

A black and white photograph of a construction site. In the foreground, there is a large, deep trench filled with dark, textured material, possibly soil or concrete. In the background, several large, rectangular rebar structures are visible, likely for a foundation or wall. The sky is bright and overexposed.

Comprehensive Assessment Systems

**The View from the Trenches
South Carolina**

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Short History

- Education Accountability Act (1998)
 - Palmetto Achievement Challenge Tests (1999)
 - Grades 3-8
 - ELA, Math, Science, SS
 - High School Exit Exam
 - End-of-Course Exams
 - Ratings of Schools and Districts/Report Cards (2001)
 - Absolute
 - Improvement



2006 Election/New Superintendent

- Review of the assessment and accountability systems was important part of campaign



- Transition Teams
- SCDE Plans

Guiding Principles

- Make accountability system more transparent
- Shift the emphasis from accountability and testing to instruction
- Less testing time for accountability and more comprehensive information from assessment
- Maintain high standards

Task Forces Convened

- Accountability
- Assessment
 - Formative
 - Interim
 - Accountability
- Accreditation



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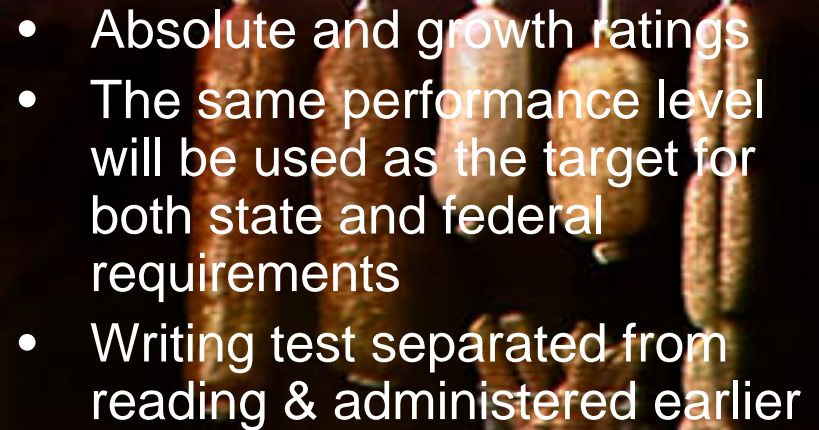


Task Force Membership

- Representatives from
 - Districts and schools
 - Teacher and school administrator organizations
 - State Board of Education
 - School Boards Association
 - General Assembly
 - Business community
 - Education Oversight Committee
 - Higher education
 - SDE

The Vision and The Law

- Unify state and federal accountability requirements
- Comprehensive Assessment System
 - Formative Assessment System
 - South Carolina Interim Tests
 - Tests for Accountability for South Carolina

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- Absolute and growth ratings
 - The same performance level will be used as the target for both state and federal requirements
 - Writing test separated from reading & administered earlier

- Grades 3-8
 - Census ELA and math
 - Sampling plan for science and social studies
 - MC only
- Formative Test Adoption List



Definitions



- Standards-based assessment
- Longitudinally matched student data
- Growth
- *‘Formative assessment’ means assessments used within the school year to analyze general strengths and weaknesses in learning and instruction, to understand the performance of students individually and across achievement categories, to adapt instruction to meet students’ needs, and to consider placement and planning for the next grade level. Data and performance from the formative assessments must not be used in the calculation of school or district ratings.*

Statewide Adoption List



- *Beginning with 2009-10 school year*
- *Subject to appropriations by the General Assembly*
- *Grades 1-9*
- *ELA and mathematics*
- *Criteria adopted by EOC and SBE*
 - Two-stage process
 - Submission instructions
<http://dev.ed.sc.gov/agency/Accountability/Assessment/FormativeAssessmentCallforSubmissions608.html>

Stage One - Provisional Adoption List

- Focus on validity and professional measurement standards
- Publishers must submit reports of experimental or quasi-experimental research showing how their products have been used to inform instruction to improve achievement.
- For each grade level and subject matter test combination submitted, publishers must provide pertinent evidence that an appropriate process was followed in the development of the assessment.



