Washington Comprehensive Assessment Program

2014

Authorizing legislation:

- RCW 28A.300.041(8)
  (http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.300.041)

- RCW 28A. 655.066

- 2ESHB 1087 Section 513(4)(b)
  (http://leap.leg.wa.gov/leap/budget/lbns/1113Omni1087-S.SL.pdf)

Assessment and Student Information
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Executive Summary

The Washington Comprehensive Assessment Program (WCAP) includes all state tests administered in Washington. Statewide testing is important because it helps ensure all public school students, no matter where they go to school, receive a quality education.

State tests are administered to students yearly in reading and mathematics in grades 3 through 8 and once in high school. Students are also tested in science and writing in an elementary school grade, a middle school grade and a high school grade. High school students must meet standard on assessments to be eligible to graduate.

2012–13

The only new assessment in the 2012‒13 school year was the mathematics Collection of Evidence (COE). COEs may be used to satisfy graduation assessment requirements for students who have not been able to meet standard on graduation exams.

Students must now attempt a graduation exam two times before submitting a COE. This rule, however, does apply to students who transfer into Washington state public schools in 11th or 12th grade. Students may submit one COE per content area.

Online testing continued for the reading and mathematics Measurements of Student Progress (MSP) in grades 3 through 8 and the science MSP in grades 5 and 8. Paper/pencil format remains an option for schools that choose not to test online. High school exams remain paper/pencil only.

2013–14

The biology COE was introduced in the 2013‒14 school year. The first biology COEs will be submitted in June 2014. Passing scores will be determined through a process called “standard setting” in August.

About one-third of Washington’s students in grades 3 through 11 will participate in the Smarter Balanced field tests this spring. This is an important step in the development of the new assessments of the Common Core State Standards in mathematics and English language arts/literacy. About 680 schools have registered to participate.

2014–15

Washington is a member of the state-led Smarter Balanced Assessment Consortium. It is a governing state and fiscal agent. Smarter Balanced is developing assessments aligned to the Common Core in English language arts/literacy and mathematics that are designed to help prepare all students to graduate high school college- and career-ready.

Washington also participates in the Dynamic Learning Maps (DLM) consortium to address the need for an assessment of the Common Core for students with significant cognitive challenges. OSPI
predicts the DLM consortium’s new assessments will not be ready in 2014–15 and has chosen to postpone implementation in our state. In the meantime, OSPI’s alternate assessment staff are working with our current alternate assessment vendor, Measured Progress, to transition the current Portfolio assessment to a new assessment aligned with Common Core.

**Other Assessment Program Initiatives**

**Washington Kindergarten Inventory of Developing Skills (WaKIDS).** WaKIDS is a transition process that helps to ensure a successful start to the K–12 experience and connect the key adults in a child’s life. It is required in all state-funded full-day kindergarten classrooms. It helps teachers learn about each child’s social/emotional, cognitive, language/literacy, mathematical and physical development. In the 2013–14 school year, approximately 1,800 teachers from 187 districts participated in WaKIDS, reaching 38,443 kindergarteners.

**Washington English Language Proficiency Assessment (WELPA).** The WELPA is a tool used to determine student eligibility for English language development services. Approximately 98,420 students took the WELPA in the 2012–13 school year.

Washington has adopted new English language proficiency standards aligned to the Common Core. OSPI is also participating in the English Language Proficiency Assessment for the 21st Century (ELPA21) Consortium funded by the **U.S. Department of Education**. This consortium is charged with the development of new assessments to reflect these new standards.
2012–13 Modifications and Overview of Assessment Results

Most of the characteristics associated with the state's summative assessments in 2012–13 were similar to the 2011–12 administration year. The only new assessment was the Collection of Evidence (COE) assessment in the content area of mathematics, aligned to the mathematics standards adopted in 2009.

Mathematics COE

The mathematics COE was reintroduced in 2012–13. It provided an alternative way to fulfill the mathematics end-of-course (EOC) high school graduation requirement. Students who had attempted but not met standard on a mathematics EOC exam, were able to submit a mathematics COE.

To develop a COE, students compile a set of work samples developed under a teacher's supervision. Each student collection is scored by a professional scorer selected and trained by OSPI. Collections must demonstrate a student has the skills that are tested on the EOC. Tasks that can be used to develop these work samples are available at [http://www.coe.k12.wa.us/Page/1](http://www.coe.k12.wa.us/Page/1).

Two significant changes to the COE guidelines went into effect as of the 2011–12 school year due to HB 1087 and corresponding budget reductions. Previously, a student was eligible to submit a collection following one unsuccessful attempt of the High School Proficiency Exams (HSPE) or EOC. Students are now required to attempt a test two times before accessing this option. The second change is a limit on the number of COE submissions allowed. Per HB 1087, students are now allowed only one submission per content area.

The first opportunity to submit a mathematics COE was February 2013 for the graduating class of 2013. To be eligible to submit a mathematics COE, students must have taken and not passed two mathematics EOCs. However, OSPI lifted this requirement for 12th graders in 2013 because schools might not have ensured students took the test twice in prior years.

