PROFICIENCY ASSESSMENTS FOR WYOMING STUDENTS (PAWS) and Rewards and Consequences

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Educational Quality and Accountability

Wyoming Department of Education

November 2004

PROFICIENCY ASSESSMENTS FOR WYOMING STUDENTS

P A W S

WYOMING DEPARTMENT OF EDUCATION

HARCOURT ASSESSMENT, INC.

UNIQUE FEATURES

- Instructionally supportive assessments
- Technical Advisory Committee - Jim Popham, David Berliner, Jim Pellegrino, Rebecca Kopriva, Mike Flicek
- Driven by the goal of providing specific information on student learning
- Identify, measure, and report on the most important focus areas for each content area
- Districts can make choices between year-end and year-round tests
- Districts will have access to additional assessment tools free of charge to help with teaching and learning

TEST DESIGN (PAWS)

DISTRICTS MUST CHOOSE BETWEEN YEAR-END AND YEAR-ROUND

YEAR-END TEST	YEAR-ROUND TESTS	CLASSROOM TESTS/TOOLS	OTHER TESTS
READING, WRITING, AND MATH (SCIENCE BY 2008)	READING, WRITING, MATH, AND (SCIENCE) JAN & APRIL	(CLASSLINKS) READING, MATH, AND SCIENCE, Bookette Skillwriter	ALTERNATE ASSESSMENT
READING & MATH ADMINISTERED IN MARCH./WRITING IN JAN & APRIL	SHORTENED TESTS - TWICE PER YEAR CLASSROOM SETTING	LINKED TO YEAR-END AND YEAR-ROUND TESTS	STANFORD ENGLISH LANGUAGE PROFICIENCY (SELP)
HARCOURT SCORES READING, MATH & SCIENCE WY TEACHERS SCORE WRITING	HARCOURT SCORES READING, MATH & SCIENCE WY TEACHERS SCORE WRITING	SKILLWRITER (WEB-BASED TOOL)	GRADE 12 CAPSTONE Language Arts, Math, Science & Social Studies
Counts for AYP	Counts for AYP	K-3 READING MEETS REQ FOR READING FIRST & EA 69	Does not count for AYP

YEAR-END Overview

- Year-End Exam 2005-2006
  - Reading and Math administered once annually in March
  - Writing administered in January and April
  - Covers year's grade level standards
  - Paper-and-pencil administration only
  - Block of items shared with year-round exams

YEAR-ROUND Overview

- Year-Round Exam 2005-2006
  - Reading, writing, math, and science administered once in January and once in April in the classroom setting
  - Covers very specific chunks or portions of Year-End assessment.
  - Online or paper & pencil administration
  - January administration = Preliminary score
  - April administration combined with January score for final score

CLASSLINKS Overview

- Classroom Assessments
  - Reading, Math, and Science and Bookette Skillwriter
  - To inform instruction at the classroom level
  - Used to help teachers prepare students for summative tests
  - Provides a cumulative picture of content mastery for students
  - On-line or on paper administration
  - Available in Fall 2005

K-3 Reading - Overview

- K- 3 Reading - Early Reading Diagnostic Assessment (ERDA)
  - Screening and Diagnostic measures
  - Covers components of Enrolled Act 69
  - Covers components of Reading First legislation
  - Available in January 2005

SELP - Overview

- Stanford English Language Proficiency Test
  - Augmented items developed for Wyoming ELD standards
  - Meets NCLB assessment and accountability requirements in all five domains
  - Includes an optional Screening Test and Rapid Reports for immediate scoring
  - Administered in April 2005

ALTERNATE ASSESSMENT Overview

- Alternate Assessment
  - Alignment of Expanded Standards
  - Rating scale developed from the Adaptive Behavior Assessment System (ABAS)
  - Augmented to Wyoming grade-level content standards
  - Administration Spring 2006

