

Standard Setting Results for the Oklahoma Alternate Assessment Program

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**State Board of Education Meeting
28 June 2012**



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General Overview

- The Oklahoma Alternate Assessment Program (OAAP) Portfolio is part of the Oklahoma School Testing Program. The OAAP is the accountability program for students with severe disabilities (referred to as the 1% assessment in the No Child Left Behind Act).
- The OAAP is a portfolio-based assessment program and is a form of a criterion referenced assessment that ties directly to the domain of knowledge and skill defined by the *PASS* content standards.



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Rationale for Setting Standards in 2012

- Standard setting is required to align the performance level expectations for students qualified to take the OAAP with the updated scoring rubrics, including realignment of evidence to the *PASS* content standards.
- Standards were set for all OAAP assessments (26 tests):
 - Mathematics 3-8
 - Reading 3-8
 - Writing 5 & 8
 - Science 5 & 8
 - Social Studies 5, 7, & 8
 - End-of-Instruction Algebra I, Algebra II, Geometry, Biology I, English II, English III, and U.S. History



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Standard Setting and Cut Scores

- Standard setting is the process whereby experts make judgments about the content that a student should know and what he/she should be able to do in order to be classified in a specific performance level.
- Three cut scores divide the possible scores on a given assessment into the four performance levels utilized in Oklahoma:
 - 1) Unsatisfactory
 - 2) Limited Knowledge
 - 3) Proficient
 - 4) Advanced



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Performance Level Descriptors (Grade 3 Math)

Unsatisfactory: The student at the **unsatisfactory** level will be able to sort objects by number, size, and other properties; count with 1:1 correspondence to 10; identify circles; recognize coins; and identify a table/chart.

Limited Knowledge: In addition to skills described at the lower achievement levels, the student at the **limited knowledge** level will be able to copy a pattern; place numbers in correct numerical order; identify circular and linear items; identify coins; and collect data for a table/chart.



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Performance Level Descriptors (Grade 3 Math)

Proficient: In addition to skills described at the lower achievement levels, the student at the **proficient** level will be able to describe the classification system used to categorize two groups of items; demonstrate an understanding of “half” and “whole”; describe/sort circular and linear items; indicate values of coins; and organize data into a table/chart.

Advanced: In addition to skills described at the lower achievement levels, the student at the **advanced** level will be able to create and extend patterns; create three collections and indicate which is greatest; explain differences between circles and squares; match coins to a given amount; and interpret data in a table/chart.



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Threshold Descriptions

- The threshold student
 - Borderline or minimally qualified in the context of a particular performance level
 - Just barely meets criteria to be included in the performance level
- Committees developed descriptions of threshold students at each performance level cut point
 - Concrete; related to the performance level descriptors
 - Committees described at least three characteristics per cut
- Threshold description discussion centered on the following qualities of threshold level students:
 - What should they do?
 - What skills should they possess?
 - What should they know?
 - What academic behaviors demonstrate that they are at a particular performance level?



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The Standard Setting Process

- Standard setting committees convened in mid-June to determine cut score recommendations.
- Recommendations were based on:
 - Task specifications;
 - Scoring rubrics;
 - Evaluation of portfolios;
 - The performance level descriptors and how they related to specific portfolios.
- The cut scores were NOT based on the number of points awarded to a portfolio or the desired distribution of students across the four performance levels.



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Standard Setting – Methods

- Use reasoned judgment to understand scoring structure and assign expectations of performance.
- Use body-of-work method for evaluating cut scores.
- Reasoned Judgment:
 - Students can perform differently on each task and yet earn the same total score. See table below.
 - Four portfolios as examples.

Student	Task 1	Task 2	Task 3	Task 4	Task 5	Total Score
A	4	2	3	1	4	14
B	2	3	3	3	3	14
C	4	4	4	1	1	14
D	4	4	2	2	2	14



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Standard Setting – Methods

- Reasoned Judgment
 - Training
 - Provide judgments for expectations regarding how students should perform on each of the tasks (content standards).
 - Use the scoring rubric to assign a value for student performance.
 - Do this for each cut score – Limited Knowledge, Proficient, and Advanced.
 - Consider the threshold student at each performance level when making judgments.
 - Consider only one performance level at a time and judge across tasks, then move to next performance level.
 - All judgments were made independently.
 - Opportunities for discussion based on levels of rater agreement were presented between rounds of judgment.