Students may choose to compile a COE for either Year 1 or Year 2 mathematics. The design of the mathematics COEs is similar for each year. Teachers and/or students select between six and eight tasks from an inclusion bank of tasks. The tasks in the bank were developed and reviewed by Washington teachers, facilitated by OSPI content assessment specialists. Each task consists of a context and three or four constructed-response questions. The selected tasks must provide representation across all of the reporting strands for Year 1 or Year 2 mathematics. The completed tasks are the work samples that form a student's COE. The table below provides the description of the reporting strands for each year of mathematics.
Table 1: Mathematics EOC Reporting Strands

<table>
<thead>
<tr>
<th>Mathematics, Year One</th>
<th>Mathematics, Year Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Numbers, Operations, Expression, and Variables</td>
<td>• Logical Arguments and Proofs</td>
</tr>
<tr>
<td>• Linear Equations and Inequalities</td>
<td>• Proving and Applying Properties of Two-Dimensional Figures</td>
</tr>
<tr>
<td>• Characteristics and Behaviors of Linear and Non-Linear Functions</td>
<td>• Figures in a Coordinate Plan and Measurement</td>
</tr>
<tr>
<td>• Data and Statistics</td>
<td>• Process</td>
</tr>
<tr>
<td>• Process</td>
<td></td>
</tr>
</tbody>
</table>

A standard-setting process for the mathematics COE was held in Olympia, Washington, March 25 to 27, 2013. The purpose of the standard-setting panels and articulation meeting that followed was to establish the recommended performance standards for the Year 1 and Year 2 mathematics COEs.

The two panels consisted of 29 committee members, 14 on the Year 1 COE course-level panel and 15 on the Year 2 COE course-level panel. These members were high school mathematics teachers, instructional coaches, and other subject matter experts. Each person who was selected for this process represented the knowledge and understanding of his or her peers throughout the course of the process, lending a balance between diverse opinion and consensus.

Legislation requires that the COE performance standards be of equal or greater rigor than the performance standards for the mathematics EOC exams. The panelists were trained in the content standards and the Performance-Level Descriptors (PLDs) that served as the basis for the EOC standard setting. The standard-setting plan also made use of a subset of ordered items from the EOC exams. This subset included items with difficulty levels near the cut score to further familiarize the panelists with performance standards expected on the Mathematics EOC exams. After being trained in the PLDs, the panelists were trained in the development and scoring of the COE, as well as on the standard-setting procedure.

OSPI adopted a body of work method for the mathematics COE standard setting. Panelists were provided a set of 20 collections, which had been ordered according to total points. Prior to the standard-setting meeting, each collection had received a score that reflected the number of points earned out of the number of points possible for a total collection. The standard-setting process used the committee’s experience, knowledge, expertise, and expectations to determine the “cut score” (the number of points necessary to meet standard out of the total of points possible) that most closely aligns to “Meeting Standard” on the EOCs. In successive rounds of review, the standard-setting panelists deliberated student performance expectations, proposed preliminary cut scores, and reviewed rationales in context with added evidence/information all designed to solidify the
thinking of the group around a final set of cut-score decisions. The evidence provided in each round and the tasks panelists were asked to complete are as follows:

- **Round 1.** Panelists set the range of scores by narrowing the range of collections to those that encompassed the “Proficient/Not Proficient” range, or “gray area.”

- **Round 2.** Panelists used a modified set of collections, including the collections identified in Round 1 as composing the “gray area” and additional collections in that same score range. A table provided the raw score for each collection. Panelists independently classified each collection as to whether or not it represented a “Proficient” body of work.

- **Round 3.** Panelists received an anonymous “feedback matrix” including the average selection, impact data, and the frequency distribution. After group discussion, panelists independently selected the collection that demonstrated a “Proficient” body of work for a second time.

The recommended cut scores for mathematics year 1 and year 2 COEs were determined by averaging the results of the selection from each of the panelists (see Table 2).

### Table 2: Cut Scores for Mathematics Year 1 and Year 2 Collections of Evidence

<table>
<thead>
<tr>
<th></th>
<th>Year 1 Math COE (32 points)</th>
<th>Year 2 Math COE (24 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proficient</strong></td>
<td>24</td>
<td>14</td>
</tr>
<tr>
<td><strong>Eligible for Augmentation</strong></td>
<td>22–23</td>
<td>12–13</td>
</tr>
</tbody>
</table>

#### Online Testing

Online testing continued for the reading and mathematics Measurements of Student Progress (MSP) in grades 3–8 and the science MSP in grades 5 and 8. Schools participate in online testing on a voluntary basis. Online participation fell short of OSPI’s goals of 80% in grades 4–8 and 60% in grade 3, as reflected in the table below. Without making online testing mandatory, it is highly unlikely we will reach the online participation targets of 75% for 2013–14. Feedback from the field is that there are simply an insufficient number of computers in the schools to administer the assessments online for all grades and subject areas.
Table 3: Online Testing Participation

