



REPORT TO THE LEGISLATURE

UPDATE: Assessment Inventory

2017

Authorizing legislation: SSB 5883 [2017] Sec. 513 (23)
(<http://lawfilesexternal.wa.gov/biennium/2017-18/Pdf/Bills/Session%20Laws/Senate/5883-S.SL.pdf>)

Deb Came, Ph.D.

Assistant Superintendent of Assessment and Student Information at OSPI

Prepared by:

- **Kara Todd**, Content Coordinator for Test Development
Kara.Todd@k12.wa.us | 360-725-4979

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Executive Summary

The 2017 Operating Budget (SB 5883) directs OSPI to collect data from districts about time spent taking assessments—both state- and district-required. For the 2016-17 school year, OSPI collected data from 88 percent of districts (259 out of 295), up from 77 percent (231) the previous year.

The median testing time for state tests ranged from seven hours and twenty minutes in 3rd grade to nine hours and fifty minutes in high school (Table 1). These testing times include passing out materials and technical help. Examples of state tests are:

- Smarter Balanced Assessments in math and reading
- End-of-Course (EOC) exams in math and science
- Science exams at 5th and 8th grades

Districts also give tests in other subjects, such as social studies and physical education. About half of districts give health, arts, and physical education tests in elementary schools. These tests are typically one to two hours each. About 60 percent of districts have a required social studies assessment. The median time for this test is three hours and twenty minutes.

The 2017 legislature specifically requested information about the usage of Measures of Academic Progress (MAP) tests within districts. As expected, the usage of MAP varied within the 95 districts who reported using it, but of those who do use it, the median time students spent on MAP testing per school year is six hours.

Background

In 2016, the Supplemental Operating budget ([HB 2376](#)) required OSPI to gather information and report to the legislature on the amount of time students spend taking state and district-level assessments. OSPI used an online survey tool to collect this information. In 2017, the 2017-19 Operating Budget ([SB 5883](#)) made this data collection and reporting an ongoing requirement. Districts reported the average testing times for each assessment in their district by grade bands. The times included settling or moving students to the testing location, passing out materials, reading directions, logging in to the test if it is delivered online, taking the test, and returning materials.

The survey questions were divided into three categories: state required tests, common district tests, and unique district tests. For the 2017 data collection, districts were provided with their survey answers from 2016, then were given the choice to indicate that they had no changes to report for 2017 or to complete the online survey. Of the districts who had responded in 2016, 145 reported no changes to their testing times; 70 indicated that they had changes and filled out the survey again; 15 did not respond. Surveys were also completed by 44 districts who had not responded in 2016. The data from districts who had no changes were combined with the data from districts filling out a survey in 2017 for this report. A total of 259 school districts, which is an increase of 28 districts from 2016, are included in the results described below.

Update Status

An increase in participation in the Assessment Inventory is likely the cause of most shifts in the data from 2016 to 2017. The only significant change in student time spent on a test is for the high school Smarter Math test due to the EOCs phasing out as a test that can be used for graduation and the Smarter Math test becoming the main test that can be used. This has caused an increase in the time high school students spend on that test.

2017 Testing Inventory Summary

State Required Tests

State-required tests include:

- Smarter Balanced English Language Arts (ELA) and Math for grades 3–8 and 11
- Science Measurements of Student Progress for grades 5 and 8
- Biology End-of-Course for grades 9 or 10
- Math Year 1 and 2 End-of-Course for grades 11 or 12 if needed
- District-chosen second grade reading screener
- Online training tests that students should complete before testing online

Table 1: Summary of Median Testing Times for State Required Tests (hh:mm)

Test	3	4	5	6	7	8	HS
ELA	4:00	4:00	4:00	4:00	4:00	4:00	4:00
Math	3:20	3:20	3:20	3:30	3:30	3:30	3:30
Science	--	--	2:00	--	--	2:00	2:20

The Smarter Balanced assessment includes two parts: Computer Adaptive Test (CAT) and the Performance Task (PT). When calculating the information for Smarter Balanced, districts were told to combine the times for both parts of the assessment.

Online training tests are available for ELA, Math, and Science. They have a small number of items and are designed to focus students on the software and navigational tools used on the online tests. Districts are encouraged to give every student a chance to experience the training test before taking the actual test, and thus have been categorized as state required for purposes of the assessment inventory. More information is available about online practice opportunities in Appendix A.

