

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairman Bill Mason at 3:30 p.m. on February 8, 1996 in Room 519-S of the Capitol.

All members were present except: Bruce Larkin (excused)  
Jim Morrison (excused)  
Dixie Toelkes (excused)

Committee staff present: Ben Barrett, Legislative Research Department  
Avis Swartzman, Revisor of Statutes  
Dale Dennis, Department of Education  
Beverly Renner, Committee Secretary

Conferees appearing before the committee: Dr. Larry Vaughn, Wichita Superintendent of Schools

Others attending: See attached list

Dr. Larry Vaughn, Wichita Superintendent of Schools briefed the committee on the Edison Elementary School project. The Edison Project is an "outside, not-for-profit" management company that has contracted to educate "all" students at their school to the same achievement level (the population mirrors the demographics of average district schools). The differences from public schools in the district are an hour longer each day, 30 days more of the school year and a greater technology usage--each student will have a computer at home and networked to school, installed by Edison. Students were tested at the beginning, last Fall, and will again be evaluated this Fall. Parent involvement is at a very high level. The results of this project will provide a template for changes needed to improve public education in the district.

Dr. Vaughn went on to discuss a special committee appointed to plan the budget for the Wichita school district that prepared a funding level impact summary at 100% funding, 95%, 90% and 85%. Each increment loss was summarized as to positions and programs that would need to be cut. A group of 150 people arrived at a consensus to rank school programs in priority order to prepare the administrative recommendation to the board of education (Attachment 1). If the LOB is not successful, the district will be able to relate that loss to the impact of program and job elimination in the established priority order (Attachment 2) and be able to relate to local patrons the resulting consequences.

Dr. Vaughn presented "A Comprehensive Assessment System Plan for the Wichita Public Schools" (Attachment 3). This publication lists the curriculum threshold standards for students and the competency demonstrations that show these standards are being met.

Representative Pettey moved the minutes for January 22, 23, 24 and 25, 1996 be approved as distributed and Representative Horst seconded the motion. Motion carried.

Chairman Mason announced a reconsideration of **HB 2668**-concerning state educational institutions admission requirements.

Representative Franklin amended the bill's 10% window to not mention athletes or minorities. Seconded by Representative Ballou.

Representative Ballou moved to substitute moving **HB 2668** pass out favorably with Representative Franklin's amendment.

Representative Reardon objects to the substitute motion.

Representative Shore objected to reconsidering this bill when members were excused for state business. The Chairman's prerogative was exercised in reconsidering the bill.

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION, Room 519-S Statehouse, at 3:30 p.m.  
on February 8, 1996.

Representative Tanner moved to divide the substitute motion and Representative Pettey seconded.

Representative Luthi requested tabling this bill until a later date.

Representative Tomlinson moved to table reconsidering the bill until reconvening on Monday and Representative Horst seconded. Motion carried. Representative Ballou requested his vote be recorded as no.

The meeting adjourned at 5:50 p.m.

The next meeting is scheduled for February 12, 1996.





OPTION I

MATERIAL & PROCUREMENT BUDGET CUTS DUE TO LOSS OF LOB

Eliminate all transportation above state require.	\$1,300,000
Energy	250,000
10% cut elementary schools	5,800,000
Maintenance & Operations	2,500,000
Personnel	300,000
Freeze steps & tracks (salary)	1,000,000
Middle schools (10% cut)	2,750,000
High schools (10% cut)	3,100,000
Life insurance	300,000
Longevity (salary)	1,600,000
Health insurance	6,000,000
Business services	300,000
No new textbooks	700,000
Security	800,000
Curriculum Design	1,200,000
Custodial	700,000
<b>Total approximately</b>	<b>\$28,600,000</b>