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>Grades 6–8</th>
<th>Grades 4–5</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009–10 actual</td>
<td>25%</td>
<td>Only Paper/Pencil</td>
<td>Only Paper/Pencil</td>
</tr>
<tr>
<td>2010–11 actual</td>
<td>40%</td>
<td>20%</td>
<td>Only Paper/Pencil</td>
</tr>
<tr>
<td>2011–12 actual</td>
<td>50%</td>
<td>30%</td>
<td>~15%</td>
</tr>
<tr>
<td>2012–13 actual</td>
<td>55%</td>
<td>42%</td>
<td>24%</td>
</tr>
<tr>
<td>2013–14 projected</td>
<td>75%</td>
<td>75%</td>
<td>75%</td>
</tr>
<tr>
<td>2014–15 projected</td>
<td>95% Smarter Balanced</td>
<td>95% Smarter Balanced</td>
<td>95% Smarter Balanced</td>
</tr>
</tbody>
</table>

There have been instances of technical difficulties during the four years of online testing, but no major flaws have been identified. Feedback from most in the field, including survey responses from students, indicates the overall experience has been positive. Though schools have not embraced online testing as quickly as planned, based on field response and the context of other states that experienced wide-spread administration problems with their online programs, OSPI views the evolution to online testing as successful.

To ensure consistent performance interpretation between students who accessed the online test and those who tested via the traditional paper/pencil mode, equating between both tests modes was conducted using the early return paper/pencil sample and the early return online sample.

The comparability of online and paper/pencil testing is examined each year. As with last year’s results, this year’s tests yielded small but consistent differences, with online testing appearing to be slightly more difficult, particularly in the heavily text-based subjects of reading and science. Per advice from the state’s National Technical Advisory Committee and psychometric services contractors, online scores were adjusted slightly as part of the equating process so there was no disadvantage to students, schools, or districts for participating in online testing.

This and the other technical studies conducted in 2012–13, available at http://www.k12.wa.us/assessment/TechReports.aspx, demonstrate the fidelity of the program to its long-standing levels of validity and reliability. They were retained through diligent compliance to procedures and high-caliber judgment and evaluation of numerous national professionals from the field of test measurement.
Overview of 2013 Assessment Results

The following table presents the percent of students meeting standard on each of the tests for all grades used in federal accountability.

Table 4: Achievement Results for 2013: MSP Reading, Writing, Mathematics and Science; HSPE Reading and Writing; and EOC Year 1 Math, Year 2 Mathematics and Biology

<table>
<thead>
<tr>
<th>Grade</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Not Meeting Standard</th>
<th>Proficient</th>
<th>Advanced</th>
<th>Meeting Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>13.9%</td>
<td>13.1%</td>
<td>27.0%</td>
<td>30.4%</td>
<td>42.6%</td>
<td>73.1%</td>
</tr>
<tr>
<td>4</td>
<td>6.4%</td>
<td>21.1%</td>
<td>27.5%</td>
<td>42.8%</td>
<td>29.7%</td>
<td>72.5%</td>
</tr>
<tr>
<td>5</td>
<td>7.3%</td>
<td>20.0%</td>
<td>27.3%</td>
<td>29.1%</td>
<td>43.5%</td>
<td>72.7%</td>
</tr>
<tr>
<td>6</td>
<td>9.4%</td>
<td>19.1%</td>
<td>28.5%</td>
<td>39.6%</td>
<td>31.9%</td>
<td>71.5%</td>
</tr>
<tr>
<td>7</td>
<td>9.0%</td>
<td>22.2%</td>
<td>31.2%</td>
<td>27.1%</td>
<td>41.7%</td>
<td>68.8%</td>
</tr>
<tr>
<td>8</td>
<td>15.1%</td>
<td>18.5%</td>
<td>33.6%</td>
<td>24.2%</td>
<td>42.2%</td>
<td>66.4%</td>
</tr>
<tr>
<td>10</td>
<td>8.5%</td>
<td>8.0%</td>
<td>16.5%</td>
<td>27.6%</td>
<td>55.9%</td>
<td>83.6%</td>
</tr>
</tbody>
</table>
# Writing

<table>
<thead>
<tr>
<th>Grade</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Not Meeting Standard</th>
<th>Proficient</th>
<th>Advanced</th>
<th>Meeting Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>15.3%</td>
<td>22.5%</td>
<td>37.8%</td>
<td>39.0%</td>
<td>23.1%</td>
<td>62.2%</td>
</tr>
<tr>
<td>7</td>
<td>12.1%</td>
<td>16.8%</td>
<td>28.9%</td>
<td>43.4%</td>
<td>27.6%</td>
<td>71.1%</td>
</tr>
<tr>
<td>10</td>
<td>7.6%</td>
<td>7.5%</td>
<td>15.1%</td>
<td>41.4%</td>
<td>43.4%</td>
<td>85.0%</td>
</tr>
</tbody>
</table>

