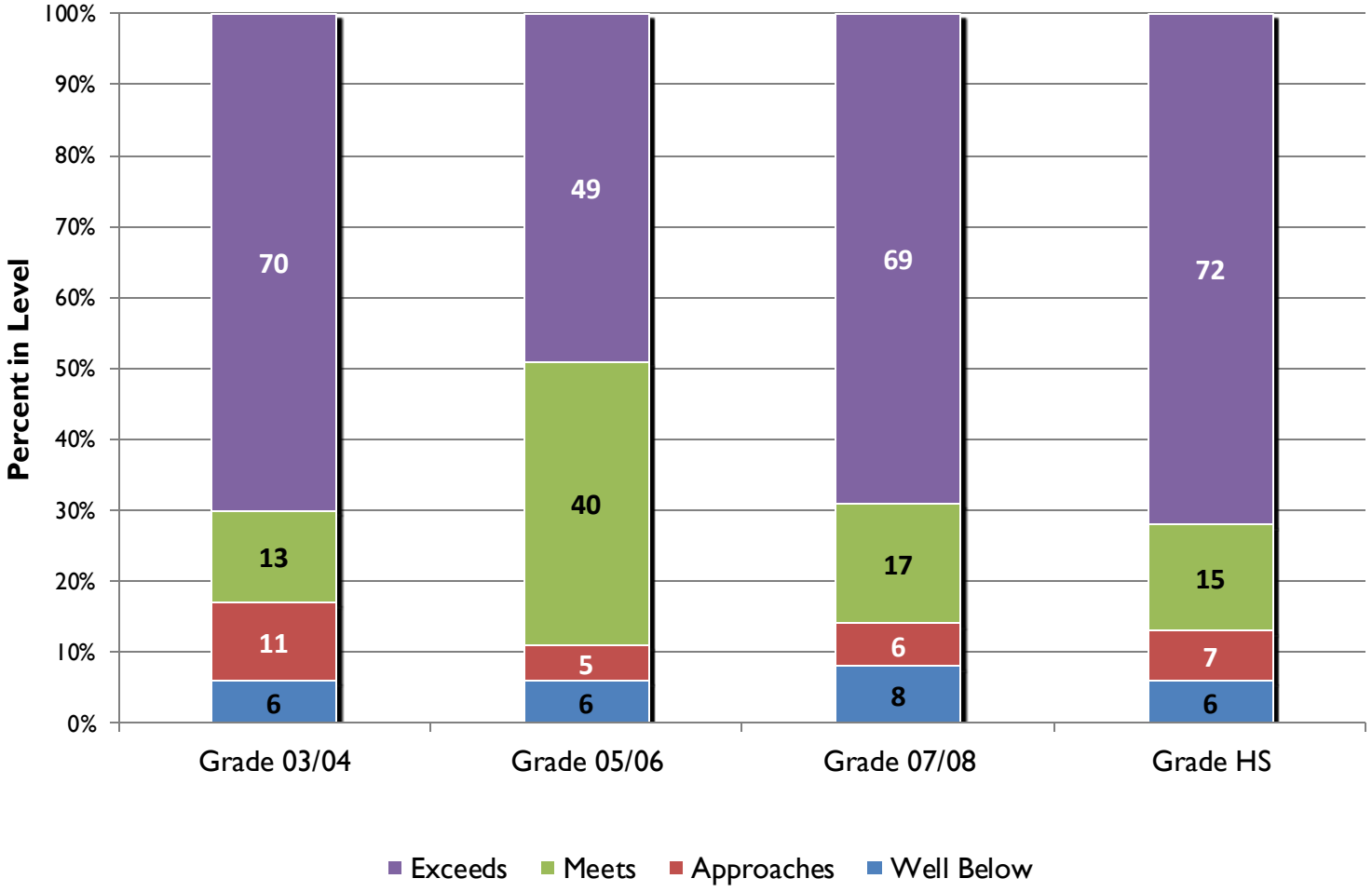
# Panelists' Proposed Cut Scores

| Writing | Well Below Standard | Approaches Standard | Meets Standard | Exceeds Standard |
|---|---|---|---|---|
| Grade 4 | 1-3 | 4-7 | 8-10 | 11-12 |
| Grade 7 | 1-2 | 3-8 | 9-10 | 11-12 |
| High School | 1-8 | 9-16 | 17-20 | 21-24 |


Impact of Proposed Cuts: % of 2012 students in each Performance Level for Writing
Percent in Level
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
71
15
8
6
72
16
7
5
72
15
7
6
Grade 04
Grade 07
Grade HS
Exceeds
Meets
Approaches
Well Below

