

Washington Assessment of Student Learning:

Analysis of Student Achievement Data and Assessment Alternatives

**WASL Legislative Workgroup
July 28, 2008**

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Legislative Assignment

Project completed December 2007

“conduct a study to explore options to augment the current system of assessments to provide additional opportunities for students to demonstrate that they have met the state learning standards.”

SSB 6618 (2006)

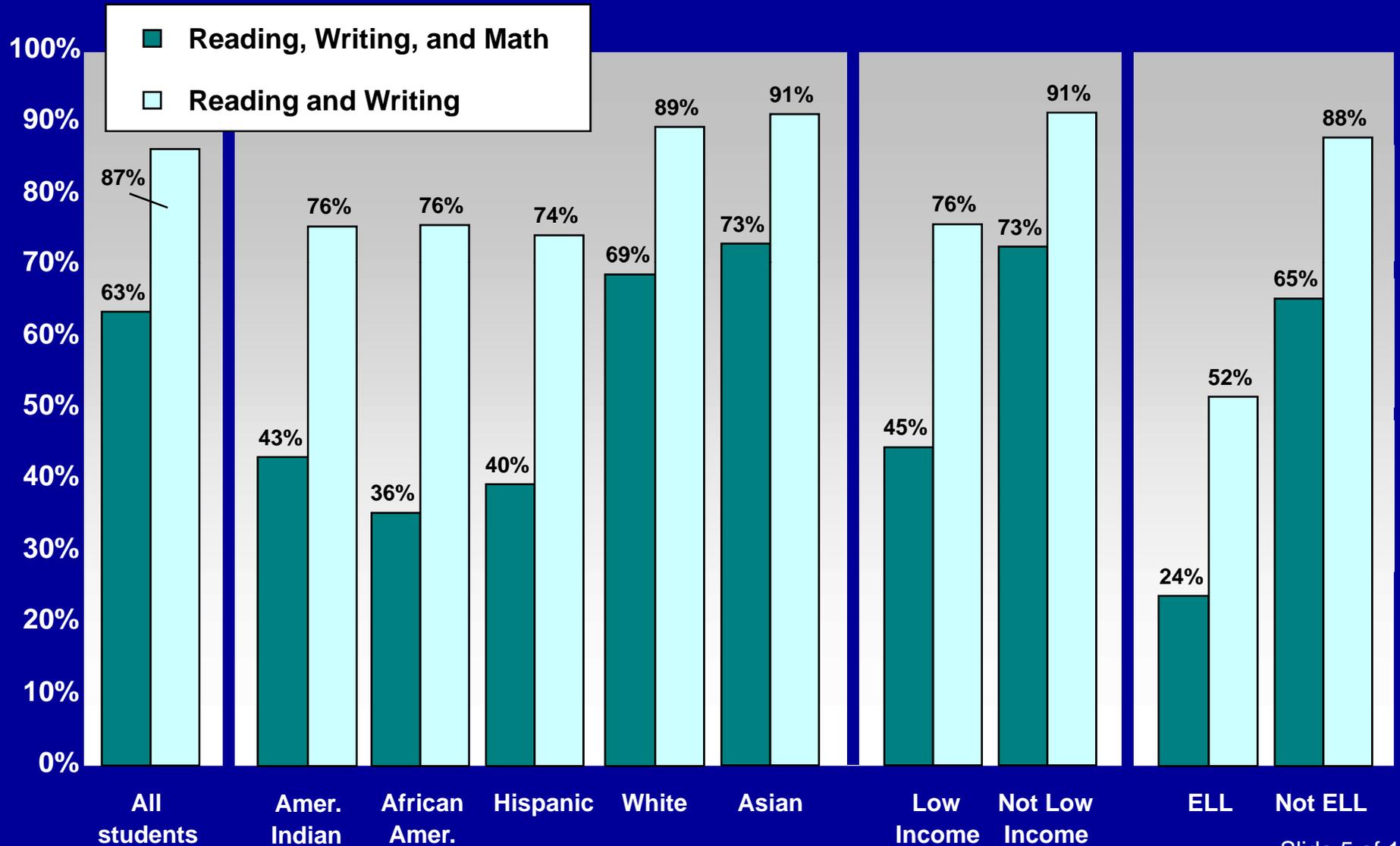
Two main study components:

- (1) Statistical analysis of WASL data
- (2) Review of alternative assessment options