# Mathematics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Not Meeting Standard</th>
<th>Proficient</th>
<th>Advanced</th>
<th>Meeting Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>15.6%</td>
<td>19.1%</td>
<td>34.7%</td>
<td>37.6%</td>
<td>27.7%</td>
<td>65.3%</td>
</tr>
<tr>
<td>4</td>
<td>21.8%</td>
<td>15.8%</td>
<td>37.6%</td>
<td>30.1%</td>
<td>32.5%</td>
<td>62.5%</td>
</tr>
<tr>
<td>5</td>
<td>17.4%</td>
<td>20.0%</td>
<td>37.4%</td>
<td>35.9%</td>
<td>26.8%</td>
<td>62.7%</td>
</tr>
<tr>
<td>6</td>
<td>22.3%</td>
<td>18.2%</td>
<td>40.5%</td>
<td>32.6%</td>
<td>26.8%</td>
<td>59.4%</td>
</tr>
<tr>
<td>7</td>
<td>20.7%</td>
<td>15.5%</td>
<td>36.2%</td>
<td>29.3%</td>
<td>34.4%</td>
<td>63.8%</td>
</tr>
<tr>
<td>8</td>
<td>27.1%</td>
<td>19.5%</td>
<td>46.6%</td>
<td>27.5%</td>
<td>25.8%</td>
<td>53.3%</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>See EOC data below</td>
</tr>
</tbody>
</table>

# Science

<table>
<thead>
<tr>
<th>Grade</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Not Meeting Standard</th>
<th>Proficient</th>
<th>Advanced</th>
<th>Meeting Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>15.2%</td>
<td>18.2%</td>
<td>33.4%</td>
<td>33.7%</td>
<td>32.9%</td>
<td>66.6%</td>
</tr>
<tr>
<td>8</td>
<td>11.8%</td>
<td>23.4%</td>
<td>35.2%</td>
<td>39.7%</td>
<td>25.2%</td>
<td>64.9%</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>See EOC data below</td>
</tr>
</tbody>
</table>

See EOC data below
### Mathematics EOC: Algebra or Integrated 1

<table>
<thead>
<tr>
<th>Grade</th>
<th>Meeting Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 or below</td>
<td>93.4%</td>
</tr>
<tr>
<td>8</td>
<td>82.6%</td>
</tr>
<tr>
<td>9</td>
<td>53.5%</td>
</tr>
<tr>
<td>10 (includes previously passed)</td>
<td>76.0%</td>
</tr>
</tbody>
</table>

### Mathematics EOC: Geometry or Integrated 2

<table>
<thead>
<tr>
<th>Grade</th>
<th>Meeting Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 or below</td>
<td>99.4%</td>
</tr>
<tr>
<td>8</td>
<td>98.8%</td>
</tr>
<tr>
<td>9</td>
<td>93.6%</td>
</tr>
<tr>
<td>10 (includes previously passed)</td>
<td>83.3%</td>
</tr>
</tbody>
</table>

### Biology EOC

<table>
<thead>
<tr>
<th>Grade</th>
<th>Meeting Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 or below</td>
<td>95.3%</td>
</tr>
<tr>
<td>8</td>
<td>96.8%</td>
</tr>
<tr>
<td>9</td>
<td>82.0%</td>
</tr>
<tr>
<td>10 (includes previously passed)</td>
<td>71.6%</td>
</tr>
</tbody>
</table>

**Certificate of Academic Achievement Options**

Graduation options available to students continue to include:

- COE: reading and writing are mature programs; mathematics COEs started in 2013 and biology COE is under development
- College entrance exams: SAT, ACT, AP, IB
- Grade-Point Average (GPA) Comparison: evaluating a student against cohort of similar course-taking students who met standard on the assessment
In addition, students can be given a “waiver” if they have already met standard on a comparable test in another state, or under particular circumstances for students in special education (locally determined assessment or awareness waiver). Finally, there is a review panel to decide if a student's special circumstance appeal should be granted, allowing the student to graduate without having met standard on a particular test.

Table 5 shows the counts of students who accessed Certificate of Academic Achievement options in the 2012–13 school year.

Table 5: Certificate of Academic Achievement Options Accessed in 2012–13

<table>
<thead>
<tr>
<th>Options Accessed in 2012–13</th>
<th>Total across all subjects</th>
<th>Math</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collections of Evidence</td>
<td>10,905</td>
<td>6,809</td>
<td>2,553</td>
<td>1,543</td>
</tr>
<tr>
<td>College Entrance Test</td>
<td>1,587</td>
<td>1,216</td>
<td>848</td>
<td>536</td>
</tr>
<tr>
<td>Grade-Point Average Comparison</td>
<td>68</td>
<td>59</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Out-of-State Test</td>
<td>1,838</td>
<td>1,629</td>
<td>1,684</td>
<td>1,584</td>
</tr>
<tr>
<td>Locally Determined Assessment</td>
<td>1,060</td>
<td>683</td>
<td>272</td>
<td>525</td>
</tr>
<tr>
<td>Awareness Waiver</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Direct Access</td>
<td>875</td>
<td>875</td>
<td>875</td>
<td>875</td>
</tr>
<tr>
<td>Special Circumstance Appeals</td>
<td>19</td>
<td>15</td>
<td>12</td>
<td>10</td>
</tr>
</tbody>
</table>

Table 6 shows how many 12th graders used each option for meeting their assessment graduation requirements. The number of students who accessed the options exceeds the number of students who ultimately needed the option for graduation in cases where the student tested on the general assessment as well as used an option. If standard was met on the assessment, the student is represented in that row rather than in the row for the particular option.
Table 6: How Students in the Class of 2013 Fulfilled Assessment Graduation Requirements