# Panelists' Proposed Cut Scores

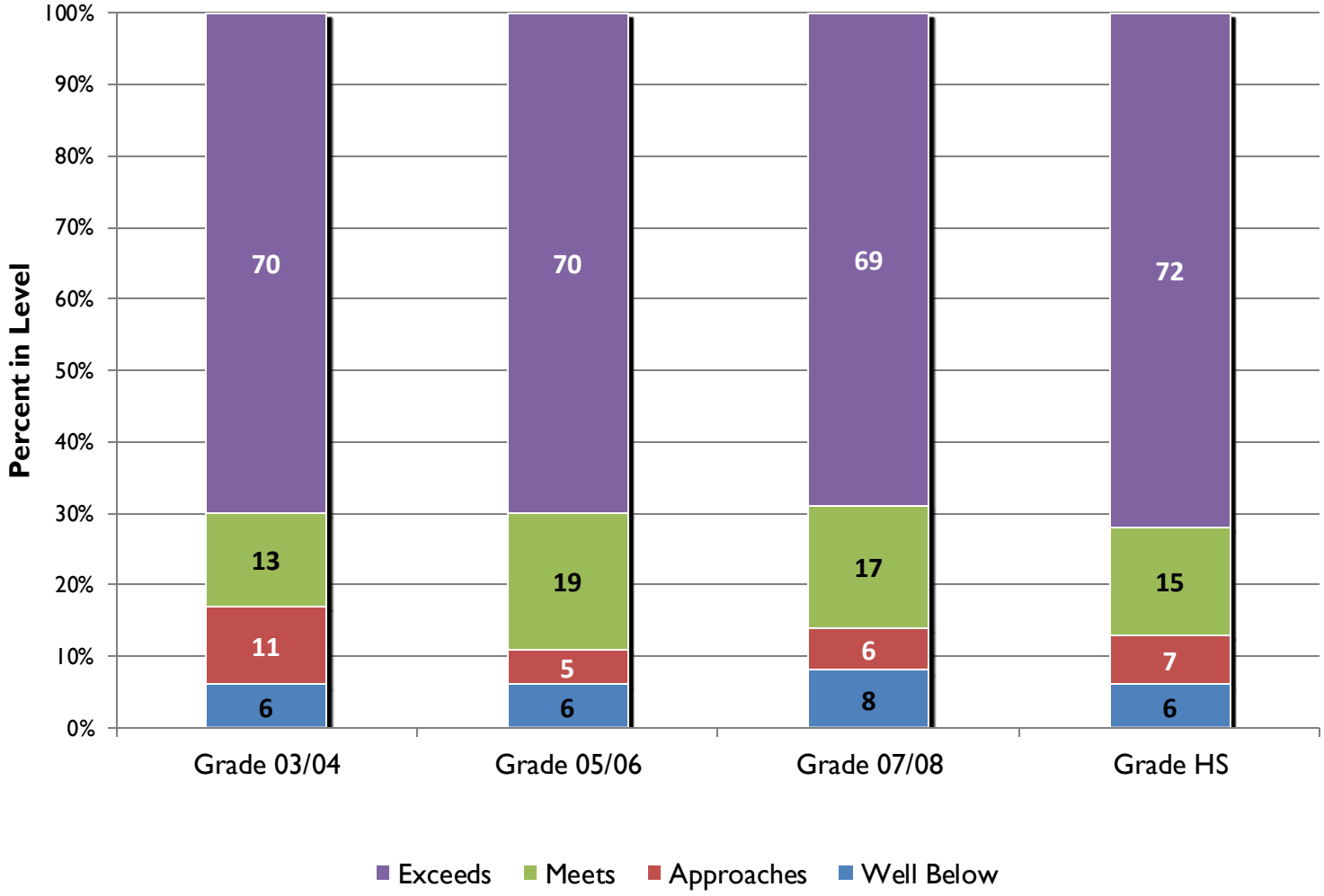
| Mathematics | Well Below Standard | Approaches Standard | Meets Standard | Exceeds Standard |
|---|---|---|---|---|
| Grades 3-4 | 1-3 | 4-9 | 10 | 11-12 |
| Grades 5-6 | 1-4 | 5-6 | 7-11 | 12 |
| Grades 7-8 | 1-5 | 6-8 | 9-10 | 11-12 |
| High School | 1-8 | 9-16 | 17-20 | 21-24 |


Impact of Proposed Cuts: % of 2012 students in each Performance Level for Mathematics
Percent in Level
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
70
13
11
6
49
40
5
6
69
17
6
8
72
15
7
6
Grade 03/04
Grade 05/06
Grade 07/08
Grade HS
Exceeds
Meets
Approaches
Well Below

# Articulation Panelists' Proposed Cut Scores

| Mathematics | Well Below Standard | Approaches Standard | Meets Standard | Exceeds Standard |
|---|---|---|---|---|
| Grades 3-4 | 1-3 | 4-9 | 10 | 11-12 |
| Grades 5-6 | 1-4 | 5-6 | 7-10 | 11-12 |
| Grades 7-8 | 1-5 | 6-8 | 9-10 | 11-12 |
| High School | 1-8 | 9-16 | 17-20 | 21-24 |

# Impact of Proposed Cuts: % of 2012 students in Performance Levels for Mathematics (revised)



# Advisory Committee

A group of 10 superintendents and special education directors convened to look at results across grades and provide feedback.

The advisory group expressed understanding of and confidence in the standard setting process and concurred with the articulation committee's recommendations.

# Superintendent's Recommendation

Superintendent Dorn recommends that the State Board of Education approve the WAAS-Portfolio Reading, Science, Writing and Mathematics cut scores as recommended by the standard setting articulation committee.