OPTION II

Cut all elementary assistant principals	\$810,879
Cut all elementary interns	\$149,824
Eliminate all supplemental salaries and addendum days	\$4,000,000
Eliminate prekindergarten programs	\$486,928
Cut 100 teaching positions K-12	3,700,000
Close 5 elementary schools	\$250,000
Cut all non-reimbursable bussing	\$1,000,000
Eliminate all day kindergarten	\$1,573,154
Eliminate all non self supporting child care programs	\$250,000
Consolidate special ed coordinators into three jobs.	
Reassign remaining coordinators to classroom	\$403,941
Eliminate 01 fund paraprofessionals	\$1,749,252
Consolidate three metro programs into two	\$93,988
Eliminate Downtown Law	\$26,092
Eliminate paraprofessional subs	\$100,000
Eliminate classified substitutes	\$200,000
Cut second planning period at secondary schools. Teacher would have one preparation time and eliminate light duties.	
Reduce Personnel staff by one third (site base some record keeping, hiring, certification and entire substitute operation)	\$350,000
Reduce Business Services by one half	\$540,503
Reduce curriculum administration by two thirds	\$719,704
Eliminate all teaching specialists	\$748,517
Cut all peer coaches	\$457,533
Reduce data center staff by one fourth	\$472,285
Cut funding for print shop	\$50,000
Cut all non-school library programs	\$808,084
Cut supply budget 10%	\$500,000
Cut all non-reimbursable staff development	\$225,000
Cut special rentals, i.e., Century II	\$30,000
Eliminate vocational programs not fully funded by 02, 04	\$100,000
Reduce communications to three	\$143,276
Reduce Curriculum Delivery services by one	\$36,386
Cut all Early Childhood services	\$189,831
Cut food service workers not fully funded by Food service. Transfer all lunch hour supervision costs to the food service budget. Charge food services for portion of custodial and secretary costs at each attendance center	\$387,409
Reduce parental liaison position to half time and/or replace administrative position with technical	\$33,626
Reduce two people in Pupil Accounting	\$85,990
<b>Total</b>	<b>Approximately \$20,000,000</b>

OPTION III

15 - 20% REDUCTION OF SALARIES & BENEFITS FOR ALL EMPLOYEES

OPTION IV

REDUCE WORKFORCE BETWEEN 15 - 20%

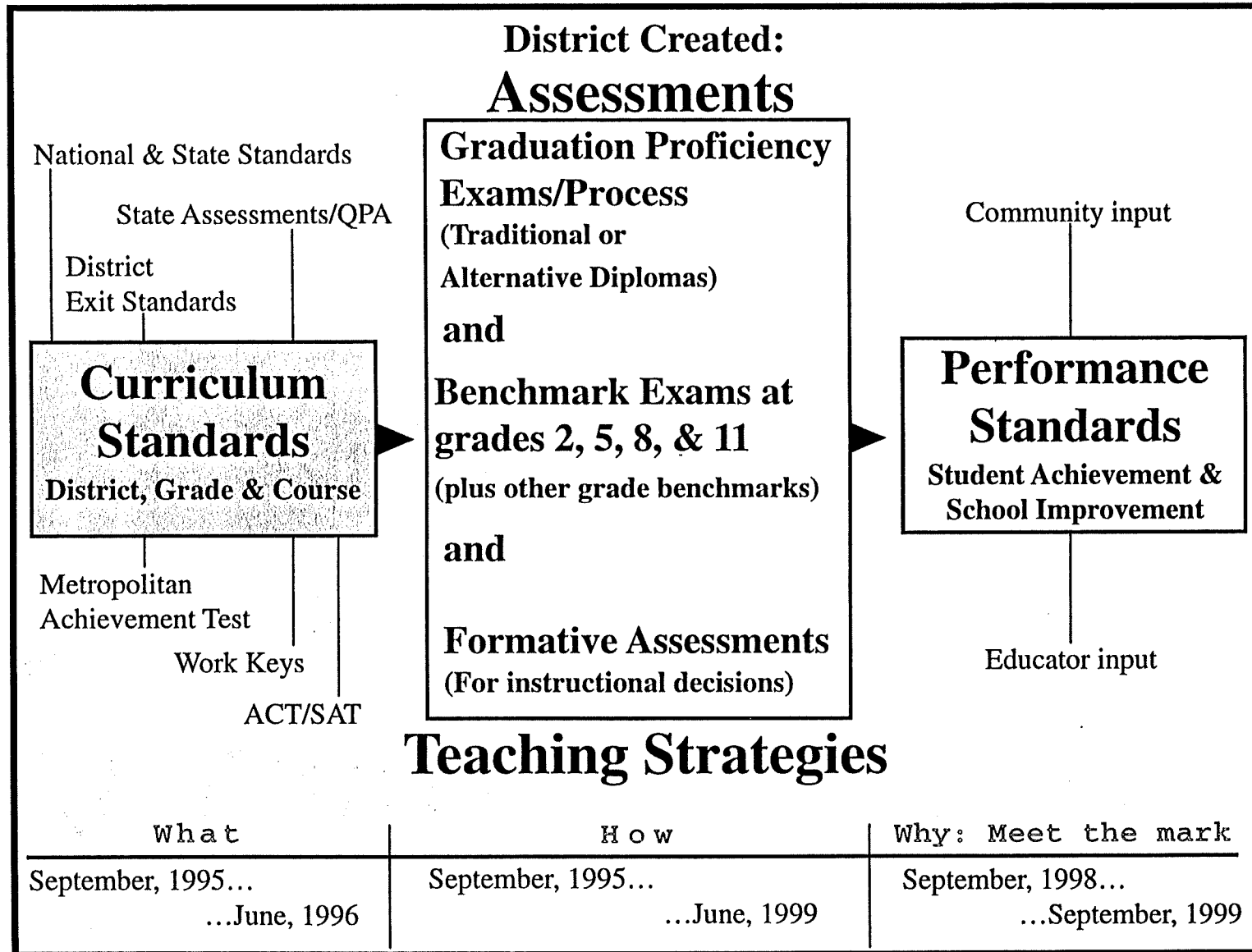
House Education  
 2/8/96  
 Attachment 2

