

NCSC Summative Assessment Overview

June 17, 2013

TILSA SCASS



National Center and State Collaborative

The contents of this product were developed under a grant from the Department of Education (PR/Award #: H373X100002, Project Officer, Susan.Weigert@Ed.gov). However, the contents do not necessarily represent the policy of the Department of Education and no assumption of endorsement by the Federal government should be made.

NCSC Theory of Action

Long-term goal:

To ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options.

A well-designed summative assessment alone is insufficient.

To achieve this goal, an AA-AAS system also requires:

- Curricular & instructional frameworks
- Teacher resources and professional development



NCSC Overall Timeline January 2011-October 2015

Year 1 (2011): Content Model Phase: Define model of domain learning in math/ELA for these students, identify prioritized content for assessment

Year 2 (2012): Principled Design Phase: Design Patterns, Task Templates, C/I/PD design and pilot; Technology architecture design

Year 3 (2013): Item and Test Development Phase: Task Template Tryouts, Item Specs/item development/item reviews, Student Interaction Studies (SIS), Draft grade level PLDs, finalize pilot/field design, Tech build

Year 4 (2014): Pilot, Field, Research Phase:

- **Pilot Phase 1: National Sample, generate item statistics Winter/Spring 2014,** Finalize blueprints, revise items, assemble forms
- **Phase 2: Field Test Forms Fall 2014,** finalize administration training and supports

Year 5 (2015): Operational administration of NCSC assessments

- Summer 2015: Set Standards
- Fall 2015: Technical reporting complete



General Description of Assessment System

- Within year classroom assessments and progress monitoring tools embedded in model curricula materials; professional development on demand modules for teachers to learn to develop their own (WIKI, LMS) making use of content, curriculum, instruction tools
- Summative math and ELA tests for 3-8, 11 administered in a 2 month window in winter/spring
- Up to 30 items, 1.5-2 hours per test anticipated
- Technology delivery, teacher test facilitator/administrator; universal design features and accommodations guidelines derived from Design Pattern/Task Templates Tryouts and Student Interaction Studies

Assessment Administration

- Assessments will be presented via computer with the ambition of flexibility for presentation on devices/ platforms (e.g. tablets).
- It is expected that most students will interact with an examiner during the administration. Other students may respond to the test items directly via interaction with computer presentation.
- Prior access to summative content will be provided to support examiners preparation for accommodations/ adaptations.
- For most students, it is expected that testing time will be no more than approximately 1.5 to 2 hours per content area, divided between at least two sessions with flexibility to stop and resume.
 - Some students will qualify to take a shorter assessment based on evidence collected before and during the assessment.

Item Types

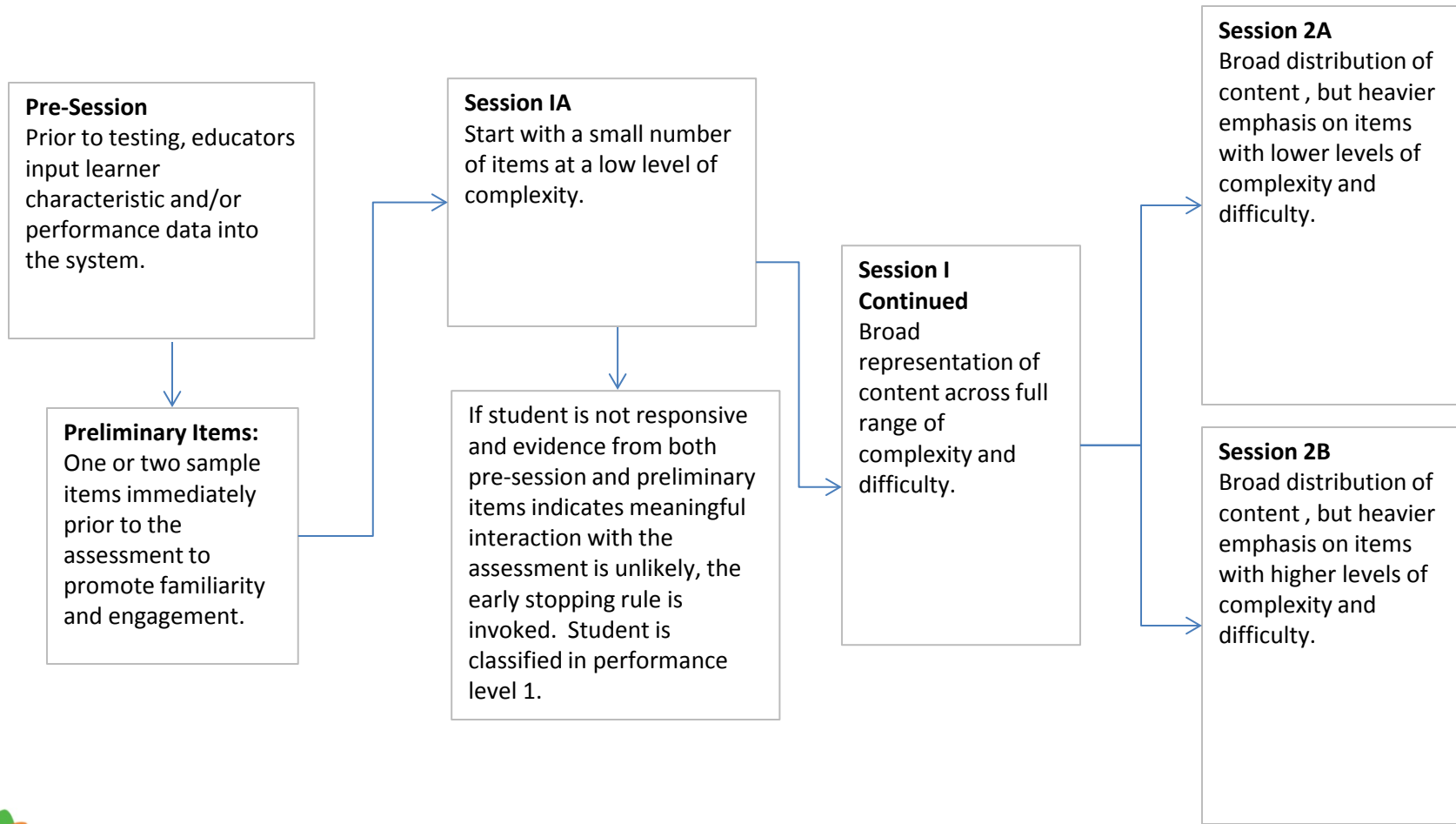
- Approximately 2/3 (20) of the items will be machine-scored, multiple choice.
- Approximately 1/3 (10) of the items will require human scoring - evaluation of student work with respect to a scoring rubric.
 - Approximately 2/3 (7) of the human scored items will be evaluated by the examiner during the assessment.
 - Approximately 1/3 (3) of the human scored items will be scored externally. This may be accomplished through a single centralized scoring center or via distributed scoring that meets established criteria.