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Evaluation Criteria

- Study design is experimental or quasi-experimental
- The way(s) assessment was used to inform instruction is (are) adequately described
- Sample and sampling or assignment plan are described and appropriate for study
- Duration of study is indicated
- Data analysis, including statistical techniques used, is adequately described
- Study's findings and their practical significance are adequately described
- Study's sample size or repetitions are adequate
- Study's findings adequately indicate that they are positive, negative, or show no demonstrable effect on student achievement
- Report format meets criteria for length and font size
- Statistical and psychometric information provided are adequate



Elements as Appropriate

- Table of Specifications or blueprint*
- Reliability indices*
- Standard error of measurement for each score point*
- Decision consistency indices*
- Item difficulty for each item*
- Item discrimination for each item*
- DIF statistics for each item (gender and ethnicity)*
- Evidence of bias and sensitivity review for all items*
- Evidence that each item was edited for spelling, grammar, and usage conventions, and for cuing and item writing principles*
- Information about score derivation*
- Information about the interpretation of test scores*

Review

- Reviewers include district staff with expertise in testing, professors of assessment, former testing company staff
- Each submission evaluated by three reviewers
- Training for reviewers includes exemplars and practice



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Final Adoption List

- Publishers approved for the provisional adoption list must provide items and item-standard alignment information in Stage Two
- State Board approval required



Calendar

2008-09 Adoption Process

June 3, 2008

SCDE issues a *Call for Submissions*

June 20, 2008

Intent to Submit forms are faxed to SCDE

July 31, 2008

Stage One Submissions due to SCDE

August 27, 2008

SCDE notifies submitters about Stage One results

September 12, 2008

Stage Two – Test publishers receiving provisional approval submit items for an alignment review

November 2008 - SBE subcommittee

December 2008 – SBE approval

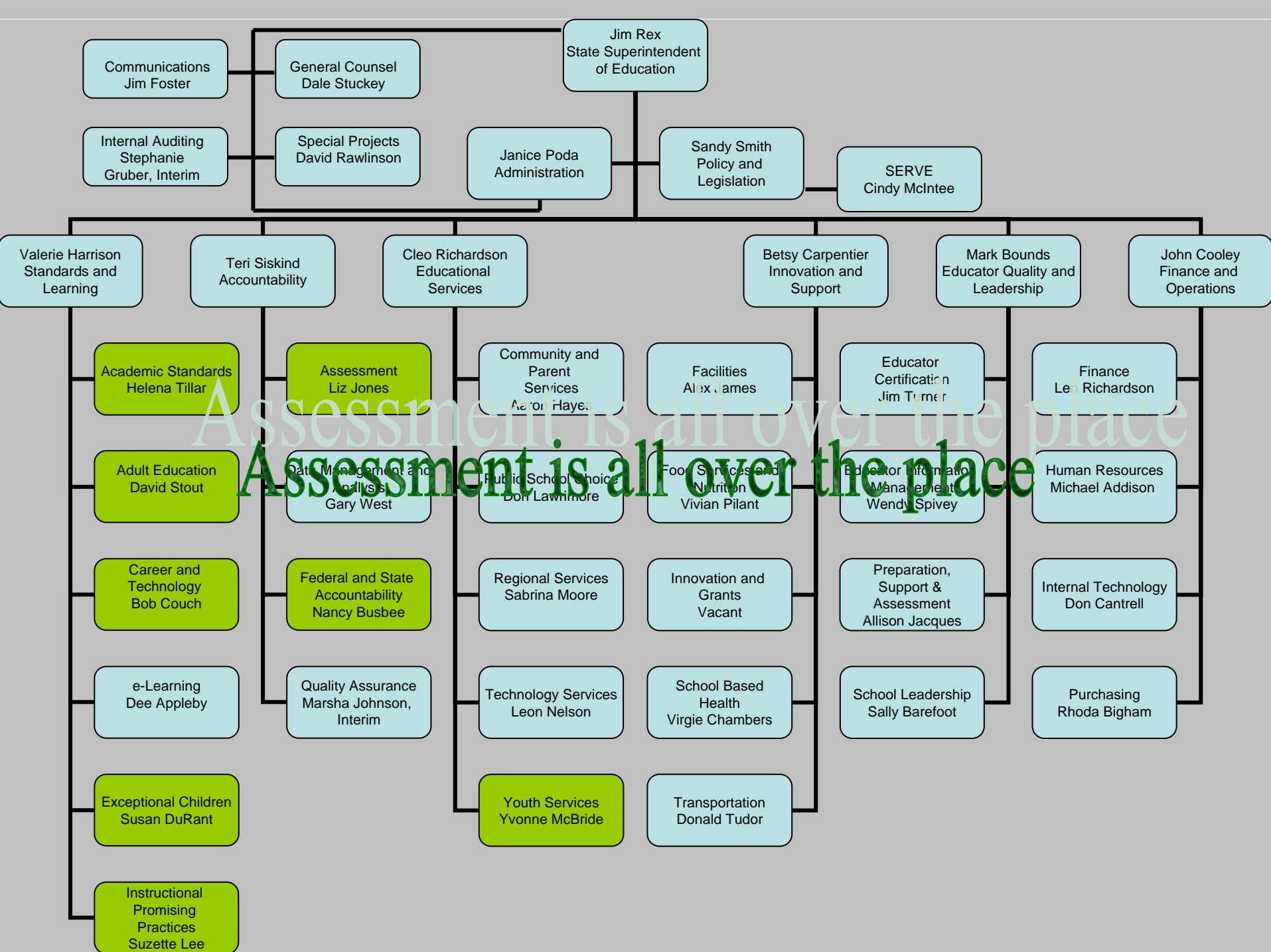
Upon approval districts and submitters will be notified and information will be posted on the Web