# A Comprehensive Assessment System Plan for the Wichita Public Schools

Comments about this document/plan are very important and welcomed to achieve consensus.  
Send ideas to Kathy Caldwell (833-4420)

House Education  
2/8/96  
Attachment 3

## Aligned Curriculum-Instruction-Assessment Process



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Graduation Rules Per Class of:	Traditional Graduation Rule	Alternative Graduation Diploma Rule	Notes
1995-96	<ul style="list-style-type: none"> <li>• Meets course credit requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Pilot assessment battery and projects at a single site. Current policies remain intact for alternative diploma.</li> </ul>	
1996-97	<ul style="list-style-type: none"> <li>• Meets course credit requirements</li> <li>• Pilots in reading, writing, and math proficiency exams in senior year.</li> <li>• Notify Grade 9 students that they will be required to graduate in the year 2000 with new assessments and policies in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Pilot alternative graduation diploma assessment battery and projects at other sites and adopt at a single site.</li> <li>• Conduct "follow-up" of first year graduates under new alternative practices</li> </ul>	<p>Always pilot assessment changes that have a high stakes, legal implication</p>
1997-98	<ul style="list-style-type: none"> <li>• Meets course credit requirements.</li> <li>• Pilots in reading, writing, social studies, and math proficiency exams in junior &amp; senior years.</li> <li>• Pilot in Senior Project and Portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>• Pilot alternative graduation diploma assessment battery and projects at other sites but still adopt at a single site.</li> <li>• Conduct follow-up study of first graduates of alternative diploma.</li> </ul>	<p>The Senior Project and Portfolio will include measures of research, written composition and oral presentation.</p>
1998-99	<ul style="list-style-type: none"> <li>• Meets course credit requirements.</li> <li>• Pilots in reading, writing, social studies, computer application, personal &amp; public health and math proficiency exams in sophomore, junior &amp; senior years.</li> <li>• Pilot in Senior Project and Portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>• Pilot alternative graduation diploma assessment battery and projects at sites but adopt at a single site.</li> <li>• Conduct follow-up study of first two years of graduates of alternative diploma.</li> </ul>	<ul style="list-style-type: none"> <li>• Course credits can be transferred between diploma plans and graduation rules</li> <li>• School-to-Work Plan in portfolio</li> </ul>
1999-00	<ul style="list-style-type: none"> <li>• Meets performance standard for reading, writing, computer application, social studies, personal &amp; public health, and math proficiency exams by the end of the senior year, and successfully completes validations and a senior project/portfolio.</li> <li>• Start "follow-up" of first year graduates under new practices</li> </ul>	<ul style="list-style-type: none"> <li>• Adopt alternative graduation diploma assessment battery and projects adopted at all sites.</li> </ul>	<ul style="list-style-type: none"> <li>• On-demand prof. exams can be taken and passed, starting in the ninth grade</li> <li>• Endorsements for above standard performance</li> </ul>
2000-01	<ul style="list-style-type: none"> <li>• Conduct follow-up study of first year graduates</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct on-going follow-up review of new graduates</li> </ul>	
2001-02	<ul style="list-style-type: none"> <li>• Conduct follow-up study of first and second year graduates</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct on n-going follow-up review of new graduates</li> </ul>	