<table>
<thead>
<tr>
<th>Class of 2013 in Grade 12</th>
<th>Reading</th>
<th>Writing</th>
<th>Mathematics</th>
<th>Science*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Total Met Standard</td>
<td>67,079</td>
<td>94.7%</td>
<td>66,991</td>
<td>94.6%</td>
</tr>
<tr>
<td>Via HSPE/EOC</td>
<td>61,109</td>
<td>86.2%</td>
<td>62,413</td>
<td>88.1%</td>
</tr>
<tr>
<td>Via Washington Alternative Assessments (Special Ed)</td>
<td>3,349</td>
<td>4.7%</td>
<td>2,862</td>
<td>4.0%</td>
</tr>
<tr>
<td>HSPE/EOC-Basic</td>
<td>1,241</td>
<td>1.8%</td>
<td>1,318</td>
<td>1.9%</td>
</tr>
<tr>
<td>WAAS Developmentally Appropriate Proficiency Exam</td>
<td>1,391</td>
<td>2.0%</td>
<td>656</td>
<td>0.9%</td>
</tr>
<tr>
<td>WAAS Portfolio</td>
<td>572</td>
<td>0.8%</td>
<td>587</td>
<td>0.8%</td>
</tr>
<tr>
<td>Locally Determined Assessments</td>
<td>145</td>
<td>0.2%</td>
<td>301</td>
<td>0.4%</td>
</tr>
<tr>
<td>Via Certificate of Academic Achievement Options</td>
<td>1,747</td>
<td>2.5%</td>
<td>902</td>
<td>1.3%</td>
</tr>
<tr>
<td>COE</td>
<td>1,263</td>
<td>1.8%</td>
<td>605</td>
<td>.9%</td>
</tr>
<tr>
<td>PSAT/SAT/ACT/AP</td>
<td>473</td>
<td>0.7%</td>
<td>289</td>
<td>0.4%</td>
</tr>
<tr>
<td>Grades Comparison</td>
<td>11</td>
<td>0%</td>
<td>8</td>
<td>0%</td>
</tr>
<tr>
<td>Via Special Waiver</td>
<td>874</td>
<td>1.2%</td>
<td>814</td>
<td>1.1%</td>
</tr>
<tr>
<td>Out-of-State Waivers</td>
<td>859</td>
<td>1.2%</td>
<td>798</td>
<td>1.1%</td>
</tr>
<tr>
<td>Awareness-Level Waivers (Special Ed)</td>
<td>14</td>
<td>0%</td>
<td>14</td>
<td>0%</td>
</tr>
<tr>
<td>Special Circumstance Appeals</td>
<td>1</td>
<td>0%</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Tested: Not met standard</td>
<td>1,228</td>
<td>1.7%</td>
<td>1,298</td>
<td>1.8%</td>
</tr>
<tr>
<td>No score</td>
<td>2,545</td>
<td>3.6%</td>
<td>2,563</td>
<td>3.6%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>70,852</td>
<td>100%</td>
<td>70,852</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Science is not a graduation requirement for the Class of 2013. Students in the classes of 2015 and beyond will need to meet standard in science.
2013–14 Enhancements to the Summative Assessments

The only enhancement to test administration for 2013–14 will be the introduction of the biology COE. Students who fail to meet standard twice on the biology EOC may submit a biology COE in June 2014. After scoring those collections, standards (i.e., cut scores) for the biology COEs will be set in August 2014.

During 2013–14 the most impactful change to the assessment program is that approximately one-third of Washington’s students in grades 3–11 will participate in the Smarter Balanced field tests that will support development of the new assessments of the Common Core State Standards. The field tests will be online assessments in mathematics and English language arts (ELA)/literacy, and will be given in the spring of 2014. About 680 schools have registered for the field tests.

Purpose of the Field Tests - Field testing is critical to ensure that assessment items are accessible to all students and that they produce results that are valid, reliable, and fair. The field test helps guarantee that the Smarter Balanced assessment items are placed on an accurate scale to determine final achievement levels (i.e., cut scores). In addition to the benefits to the development of what will become our future assessments:

- Students will gain hands-on experience with the functionality of innovative technology-enhanced items and newly designed performance tasks that include related classroom activities.

- Administrators will gain valuable exposure to administration logistics during this “trial run,” allowing them to better prepare for smooth and successful participation in the operational assessments in the 2014–15 school year.

- State stakeholders will benefit by having the diversity of their student populations included in the development of achievement-level descriptors and analysis of test quality.

Double Testing/School Accountability - OSPI was approved by the U.S. Department of Education (USED) for a waiver that will allow us to offer elementary and middle schools an opportunity to participate in the Smarter Balanced field tests without having to also administer the reading, writing and mathematics MSP. This means that in 2014, elementary and middle schools participating in the field tests will use spring 2013 MSP results for accountability. These schools’ percent meeting standard on the MSP in reading and mathematics in 2013 will “roll forward” and be used a second time in accountability calculations in 2014. Schools choosing to administer the MSP will use the 2014 results for accountability.

