



2013-14 TCAP Standards Verification

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Instruction

Implementation of new standards and assessments

- 45 states and the District of Columbia have adopted Common Core State Standards
- New standards require new assessments aligned to standards
- States have varied their approach to transition from 2010-11 to 2014-15
 - Continue assessments of current standards
 - Develop new assessments
 - Adjust existing assessments
- New fully aligned assessments begin in 2014-15

Assessment Transition Approach

2011-12

2012-13

2013-14

2014-15

Narrow official assessments

**Expand no-stakes assessments
reflecting PARCC**

PARCC

Tennessee's Common Core State Standards Timeline

- July 2010 – Adoption by State Board
- Phased Implementation
 - 2011-12 School Year – K-2
 - 2012-13 School Year – 3-8 math
 - 2013-14 School Year – 3-11 math and reading
- Modified Assessments
 - 2012-13 School Year – Narrowed TCAP in 3-8 math
 - 2013-14 School Year – Narrowing TCAP in 3-8 reading, Algebra I & II, English I, II and III, further narrowing in 3-8 math
- New Assessments
 - 2014-15 School Year – TCAP includes PARCC for reading and math

Preparing students for CCSS-aligned assessments

- Department worked with educators and experts to identify Focus Standards
 - Teachers, curriculum supervisors (Math and ELA Councils) and members of the Common Core State Standards writing committees (Sue Pimentel and Jason Zimba)

- Items not aligned with Focus Standards and CCSS on the current TCAP assessments identified and removed
 - 3-8 Mathematics, Algebra I, Algebra II
 - 3-8 Reading/Language Arts, 9th – 11th grade English

Process for implementing new assessments



Technical Advisory Committee (TAC)

- A group of national experts in large-scale student testing and accountability
- Provide objective analysis and advice on issues related to the state's student assessment program
- Includes two of the nation's foremost experts in standards setting
- TAC Members
 - Gregory Cizek, PhD, University of North Carolina, Chapel Hill
 - Laura Hamilton, PhD, RAND Corporation
 - Suzanne Lane, PhD, University of Pittsburgh
 - Sheryl Lazarus, PhD, University of Minnesota, National Center on Educational Outcomes
 - Marianne Perie, PhD, (chair), University of Kansas
 - Laurie Wise, PhD, Human Resources Research Organization

Steps taken to ensure year to year comparability

- Approximately the same number of items as prior year
- Psychometric analysis confirmed assessment statistics have not changed substantially
- Analysis of 2012-13 3-8 math assessments indicates no impact of narrowing on results
- Extensive discussion, review of content changes and statistics with Tennessee's Technical Advisory Committee (TAC)

Why employ standards verification?

- Reinforce psychometric analysis
- Ensure that educators feel that performance level cut scores and performance descriptors remain appropriate
- Ensure the stability of the system and interpretability of results
- Commonly used process recommended by TAC

Standards verification process

- One full day of meetings with groups of educators
 - 9 educators per grade band and subject
 - 1 administrator (content expert as possible) per grade band and subject
 - Observed by TAC chair
 - Observed by SBE staff
- Bookmarking process
 - Assessment vendor created ordered item booklets mimicking the 2013-14 assessments and showing items in order of difficulty
 - Educators reviewed the placement of bookmarks in a mock 2013-14 ordered item booklet to the 2011-12 booklet to ensure comparability
 - Educators asked to ensure that proficiency as defined by the performance level descriptors remains consistent

Standards verification process

■ Results

- Vast majority of participants in each grade band and subject felt that there was not enough evidence to indicate a need to change cut scores
- Vast majority of participants felt that achievement level descriptors were aligned to cut scores
- TAC chair believes process was “very high quality” and should give confidence that TCAP scores “will be reliable and valid”

Questions