Tables 2, 3, and 4 report the mean and median times for the state required tests. These are within the timeframes expected by OSPI (see Appendix B, C, and D). The data from the 2016 survey is included to allow comparison to the 2017 data. There are minor differences in some of the mean times, which are likely the result of greater participation in 2017 and better record keeping by the districts for this second inventory. The only significant difference in median time is for high school math. The Smarter Math time went from 2 hours in 2016 up to 3.5 hours in 2017, while the EOC Math tests both decreased to 2 hours. This shift can be attributed to the EOCs phasing out as a test that can be used for graduation and the Smarter Math test becoming the main test that can be used. A smaller number of districts administered the EOC Math tests to fewer students, which decreased the mean and median times. An increase in the stakes for the Smarter Math test increased student time on the test.

Table 2: Elementary School Required Tests (hh:mm)

Test	2016 Mean	2016 Median	2017 Mean	2017 Median
Smarter ELA (3, 4, 5)	5:00	4:00	5:30	4:00
Smarter Math (3, 4, 5)	4:05	3:20	4:28	3:20
Science MSP (5)	2:19	2:00	2:23	2:00
Training Smarter ELA	1:48	1:00	2:12	1:00
Training Smarter Math	1:37	1:00	2:12	1:00
Training MSP Science	1:15	1:00	1:26	1:00
Second Grade Reading*	1:10	0:30	1:28	0:43

*The second grade reading assessment is generally given three times per year to students. Some districts reported the total time per year, while others reported time per test instance; both are included in the table.

Table 3: Middle School Required Tests (hh:mm)

Test	2016 Mean	2016 Median	2017 Mean	2017 Median
Smarter ELA (6, 7, 8)	4:55	4:00	4:59	4:00
Smarter Math (6, 7, 8)	4:05	3:30	4:05	3:30
Science MSP (8)	2:24	2:00	2:21	2:00
Training Smarter ELA	1:24	1:00	1:50	1:00
Training Smarter Math	1:22	1:00	1:47	1:00
Training MSP Science	2:09	1:00	2:10	0:57

Table 4: High School Required Tests (hh:mm)

Test	2016 Mean	2016 Median	2017 Mean	2017 Median
Smarter ELA	4:44	4:00	4:53	4:00
Smarter Math	3:52	2:00	3:54	3:30
EOC Biology	2:37	2:20	2:33	2:20
EOC Math Y1*	2:36	2:20	2:30	2:00
EOC Math Y2*	2:33	2:18	2:35	2:00
Training Smarter ELA	1:48	1:00	1:38	1:00
Training Smarter Math	1:32	1:00	1:27	1:00

*Students only need one math test for graduation requirement but have two tests from which to choose.

Commonly Required District Tests

The inventory also included documenting times spent on district-required assessments. The most common district required tests included:

- Smarter Balanced Practice tests in ELA and Math
- Smarter Balanced Interim Comprehensive Assessments (ICA) in ELA and Math
- Smarter Balanced Interim Assessment Blocks (IAB) in ELA and Math
- RCW 28A.230.095 assessments, commonly known as the Classroom Based Assessments (CBAs) in Social Studies, Health, Physical Education, and the Arts

If the district did not require the specific test, they could check a “not required” box for that test and not answer the questions about that test.

As noted in the list above, there are several Smarter Balanced options for students to get experience with the tests, both in terms of content and assessment format: practice tests, Interim Comprehensive Assessments (ICA), and Interim Assessment Blocks (IAB). The practice tests allow students to experience a full-length grade-level test. The Interim assessments help teachers monitor student progress throughout the year and can help improve instruction. These assessments were included in the inventory and were found to be administered by roughly 10–35 percent of districts. More information is available about these online practice opportunities in Appendix A.

Tables 5, 6, and 7 report the percent of districts that reported data for the commonly required district tests, and mean and median times for each. The data from the 2016 survey is included to allow comparison to the 2017 data. There are increases in the percent of districts requiring some tests, and minor differences in some of the mean and median times, which are likely the result of greater participation and better record keeping by the districts in preparation for this second inventory.