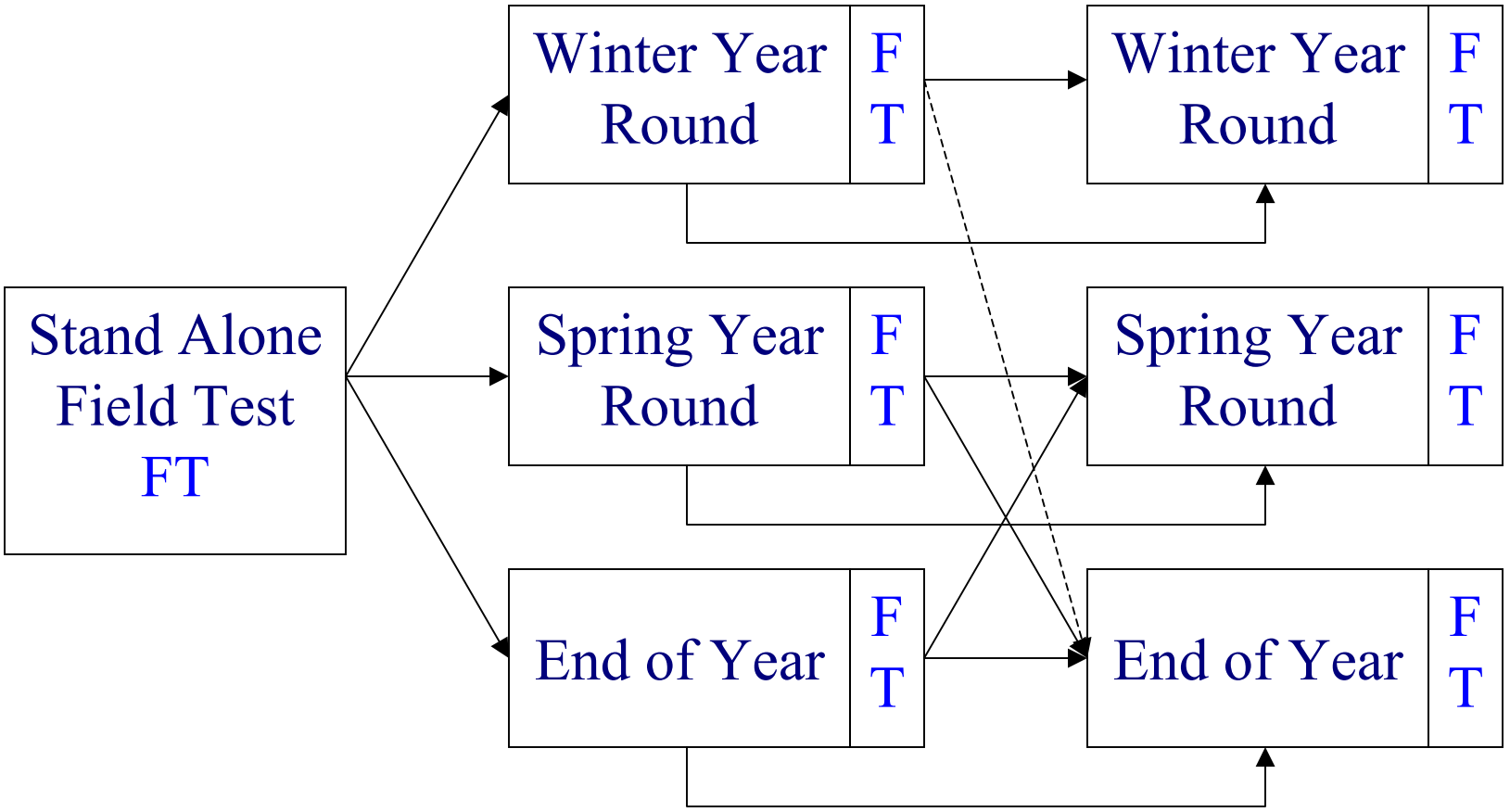
PAWS Development

- Cognitive Labs in October
- Item Reviews online in November & December
- Stand Alone Field Test
  - Administered first week of May, 2005 in the classroom setting
  - Items for both Year-Round and Year-End exams
  - Standards setting training and workshops
  - Full administration in 2006

DESIGN PROCESS

- State Standards including Performance Descriptions
- Measurement Constructs - Prioritized Standards
- Focus Areas
- Assessment Descriptions - Grain Size
- Item Development
- Item Review
- Field Test
- Standard Setting
- Administration
- Re-evaluation of cut scores
- Reporting

Item Sourcing Diagram



DISTRICTS CAN CHOOSE!