Analysis of Student Achievement Data

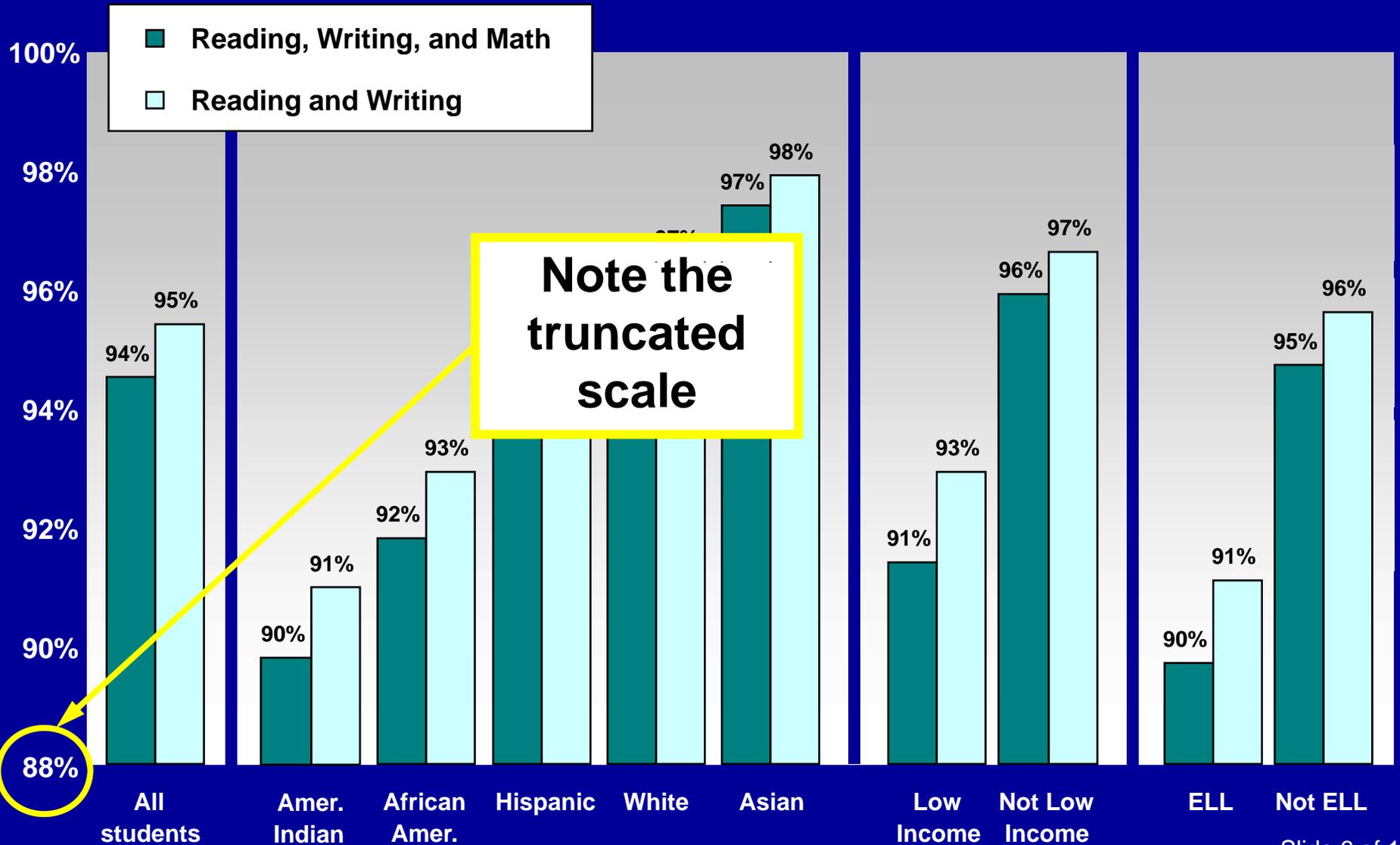
WASL Met-Standard Rates by Subgroups

Class of 2008 (as of spring 2007)



WASL Completion Rates by Subgroups

Class of 2008 (as of spring 2007)