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Timeline Highlights

Assessment Task Cycle	Benchmark Exams: 2, 5, 8, 11	Benchmark Exams: Off Grades	Graduation Proficiency Exams	Dateline
Task/Item Pool Developed	✓	✓	<ul style="list-style-type: none"> <li>• Mathematics, Reading &amp; Writing</li> <li>• Research, Oral Presentation, Social Studies, Computer Application, Health</li> <li>• Altern. Grad. Diploma Exam.; Pilot Site</li> </ul>	August, 1996 August, 1997 January, 1996
Technical Quality Control of Pool	✓	✓	<ul style="list-style-type: none"> <li>• Mathematics, Reading &amp; Writing</li> <li>• Resear, Oral Pres., SS., Comp, Health</li> <li>• Altern. Grad. Diploma Exam.; Pilot Site</li> </ul>	October, 1996 October, 1997 March, 1996
Preliminary Task Formatted	✓	✓	<ul style="list-style-type: none"> <li>• Mathematics, Reading &amp; Writing</li> <li>• Resear, Oral Pres., SS, Comp, Health</li> <li>• Altern. Grad. Diploma Exam.; Pilot Site</li> </ul>	December, 1996 December, 1997 March, 1996
Pilot Tasks	✓	✓	<ul style="list-style-type: none"> <li>• Mathematics, Reading &amp; Writing</li> <li>• Resear, Oral Pres., SS, Comp, Health</li> <li>• Altern. Grad. Diploma Exam.; Pilot Site</li> </ul>	February, 1997 February, 1998 May, 1996
Final Copy of Tasks (Alternate Forms)	✓	✓	<ul style="list-style-type: none"> <li>• Mathematics, Reading &amp; Writing</li> <li>• Resear, Oral Pres., SS, Comp, Health</li> <li>• Altern. Grad. Diploma Exam.; Pilot Site</li> </ul>	March, 1997 March, 1998 May, 1996
Full Field Testing of Tasks (Alternative Forms & Local Norming)	✓	✓	<ul style="list-style-type: none"> <li>• Mathematics, Reading &amp; Writing</li> <li>• Resear, Oral Pres., SS, Comp, Health</li> <li>• Alternative Grad. Diploma Exam.; Mult. Pilot Sites</li> <li>• Follow-up of students (previous year) with alternative diploma</li> </ul>	April, 1997 April, 1998 May, 1997 June, 1997
Full Implementation of Assessments and Graduation/ Placement	✓	✓	<ul style="list-style-type: none"> <li>• Mathematics, Reading &amp; Writing</li> <li>• Resear, Oral Pres., SS, Comp, Health</li> <li>• Alternative Grad. Diploma Exam.; Mult. Pilot Sites</li> <li>• Follow-up of students (previous two year's) with alternative diploma</li> </ul>	June, 1998 June, 1999 May, 1998 June, 1998 and 1999
Graduation Class Implementation	✓	✓	<ul style="list-style-type: none"> <li>• Math, Reading &amp; Writing, Research, Oral Pres., SS, Computer, Health</li> <li>• Alternative Graduation Diploma Exam.; All Sites</li> </ul>	June, 2000 June, 2000

