

Establishing Valid Standards for the Connecticut Checklist

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Evolution of the Checklist

- 1st Generation - 2000
 - Grades 4, 6, 8, & 10
 - Math, Language Arts & Access Skills
- 2nd Generation - 2006
 - Grades 3-8, & 10
 - Grade specific content
 - Science added in 2008, Grades 5, 8, & 10

Development of 2nd Generation Checklist

- An Alternate Assessment Advisory Committee
 - Original convened 1998.
 - Re-convened 2005
 - Committee of 18 included special education teachers, curriculum specialists, school administrators, parent representatives, CSDE staff
- Task of committee is to consider grade level:
 - Content Standards & Frameworks
 - Expected Performances
 - Performance Standards

Selecting assessment items

To help focus the selection process and the subsequent discussion, the CMT/CAPT Skills Advisory Committee members were asked to consider the following three questions:

1. What skill and knowledge endures?
2. What skills are essential for progress to the next level of instruction?
3. What contributes to a student's understanding of other standards?

Current Checklist Content

Language Arts :

- Reading and Responding;
- Exploring and Responding to Literature;
- Communicating with Others;
- English language Conventions.

Mathematics :

- Algebraic Reasoning: Patterns and Functions;
- Geometry and Measurement;
- Working with Data: Probability and Statistics;
- Numerical and Proportional Reasoning.

Current Checklist Content

Science: Grade 5

- Energy Transfer and Transformations
- Structure and Function
- Earth and the Solar System
- Science and Technology in Society

Grade 8

- Forces and Motion
- Heredity and Evolution
- Earth and the Solar System
- Science and Technology in Society

Grade 10

- Cell Chemistry and Biotechnology
- Genetics, Evolution and Biodiversity, Biotechnology

Current Checklist Content

ACCESS SKILLS:

- **Receptive Communication**
- **Expressive Communication**
- **Social Interactive Communication**
- **Basic Literacy**
- **Spatial Relationships**

PLDs for Grade 5 Reading

Fifth grade students who perform at this level fully complete academic tasks and activities derived from grade five content consistently and independently. Students at this level demonstrate a consistent and independent ability to:

- 1. Fully address essential content that has been derived from the fifth grade Language Arts Curriculum Framework
- 2. Fully use reading, listening or viewing skills to identify what is known (including identifying and discussing the topic or main idea) and understood about the text (including what is liked about the text)
- 3. Ask and answer questions
- 4. Discuss how the author's craft engages the reader
- 5. Fully summarize, support and respond appropriately to conclusions and judgments about the text
- 6. Make connections to the text (including personal and author experiences) independently.
- 7. Develop new vocabulary
- 8. Compare and contrast classical and contemporary text (including multi-cultural texts)
- 9. Identify fiction and nonfiction
- 10. Use instructional level material to read and understand words (including sight words)

TEST FORMAT

GRADE 5 LANGUAGE ARTS ASSESSMENT

Reading and Responding

Reminder: *Grade level text means grade level content.*

A. *Students use appropriate strategies before, during and after reading in order to construct meaning.*

1. *Activate prior knowledge, establish purposes for reading and adjust the purposes while reading. RR 5.1*

Essence: **Indicate what is already known about the text, determine reasons for reading it and be able to adjust accordingly.**

Make one prediction related to grade level text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generate one or more questions related to grade level text based on text features (e.g., captions, table of contents, book jacket, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indicate what is known about the grade level text based on text features (e.g., captions, table of contents, book jacket, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. *Monitor comprehension and apply appropriate strategies when understanding breaks down. RR 5.2*

Essence: **Understand what you are reading, viewing or listening to and apply strategies when you don't.**

Use one or more strategies (e.g., stop reading, questioning, rereading, etc.) to adjust comprehension within grade level text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use one or more strategies (e.g., stop reading, questioning, rereading, etc.) to monitor comprehension within grade level text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indicate when he or she does not understand text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. *Select and organize relevant information to use in a summary. RR 5.3*

Essence: **Use evidence from the text to support conclusions.**

Use at least four important details from grade level text in a summary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use three important details from grade level text in a summary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use one beginning and one ending detail from grade level text in a summary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. *Draw conclusions and use evidence to substantiate them by using texts heard, read and viewed. RR 5.5*

Essence: **Use evidence from the text to support conclusions.**

Provide one or more details from the grade level text as evidence to support a given conclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide a conclusion related to the grade level text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Given three choices, select a conclusion related to the grade level text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ⓐ Does not demonstrate

Ⓑ Developing/Supported

Ⓒ Mastered/Independent

Organization of the Checklist

Content Standard

Algebraic Reasoning Grade Three Examples

Performance Standard

A. *Patterns that are made with different objects and symbols and that follow the same rule may be classified together.*

Essence Statement: NOT part of CSDE Curriculum Framework

1. *Use a variety of materials to construct, reproduce, describe and extend number and spatial patterns. AR 3-1*
Essence: Demonstrate an understanding of pattern.

