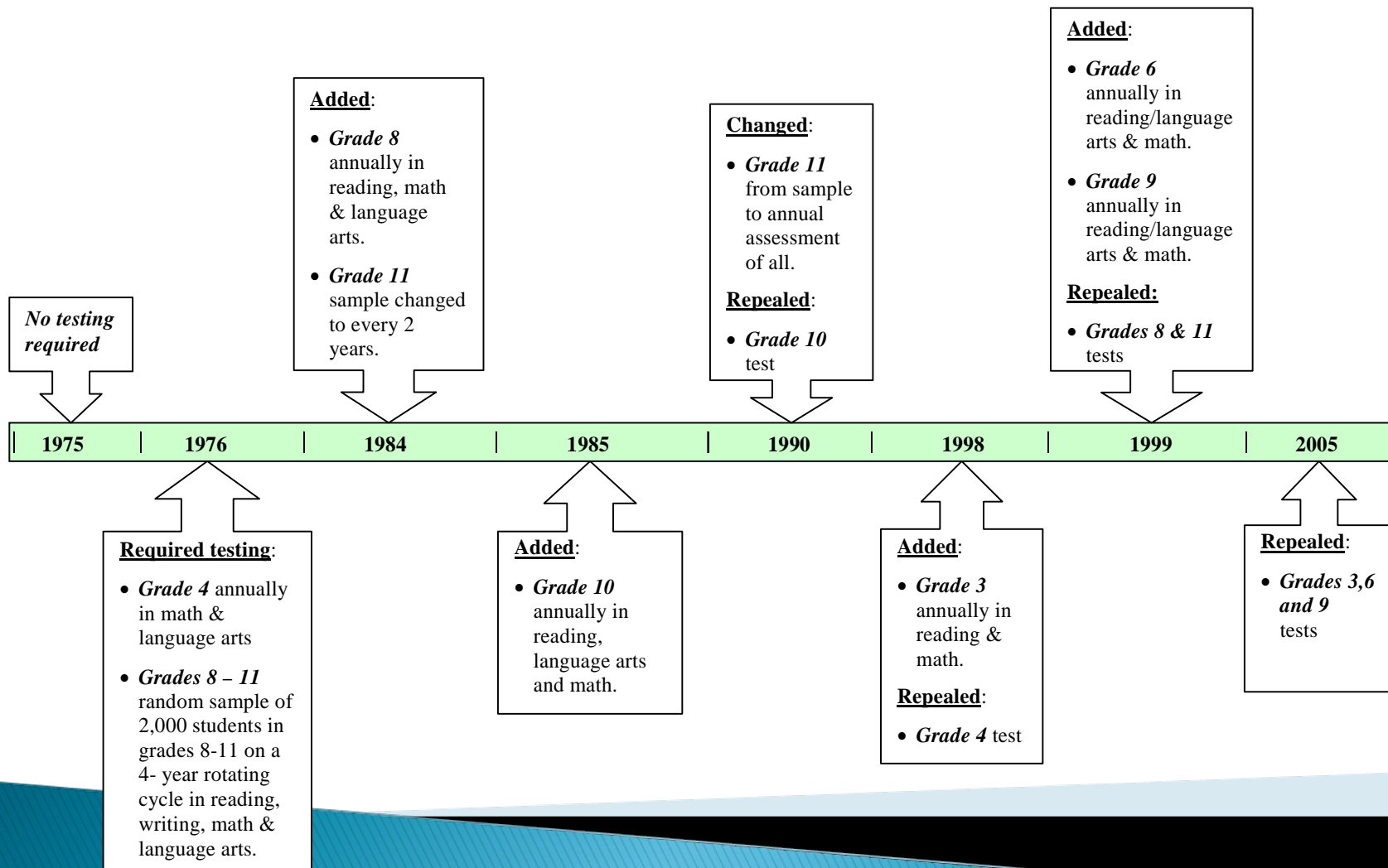


# Commercially- Developed Tests

## Washington's Experience & Experiences in Other States

Work Session of Legislative WASL Workgroup  
September 22, 2008

# Standardized Testing in Washington



**Note:**

- The WASL in grade 4 in reading, writing, communications & math was required to be administered beginning in the 1997-98 school year.
- The WASL in grade 7 in reading, writing, communications & math was required to be administered beginning in the 2000-01 school year.
- The WASL in grade 10 in reading, writing, communications & math was required to be administered beginning in the 2000-01 school year.
- The WASL in grades 4, 7 & 10 in communications or listening was discontinued in 2004.
- No Child Left Behind was passed by Congress in 2001 and required state assessments in reading and math in grades 3-8 & high school by 2005.