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Standard Setting – Methods

- Body-of-work
 - Feedback and Discussion
 - Review of portfolios after each round of judgments.
 - Portfolios provided at and around (one score point lower and one score point higher) the recommended cut scores.
 - Share thoughts on portfolios with regard to judgments on the tasks.
 - Evaluate if judgments are too lenient or too strict at each performance level.
 - Consider whether recommended cut scores align with expectations for student performance on the portfolios (i.e., threshold descriptions)



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Standard Setting – Methods (cont.)

- Body-of-work – Holistic Judgment
 - Final Decision
 - Review rating of committee Round Three cut scores.
 - Propose final recommendations for each cut score.
 - Holistic judgment.



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Vertical Articulation

- Vertical Articulation is the evaluation of the patterns of impact data across subjects/grades based on the subject/grade-level committee recommendations.
 - Evaluate all cut scores and impact data.
- Use subject/grade-level committee members as panelists to represent their committee.
- Evaluate if expectations (i.e., similar standards of rigor) and if judgments were consistent across committees.
 - Review potential variation across committees not explained by expectations of students and the content of the tests.
 - View all subjects and all grades.



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Purpose – Policy Review

- Expectation:
 - Review the cut scores and, in particular impact data, and evaluate if it makes sense from a policy perspective.
- Policy committee: used impact data to recommend potential adjustments to the cut scores.
- Panelists included
 - Business leaders
 - Key stakeholders



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Standard Setting Committee Members

- The experts included on the standard setting committees were educators with significant experience in instruction at the appropriate grade level and subject with special education students.
- General education teachers were also selected for a balanced committee.
- The 8 committees consisted of over 150 experts who set standards for the 26 portfolio assessment programs.
- The committees varied in size from 15 to 20 panelists.
- Vertical Articulation
 - 21 individuals from standard setting committees
- Policy Review
 - 4 independent stakeholders



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Standard Setting Committee Members

- The standard setting committees represented teachers from across the state, from districts and schools of various sizes, and were diverse in terms of race/ethnicity.
- Each committee had a wealth of classroom experience.

Years in Current Position

Committee	Average	Total
Mathematics 3-5	8.6	164.0
Mathematics 6-8	8.4	135.0
Reading 3-5 & Writing 5	12.8	244.0
Reading 6-8 & Writing 8	10.4	167.0
Science 5 & 8, Biology I	6.4	102.0
Social Studies 5, 7, & US History	10.3	174.5
Algebra I, II, & Geometry	10.6	169.0
English II & III	7.3	124.5



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Recommended Performance Benchmarks (Cut Scores)

- The committees' recommendations for cut scores will be presented next.
- The results are provided as:
 - Raw scores that would be used for Spring 2012 as the cuts under the recommendation from these committees.
 - Impact data, which show how students that completed the assessments in Spring 2012 would be classified using the recommended cuts.
- Recommendations from the vertical articulation committee.
- Policy review committee confirmed cut scores and impact data.



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OAAP Mathematics 3-8: Recommended Cut Scores

Subject	Grade	Cut Score					
		LK		Pro		Adv	
		Raw	%	Raw	%	Raw	%
Math	3	8	40	12	60	18	90
	4	10	42	16	67	21	88
	5	7	35	12	60	17	85
	6	9	38	15	63	23	96
	7	6	30	13	65	19	95
	8	7	35	13	65	19	95



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OAAP Reading and Writing 3-8: Recommended Cut Scores

Subject	Grade	Cut Score					
		LK		Pro		Adv	
		Raw	%	Raw	%	Raw	%
Read	3	6	30	12	60	18	90
	4	6	30	11	55	17	85
	5	5	31	9	56	14	88
	Writ 5	5	25	11	55	18	90
	6	5	31	10	63	14	88
	7	8	33	14	58	20	83
	8	8	33	14	58	21	88
	Writ 8	7	44	11	69	15	94