Assessment Outcomes

- Outcomes will include a total score and performance level for each of mathematics and ELA, which will combine reading and writing.
- Separate information for writing will be produced, such as a raw score and/or narrative description of student performance.
- At the total score level for each content area, scores will be comparable within year and across years.



Assessment Design Illustration



Blueprint Illustration- Grade 3 Math

Sample Target Distribution of CCCs by Type and Level - 3rd Grade Math					
Emphasis	Domain	CCC(s)	Target by Item Type (Levels)		
			SR	Multi-SR	CR
10%	Geometry	3.GM.1i1	2 (1-3)		1 (4)
20%	Measurement and Data	3.ME.1d2	3 (1-4)		
		3.DPS.1g1	1 (1)		2 (2-4)
20%	Number and Operations Fractions	3.SE.1g1	3 (1-4)		
		3.NO.1I3	3 (1-4)		
20%	Numbers and Operations Base Ten	3.NO.1j3	3 (1-4)		
		3.NO.2c1	1-2 (1-2)	1-2 (3-4)	
30%	Operations and Algebraic Thinking	3.PRF.2d1	3 (1-4)		
		3.NO.2d3	3 (1-4)		
		3.NO.2e1		3 (1-4)	

Item Development

ELA					
Grade	Number of Tasks	Number of Levels/Tiers	Number of Items per Level/Tier for each Task	Total ELA Items	
3	10	4	4	160	
4	10	4	4	160	
5	10	4	4	160	
6	10	4	4	160	
7	10	4	4	160	
8	10	4	4	160	
HS	10	4	4	160	
Math					
Grade	Number of Tasks	Number of Levels/Tiers	Number of Items per Level/Tier for each Task	Total Math Items	
3	10	4	4	160	
4	10	4	4	160	
5	10	4	4	160	
6	10	4	4	160	
7	10	4	4	160	
8	10	4	4	160	
HS	10	4	4	160	
Grand Total			TILSA June 2013		2240



Student Interaction Studies

- In Fall 2013 the project will implement a series of focused studies to inform ongoing development.
- Research focus includes:
 - Investigate student response processes for those students who communicate symbolically in regards to expressive language and receptively
 - Investigate interaction for students with exceptionalities such as vision, hearing, or both to better understand the need for additional supports to improve access.

Pilot Test – Spring/ Fall 2014

- Phase I: Items will be administered broadly in a ‘matrix’ design for the primary purpose of evaluating item performance and developing bank calibrations.
- Phase II: Drawing on the item calibrations from phase I, intact form/sessions will be constructed and administered. By so doing, these forms will be built to meet psychometric targets and a decision rule governing progression from session one to two can be applied.

Census Testing – Spring 2015

- Full operational assessment in the spring of 2015
- Standard setting will be conducted based on results in summer 2015
- Reports and technical documentation will be produced

Summative Assessment Products Following Grant

At the end of the project's grant funding by fall 2015, states will have:

- A minimum of two forms per grade and content area suitable for future operational use.
 - Information necessary to direct presentation of content in such a manner as to honor the test specifications, blueprints, and psychometric targets for the assessment.
 - Algorithms, rules, and/or tables necessary to produce overall scale scores and performance levels.
 - Rubrics for all human scored items as well as protocols for training scorers and implementing the scoring process.
- Design specifications for all static reports produced to include individual student reports.
- Ancillary material to support administration of summative assessment to include test administration manuals, resources to support training of test examiners, and score interpretation guide.
- Detailed technical documentation of process, procedures, and results from all test development activities.
- All test items developed for the NCSC assessments (i.e. the item bank) will be made available in a format that meets industry standards for interoperability.
- Specifications for certification and implementation of the technology system and training resources.

