

Virginia Board of Education Agenda Item



Agenda Item: B

Date: March 28, 2013

Title	Final Review of Recommended Cut Scores for the Grades 3-8 Reading Standards of Learning Tests Based on the <i>2010 English Standards of Learning</i>		
Presenter	Mrs. Shelley Loving-Ryder, Assistant Superintendent, Division of Student Assessment and School Improvement		
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Purpose of Presentation:

Review/action required by Board of Education bylaws.

Previous Review or Action:

Previous review and action. Specify date and action taken below:

Date: February 28, 2013

Action: First Review

Action Requested:

Final Review: Action requested at this meeting

Alignment with Board of Education Goals: Please indicate (X) all that apply:

	Goal 1: Accountability for Student Learning
X	Goal 2: Rigorous Standards to Promote College and Career Readiness
	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:

Goal 2: The approval of cut scores on the new reading tests supports the implementation of rigorous standards to promote college and career readiness.

In 2012-2013 new Standards of Learning (SOL) tests measuring the 2010 English content standards will be administered. The expectations for students described in the 2010 English SOL represent a greater degree of rigor and include an increased emphasis on nonfiction text and content vocabulary. Students are required to make inferences and draw conclusions based on explicit or implied information from more complex text.

Because of the changes in the content measured by these tests, new cut scores must be adopted by the

Virginia Board of Education. Consistent with the process used since 1998, committees of educators were convened in February 2013 to recommend to the Board of Education (BOE) minimum cut scores for the achievement levels of *fail/basic*, *pass/proficient* and *pass/advanced* for the grades 3-8 reading tests. An explanation of the process used by the committees to recommend the cut scores may be found in Attachment A.

Summary of Important Issues:

Information about the range of cut scores recommended by the committees for the achievement levels of *fail/basic*, *pass/proficient* and *pass/advanced* for the reading tests is contained in Attachment B.

The Board is asked to review the recommendations of the standard setting committee and to adopt "cut" scores for the achievement levels of *fail/basic*, *pass/proficient* and *pass/advanced* for the reading tests.

Impact on Fiscal and Human Resources:

The costs for the standard setting process and for the implementation of the cut scores in the reporting system for the SOL tests are included in the state testing contract.

Timetable for Further Review/Action:

Upon approval by the Board of Education, this information will be disseminated to the school divisions via a Superintendent's Memorandum.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education adopt cut scores representing the achievement levels of *fail/basic*, *pass/proficient* and *pass/advanced* for the reading tests as follows:

- Grade 3: 13 out of 40 for fail/basic, 25 out of 40 for pass/proficient, and 35 out of 40 for pass/advanced
- Grade 4: 12 out of 40 for fail/basic, 25 out of 40 for pass/proficient, and 35 out of 40 for pass/advanced
- Grade 5: 11 out of 40 for fail/basic, 25 out of 40 for pass/proficient, and 35 out of 40 for pass/advanced
- Grade 6: 14 out of 45 for fail/basic, 28 out of 45 for pass/proficient, and 40 out of 45 for pass/advanced
- Grade 7: 14 out of 45 for fail/basic, 28 out of 45 for pass/proficient, and 40 out of 45 for pass/advanced
- Grade 8: 14 out of 45 for fail/basic, 28 out of 45 for pass/proficient, and 40 out of 45 for pass/advanced

**Standard Setting
Modified-Angoff Procedure
Grades 3-8 Reading Tests**

Standard setting is a systematic way of making a professional judgment on the number of questions on a test that must be answered correctly to signify that a student's achievement is at the *basic*, *proficient*, or *advanced* achievement level. The number of questions that a student must answer correctly to be classified as basic, proficient or advanced is called a "cut score." In the case of the *Standards of Learning (SOL) Assessments* for grades 3-8 reading, four achievement level categories have been established:

Pass/Advanced
Pass/Proficient
Fail/Basic
Fail/Below Basic

One cut score will distinguish *Fail/Basic* from *Fail/ Below Basic*. A second cut score will distinguish *Pass/Proficient* from *Fail/Basic* and a third cut score will distinguish *Pass/ Advanced* from *Pass Proficient*.

The procedure used for standard setting for the SOL reading tests is known as the modified-Angoff procedure. This procedure has been widely used on tests for a number of years. Steps used in the procedure are described below.

1. Judges receive training in the standard-setting process and complete a simulation activity.
2. Judges take the test on which cut scores are to be set to simulate the experience of the students who have taken the test.
3. Judges discuss the performance level descriptor for each achievement level (i.e., *Below Basic*, *Basic*, *Proficient*, and *Advanced*). An example of a performance level descriptor for the "proficient" achievement level for the grade 3 reading test is shown below.

A student performing at this level should be able to:

- Use word-analysis and vocabulary acquisition skills when reading to derive meaning from unfamiliar words, including vocabulary from other content areas.
- Demonstrate comprehension of fiction, poetry, and nonfiction texts by identifying main idea and supporting details, summarizing text and drawing conclusions, making predictions, and identifying author's purpose.
- Interpret information from word-reference sources.