http://dev.ed.sc.gov/agency/offices/assessment/Formative_Assessments.html



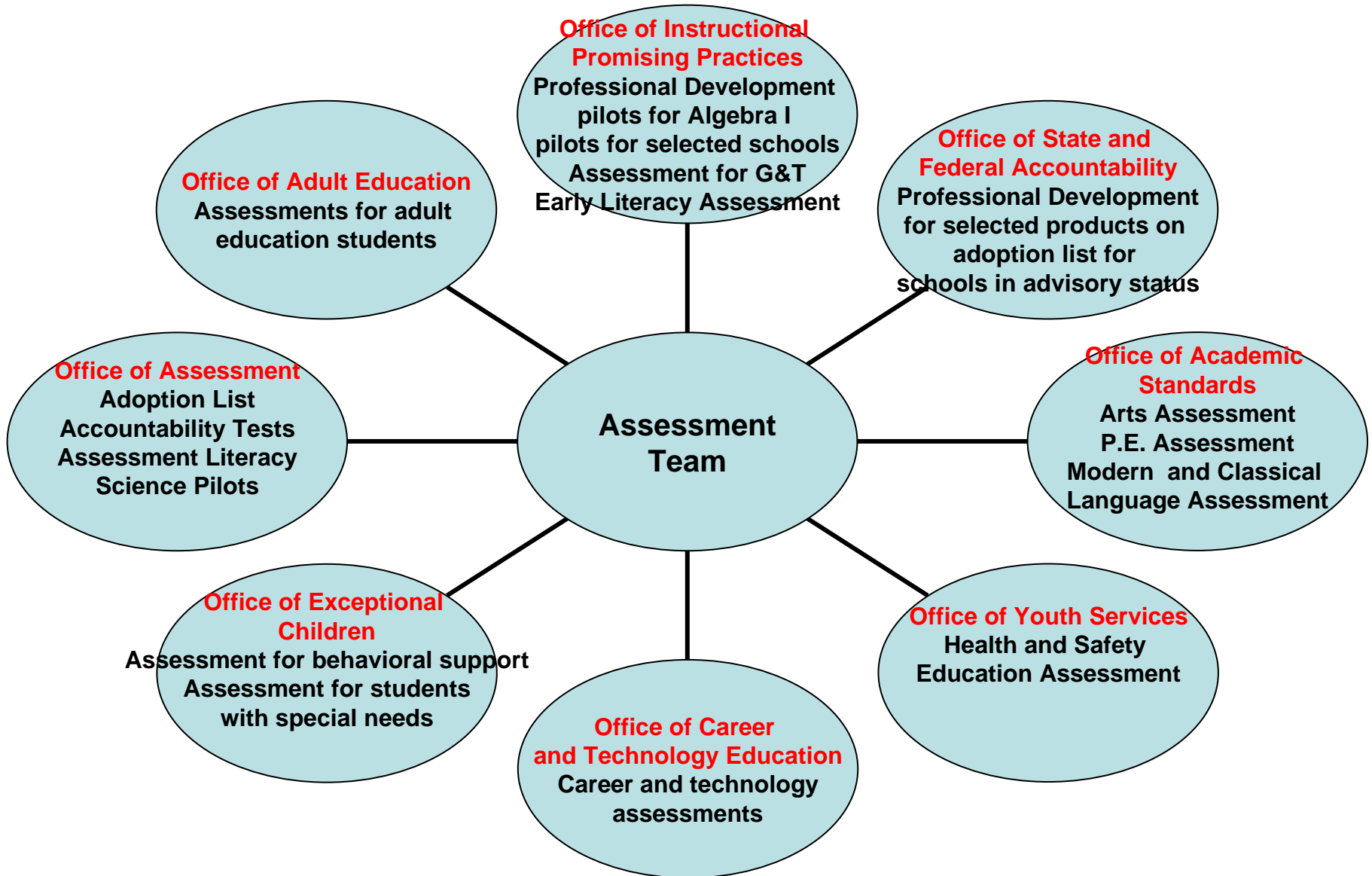
Adoption List for 2007-08

- 11 publishers submitted products for review for grades 1-8 and high school in ELA and mathematics
- Two products were approved for the provisional adoption list
- Most submitters failed to provide study
- Two assessments were adopted by SBE
- Alignment tables are posted at http://dev.ed.sc.gov/agency/offices/assessment/documents/ELA_Math_AlignmentTables.doc