Table 5: Elementary School Commonly Required District Tests (hh:mm)

Test	2016 %			2017 %		
	Districts Required	2016 Mean	2016 Median	Districts Required	2017 Mean	2017 Median
Smarter ELA Practice CAT	27%	1:45	1:30	34%	1:46	1:30
Smarter Math Practice CAT	26%	1:45	1:30	33%	1:45	1:30
Smarter ELA Practice PT	22%	2:02	1:30	30%	2:02	1:30
Smarter Math Practice PT	23%	1:46	1:30	31%	1:35	1:28
Smarter Interim ICA ELA	10%	3:30	3:15	15%	2:27	2:00
Smarter Interim ICA Math	9%	3:33	2:00	16%	2:38	2:00
Smarter Interim IAB ELA*	19%	3:14	1:47	24%	2:37	1:30
Smarter Interim IAB Math*	19%	2:55	1:30	24%	2:02	1:00
Social Studies	62%	4:12	3:20	62%	4:10	2:00
Health	51%	2:03	1:00	53%	1:31	1:00
Arts	50%	2:12	1:30	55%	1:54	1:00
Physical Education	56%	1:45	1:00	59%	1:37	1:00

* Some districts reported total time spent on IABs, while others reported time per IAB while indicating that multiple IABS are given.

Table 6: Middle School Commonly Required District Tests (hh:mm)

Test	2016 %			2017 %		
	Districts Required	2016 Mean	2016 Median	Districts Required	2017 Mean	2017 Median
Smarter ELA Practice CAT	22%	1:20	1:00	26%	1:30	1:00
Smarter Math Practice CAT	21%	1:34	1:00	25%	1:27	1:00
Smarter ELA Practice PT	19%	1:19	1:00	25%	1:22	1:00
Smarter Math Practice PT	18%	1:06	1:00	24%	1:13	1:00
Smarter Interim ICA ELA	5%	2:53	2:45	12%	1:57	2:00
Smarter Interim ICA Math	7%	2:48	2:23	14%	1:56	1:50
Smarter Interim IAB ELA*	19%	2:16	1:41	25%	2:16	1:15
Smarter Interim IAB Math*	19%	2:08	1:38	24%	2:19	1:00
Social Studies	60%	4:09	3:00	64%	4:04	3:00
Health	50%	2:04	1:30	54%	1:54	1:25
Arts	56%	2:10	1:20	60%	1:56	1:20
Physical Education	50%	2:41	2:00	57%	4:37	1:30

* Some districts reported total time spent on IABs, while others reported time per IAB while indicating that multiple IABS are given.

Table 7: High School Commonly Required District Tests (hh:mm)

Test	2016 %			2017 %		
	Districts Required	2016 Mean	2016 Median	Districts Required	2017 Mean	2017 Median
Smarter ELA Practice CAT	16%	1:21	1:00	20%	1:31	1:00
Smarter Math Practice CAT	13%	1:13	1:00	17%	1:23	1:00
Smarter ELA Practice PT	14%	1:25	1:00	19%	1:20	1:00
Smarter Math Practice PT	12%	1:12	1:00	16%	1:04	0:50
Smarter Interim ICA ELA	5%	3:49	3:00	9%	2:25	1:50
Smarter Interim ICA Math	4%	2:44	2:00	8%	1:55	1:35
Smarter Interim IAB ELA*	10%	2:50	1:38	15%	2:09	1:00
Smarter Interim IAB Math*	10%	2:24	1:13	14%	1:40	1:00
Social Studies	59%	4:12	3:00	60%	4:16	2:45
Health	49%	2:15	1:30	53%	2:00	1:30
Arts	52%	2:22	1:40	54%	2:21	1:30
Physical Education	52%	3:01	2:00	56%	5:00	2:00

* Some districts reported total time spent on IABs, while others reported time per IAB while indicating that multiple IABS are given.

Specific District-Required Tests

The specific district required tests were listed as, “other required interim, benchmark, or summative standardized assessments” in paragraph three of the proviso in 2016. The legislature added a specific request for “the measures of academic progress assessment, if required” in 2017. We asked districts to answer specific questions about the Measures of Academic Progress (MAP) assessment via email, and collected information about the other tests using the survey.

Measures of Academic Progress

Districts were asked to respond to the following four questions via email:

- 1) Does your district use MAP testing? Yes or No (if yes, then answer the next 3 questions).
- 2) Average time per school year elementary students spend on MAP.
- 3) Average time per school year middle school students spend on MAP.
- 4) Average time per school year high school students spend on MAP.

A total of 261 districts responded to the message, with 95 districts using MAP (36%) and 166 districts saying they do not use MAP. The usage varies by district. The average time per school year for each of the levels is summarized in Table 8.

Table 8: Measures of Academic Progress (hh:mm)

Grade Band	2017 number of districts using MAP in the grade band	2017 Mean	2017 Median
Elementary School	85	6:59	6:00
Middle School	77	7:24	6:00
High School	53	7:11	6:00

Other assessments

Districts answered a series of questions to identify other tests and the time spent on each. The questions are listed in Appendix E.