- Districts choose one of the two options offered in the PAWS system by Spring 2005:
  - Year-Round Assessment
  - Year-End Assessment

Professional Development

- Item Reviews (200 teachers)
- Teacher Scoring Training for Writing Assessment
- Posttest Workshops Following Return of Reports
- Integrated use of WEdGate

Teacher View

Teacher's view of student results on 6th grade mathematics assessment test. (webpage snippet)

Question: What stands out to you in this picture?

Answer: Most of the students went for the same distracter!

Class to view:

MATH ACC

Detail by Item

Student	Score	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
		6.1.8	6.4.1	6.2.1	6.1.3	6.3.4	6.5.1	6.5.2	6.5.1	6.3.3	[illegible]	6.2.1	[illegible]	6.1.4	6.3.2	6.2.3	6.4.3	6.1.4	6.3.5	6.5.1	6.3.2	6.2.2	6.1.5	6.1.7
Burciaga, Josephine	63.0			C								C	G		F				J			B		
Cowart, Shelby	89.1											A												
Garza, Sabrina	76.1						J	A				A							J					
Gorski, Cody	95.7						J																	
Jaimes, Reyna	82.6										F						H			D				
Miller, Taylor	73.9			C			J				F	A		D			F			C				B
Reyes, Melissa	82.6											A					H				F			
THOMASON, JOURNEY	84.8									C	F	A			G		H						G	
Valdez, Miranda	65.2					B						A	H	D	F		F		H					B
Vazquez, Marcos	76.1						F			C		A					F							

Student	Score	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46
		6.5.1	6.4.2	6.3.1	6.2.2	6.1.2	6.1.4	6.3.5	6.1.1	6.4.3	6.4.1	6.4.2	6.1.2	6.3.4	6.3.3	6.2.2	6.1.3	6.1.6	6.1.8	6.3.2	6.4.2	6.1.5	6.2.2	6.1.1
Burciaga, Josephine	63.0	G	D	F				H	A			F		J	C	H		F	D					
Cowart, Shelby	89.1	G			C		B								C									
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Vazquez, Marcos	76.1				C	J	D			H				J	D	H								

SE	Expectation Description
6.1.1	Students use the concept of place value to read and write decimals (to 1000ths) in words, standard, and expanded form.
6.1.2	Students multiply decimals (10ths and 100ths) and divide whole numbers by 2-digit divisors and divide decimals by whole numbers.
6.1.3	Students represent the number line using integers.
6.1.4	Students explain their choice of estimation and problem solving strategies and justify results when performing number operations with fractions and decimals in problem-solving situations.
6.1.5	Students identify prime and composite numbers and apply prime factorization to numbers less than 100.
6.1.6	Students demonstrate an understanding of fractions and decimals by representing fractions as division of whole numbers, converting between mixed numbers and improper fractions, simplifying fractions and mixed numbers, writing fractions in equivalent forms, using parts of a set, rounding decimal numbers to 10ths, 100ths, and whole numbers (units) place and converting between decimals (from .01 to .99), fractions and representing percentages.
6.1.7	Students add and subtract mixed numbers with like denominators.
6.1.8	Students represent repeated multiplication in exponential form.
6.2.1	Students classify, describe, compare, and draw representations of 1- and 2-dimensional objects and angles.
6.2.2	Students identify and classify congruent objects by properties appropriate to grade level.
6.2.3	Students communicate the reasoning used in identifying geometric relationships in problem-solving situations appropriate to grade level.

Teacher View

Teacher's view of student results on 6th grade mathematics assessment test. (webpage snippet)

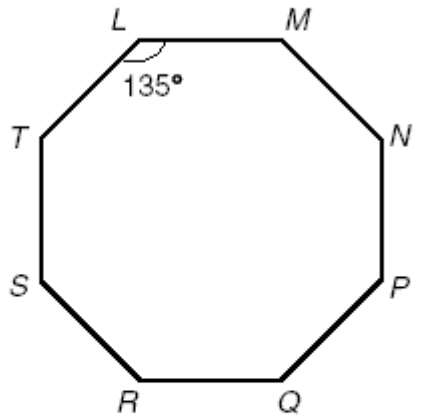
"Click"

Class to view: MATH ACC

Student	Score	Detail by Item 1 (6.1.8)	2 (6.4.1)	3 (6.2.1)	4 (6.1.3)	5 (6.3.4)	6 (6.5.1)	7 (6.5.2)	8 (6.5.1)	9 (6.3.3)	10	11 (6.2.1)	12	13 (6.1.4)	14 (6.3.2)	15 (6.2.3)	16 (6.4.3)	17 (6.1.4)
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Question: The angle at each vertex of a regular octagon is 135°.