No Scores or Reports from the Field Tests - The field tests will measure the utility and difficulty of over 22,000 test items. The tests are designed as an assessment of the items and the test engine; the consortium will not be generating individual student scores. Without individual student scores there will be no school, district, or state scores. Schools understand that the field test is not a
preview into how well their students will do on the operational tests in 2015, but rather a way to help the consortium make sure the operational tests in 2015 and beyond are valid, reliable, and fair. Schools participating in MSP, HSPE, and EOC exams will receive standard score reports for individual students and school summary reports.

**Elementary and Middle School Participation in the Field Tests** - In participating elementary and middle schools, all students (except students with significant cognitive disabilities who are assessed with the WAAS-Portfolio) in all tested grades (3–8) will take both the ELA and mathematics field tests in place of the reading, writing, and mathematics MSP. All elementary and middle schools will administer the science MSP in grades 5 and 8.

**High School Participation in the Field Tests** - Smarter Balanced field testing in high school is primarily for students in grade 11, but students in grades 9 and 10 are also included. Because many 11th graders have already completed the state’s assessment requirements, double testing will not be an issue.

In addition to any field testing, high schools will administer our current high school assessments (HSPE/EOC) in reading, writing, math, and biology for both school accountability and graduation requirements.

For grades 9–11, either the ELA or mathematics field test, or both, may be administered to all students in a grade (except students assessed with the WAAS-Portfolio). Participation is at a grade level within a school for each content area, and participation is a school and/or district decision.

**2014–15 Transition to New State Assessments**

Due to the change in state standards in English language arts and mathematics, the state must transition to new assessments, aligned to those standards, by 2014–15. Both the general assessments (MSP, HSPE, and EOCs) and the alternate assessment (Portfolio) will be replaced next year. The replacement tests and transition activities are described below.

**Smarter Balanced Assessment Consortium**

Washington continues as a member-state of the Smarter Balanced Assessment Consortium, in the role of a governing state and as the lead state/fiscal agent. Current make-up of the consortium is 25 state members with 23 in the role of governing state and the remaining two as advisory states. The U.S. Virgin Islands is participating as an Affiliate member.

The Smarter Balanced program is established as a four-year project designed to develop assessment instruments that align with the Common Core State Standards in English language arts and mathematics. The Common Core State Standards, released in June 2010 and adopted in Washington in July 2011, are designed to measure whether students exiting high school are ready for college or career. The consortium aims to develop assessment instruments that support student learning with summative, interim, and formative measures.
Major work accomplishments as of this report include finalizing item development in both English language arts and mathematics for preparation of the field test in spring 2014. Sample items and practice tests have been released. The consortium has also finalized the system architecture for the computer adaptive testing (CAT) platform for the summative and interim assessment instruments. Minimum IT requirements and recommended configurations have also been released, and an IT capacity tool allows member states to determine readiness for the transition to the new computer testing system. Accessibility and accommodation guidelines have been developed and approved by member states. Specifications and training materials that support item writing for four distinct item types, (multiple choice, constructed response, technology enhanced and performance task) have been published, and Washington is among a handful of states assisting in the development of items for the assessments.

Achievement-level descriptors (ALDs) for the Smarter Balanced Assessment Consortium in grades 3–8 and 11 in English language arts/literacy (ELA/literacy) and mathematics were developed by K–12 teachers, higher education faculty, and content experts representing Smarter Balanced member states. The ALDs, describing levels of student performance in English language arts/literacy and mathematics on the Smarter Balanced assessments, have been adopted by member states. The Smarter Balanced system of ALDs is based upon four levels of achievement that describe whether students have demonstrated “deep command,” “sufficient command,” “partial command,” or “minimal command” of knowledge, skills, and processes across the two assessed content areas of English language arts/literacy and mathematics. Smarter Balanced is developing an integrated suite of ALDs that serve different purposes for item writing, standard-setting, and reporting results. Reporting ALDs—which provide guidance to students and parents about how to interpret performance on the assessments—will be developed following standard setting in 2014.

Smarter Balanced has also released a college content-readiness definition with associated implications for 12th-grade and postsecondary coursework at each achievement level on the 11th-grade assessment. Governing states adopted the initial ALDs in March 2013. A full description of the ALDs and the college content-readiness definition and policy framework are available at http://www.smarterbalanced.org/achievement-level-descriptors-and-college-readiness/.

Smarter Balanced has regular meetings with its governance bodies, (Executive Committee, governing/advisory states), advisory boards (Technical Advisory Committee), and state chiefs, and continues to establish other communications channels to keep a broader stakeholder audience engaged with the project status and achievements. The USED grant that supports Smarter Balanced will end in October 2014. The long-term sustainability of the consortium will be managed by the University of California at Los Angeles (UCLA). OSPI will establish a Memorandum of Understanding with UCLA to remain a governing state within the consortia, allowing access to the Smarter Balanced item bank and psychometric services.

The Michigan Department of Education recently published a detailed comparison of 12 Common Core assessment systems. Mandated earlier this fall by the Michigan state legislature, the report used a Consumer Reports–style rating system to evaluate each assessment system against dozens of
Smarter Balanced received high marks across the board for the design of the assessment system components, content and item type alignment, and accessibility. The Consortium’s governance, involvement of educators, and the ability of the state to retain control of student data were also cited as major benefits. The report concluded that Smarter Balanced “remains the only viable option” that can satisfy Michigan’s needs for a rich, next-generation assessment system.