OAAP Science 5 & 8 and Social Studies 5, 7, & 8: Recommended Cut Scores

Subject	Grade	Cut Score					
		LK		Pro		Adv	
		Raw	%	Raw	%	Raw	%
Science	5	10	36	16	57	25	89
	8	14	39	22	61	32	89
Social Studies	5	13	41	20	63	29	91
	7	8	40	12	60	18	90
	8	9	38	15	63	22	92



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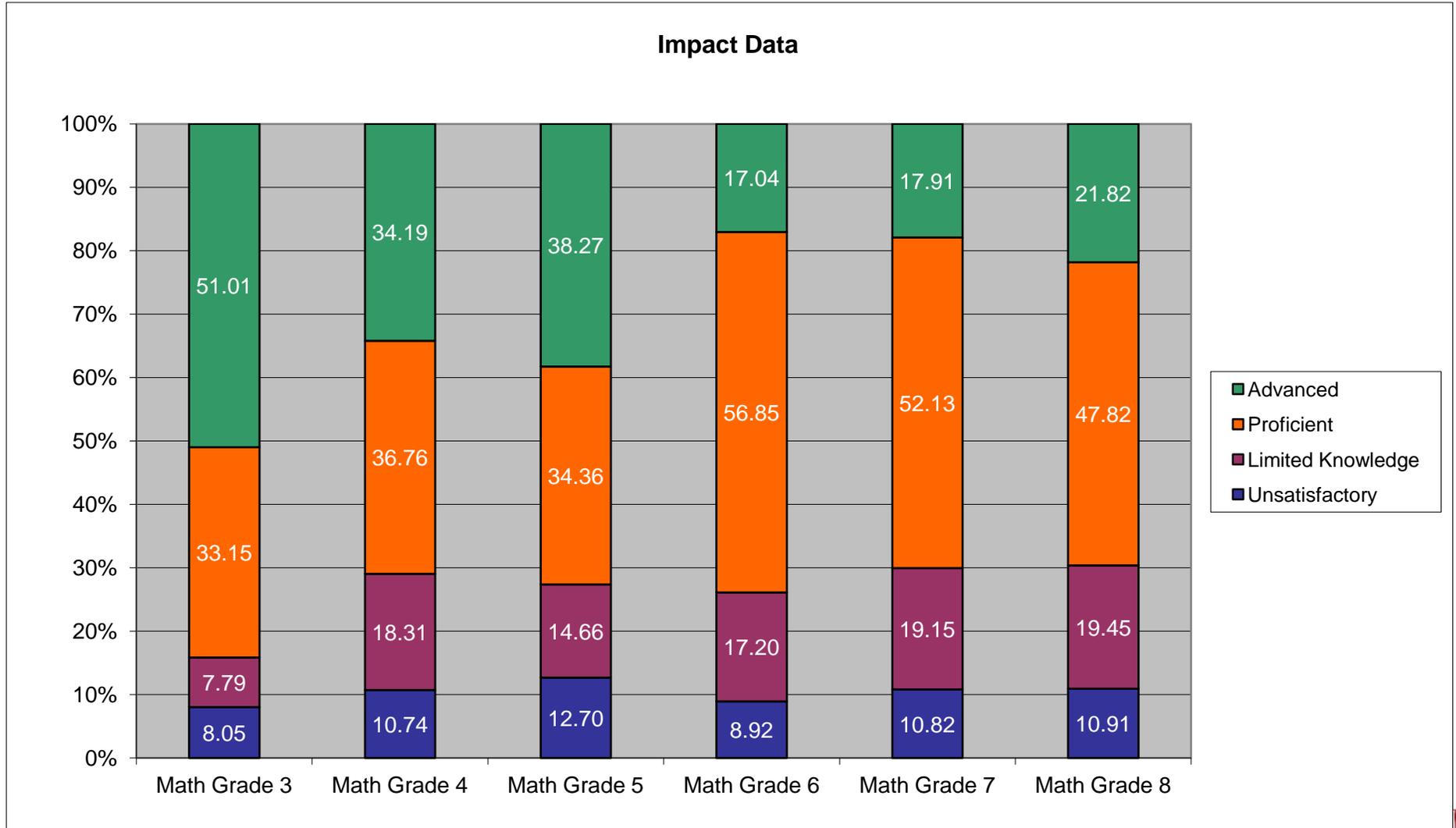
OAAP End-of-Instruction: Recommended Cut Scores

