

# Washington: Comprehensive to End-of-Course and Back Again

NCSA Conference



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

# Where Washington State has been

- First comprehensive exams in 10<sup>th</sup> grade in 1999 – reading, writing, mathematics. Scheduled to be exit exams for class of 2008.
- First comprehensive 10<sup>th</sup> grade science exam in 2004.
- New WA mathematics content standards adopted in 2008. Conditional delay of exit exams in effect. EOCs to replace comprehensive in 2011.
- New WA science content standards adopted in 2009.
- First administration of algebra, integrated math I, geometry, and integrated math II EOCs in 2011.
- First administration of biology EOC in 2012.

# Why the move to end of course exams?

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ESHB 1410, Sec. 1. (1) **The legislature continues to support end-of-course assessments as a fair and practical way to measure students' knowledge and skills in high school science...** The legislature also does not wish to narrow the high school science curriculum to a singular focus on biology.

# Where Washington State is going now

- Common Core State Standards adopted in 2011.
- Washington joins Smarter Balanced as a governing state and fiscal agent.
- Next Generation Science Standards adopted in 2013.
- EHB 1450 describes transition to Smarter Balanced comprehensive exams. Anticipates moving to comprehensive science exam.
- Both comprehensive and EOCs to be administered from 2015 – 2018.
- Class of 2019 must pass grade 11 comprehensive exams in math and ELA.

# Why comprehensive math?

- ▶ EHB 1450, Sec. 1: The legislature intends to **reduce the overall costs** of the state assessment system by implementing the eleventh grade English language arts and mathematics assessments being developed by a multistate consortium in which Washington is participating, **maximize use of the consortium assessments** by developing a tenth grade high school English language arts assessment and modifying the algebra I and geometry end-of-course assessment to be used only during the transition...

# Why comprehensive science?

- ▶ EHB 1450, Sec. 4: **The legislature intends to transition from a biology end-of-course assessment to a more comprehensive science assessment** in a manner consistent with the way in which the state transitioned to an English language arts assessment and a comprehensive mathematics assessment. The legislature further intends that the transition will include at least two years of using the student assessment results from either the biology end-of-course assessment or the more comprehensive assessment ...

# Summative Assessments in 2014–15 and beyond

	English/LA	Mathematics	Science (no change)
Grade 3	SBA	SBA	
Grade 4	SBA	SBA	
Grade 5	SBA	SBA	MSP
Grade 6	SBA	SBA	
Grade 7	SBA	SBA	
Grade 8	SBA	SBA	MSP
Grade 10 (or below for EOCs) (until Class of 2019)	<i>Comprehensive ELA exit exam</i>	<i>Year 1 or Year 2 EOC exit exam</i>	<i>EOC Biology exit exam (until NGSS)</i>
Grade 11	SBA	SBA	
Grade 11 or 12 (class of 2015 & 2016)	<i>HSPE Reading and/or Writing Retake</i>		

SBA=Smarter Balanced Assessment; MSP=Measurements of Student Progress;  
EOC=End of Course exams; HSPE=High School proficiency Exam

# HS Testing for Graduation

(new June 30, 2013 from HB 1450)

## *Graduation Assessment Requirements*

- ▶ Class of 2014
  - ▶ HSPE Reading, HSPE Writing, 1 Math EOC
- ▶ Classes of 2015 – 2018
  - ▶ ELA comprehensive exam, 1 Math EOC exit exam, Biology EOC
- ▶ Class of 2019 and beyond
  - ▶ Smarter Balanced Assessments in ELA and Math, and a Science assessment (EOC Biology until NGSS assessment)



# Assessment High School Graduation Requirements by Class

Class of...	English Language Arts		Mathematics	Science
2014	Reading HSPE	Writing HSPE	Either Algebra or Geometry EOC	
2015 & 2016	HSPEs or ELA Exit Exam or Smarter Balanced		Either Algebra or Geometry EOC or EOC Exit Exam or Smarter Balanced Math	Biology EOC <i>(until Next Gen Science Standards)</i>
2017 & 2018	ELA exit exam or Smarter Balanced ELA			
2019 and beyond	11 <sup>th</sup> grade Smarter Balanced ELA		11 <sup>th</sup> grade Smarter Balanced Math	



# Assessments That Fulfill High School Graduation Requirements

			Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019
<b>ELA</b>	Rdg & Wtg HSPE	End March 2015	X	X	X			
<i>CCSS</i>	10th ELA Exit Exam	Begins Spr 2015		X	X	X	X	
<i>CCSS</i>	11th Smarter Balanced ELA	Begins Spr 2015		X	X	X	X	X
<b>Math</b>	Alg 1/Geom EOCs	End Jan 2015	X	X	X	X	X	
<i>CCSS</i>	Alg 1/Geom EOC Exit Exams	Begin Spr 2015		X	X	X	X	
<i>CCSS</i>	11th Smarter Balanced Math	Begins Spr 2015		X	X	X	X	X
<b>Science</b>	Biology EOC	Through 2016?		X	X	X?		
<i>NGSS</i>	Next Gen SS	Maybe Spr 2017				X?	X	X



# New Washington-developed Exit Exams

- ▶ Available in late spring 2015
- ▶ Developed from Smarter Balanced item bank
- ▶ Paper based
- ▶ Given in grade 10 (or earlier for EOCs)
- ▶ Not required for accountability but need to be available to all students for graduation
- ▶ Can be retaken in 11<sup>th</sup> and 12<sup>th</sup> if needed