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Table 1: Proposed Assessments by Grade Level and Type

Assessments by Grade:	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>STATE:</b> (Mostly Winter)				Read	Math	Write Science Social		Math Read	Write Science Social		Math Read Write	Science	Social
<b>DISTRICT:</b> Norm-Ref (Fall)			Math Read (MAT)		Math Read (MAT)		Math Read (MAT)		Math Read (MAT)			Math Read (MAT)	
Criterion-Ref. (Spring) ▼ (Benchmark, Interdisciplinary battery of assessments)	Developmental performance scale		Battery + 10% of Assess. Portfolios			Battery + 10% of Assess. Portfolios			Explore (ACT) Battery + 10% of Assess. Portfolios			Plan ACT► Math Read (MAT) PSAT&/or Work Keys Battery + 10% of Grad. Portfolios	ACT/Ach SAT/Ach (College bound students only)
<b>Graduation</b>									4-Year Plan for high school & beyond, i.e., <u>Graduation-Plus Plan</u> ►				1. Validations in exit outcomes and graduation proficiencies (state & benchmark testing, classroom and community work samples can be used for validations) 2. On-demand tasks in graduation proficiencies available three times a year, plus "summer school" course(s) 3. Senior Project and Graduation Portfolio (post high school, School-to-Work Plan)
<b>Formative (On-going)</b>	Port►	Port►	Port►	Port►	Port►	Port►	Port►	Port►	Port►	Port►	Port►	Port►	Port►
<b>Placement</b>	<ul style="list-style-type: none"> <li>Assessment and Showcase Portfolios for each student at each grade for specified subject areas. Formative measures for the portfolios are used for judgments on the report card and aligned to both the content standards and the measures at the Benchmark grades. (Strategy #4: SEP)</li> <li>Battery plus other test data, student goal setting, and teacher recommendations at grades 5 and 8</li> </ul>										Validations and Senior Project/Graduation Portfolio apply or		the assessments from the alternative graduation diploma examinations

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## Commitment for Success in a Systemic Assessment Change

Before the plans on the these pages can take hold and become a reality, the district must commit itself to the following:

- A clear district **priority to improve** assessment skills, practices, and tools from the educator in classroom to the district administrative level or vice versa
- A **team commitment** (district, school and educator awareness) of why the efforts toward curriculum-instruction-assessment reform and integration are being done
- The commitment of working teams to keep **others informed** of their problems, progress, and products
- A commitment to **capacity building** which expands the awareness, involvement, and leadership of others in developing and implementing the assessment plan(s), components, and strategies for improved assessments
- A commitment to schedule **on-site monitoring and technical assistance** toward implementing quality assessment practices through visitations and postings of building progress and trainings
- The commitment to **stable membership and continuity** across systemic leadership, local efforts, events, product development, and evaluation of progress toward improved assessment practices
- A commitment to **essential resources and policies** that will sustain the needs of the change process beyond the current players

On the following pages are the assessments laid out by grade level and three districtwide components needed for successful implementation: Infrastructure, Training, and Assessment Task Cycle. A dictionary of terms used in this document is attached and defined per how they would be used in Wichita.