Student Characteristics Associated With WASL Performance

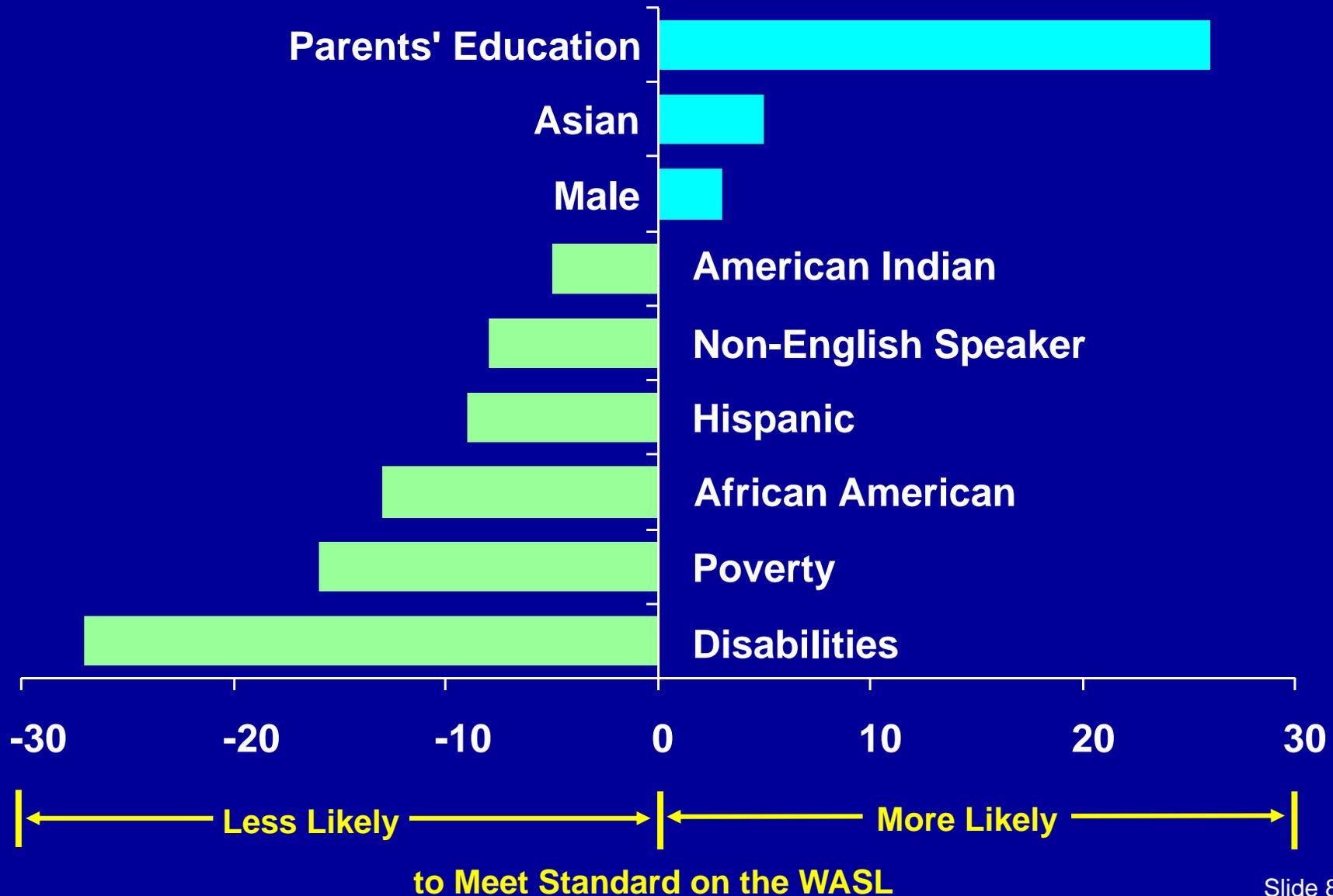
Higher met-standard rates

- Grade point average
- Parents' educational attainment
- Asian American
- White
- Male students (math)

Lower met-standard rates

- Students with disabilities
- Poverty
- English language learners
- Non-Asian minorities
- Male students (reading and writing)

What Predicts WASL Success?



Review of Assessment Alternatives

Legislatively Assigned Review Criteria

- ✓ Rigor and content comparability to the WASL
- ✓ Reliability
- ✓ Costs
- ✓ Implementation difficulty
- ✓ Potential for standardization
- ✓ Cultural appropriateness

Plus: Potential to increase “met-standard” rates

Assessment Options Reviewed

- **Nationally available, standardized tests**
 - College admissions, placement, and credit-bearing exams
 - Comprehensive achievement tests
 - Career and Technical Education exams
- **Grade-based options**
 - Subject-area GPA cohort
 - Overall GPA
- **Collection of Evidence**
- **Segmented math exams**

Alternative Assessment Options: Key Findings

Options with low potential to increase met-standard rates

Nationally available, standardized tests

- Comparable rigor, partial content overlap
- Reliable, low cost, easy to implement, standardized process

Grade-based options

- Comparability depends on curriculum, instruction, and how teachers assign grades
- Reliable, initial high cost/low ongoing costs, easy to implement, standardized process