# CAA Options – modified for CCSS

- ▶ Collection of Evidence
  - ▶ Will be updated to be aligned with Common Core State Standards
- ▶ College Admission tests (SAT, ACT)
  - ▶ New cut scores will be needed once cut scores are known on Smarter Balanced tests
- ▶ Out of state tests, grades comparisons, other waivers



# Questions?





**Thank you!**

Send questions to  
[Cinda.parton@k12.wa.us](mailto:Cinda.parton@k12.wa.us)



*Nevada Ready!*

# What are we talking about

Transitioning Nevada to the Next  
Generation Assessments through  
SBAC & AB288





# Smarter Balanced

- Nevada is a governing state with the Smarter Balanced Consortium
- Nevada adopted new academic content standards in English Language Arts and Mathematics in 2010.
- Nevada districts have been implementing the new standards since 2010.
- Nevada will assess the Smarter Assessments for grades 3-8 in the spring of 2015.



# The Assessment Challenge

**How do we get from here...**

Nevada Academic Content Standards specify K-12 expectations for college and career readiness

**...to here?**

All students  
leave high school  
college and career  
ready

and what can an  
assessment system  
do to help



# Overview of AB288

High school equivalency assessment

College and Career Readiness  
Assessment

End-of-Course of Exams

Elimination of the High School  
Proficiency Examination

Determination of high school graduation  
requirements

# College and Career Readiness Assessment

- The State Board will select a CCR Assessment.
- Commencing with the school year 2014-15 and each year after, students enrolled in grade 11 will take this assessment.
- Must take this assessment to receive a standard high school diploma.
- The assessment must provide information that informs the student about their strength and weaknesses.
- Allows teachers and other educational personnel to use the result to provide appropriate interventions to prepare for college and career success



# End-of-Course Exams

State Board has determined that the first “set” of EoC exams will be:

Math I given in grade 9

Math II given in grade 10

ELA I (focus on reading)  
given in grade 10

ELA II (focus on writing)  
given in grade 10

- These exams have gone through a process to determine which standards will populate the exams in accordance to NRS.
- The Council to Establish Academic Standards has to approved the recommended standards.
- The NDE will work with WestEd to design the EoC exams.
- The NDE will facilitate bias reviews, content review, and district discussions concerning the creation and delivery of the EoCs.



# End-of-Course Exams

- The second iteration of these exams may have the collapse of the 10th grade ELA (reading and writing) and the inclusion of a Science I exam.
- Further iterations may include social studies and Fine Arts.

# Transition to End-of- Course

Because of the stringent timeline associated with the creation of these exams, variability may occur in expectations of use for graduation purposes

- 9<sup>th</sup> graders in 2013-14 and 2014-15 will have an alternate route to graduation.
- Mandatory participation in EoC exams in 2014 through 15. This will be used as baseline data to determine what “passing” will mean.
- Students can pass a class, aligned to the recommended standards, for graduation purposes  
OR
- Student pass the EoC at the established passing score.

# Elimination of the HSPE

10th graders this year must pass the HSPE (reading, writing, mathematics, and science)

Retake opportunities will remain the same for this class.

9th grades, 2014, will be responsible for passing 4 EoC Exams.



# Graduation Requirements

- The State Board of Education has established a work group to look at what is presently required for graduation in Nevada and what it should look like.
- State Superintendent Erquiaga and Deputy Superintendent Canavero have been facilitating the discussion of this workgroup.
- Two work group meetings have occurred and other are in the planning.



# Questions?

Yes, I am a proud Grandma!

# End of Course Assessments: Design Considerations

Chad W. Buckendahl  
Alpine Testing Solutions

[Chad.Buckendahl@alpinetesting.com](mailto:Chad.Buckendahl@alpinetesting.com)



# Program Design

- Defining intended/unintended uses
  - Student achievement
  - Career and College Ready
  - Graduation eligibility
  - Teacher evaluation
  - School accountability
  - School improvement
- Defining intended populations
  - Students, Educators, Higher Ed, Employers, Policymakers, Public

# Validation framework/agenda

- Operational
  - Content
  - Response processes
  - Internal structure
  - Relations to other variables
  - Consequences
- Policy
- Innovation

# Applying the framework

- Operational
  - Content
    - Alignment of curriculum, instruction, assessment
    - Item, task, scoring, and rubric development/review (e.g., content, bias)
    - Defining performance standards
  - Response processes
    - Representation of intended cognitive processes (e.g., knowledge, analysis, production skill)

# Applying the framework (cont.)

- Operational
  - Internal structure
    - Dimensionality
    - Differential item functioning
  - Relations to other variables
    - Transcript studies
    - External assessments
  - Consequences
    - Impact on curriculum and instruction
    - Educator motivation

# Applying the framework (cont.)

- Policy
  - Opportunity to Learn
  - Appropriate accommodations
  - Changing interpretation(s) and use(s)
- Innovation
  - Administration strategy (e.g., LOFT, MST, CAT)
  - Computer automated scoring of text
  - Item types (e.g., cases, performance items)



# Suggestions

- Technical Advisory Committees
  - Input on validation framework
  - Prioritizing collection and evaluation of evidence
- Communications plan
  - Intended uses and interpretations
  - Differential reporting for stakeholders
  - Transparency of system limitations

# Summary

- End of Course or Survey/Comprehensive?
- Validation as a multifaceted, ongoing process
- Program design facilitates efficiency
- Avoiding intuitive test theory