What type of angle is at each vertex of a regular octagon?

A,F) Acute

B,G) Right

C,H) Straight

* **D,H)** Obtuse

The state standard

Teacher View

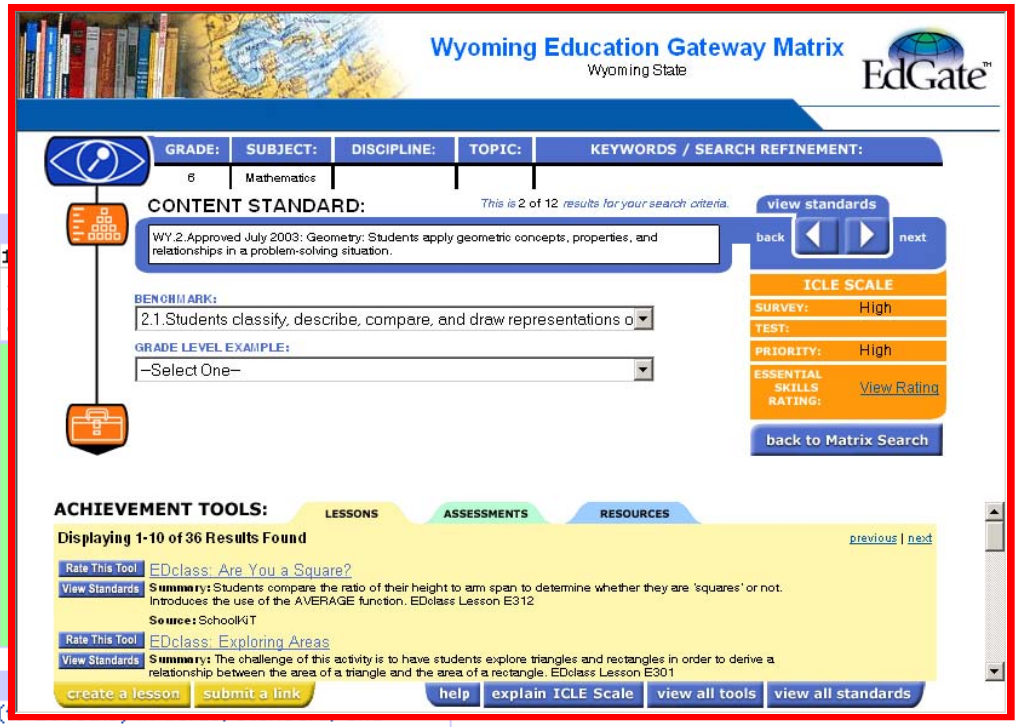
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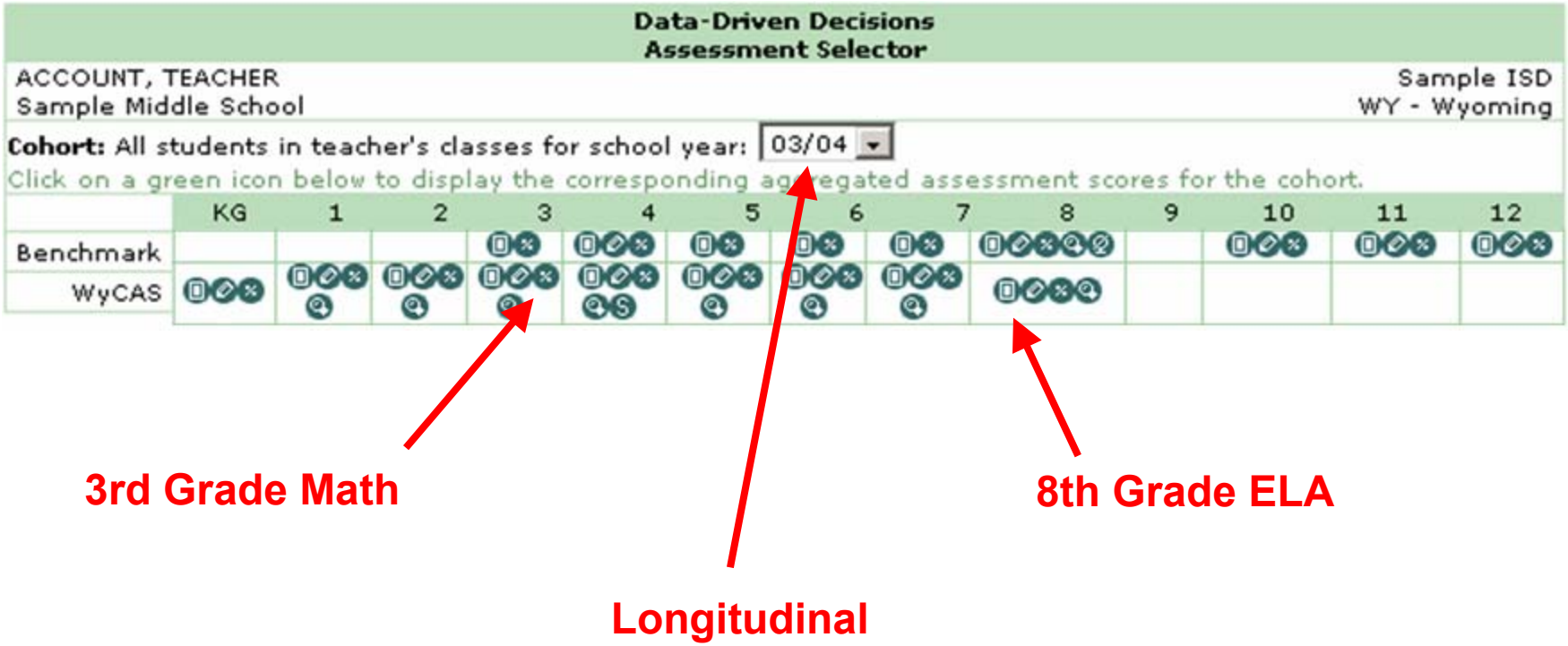
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The state standard

