

OFFICE OF CHIEF ACADEMIC OFFICER
Summary of State Board of Education Agenda Items
May 7, 2015

OFFICE OF STUDENT ASSESSMENT

4. Approval of the recommended passing score for the 3rd Grade Reading Summative Assessment (MKAS²)

Executive Summary

Standard Setting for the 3rd Grade Reading Summative Assessment was completed on May 4-5, 2015. The Standard Setting process is designed to establish the passing score required for promotion to 4th grade. The Standard Setting Committee consisted of twenty-four (24) members which included elementary school teachers, reading intervention specialists, elementary school principals, community stakeholders, and members of the Mississippi Reading Panel.

During the Standard Setting process, the panelists completed multiple rounds of independent review and subsequent discussion to judge the difficulty of 3rd Grade Reading Summative Assessment items. Panelists made decisions about those items that a student in 3rd grade should be able to answer correctly (as aligned to performance level descriptors) in order to be considered above the “lowest achievement level in reading” for promotion to 4th grade in accordance with Mississippi Code § 37-177-9. Additionally, the MDE and its technical advisors considered multiple sources of additional evidence to arrive at a recommended passing score of 926 for the 3rd Grade Reading Summative Assessment.

Recommendation: Approval

Back-up material attached

Standard Setting Report for the MKAS² 3rd Grade Reading Assessment

May 7, 2015

Chris Domaleski, Ph.D.
Chair, Mississippi National
Technical Advisory Committee



The Center for Assessment

- The National Center for the Improvement of Educational Assessment (NCIEA or “Center for Assessment”) is a non-profit firm established in 1998 with the mission of improving student learning through improved assessment and accountability practices
- The Center works with 35 states/entities (including Washington, DC, Puerto Rico), five school districts, and 18 non-governmental organizations
 - Almost all are long-term engagements designed to provide technical and design support for a range of assessment and accountability issues
- Purposely small—15 full-time professionals
 - All with doctoral degrees, but who have worked in the “real world”

MKAS² 3rd Grade Reading Test

- Among the purposes of the Mississippi K-3 Assessment & Support System (MKAS²) is to serve as a summative assessment of 3rd grade reading ability
- This assessment supports § 37-177-9 the *Mississippi Literacy-Based Promotion Act*, which states beginning in the 2014-15 school year, if a student's reading deficiency is not remedied by the end of the student's third grade year, as demonstrated by the student scoring at the lowest achievement level in reading on the state annual accountability assessment or on an approved alternative standardized assessment for third grade, the student shall not be promoted to fourth grade

Standard Setting Overview

- Standard Setting is the process of determining ‘cut scores’ for the third grade reading test that indicate whether a student has achieved an established level of performance
 - More directly, standard setting answers the question, “what performance is ‘good enough’ to pass?”
- The process used for the third grade reading test is termed ‘ID Matching,’ which has been used in many large-scale standardized achievement testing programs and has a strong foundation in the psychometric literature
- Standard setting necessarily involves expert judgment and is informed by data

Standard Setting Overview

- Standard Setting was conducted on May 4-5, 2015
- 24 Mississippi educators and stakeholders with expertise in 3rd and 4th grade reading served as panelists
- The Mississippi Reading Panel was represented among the standard setting participants
- Mississippi's National Technical Advisory Committee (TAC) reviewed detailed plans and procedures on multiple occasions prior to the event and following the event
- The event was facilitated by Dr. Mike Beck, contracted by Renaissance Learning
- The event was monitored by independent experts from NCIEA, Dr. Christy Schneider, and Research in Action, Dr. J.P. Beaudoin
 - These individuals are well-known nationally for their expertise and experience in standard setting

The Standard Setting Process

- The standard setting process blends empirical evidence and professional judgment
- Broadly, the panelists study test items ordered by difficulty and match them to detailed Performance Level Descriptors (PLDs) for 'Not Passing' and 'Passing'
 - PLDs are narrative statements that indicate what students should know and be able to do
 - PLDs are directly linked to the state standards
- This occurs in multiple rounds, successively informed by discussion and data

Standard Setting Process

Day 1

- Orientation and training
- Reviewed the test
- Study and clarify PLDs
- Round 1 independent ratings

Day 2

- Group discussion informed by item data
- Round 2 independent ratings
- Review and discussion of informed by overall impact data
- Final judgments and evaluation