## Current System

### Washington Assessment of Student Learning

Grades	Reading	Writing	Mathematics	Science
3	2006		2006	
4	1998	1998	1998	
5	2006		2006	2005
6	2006		2006	
7	2001	2001	2001	
<u>8</u>	2006		2006	2004
10	2001	2001	2001	2004

Year Assessment Implemented Statewide

# Federal Law: No Child Left Behind

## Nature of the assessments

### Mandatory assessment system design features:

- Same system for all students
- Provide coherent information about student attainment of state standards
- Valid and accessible for all students, including special education and ELL
- Aligned with state academic and achievement standards
- Express results in terms of achievement of state standards
- Valid, reliable, of adequate technical quality for its purposes
- Consistent with nationally-recognized professional and technical standards
- Enable reliable aggregation and disaggregation of results
- Include measures to assess higher-order thinking skills and understanding of challenging content

### Subject to U.S. DOE peer review process

- States submit evidence to demonstrate compliance with each feature

## What must be reported

### ▶ Aggregated results

- Statewide, by district, by school

### ▶ Disaggregated results

- Gender
- Major racial and ethnic groups
- ELL students
- Migrant students
- Special education students
- Economically disadvantaged (low income) students

### ▶ Performance against a standard

- “Bright line” goal of all students achieving at grade level in reading and math by 2014
- At least 3 performance levels:
  - Below standard
  - Proficient
  - Advanced

# How States Use Commercially-Developed Tests

- ▶ Test serves as the base for state (and NCLB) assessment and accountability system and is augmented with items to cover state's content standards
- ▶ State assessment serves as a base and is supplemented with commercially-developed test items
- ▶ Commercially-developed tests used for non-accountability purposes as part of overall assessment system (e.g., college readiness, monitoring progress, diagnostics)

Source: Dr. Suzanne Lane, University of Pittsburgh  
“The Use of Commercially Developed Tests for State  
Assessment and Accountability Programs.”  
Presentation to CCSSO Assessment Conference.  
June 2008

## Questions of Interest

- ▶ What are the perceived benefits?
- ▶ What are the challenges and limitations?
- ▶ What has been the experience of other states, including the experience working with testing company partners?



# A 3-State Sample

## ▶ Delaware

- State assessment in Grades 3–10 augmented with SAT10 (Stanford Achievement Test)
- Test Company Partner: Pearson Education

## ▶ Illinois

- 11<sup>th</sup> grade assessment includes ACT, WorkKeys, and a state-developed science assessment
- Test Company Partner: ACT

## ▶ Maine

- Replaced high school Maine Educational Assessment (MEA) with SAT in 2006, augmented in Math to meet NCLB, plus a state-developed science assessment
- Test Company Partner: College Board



# Delaware

## Delaware Student Testing Program (DSTP)

### *Via Telephone*

- ▶ Wendy Roberts Pickett  
Director of Assessment & Analysis  
Delaware Department of Education
- ▶ Herb Harris
- ▶ Jon Twing  
Pearson Education

# Illinois

## Prairie State Achievement Examination (PSAE)

### *Via Telephone*

- ▶ Megan Forness  
Assessment Consultant  
Illinois State Board of Education
- ▶ Jim Morris, Director, State Programs, ACT
- ▶ Paul Weeks, Asst. VP, State Programs, ACT

### *In Person*

- ▶ Fred Mickle, Director, Postsecondary Education, ACT
- ▶ Jennifer Kelly, Consultant, ACT

# Maine

10:15 – 10:45 am

## Maine High School Assessment (MHSA)

### *Via Telephone*

- ▶ Dan Hupp  
SAT Initiative Coordinator  
Maine Department of Education
- ▶ Brian O'Reilly  
SAT Executive Director, College Board

### *In Person*

- ▶ Kris Zavoli  
Director, State Government Relations, College Board