Judges then discuss the characteristics of students who just make it into an achievement level: those who are „just basic,” “just proficient” and “just advanced,” to further define the particular knowledge and skills that separate those students in one achievement level from those in the others.

4. **Round 1 Ratings:**
Judges independently examine each question on the test, thinking of students who are “just” *basic* and estimating whether or not these students would answer each item correctly MOST of the time (2/3 of the time). (Note: Judges are instructed to determine what students *should* do, rather than what they *can* now do.) Judges use the same procedure for the *proficient* and *advanced* categories. When Round 1 is completed, each judge has recorded “yes” or “no” for each question on the test for “basic,” “proficient” and “advanced.” Each judge’s ratings on the questions are converted to a cut score.
5. **Round 2 Ratings:**
Judges are provided with a table of each judge’s ratings from Round 1, refine the definitions and descriptors, and repeat the process used in Round 1.
6. **Round 3 Ratings:**
Judges are provided with a table of each judge’s ratings from Round 2, refine the definitions and descriptors, and repeat the process used in Round 2.

Articulation Committee:

After the work of the standard setting committees was completed, a smaller group of educators composed of two or three members from each of the standard setting committees is convened to review the results of round 3 for each test. The purpose of this “articulation committee” is to review the round 3 results for the tests for the grade 3-8 reading tests to determine the reasonableness of the recommended cut scores in light of the performance level descriptors and estimated impact data. The impact data reviewed by the articulation committee provides estimates, based on field test data, of the number of students who would fall into each achievement level if the recommended cut scores were adopted. Based on their review, the reading articulation committee recommended adjustments to the cut scores for some of the tests.

Recommendation Presented to the Board of Education:

The results of the standard setting committees and the articulation committee are presented as recommendations to the Board of Education as part of first review. On final review, the Board of Education is asked to adopt cut scores on each SOL test.

Summary and Background Information on Proposed Cut Scores for the Reading Tests for Grades 3-8 Based on the 2010 Standards of Learning

	Pass/Proficient					Pass/Advanced			
	Background Information		Standard Setting Summary			Background Information	Standard Setting Summary		
Test Name	Pass/Proficient Cut Score for Previous Reading Test*	Estimated Cut Score on New Test to Maintain Same Level of Rigor Required on Previous Test	Round 3 Median for Proficient	Articulation Committee Recommendation	Superintendent's Recommendation	Pass/Advanced Cut Score for Previous Reading Test**	Round 3 Median for Advanced	Articulation Committee Recommendation	Superintendent's Recommendation
Grade 3	26 out of 40**	21 out of 40	22 out of 40	24 out of 40	25 out of 40	35 out of 40**	34 out of 40	35 out of 40	35 out of 40
Grade 4	26 out of 40**	20 out of 40	27 out of 40	25 out of 40	25 out of 40	35 out of 40**	36 out of 40	35 out of 40	35 out of 40
Grade 5	27 out of 40	18 out of 40	21 out of 40	25 out of 40	25 out of 40	37 out of 40	35 out of 40	35 out of 40	35 out of 40
Grade 6	28 out of 45	20 out of 45	29 out of 45	28 out of 45	28 out of 45	39 out of 45	40 out of 45	40 out of 45	40 out of 45
Grade 7	28 out of 45	22 out of 45	27 out of 45	28 out of 45	28 out of 45	39 out of 45	41 out of 45	40 out of 45	40 out of 45
Grade 8	29 out of 45	22 out of 45	26 out of 45	27 out of 45	28 out of 45	40 out of 45	40 out of 45	40 out of 45	40 out of 45

* Test based on the *2002 English Standards of Learning*

** The grades 3 and 4 reading tests based on the 2002 English SOL had 35 items. The grade 3 and the grade 4 reading tests based on the 2010 SOL have 40 items. This score represents an adjustment based on the increase in the length of the test.

Summary and Background Information on Proposed Cut Scores for the Reading Tests for Grades 3-8 Based on the 2010 Standards of Learning

	Fail/Basic			
	Background Information	Standard Setting Summary		
Test Name	Fail/Basic Cut Score for Previous Reading Test*	Round 3 Median for Basic	Articulation Committee Recommendation	Superintendent's Recommendation
Grade 3	15 out of 40**	9 out of 40	11 out of 40	13 out of 40
Grade 4	16 out of 40**	11 out of 40	11 out of 40	12 out of 40
Grade 5	17 out of 40	10 out of 40	10 out of 40	11 out of 40
Grade 6	17 out of 45	15 out of 45	12 out of 45	14 out of 45
Grade 7	17 out of 45	12 out of 45	12 out of 45	14 out of 45
Grade 8	17 out of 45	12 out of 45	12 out of 45	14 out of 45

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