

OFFICE OF CHIEF ACCOUNTABILITY OFFICER
Summary of State Board of Education Agenda Items
August 19, 2021

OFFICE OF STUDENT ASSESSMENT

05. Action: Approval of the recommended cut scores on the Mississippi Academic Assessment Program (MAAP) for the U.S. History assessment [Goals 1 and 2 – MBE Strategic Plan]

Background Information: The new Mississippi College- and Career-Readiness Standards (MSCCRS) for Social Studies were implemented in school year 2018–2019. The MAAP U.S. History End-of-Course (EOC) assessment has been revised to align with the new MSCCRS standards for the course, US History: 1877 to Present. To evaluate the new assessment, cut scores are established which: (a) reflect the MSCCRS standards for the course, (b) link students' scores on the U.S. History test to expectations for students in each performance level, and (c) are well articulated across test.

On June 16-17, 2021, a standard setting was conducted for the MAAP U.S. History EOC assessment. For this process, 11 Mississippi educators served as panelists and were tasked with providing recommended cut scores for each of the five (5) performance level categories: minimal, basic, pass, proficient, and advanced, using a widely used standard setting approach called the Angoff Standard Setting Process. The panelists completed three (3) rounds of independent review and subsequent discussion to recommend the cut scores to correspond to the performance levels.

The MDE, Data Recognition Corporation (DRC), and Mississippi Technical Advisory Committee (TAC) representatives reviewed the results carefully and made two (2) adjustments to align the U.S. History scores closer to the other MAAP End-of-Course subject area tests. The final recommendation is to use the adjusted cut scores for the 2020–2021 U.S. History scoring process. Due to potential impacts of COVID-19 on instruction and assessment, the MDE, DRC, and the TAC will conduct a performance standard review and validation process following the 2021–2022 academic year for the U.S. History EOC assessment.

This item references Goals 1 and 2 of the *Mississippi Board of Education 2018 – 2022 Strategic Plan*.

Recommendation: Approval

Back-up material attached

Memorandum

To: Mississippi Department of Education (MDE)
From: Chris Domaleski and Leslie Keng
Date: June 29, 2021
Re: U.S. History Standard Setting Feedback

Background

MDE contracted with Data Recognition Corporation (DRC) to design and implement standard setting methods and procedures for the U.S. History End-of-Course (EOC) assessment. On June 16–17, 2021, DRC facilitated a workshop in which participants recommended cut scores to differentiate five performance levels. The workshop employed the Yes/No Angoff process, a widely used, research-based method that was selected by DRC and MDE in collaboration with their technical advisors.

Following the workshop, MDE applied two adjustments to the panelists' recommendations. The methods and outcomes of the standard setting workshop and subsequent adjustments are described in DRC's memorandum of June 23, 2021, which the authors of this memorandum reviewed and discussed with both MDE and DRC on June 24, 2021.

Feedback and Recommendations

Based on our review of documents and plans presented to the MDE technical advisory committee (TAC) and post-workshop documentation, we believe the MDE and DRC developed an appropriate plan for establishing cut scores on the U.S. History EOC assessment. The grounding of the plan in professionally accepted practices and the fidelity of its implementation bolster confidence in the technical defensibility of the process.

As noted, MDE applied an adjustment to the panelist recommendations following the workshop. In our experience, post-workshop adjustments are sometimes made to reflect specific priorities. The evidence we reviewed and discussed suggests the adjustment was in keeping with the voice of panelists and consistent with MDE policy interests.

Furthermore, we acknowledge that the 2020–2021 academic year was quite atypical. The impact of COVID–19 disrupted many facets of education including assessment. Among other factors, these disruptions may have influenced a student's opportunity to learn, administration conditions, or motivation. Collectively, these factors create a substantial challenge for establishing stable performance standards, which is an issue the TAC identified in early discussions. For this reason, ***we recommend that MDE conduct a performance standard review and validation process following the 2021–2022 academic year.*** This will position MDE to better evaluate the impact of performance expectations longer term and either adjust or affirm the preliminary recommendations produced this year.

Table 1 illustrates the Recommended Scaled Cut Scores for MAAP U.S. History for the 2020–2021 school year.

Table 1. Adjusted Cut Scores and Associated Impact Data for EOC U.S. History

	Performance Level				
	<i>PL 1</i>	<i>PL 2</i>	<i>PL 3</i>	<i>PL 4</i>	<i>PL 5</i>
Cut Scores	—	1037	1050	1065	1089
Impact Data	7.32%	22.65%	26.98%	32.08%	10.97%

Table 2 compares the Scale Cut Scores for all End-of-Course (EOC) Assessments.

Subject	Performance Level 1 (Minimal)	Performance Level 2 (Basic)	Performance Level 3 (Passing)	Performance Level 4 (Proficient)	Performance Level 5 (Advanced)
English II	1001-1036	1037-1049	1050-1064	1065-1080	1081-1099
Algebra I	1001-1038	1039-1049	1050-1064	1065-1087	1088-1099
Biology	1000-1037	1038-1049	1050-1064	1065-1094	1095-1180
U.S. History	1000-1036	1037-1049	1050-1064	1065-1088	1089-1150