Subject	Grade	Cut Score					
		LK		Pro		Adv	
		Raw	%	Raw	%	Raw	%
Algebra I	HS	6	38	10	63	15	94
Algebra II	HS	4	33	8	67	11	92
Biology I	HS	16	40	25	63	35	88
English II	HS	14	39	22	61	31	86
English III	HS	10	36	17	61	25	89
Geometry	HS	5	31	10	63	15	94
U.S. History	HS	12	38	21	66	30	94



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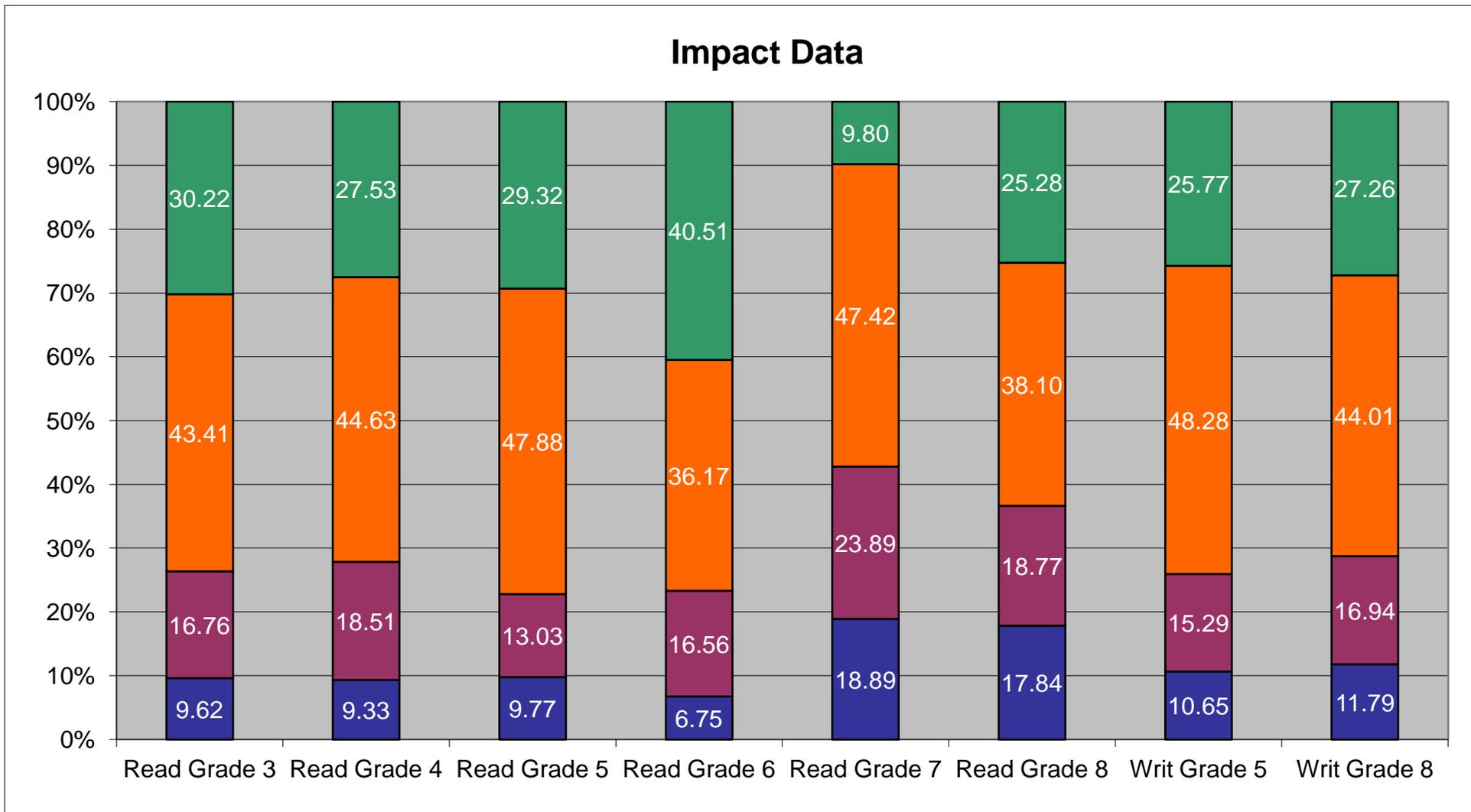
Impact for OAAP Mathematics 3-8 Cut Scores