<b>Component 1: Infrastructure of District</b>	<b>Activities</b>	<b>Resources</b>	<b>Dateline</b>
<b>Assessment Roundtable Committee</b> Superintendent team for assessment change	<ul style="list-style-type: none"> <li>• Top district leadership set together to review shared vision from key roles.</li> </ul>	District's strategic plan	On-going
<b>Assessment Steering Committee</b> Bias Subcommittee Technical Subcommittee Test Selection Subcommittee Policy Review Subcommittee Performance Setting Subcommittees District-level Indicators Subcommittee Reporting & Technology Subcommittee	<ul style="list-style-type: none"> <li>• Steering Committee provides the structure for sustained commitment to the assessment reform effort. All subcommittees and ad hoc committees for special assessment needs feed their information, work, and recommendations to the Steering Committee.</li> </ul>	Predominately district staff but community members are voting members.	On-going Subcommittees scheduled as needed
<b>Assessment Advisory Committee</b> Community volunteers Interpretive Panel	<ul style="list-style-type: none"> <li>• Advisory truly reflects views of and forums for the community.</li> </ul>	Predominately community members with district membership lending support to answer committees technical questions.	On-going
<b>Graduation Assessment Committee</b>	<ul style="list-style-type: none"> <li>• Specific committee to develop graduation policy recommendations for the Steering Committee.</li> </ul>	Predominately district staff, including non high school level educators but community members are voting members.	Finished by June, 1999
<b>Assessment Leadership Teams</b> Table Leader Teams Curriculum Coordinators Scoring Conference Coordinators	<ul style="list-style-type: none"> <li>• District educators in specifically tested areas that develop, score, and review results of assessments.</li> </ul>	The most prepared and representative group of the subject area.	Ongoing
<b>Assessment Specialist Council</b> Cadre-trained specialist from each site	<ul style="list-style-type: none"> <li>• Trained assessment liaisons to the cadre of trained teachers in each building. This council continues and augments their training to teach others.</li> </ul>	Site-management support for assessment-curriculum change through school improvement plan	On-going
<b>Validations Committee</b> Due Process & Review Panel High school teachers	<ul style="list-style-type: none"> <li>• A committee of high school, content-specific educators and community members that propose performance exemplars for graduation validations. Members also review and adopt/reject proposals submitted by students.</li> </ul>	High school subject area educators well respected for the standards they can show in students' work.	On-going

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<b>Component 1: Infrastructure of District</b>		<b>Activities</b>	<b>Resources</b>	<b>Dateline</b>
<b>Parent &amp; Community Feedback Committee</b>	<ul style="list-style-type: none"> <li>• Specific committee to develop reporting forms to parents, students, and the community and policy recommendations for the Steering Committee.</li> </ul>	Educators and the community	Ad hoc	
<b>School Learning Plan Committee</b>	<ul style="list-style-type: none"> <li>• Specific committee to develop links between student level results and the school improvement process. Policy recommendations go to the Steering Committee.</li> </ul>	Educators and the community	Ad hoc	

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<b>Component 2: Training</b>	<b>Activities</b>	<b>Resources</b>	<b>Dateline</b>
<b>Cadres of Assessment Specialists Training Formative Assessment Training Assessment Competencies for Teachers</b>	<ul style="list-style-type: none"> <li>• Two cadres of 120 teachers per year</li> </ul>	For: All sites have a cadre of trained teachers	June, 1996 (240) June, 1997 (240)
<b>Assessment Leadership Training Training for Districtwide Leaders Training for the Board of Directors Assessment Competencies for Principals</b>	<ul style="list-style-type: none"> <li>• Train central office and site-based management to eventually lead assessment reform effort</li> <li>• Network with other districts, ESDs and states</li> </ul>	All Curriculum coordinators, principals, central office administrators and Board members have received assessment literacy training and are competent to monitor their work assignments	June, 1997
<b>Assessment Leadership Team Training Table Leader Training Scoring Conference Training Assessment Task Cycle Training Senior (Project) Board Member Training</b>	<ul style="list-style-type: none"> <li>• One per subject area provides leadership in development, interpretation, training and instructional strategies. Meets several time a year to review assessment data, tools and results.</li> <li>• Calibrated raters of senior projects and other high stakes work samples</li> <li>• Summer Task/Item Writing Institutes</li> <li>• 400 trained teachers to develop scoreable units in their most talented teaching area</li> </ul>	Graduation Prof. in Writing Graduation Prof. in Reading Graduation Prof. in Math Graduation Prof. in Research Graduation Prof. in Oral Presentation Graduation Prof. in Social Studies Graduation Prof. in Computer Application Graduation Prof. in Personal & Public Health  Summer Institutes	June, 1996 June, 1996 June, 1996 June, 1997 June, 1997 June, 1997 June, 1997 June, 1997 June, 1996 June, 1997 June, 1998
<b>Community Cadre of Trained Scorers Scoring Conference Training Senior (Project) Board Member Training</b>	<ul style="list-style-type: none"> <li>• Bridge the experience and needed resources gap by training community talent to score, interpret, and use assessments at home</li> </ul>	Community cadre of 75, ongoing scorers of performance tasks and senior projects	January, 1999 On-going training
<b>Technology Training for Assessment Task Cycle Data Collection, Analysis and Reporting</b>	<ul style="list-style-type: none"> <li>• Develop competent on-site and coordinating staff to use technology to develop, score, store, analyze, and interpret both performance-based and normative-based student information.</li> </ul>	One laptop computer and appropriate software per educator  For: task/item writers every teacher	June, 1996-98 June, 2001