As the report notes, the system has been designed from the beginning by state assessment directors who have deep expertise in developing large-scale assessments and extensive knowledge of state needs and requirements. This experience informed not only the design of the assessment system, but the state-led, consensus-based approach that has successfully guided the work for more than three years.

For example, timely access to student results is essential to ensure that educators can use test results to inform instruction. Smarter Balanced was the only assessment provider to fully meet requirements in all scoring and reporting categories for both the summative and interim assessments. The assessment system will ensure states have sufficient information for additional data analysis and reports will provide timely information to educators and administrators. In addition, Smarter Balanced received the highest ratings in response to the requirements of districts and schools, including test security, test design, platform availability, and bandwidth requirements.


Early this winter, OSPI will issue a Request for Proposals (RFP) to identify a testing contractor to host the Smarter Balanced test engine, conduct scoring, and assist with score reporting. The contract is expected to begin July 1, 2014.

**Dynamic Learning Maps**

Washington is also participating in Dynamic Learning Maps (DLM) consortium (University of Kansas). The DLM project is similar to the Smarter Balanced Assessment Consortium described above in that it addresses the need for an assessment of the common core curriculum standards but for students with significant cognitive challenges. The DLM assessment will target performance tasks, based on learning progressions (maps), and will be online for the vast majority of students (i.e., targeting 85 percent participation online). Piloting of DLM tasks will begin in some states (not Washington, see below) in 2013–14, with full implementation planned in some states (not Washington) for 2014–15. Additional information: [http://dynamiclearningmaps.org/](http://dynamiclearningmaps.org/).

OSPI has concerns about the DLM consortium’s readiness to implement the new alternate assessments in 2014–15, and has therefore chosen to postpone implementation in our state until such time that the assessments are ready. While the DLM consortium has made significant progress in translating the CCSS to the “essential elements” that need to be assessed for this population, the
development of items and a test engine have been slow. The DLM field test plan is not comprehensive enough to give OSPI confidence that the assessments will be ready in 2014–15 (e.g., less than a third of the essential elements that will be assessed on the operational tests will be field tested prior to 2014–15). The field test has already been postponed, requiring those states that are field testing (not Washington) to just recently have to adjust administration schedules from January to February. OSPI feels schools and parents in Washington are not able to be as flexible as would be needed to participate in the DLM field test and first year of implementation. A back-up plan which will provide a supported transition to new standards for the population of students instructed and assessed within the most significant challenges will therefore be implemented, as described below.

OSPI’s alternate assessment staff are working with our current alternate assessment vendor, Measured Progress, to transition the current Portfolio assessment to a new assessment aligned with Common Core State Standards. The intent is to provide educators of this population a clearly supported instructional path for measuring student growth prior to assessing our students with DLM’s extensive computer based adaptive test. The new assessment, called Access to Instruction and Measurement (AIM), will be performance task-based and will address a greater breadth of content standards than our current Portfolio. AIM will focus teachers on instructing and measuring student performance on skills aligned to the “essential elements” developed as part of the Dynamic Learning Maps project, thus linking our current methods for documenting achievement toward Common Core standards by students who are significantly cognitively challenged.

Other Assessment Program Initiatives

Other efforts within the assessment program include:

- Washington Kindergarten Inventory of Developing Skills (WaKIDS)
- Washington English Language Proficiency Assessment (WELPA)

Washington Kindergarten Inventory of Developing Skills (WaKIDS)

In 2013–14, OSPI continued implementation of the Washington Kindergarten Inventory of Developing Skills (WaKIDS), a measure of incoming kindergarten student readiness for the learning environment of regular schooling.

WaKIDS is a kindergarten process intended to:

1. Welcome families into the Washington K-12 system as partners in their child’s education.

2. Give kindergarten teachers information about the development of children in their classroom to help them teach every child. The assessment provides information about each child’s social/emotional, cognitive, language/literacy, mathematical and physical development.
3. Align practices of early learning professionals and kindergarten teachers to support smooth transitions for children.

4. Offer a statewide snapshot of where children in Washington are in their development at the start of kindergarten, to help inform state-level decisions about policy and investments.

Approximately 1,800 teachers from 187 districts have recently completed their fall assessment of 38,443 kindergarteners. This represents about 47% of all kindergartners, mostly in state-funded full-day K and the rest in kindergartens who volunteered to administer the assessment. The fall 2013 WaKIDS results show students are entering kindergarten most prepared in the areas of physical development and literacy, and least prepared in the areas of language development and mathematics (with mathematics significantly lower than any of the other areas).

Senate Bill 5427, passed during the 2011 legislative session, moves toward statewide WaKIDS implementation. Table 7 shows the evolution of WaKIDS implementation.