Downward Extension

Expected Performance

Continue a pattern with elements missing (A,B,A,B,A,___)

Reproduce an AB pattern with numbers, symbols or objects

Identify an AB pattern with numbers, symbols or objects

Standard Setting Process

- Initially set in January 2006
- Three achievement levels
 - Independent
 - Proficient
 - Basic
- Process TAC approved

Standard Setting Process

- Generalized holistic method (Cizek, Bunch, & Koons, 2004)
- Standards setting panel (22 members)
 - Classroom teachers
 - Special education teachers
 - Curriculum coordinators
 - School administrators

Standard Setting Process

- Five person team led SS sessions
- Round 1
 - Panelists examine checklist and PLDs
 - Panelists construct sample profiles matching borderline points
 - Panelist groups: grades 3-4, 5-6, 7-8 & HS
 - Round 1 produced a small distribution of profiles around each cut score

Standard Setting Process

- Round 2
 - Procedure borrows from judgmental policy capture (Jaeger, 1995) and dominant profile judgment (Plake, Hambleton, & Jaeger, 1997)
 - Panelists review each profile & PLD
 - Panelists sort profiles into levels
 - Panelists ratings tallied to produce initial standards

Standard Setting Process

- Initial cut scores compiled
- Final standard setting process
 - June 2006
 - Impact data considered
 - Vertical moderation applied
 - Modest adjustments to initial cut scores
- Final cut scores established

Standard Setting Results - Reading

	Proficient	Independent	Total Points
Grade			
3	53	87	126
4	54	84	126
5	55	85	126
6	54	80	126
7	56	80	126
8	57	87	126
HS	62	85	126

Student Report



Connecticut Mastery Test Skills Checklist Profile Second Generation

STUDENT 1

Grade: X
Birthdate: XX/XX/XXXX
SASID: XXXXXXXXXXXX
Test Date: XX/XX/XX

School: ANY SCHOOL
School Code: XX
District: ANY DISTRICT
District Code: XXX

OVERALL RESULTS

STUDENT 1 scored at the Basic level on the Reading Scale, at the Proficient level on the Communication Scale and at the Basic level on the Mathematics Scale and at the Application level on the Access Skills Scale.

Independent			
Proficient		+	
Basic	+		+
	READING	COMMUNICATION	MATHEMATICS

Application	+
Practice	
Awareness	
	ACCESS SKILLS

Survey Results

- Conducted June 2007
- Responses tabulated from teachers in:
 - 139 responses in grades 3-5
 - 125 responses in grades 6-8
 - 85 responses in high school

Survey Results

Percent of teachers reporting the checklist had an impact on these aspects of their teaching of grade level content.

- Lesson development 75/81
- Selection of teaching materials 48/63
- Professional development 37/56
- Understanding gen ed content 37/94

Survey Results

- Higher expectations 48/87
- Student inclusion in gen ed 29/41
- Collaboration with
 - Other special ed teachers 49/50
 - Paraprofessionals 52/55
 - Gen ed teachers 18/57
 - Parents 45/28

Survey Results

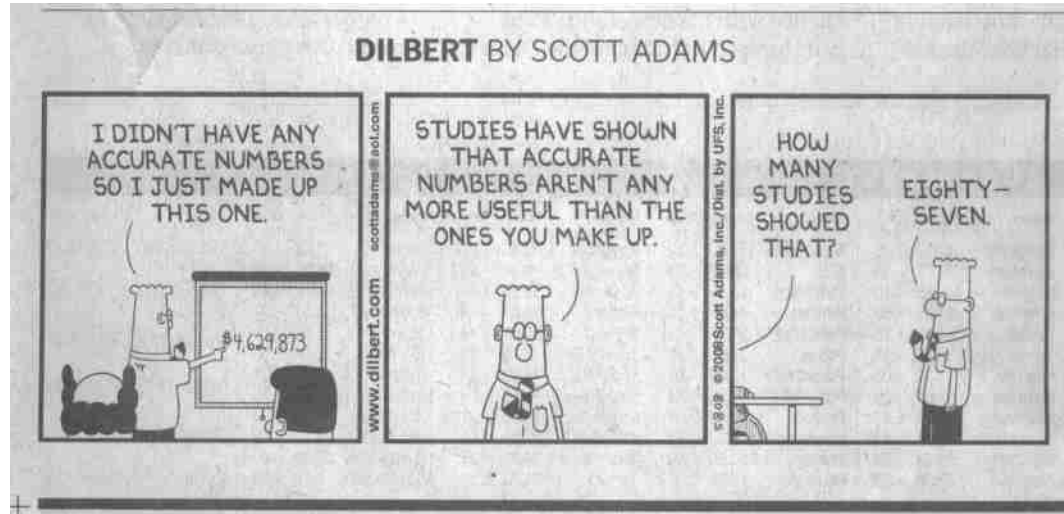
- 62% of teachers report use of the checklist to develop IEP goals
- Percent of teachers using the checklist results with parents.
 - Significant use 5 %
 - Moderate use 10 %
 - Little use 38 %
 - None 47 %

Survey Results

Percent of teachers reporting academic content objectives in their checklist students' IEPs.

	None	Little	Moderate	Significant
L A	8	15	28	50
Math	8	15	29	47
Science	45	28	15	11

Alternate Research Strategy



Validity Research in Connecticut

- Priorities established
- Current research
 - Consistent application of checklist by CT teachers
 - Effectiveness of scoring rubrics
 - Intended and unintended consequences of the use of the checklist

More Information

- CMT-CAPT Skills Checklist Technical Manual
- www.csde.state.ct.us/public/cedar/assessment
- PeterBehuniak@cox.net