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Component 3: Assessment Task Cycle		Activities	Specified Areas	Deadline
1. Content Selection and Setting of Content Standards	<ul style="list-style-type: none"> <li>• District indicators of success</li> <li>• Program and course standards</li> <li>• Grade level standards</li> </ul>	For: Benchmark points K-12		September, 1996 June, 1996 June, 1996
2. Task, Test and/or Item Specifications	<ul style="list-style-type: none"> <li>• Purpose-driven format selection</li> <li>• Coverage of objectives</li> <li>• Specifications for right and wrong answers</li> <li>• Specifications for rubric, scoring guide or rating scale</li> <li>• Specifications for words, phrases, etc. that may or may not be used</li> <li>• Specifications for number of scoring units per objective</li> <li>• Specifications for readability level</li> <li>• Specifications for directions, reading passages, graphics and manipulatives</li> <li>• Specifications for timing, number of samples to be collected per unit of time</li> <li>• Specifications for scoring and reporting protocols</li> </ul>	For: Benchmark exams, Grades 2, 5, 8,11		June, 1996
3. Scoring-unit Pool Development	<ul style="list-style-type: none"> <li>• Training of writers</li> <li>• Role of Assessment Leadership Teams</li> <li>• Writing tasks/items</li> </ul>	For: Benchmark exams, Grades 2, 5, 8,11		August, 1996
		For :	Graduation Prof. in Writing Graduation Prof. in Reading Graduation Prof. in Math Graduation Prof. in Research Graduation Prof. in Oral Presentation Graduation Prof. in Soc. Studies Graduation Prof. in Computer Application Graduation Prof. in Personal & Public Health	June, 1996 June, 1996 June, 1996 June, 1997 June, 1997 June, 1997 June, 1997 June, 1997 June, 1997
		For :	Graduation Prof. in Writing Graduation Prof. in Reading Graduation Prof. in Math Graduation Prof. in Research Graduation Prof. in Oral Presentation Graduation Prof. in Soc. Studies Graduation Prof. in Computer Application Graduation Prof. in Personal & Public Health	August, 1996 August, 1996 August, 1996 August, 1997 August, 1997 August, 1997 August, 1997 August, 1997

Component 3: Assessment Task Cycle		Activities	Specified Areas	Deadline
4. Technical Review of Scoring Unit Pool(s)	<ul style="list-style-type: none"> <li>• Content review of objective(s) coverage, credibility, and authenticity</li> <li>• Technical review of: readability; answer correctness and wrongness,</li> <li>• Bias control to avoid unfairness to ethnic groups; gender; handicapping conditions; and socioeconomic or geographic backgrounds</li> <li>• Legal defensibility for high stakes decision making situations</li> <li>• Community review via Advisory Committee of sample scoring units</li> </ul>	For:	Benchmark exams, Grades 2, 5, 8,11	October, 1996
		For :	Graduation Prof. in Writing Graduation Prof. in Reading Graduation Prof. in Math Graduation Prof. in Research Graduation Prof. in Oral Presentation Graduation Prof. in Soc. Studies Graduation Prof. in Computer Application Graduation Prof. in Personal & Public Health	October, 1996 October, 1996 October, 1996 October, 1997 October, 1997 October, 1997 October, 1997
5. Task, Project, Portfolio and/or Test Construction	<ul style="list-style-type: none"> <li>• Selection of scoring units for alternative forms</li> <li>• Coverage of content standards (too few/may scoring units per objective)</li> <li>• Printing and materials production, packaging and schema for distribution</li> </ul>	For:	Benchmark exams, Grades 2, 5, 8,11	December, 1996
		For :	Graduation Prof. in Writing Graduation Prof. in Reading Graduation Prof. in Math Graduation Prof. in Research Graduation Prof. in Oral Presentation Graduation Prof. in Soc. Studies Graduation Prof. in Computer Application Graduation Prof. in Personal & Public Health	December, 1996 December, 1996 December, 1996 December, 1997 December, 1997 December, 1997 December, 1997