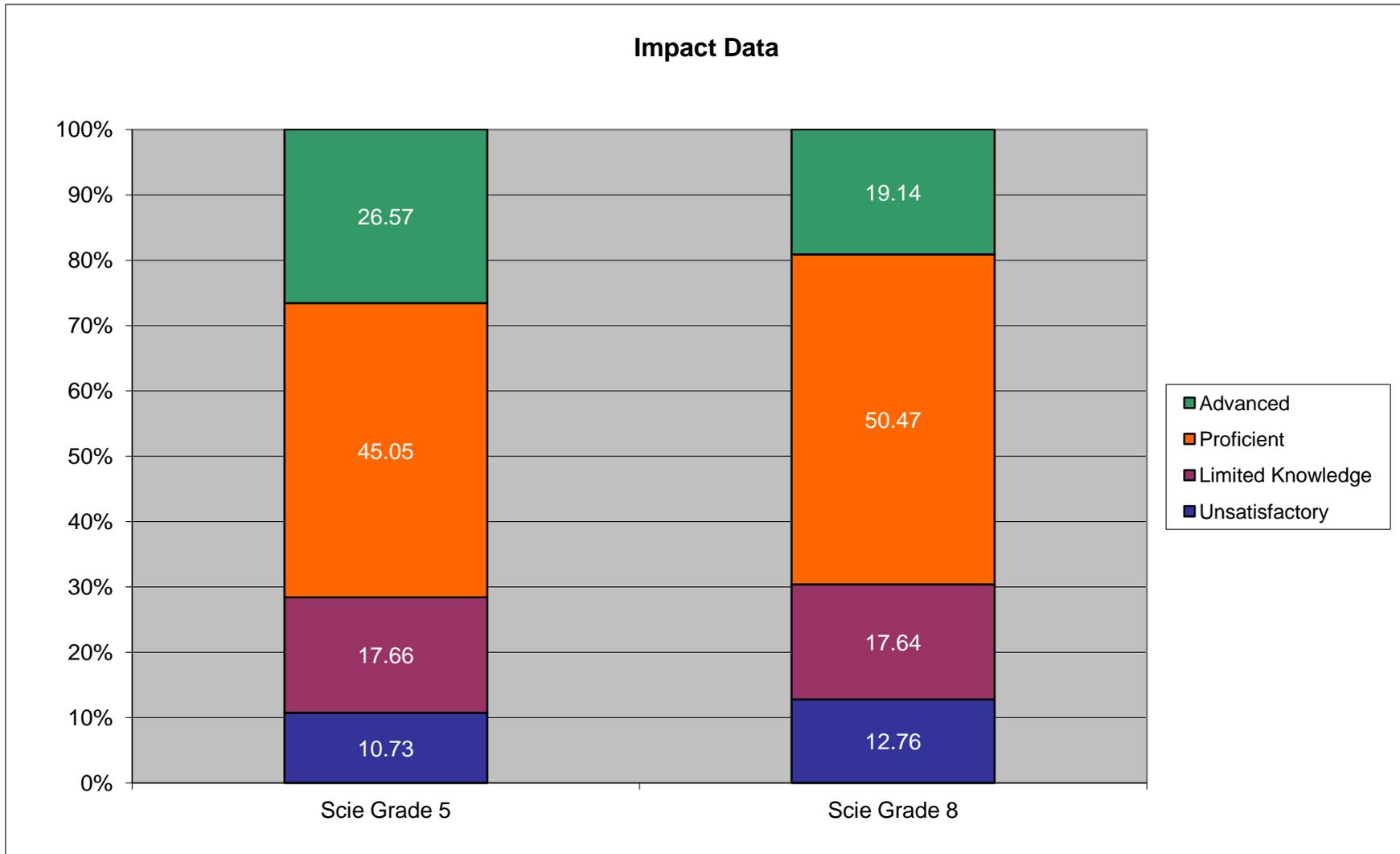
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Impact for OAAP Reading & Writing 3-8 Cut Scores