Due to the complexity of testing (grade levels, subjects, types of assessments, frequency of testing, etc.) and the wide variety of implementation by districts, the “other” testing information is difficult to summarize cohesively. Districts reported various names for tests that may or may not be the same test. For example, some STAR tests were labeled “STAR,” while others said “STAR Reading,” and “STAR Math.” This made it unclear if “STAR” meant reading, or math, or both. Some districts reported times like “3 hours” and made comments to clarify that this was per year, while others reported times like “1 hour” and made comments to clarify that the test was given three times per school year (fall, winter, spring). Other districts did not provide detail about frequency. This combined to make the information difficult to aggregate in a meaningful way.

Of the 259 districts included in the survey data, 180 districts reported having at least one test in this category (other than MAP).

Table 9 lists the six most commonly named tests and the percent of districts (out of 259) that reported using them.

Table 9: Specific District-Required Tests

Test	Number of Districts naming test	% of Districts Requiring
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	83	32%
Standardized Test for the Assessment of Reading (STAR)	70	27%
AIMSweb	30	12%
Benchmark assessment	20	7%
easyCBM	18	7%
i-Ready	13	5%

The DIBELS test is used to monitor reading fluency, most commonly of students who did not meet standards on the second grade reading test listed in Table 2. The STAR, AIMSweb, easy CBM and i-Ready were noted to be given in multiple subject areas, most commonly

reading or math. Tests like the “district science test” or “district writing prompt” mentioned as examples in the survey directions were included in the “benchmark assessment” group.

Conclusion and Next Steps

The amount of time students spend on state-required tests is still within the times OPSI expected. The time student spend on district-required tests varies across districts and grade levels. OSPI does not expect these times to change significantly from year to year.

APPENDICES

Appendix A: Types of Online Practice

There are three main ways that schools can have students practice using the online test system before testing: training tests, practice tests, and interim assessments. They can provide students with a preview of test questions aligned to academic standards and can help students prepare.

The online Training Tests are available for ELA, Math, and Science. They have a small number of items and are designed to provide students and educators with an opportunity to quickly familiarize themselves with the software and navigational tools used on the online tests. Guidance from OSPI about the use of the training tests is given to districts using the Test Administration Manual for online tests which states:

It is **highly recommended** that **all** students access the Training Test site before taking a test. The Training Tests will be especially beneficial for those students who have not previously participated in online testing. Teachers are encouraged to conduct a group walk-through of the Training Tests with their students to promote familiarity with the testing format and basic test rules and to allow for free and open communication on the testing process and/or content. This walk-through of the Training Tests provides opportunities for [teachers] to describe the limitations to the support they will be able to provide and the verbal interactions they can have with students during each live test session.

The group walk-through method could take up to an hour, depending on how the teacher conducts the session. Even with this strong recommendation from OSPI, some districts may choose to use the Smarter Balanced Practice or Interim Assessments in place of the training tests for ELA and Math.

The Smarter Balanced Practice Tests allow educators and students to experience a full grade level test and gain insight into the Smarter Balanced assessments. The practice tests mirror the summative assessments but are not scored. Each grade level test includes a variety of item response types and difficulty levels—approximately thirty items each in ELA and mathematics—as well as an ELA and mathematics performance task at each grade level (3–8 and 11). The practice test also includes a full set of embedded universal tools, designated supports, and accommodations that are available for the summative assessment. Districts are encouraged to also provide students with any non-embedded universal tools, designated supports, or accommodations that they will be allowed on the summative assessments when they do the practice tests. This full-length practice test allows for more focus on the content of the items, and take more time than the training tests.

There are two types of Smarter Balanced Interim Assessments: the full-length Interim Comprehensive Assessments (ICAs) which include a performance task, and shorter Interim Assessment Blocks (IABs) which include smaller numbers of items focused on related

concepts. There are multiple IABs for each grade level. Both types of interims are designed to help teachers monitor students' academic progress and understanding. They also allow educators and students to experience the testing software, navigational tools, and the embedded universal tools, designated supports, and accommodations that are available on the training and practice tests. Student responses on the interims can be scored and the data reported in the online reporting systems. This can provide teachers with information to improve their instruction. Some districts choose to use the Interim Assessments in place of the practice or training tests.