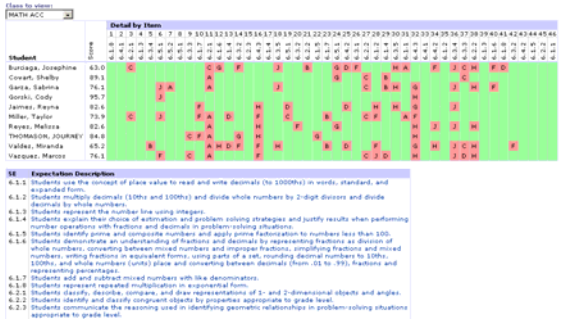
Assessment Selector

One – Click Reports

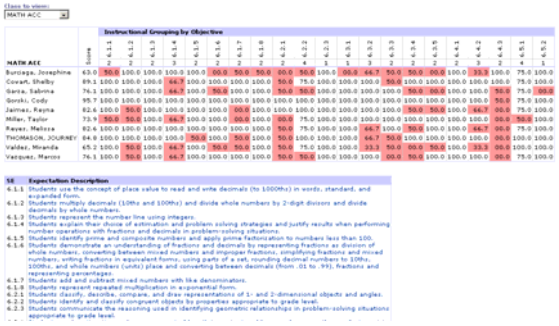


Data Driven Decision Reports

Student



1) Detail by Item



2) Summary by Benchmark

Benchmark



3) Detail by Item



4) Summary by Benchmark

Rewards and Consequences

WYOMING DEPARTMENT OF EDUCATION
and
ASSESSMENT AND ACCOUNTABILITY TASK FORCE

Consequences - Transitional Plan

Year 1 – Schools/districts examine why they did not make AYP and address those issues.