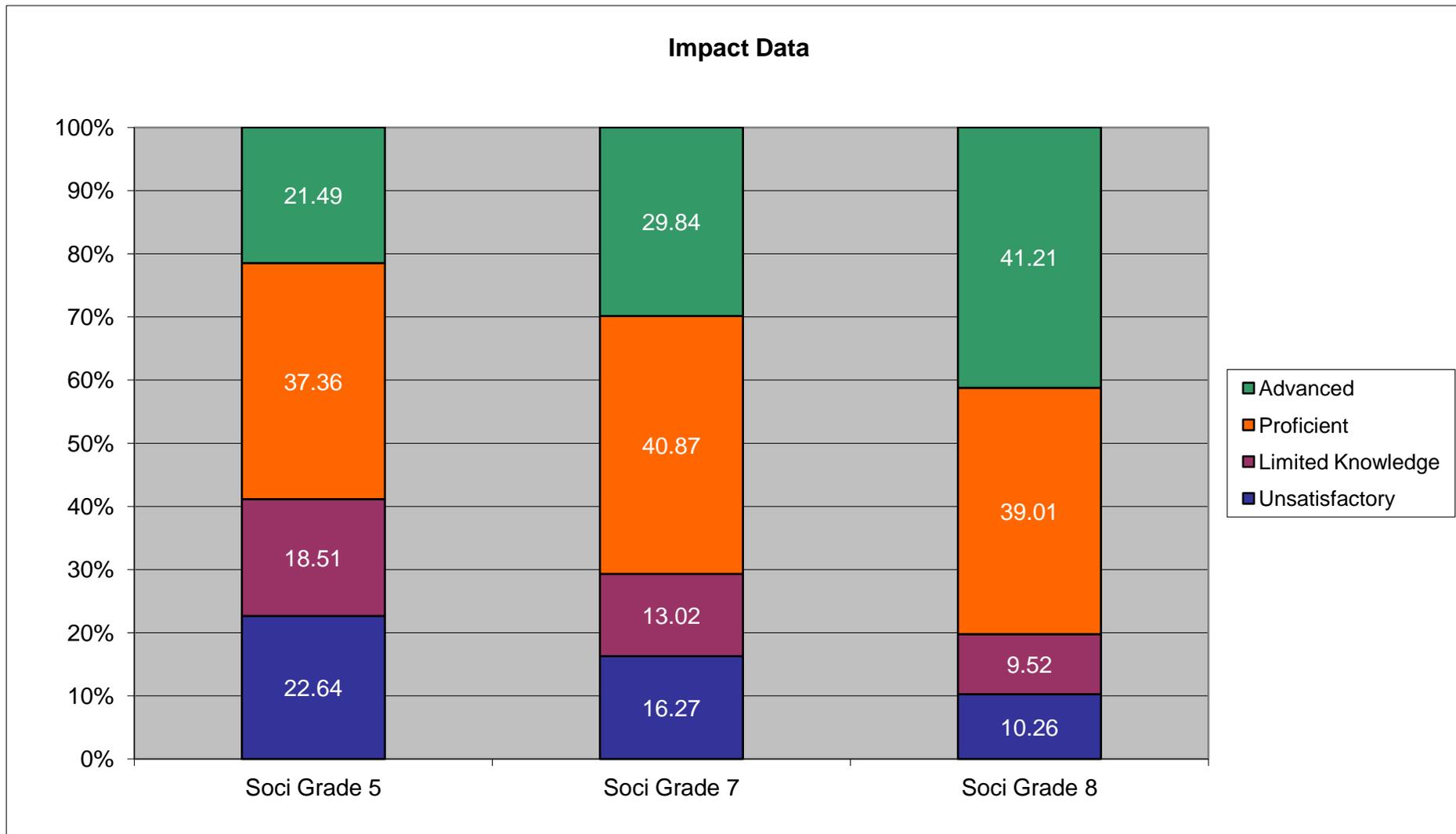


Impact for OAAP Science 5 & 8 Cut Scores



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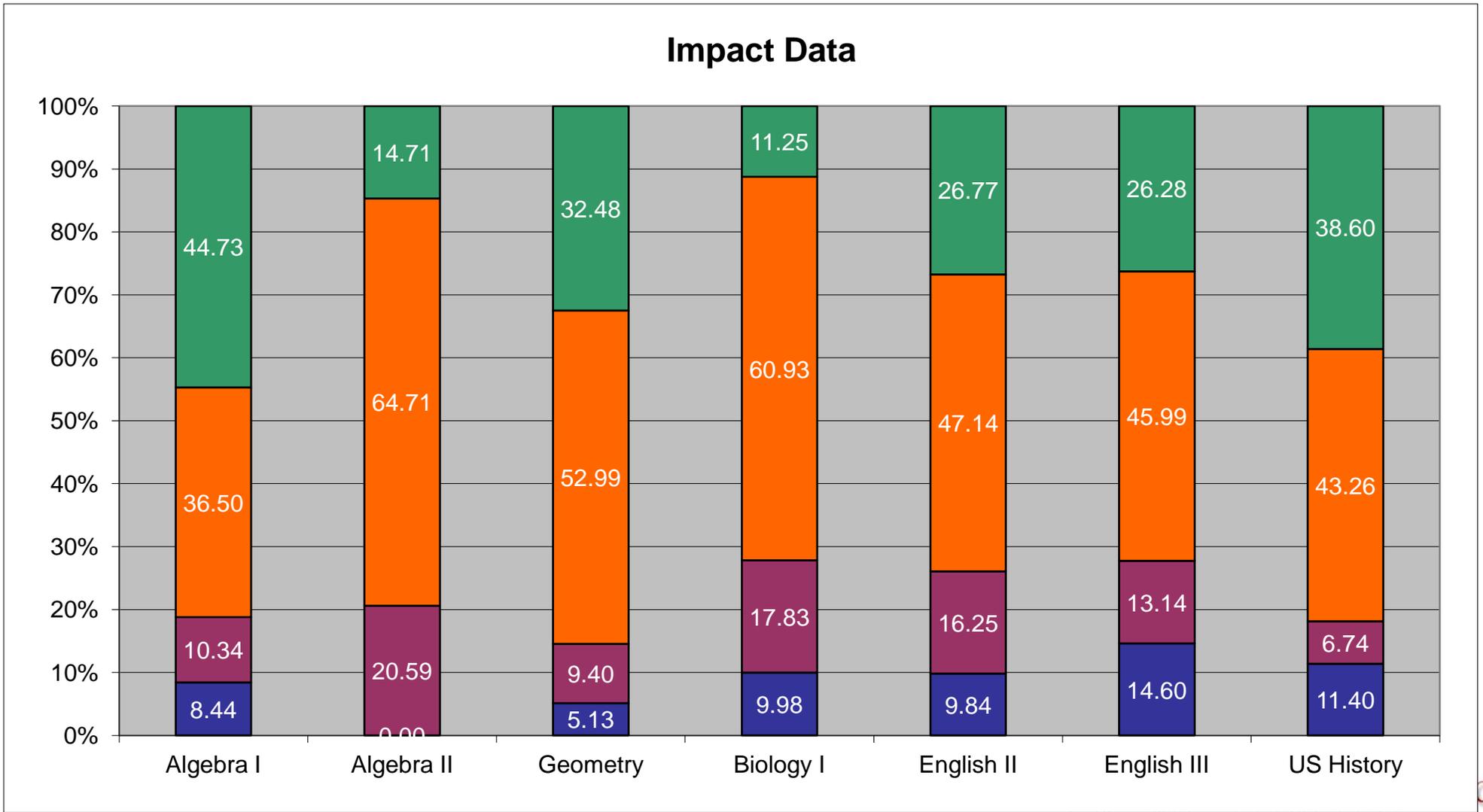
Impact for OAAP Social Studies 5, 7, & 8 Cut Scores



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Impact for OAAP End-of-Instruction Cut Scores



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Recommendations

- Accept the recommended cut scores from the standard setting committees.
- Make these recommended cuts effective immediately (i.e., apply to the student scores collected in Spring 2012).



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Thank you



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