Appendix B: Smarter Balanced Estimated Test Times



Table 9: Estimated Testing Times for Smarter Balanced Assessments

Content Area	Grades	Computer Adaptive Test (CAT) Items hrs : mins	Performance Task (PT) hrs : mins	Total hrs : mins	Total hrs : mins
English Language Arts/Literacy	3-5	1:30	2:00	3:30	3:30
	6-8	1:30	2:00	3:30	3:30
	HS	2:00	2:00	4:00	4:00
Mathematics	3-5	1:30	1:00	2:30	2:30
	6-8	2:00	1:00	3:00	3:00
	HS	2:00	1:30	3:30	3:30
Both	3-5	3:00	3:00	6:00	6:00
	6-8	3:30	3:00	6:30	6:30
	HS	4:00	3:30	7:30	7:30

When developing a testing schedule, use the estimated testing times to calculate the number of days and the amount of time it will take to complete an assessment in each content area and grade level.

These estimates do not account for any time needed to start computers, load secure browsers, and log in students. Nor do they account for breaks. TAs should work with SCs to determine precise testing schedules.

Source: *Smarter Balanced Assessment—Summative Fall Online TAM*; page 29
http://wa.portal.airast.org/wp-content/uploads/SBAC_Fall-Online_TAM.pdf

Appendix C: Measurements of Student Progress (MSP) Estimated Test Times

Scheduling Time for Testing:

Table 8 contains rough estimates of the time it will take most students to complete the online science MSP. This information is for scheduling purposes only, as the assessments are not timed.

Table 8: Estimated Testing Times

Administration & Grade	Subject	Estimated Student Working Time*	Student Working/Break Schedule					Additional Time
			Working Time (Set 1)	Break (First)	Working Time (Set 2)	Break (Second)	Working Time (Set 3)	
MSP Grade 5	Science	70-90 minutes	35-minutes	10-minutes	35-minutes	10-minutes	20-minutes	20-minute intervals
MSP Grade 8	Science	90-110 minutes	45-minutes	10-minutes	45-minutes	10-minutes	20-minutes	20-minute intervals

These estimates do not account for any time needed to start computers, load secure browsers, and log in students. TAs should work with SCs to determine precise testing schedules.

Source: *Test Administration Manual—Online MSP TAM, spring 2016, page 24.*

Appendix D: End-of-Course (EOC) Estimated Test Times

TESTING TIMES

Table 4 contains the estimated times it will take most students to complete the paper-pencil test. This information is for scheduling purposes only, as the assessments are not timed.

Table 4: Estimated Testing Times

Course	Three Sessions	Single Session	Breaks
Algebra 1/Integrated Mathematics I Geometry/Integrated Mathematics II	Session 1: 20 minutes* Session 2: 50 minutes* Session 3: 50 minutes*	120 minutes*	Not necessary for three sessions. One 10-minute break scheduled during single session.
Biology	Session 1: 20 minutes* Session 2: 50 minutes* Session 3: 50 minutes*	120 minutes*	Not necessary for three sessions. One 10-minute break scheduled during single session.

* Times reference student working time only and do not include time for distributing materials and reading directions. Additional time may be given in 10- to 20-minute intervals.

Source: *End-of-Course Exam (EOC) TAM, Paper Test Administration Manual for Mathematics and Biology, spring 2016, page 13.*

Appendix E: Specific District Required Survey Questions

This could be answered by the district as many times as necessary.

SPECIFIC DISTRICT MANDATED

Use the drop-down menus, radio buttons, and text boxes to enter the rest of your district-required assessments.

- a) Name of assessment [text box]
- b) Tested grades [radio button, grades 2–12, click all that apply]
- c) Content area [drop down menu “C”]*
- d) Type [drop down menu “D”]*
- e) Intended purpose [radio button, click all that apply, see drop down menu “E”]*
- f) Format [radio buttons: online, paper, performance, other]
- g) Average Student Test Time (in minutes)—Allotted [text box, numeric input only]
- h) Average Student Test Time (in minutes)—Actual [text box, numeric input only]
- i) Test date start [calendar]
- j) Test date end [calendar]
- k) Comments

*Drop Down Menus:

C) ELA, math, reading, grammar, listening, science, biology, physics, chemistry, social studies, civics, general arts, dance, music, theatre, visual arts, health, physical education, educational technology

D) summative, interim, benchmark, screener, formative, diagnostic

E) district accountability, scheduling, parent information, diagnose problems, inform instruction, school accountability

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Chris Reykdal • State Superintendent
Office of Superintendent of Public Instruction
Old Capitol Building • P.O. Box 47200
Olympia, WA 98504-7200