Year 2 – Schools/districts revise school improvement plans and focus their professional development efforts to address the particular issues on which they did not meet AYP. Title I schools must also offer public school choice and spend 10% of their Title I funds on professional development.

Consequences - Permanent Plan

- Task Force met on October 26 & 27 with the WDE to draft recommendations which focus primarily on school improvement, professional development, and technical assistance
- Districts were invited to speak and provided input
- Present recommendations to Management Council in November
- Work with State Board of Education to promulgate rules and regs for permanent plan
- Consequences will be effective for the 2005 WyCAS results

Rewards and Consequences

- HB 126 required that the State Superintendent (WDE) and the Assessment and Accountability Task Force make recommendations to the State Board of Education for a permanent plan for rewards and consequences for Wyoming schools and districts
- State Board through WDE will now begin the rule and regulation process to establish a permanent plan for rewards and consequences
- Wyoming has an accountability system which has been fully approved by the USDE and has imposed consequences upon schools and districts using the transitional plan approved for 2004 (15 schools and one district)

Rewards and Consequences

- Single statewide accountability system with rewards and consequences that apply to all public schools and districts with appropriate distinctions between Title 1 and non-Title 1 schools
- Primary goal is to provide interventions that help improve student achievement

Rewards and Consequences

- Rewards should include:
  - Recognition
  - Monetary awards
  - Increased local flexibility
- Consequences should include:
  - Menu approach
  - Options which districts impose upon schools
  - Escalating interventions over time

Rewards and Consequences for Schools

- Rewards:
  - Notify schools and provide option for further recognition
  - Highlight promising practices at NCA school improvement conferences
  - Encourage schools to seek awards from Innovative Trust Fund
  - Federal funds for Title 1 schools only and Continuous Improvement grants for all schools
  - Flexibility in expenditure of state and federal funds (where consistent with state and federal law)

Rewards and Consequences for Schools

- Consequences for Year 1:
  - Expect schools to examine areas not meeting AYP as part of NCA process
  - Provide targeted technical assistance from state
- Consequences for Year 2:
  - Revise school improvement plan as part of NCA process with involvement of parents and district approval
  - Targeted technical assistance from state and district, including possible teacher corps
  - Title 1 schools target 10% of Title 1 funds for professional development
  - Title 1 schools offer public school choice

Rewards and Consequences for Schools

- Consequences for Year 3:
  - Same as Year 2 plus Title 1 schools offer supplemental educational services
  - Provide additional tutoring and support services through summer school and related remediation efforts

- Consequences for Year 4:
  - Same as Year 3 plus district must choose from following menu of options: place expert in school, extend learning time, new curriculum, decrease school management authority, restructure school's internal organization, replace appropriate staff (Corrective action can include reviewing, revising, and/or expanding prior interventions)

Rewards and Consequences for Schools

- Consequences for Year 5:
  - Title 1 schools, plan for restructuring as defined in Year 6
  - All schools review their corrective action plans
- Consequences for Year 6:
  - Title 1 schools institute restructuring plan which includes a fundamental reform at a systemic, governance level to improve student achievement
  - Non-Title 1 schools must review, revise, and/or expand corrective actions

Rewards and Consequences for Districts

- Rewards: Notify district and provide option for further recognition

- Consequences for Year 1:
  - Expect districts to examine areas not meeting AYP
  - Provide targeted technical assistance from state

- Consequences for Year 2:
  - Develop district improvement plan with involvement of parents and district approval
  - Targeted technical assistance from state

Rewards and Consequences for Districts

- Consequences for Year 3:
  - Continue with above consequences

- Consequences for Year 4:
  - Continue with above consequences and state takes one or more corrective actions which could include: institute a new curriculum, defer funds, replace appropriate staff, institute receivership, institute state takeover, abolish the district

Rewards and Consequences for Districts

- Consequences for Year 5:
  - Continue with above consequences
- Consequences for Year 6:
  - Continue with above consequences

Rewards and Consequences

- Many of the educational interventions should be cost-neutral
- A few areas where continuing and/or expanding state funding may be necessary including:
  - Funds for rewards for continuous improvement
  - Funds for provision of state technical assistance
  - Funds to support extra tutoring and related services for individual student remediation

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