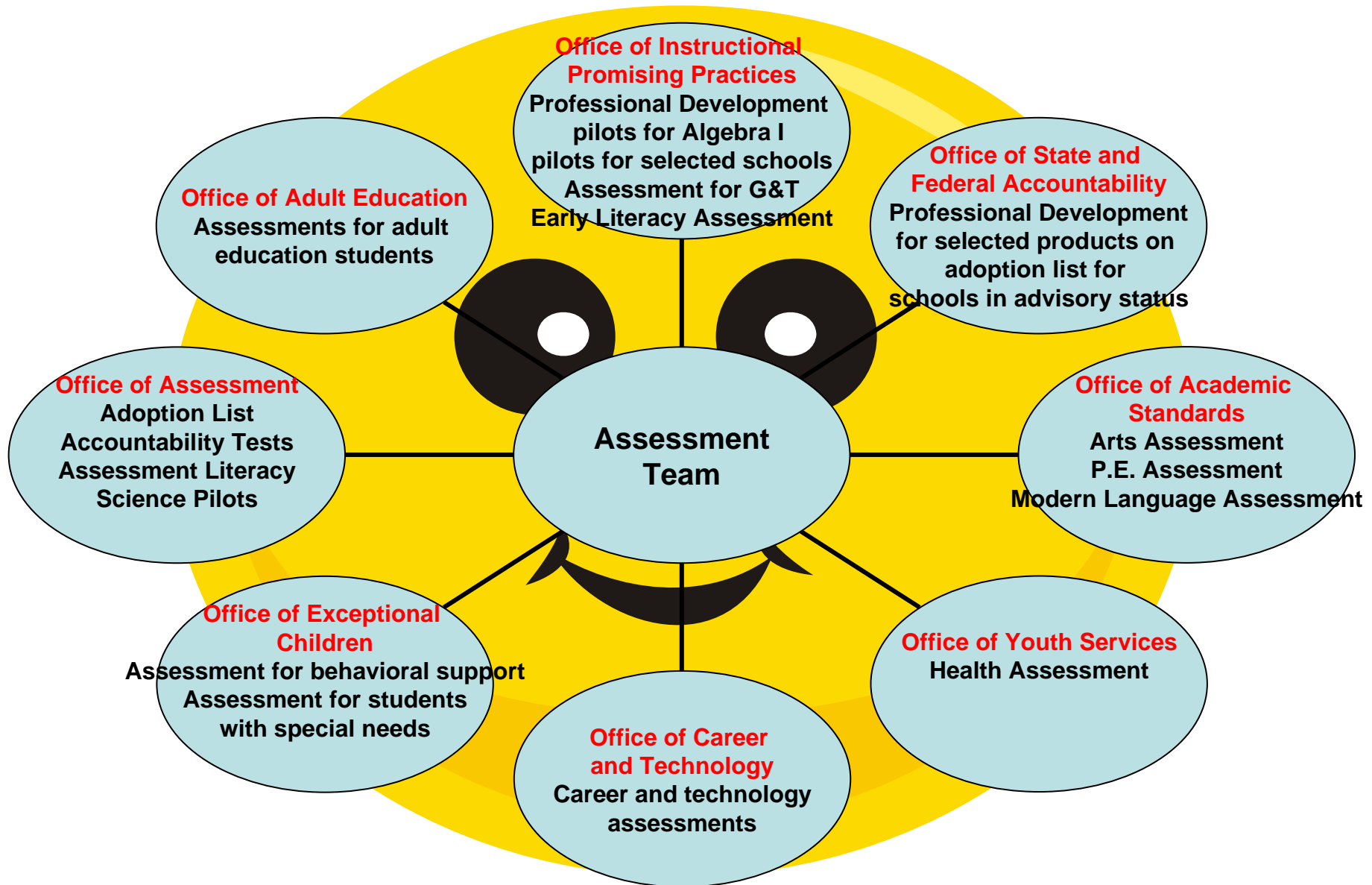


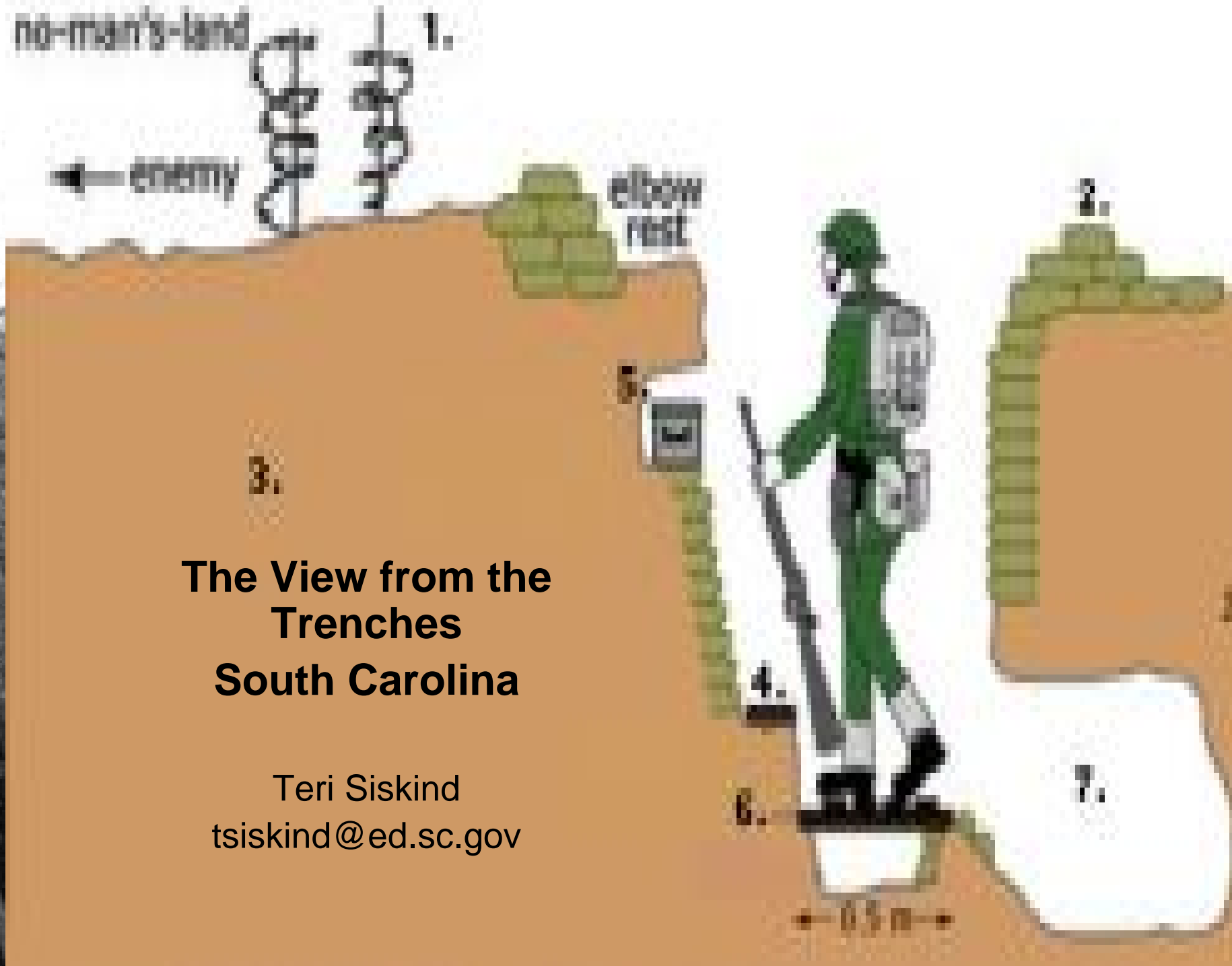
Assessment is all over the place

Fragmented Comprehensive Assessment System



Coordinated Comprehensive Assessment System





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