**Table 7: WaKIDS Participation**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-Day K Funding</strong></td>
<td>21%</td>
<td>22%</td>
<td>44%</td>
</tr>
<tr>
<td><strong>WaKIDS Districts</strong></td>
<td>65</td>
<td>105</td>
<td>187</td>
</tr>
<tr>
<td><strong>WaKIDS Schools</strong></td>
<td>156</td>
<td>309</td>
<td>506</td>
</tr>
<tr>
<td><strong>WaKIDS Teachers</strong></td>
<td>452</td>
<td>1,150</td>
<td>1,800</td>
</tr>
<tr>
<td><strong>WaKIDS Kindergartners</strong></td>
<td>6,661</td>
<td>21,812</td>
<td>38,443</td>
</tr>
<tr>
<td><strong>Total Kindergartners in State</strong></td>
<td>78,096</td>
<td>80,679</td>
<td>81,530</td>
</tr>
<tr>
<td><strong>% of all Kindergartners in WaKIDS</strong></td>
<td>8.5%</td>
<td>27%</td>
<td>47%</td>
</tr>
</tbody>
</table>

WaKIDS is paid for with state, federal, and private funding. In 2013–14, the Department of Early Learning’s Race to the Top grant provides 24% of the funding and the state budget proviso provides 57%. Private partners include Thrive by Five Washington and the Bill and Melinda Gates Foundation. Private funding accounts for 18% of the support for WaKIDS. In addition, the University of Washington provides evaluation guidance and technical expertise.

2013–14 WaKIDS results (Table 8) show that overall percentages of students demonstrating characteristics of entering kindergartners varied by area assessed.
Table 8: 2013 WaKIDS Results (From highest to lowest)

<table>
<thead>
<tr>
<th>Area of Development and Learning</th>
<th>Percent Demonstrating Characteristics of Entering Kindergartners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Development</td>
<td>80%</td>
</tr>
<tr>
<td>Literacy</td>
<td>79%</td>
</tr>
<tr>
<td>Social-Emotional Development</td>
<td>76%</td>
</tr>
<tr>
<td>Cognitive Development</td>
<td>75%</td>
</tr>
<tr>
<td>Language Development</td>
<td>71%</td>
</tr>
<tr>
<td>Math</td>
<td>54%</td>
</tr>
</tbody>
</table>


**Washington English Language Proficiency Assessment**

Washington continues to use the LAS Links™ (a product offered by CTB/McGraw-Hill) as its Washington English language proficiency assessment (WELPA). LAS Links forms have moved to versions that incorporate more academic context as a determinant for students’ understanding of English, and is intended to better gauge student readiness for mainstreaming in regular classrooms. The current contract with CTB is planned for extension for the 2014–15 school year. CTB/McGraw-Hill has developed an online delivery method for the LAS Links, so as part of the State’s comprehensive designs to conduct assessments using more technology, Washington will explore the possibilities of shifting the administration of WELPA online in coming years.

Washington continues to play its part in a multi-state consortium, funded by the U.S. Department of Education, charged with development of new English Language Proficiency assessments aligned to a common set of English language proficiency (ELP) standards corresponding to the Common Core State Standards. Washington is concluding its adoption processes with respect to the proposed common ELP standards and is part of the governance board that guides the assessment development activities for the consortium. Through November 2013, work has progressed to identify a supporting vendor to conduct the necessary item development activities, establish the procedures and team make-up for the implementation of the grant, and revise both the project plan and operating budget to identify the means of delivering the new assessment program one year earlier, for the 2015–16 school year (helped in part by the U.S. Department of Education’s decision to supplement the original grant allotment).
**Instructionally Supportive Formative Assessments**

In 2009–10, under the auspice of the agency’s Classroom Assessment Integration Director, formative assessment efforts were initiated. Unfortunately, due to budget cuts in this area, the position guiding this work had to be eliminated in July 2011 and there are no resources to continue these activities. The Smarter Balanced Assessment system will provide our state formative assessment tools as well as interim assessments, both aligned to Common Core State Standards and aligned to the Smarter Balanced summative assessments.

**Cost Analysis**

As stated in last year’s report, the current assessment contracts are set to close-out prior to next school year's testing. OSPI is putting together a new RFP to prepare for the transition to a consortium-based system represented by Smarter Balanced. With the later establishment and adoption of new science standards (the Next Generation Science Standards) OSPI will be retaining the current testing system supporting the science elements of MSP and Biology EOC, and therefore will further extend the contract with ETS to develop the science tests planned for students in 2015 and 2016; the agency intends to integrate actual test delivery of science within the new contract(s) linked to the new RFP.

The COE contract with ESD 113 has been extended through 2014, and may be further extended through the whole of the 2014–15 school year. OSPI is still evaluating inclusion of the COE system within the new general assessment RFP.

OSPI is pursuing the cost reductions projected last year under the biennial budget through the new RFP process referenced above and by leveraging the consortium-based model. This should save an approximate $14M reduction in testing costs.

**Conclusion and Next Steps**

Due to the new state standards in English language arts and mathematics, the most significant upcoming change to the WCAP will be the new assessments in 2014–15. These changes are fairly straightforward in grades 3–8, but more complicated in high school. To see how these changes will affect high school students and graduation requirements through the Class of 2019, please visit [http://k12.wa.us/assessment/StateTesting](http://k12.wa.us/assessment/StateTesting). Communicating the high school testing requirements and preparing the public for a new baseline of scores on the new assessments will be the biggest challenges.
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