

Comprehensive Assessment System for South Carolina

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South Carolina Department of Education

Office of Assessment



South Carolina
Department of Education

Together, we can.

Education Accountability Act 1998

- Palmetto Achievement Challenge Tests (PACT)
 - 1999
 - Grades 3 - 8
- High School Assessment Program (HSAP)
- End-of-Course Examination Program (EOCEP)
- School and District State Report Cards
 - Absolute Rating
 - Improvement Rating

2006 Election/New Superintendent

- Transition Teams
 - Accountability more transparent
 - Shift emphasis from accountability and testing to instruction
 - Less testing time for accountability
 - More comprehensive information from assessment
 - Maintain high standards

Task Forces Convened

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

Vision

- Unify State and Federal Accountability
- Comprehensive Assessment System
 - Formative Assessment System
 - Interim Tests
 - Tests for Accountability

EAA Amendments (passed 12 days ago)

- New Assessment System
 - Grades 3 – 8
 - Implement in Spring 2009
- More Detailed Information for Students
- Results Earlier
 - Writing
 - Administered earlier in the year
 - Extended response and multiple choice items
 - ELA (Reading and Research), Math, Science, and Social Studies
 - administered in May
 - Multiple choice items only

EAA Amendments

- Statewide Adoption List for Formative Assessments
 - Formative Classroom Assessments
 - Formative Interim Assessments

Formative Classroom Assessments

- systematic and intentional process used by teachers and students
- during instruction
- that provide feedback
- to adjust ongoing teaching and learning
- to improve students' achievement
- of intended instructional outcomes

Formative Interim Assessments

- Tests administered periodically
- Meaningfully aggregated and reported
- Common uses
 - predicting future performance on large-scale accountability measures
 - evaluation of a program or instruction
 - helping to determine gaps in students' learning

Formative Interim Assessments

- Interim assessments can be used formatively (to inform instruction), but an assessment can be classified as interim without being formative.
- Need to evaluate carefully claims of efficacy in improving student achievement.

Statewide Adoption List

- Beginning with 2009-10 school year
- Grades 1-9
- ELA and mathematics
- Submissions of Assessments or Strategies
- Two Stage Evaluation Process
 - <http://dev.ed.sc.gov/agency/Accountability/Assessment/FormativeAssessmentCallforSubmissions608.html>
- Funding to districts subject to appropriations

Formative Adoption List

Stage One

- 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 submitted, publishers must provide pertinent evidence that an appropriate process was followed in the development of the assessment.

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

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

Formative Adoption List

Stage Two

- Assessment/Classroom Strategies
 - Description of strategy
- Assessments - Publishers approved during Stage One provide items alignment information
- State Board approval required

Adoption List for 2007-08

- 11 publishers submitted products for review for grades 1-8 and high school in ELA and mathematics
- Most submitters failed to provide a study
- Two assessments were approved
- Alignment tables
http://dev.ed.sc.gov/agency/offices/assessment/documents/ELA_Math_AlignmentTables.doc

Contact Information

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