Alternative Assessment Options: Key Findings

Options with higher potential to increase met-standard rates

Collection of Evidence

- Designed to have comparable content and rigor, reliability, and standardized process
- High cost and complex to implement

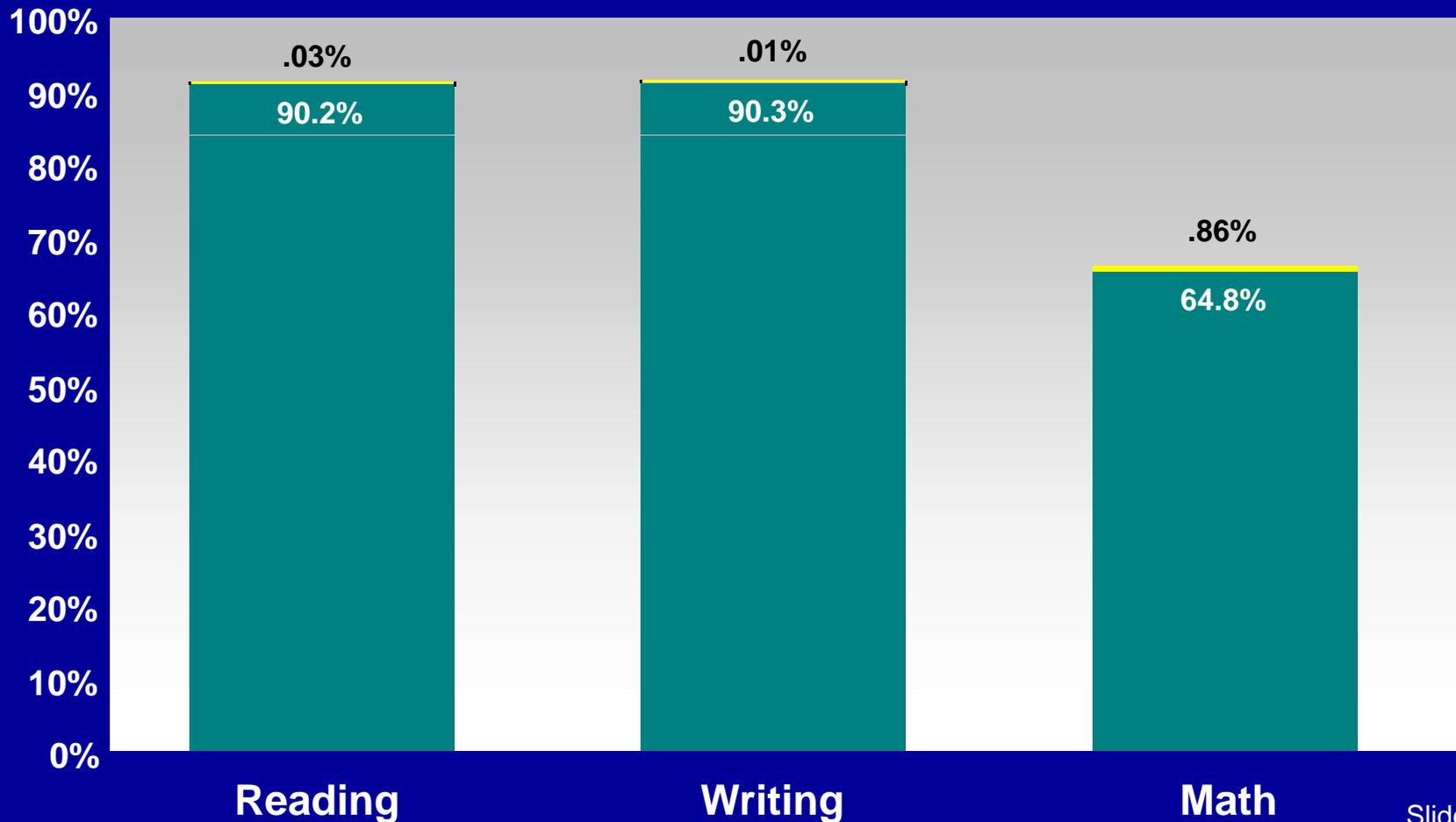
Segmented math exams

- Designed to have comparable content and rigor, reliability, standardized process
- Initial high costs with low ongoing costs

WASL Met-Standard Rates by Subject Area

Class of 2008 (as of spring 2007)

Alternatives added little to met-standard rates



Cultural Appropriateness

“Achievement gap”
exists across all
assessments reviewed.

To increase
understanding, more
information is needed
about **curriculum and
instructional alignment
with standards and
assessments.**