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Component 3: Assessment Task Cycle		Activities	Specified Areas	Dateline
6. Pilot Testing of Typical (not random) Students		<ul style="list-style-type: none"> <li>Do elements of the scoring units work</li> </ul>	For: Benchmark exams, Grades 2, 5, 8,11  For : Graduation Prof. in Writing Graduation Prof. in Reading Graduation Prof. in Math Graduation Prof. in Research Graduation Prof. in Oral Presentation Graduation Prof. in Soc. Studies Graduation Prof. in Computer Application Graduation Prof. in Personal & Public Health	February, 1997   February, 1997 February, 1997 February, 1997 February, 1998 February, 1998 February, 1998 February, 1998
7. Final Construction and Review		<ul style="list-style-type: none"> <li>Scoring unit order and inclusion</li> <li>Alternative forms</li> <li>Production issues</li> <li>Distribution issues</li> <li>Reports issues</li> </ul>	For: Benchmark exams, Grades 2, 5, 8,11  For : Graduation Prof. in Writing Graduation Prof. in Reading Graduation Prof. in Math Graduation Prof. in Research Graduation Prof. in Oral Presentation Graduation Prof. in Soc. Studies Graduation Prof. in Computer Application Graduation Prof. in Personal & Public Health	March, 1997   March, 1997 March, 1997 March, 1997 March, 1998 March, 1998 March, 1998 March, 1998

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<b>Component 3: Assessment Task Cycle</b>		<b>Activities</b>	<b>Specified Areas</b>	<b>Dateline</b>
<p>8. Field Testing of Tasks (Alternative Forms &amp; Local Norming)</p>	<ul style="list-style-type: none"> <li>• Random sample</li> <li>• Administrator feedback</li> <li>• Scoring unit and task/test statistics (including norming where appropriate)</li> <li>• Report(s) feedback</li> <li>• Develop interpretive brochures, performance folios and student/parent forms of the rubric with examples by appropriate grouping, e.g., grade level or age</li> <li>• Setting of performance standards per group</li> </ul>	<p>For: Benchmark exams, Grades 2, 5, 8,11</p> <p>For :</p> <p>Graduation Prof. in Writing Graduation Prof. in Reading Graduation Prof. in Math Graduation Prof. in Research Graduation Prof. in Oral Presentation Graduation Prof. in Soc. Studies Graduation Prof. in Computer Application Graduation Prof. in Personal &amp; Public Health</p>	<p>April, 1997</p> <p>April, 1997 April, 1997 April, 1997 April, 1998 April, 1998 April, 1998 April, 1998 April, 1998</p>	
<p>9. Implementation (Alternative Forms)</p>	<ul style="list-style-type: none"> <li>• Full level assessment with appropriate students</li> <li>• Collect administrator and user feedback</li> <li>• Reporting of results and appropriate interpretation</li> <li>• Storing of results</li> <li>• Technical linkage of results to appropriate user</li> </ul>	<p>For: Benchmark exams, Grades 2, 5, 8,11</p> <p>For :</p> <p>Graduation Prof. in Writing Graduation Prof. in Reading Graduation Prof. in Math Graduation Prof. in Research Graduation Prof. in Oral Presentation Graduation Prof. in Soc. Studies Graduation Prof. in Computer Application Graduation Prof. in Personal &amp; Public Health</p>	<p>April, 1998</p> <p>April, 1998 April, 1998 April, 1998 April, 1999 April, 1999 April, 1999 April, 1999 April, 1999</p>	

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**Component 3:  
Assessment Task Cycle**

**10. Interpretation, Review and Recommendation**

Activities	Specified Areas	Date/line
<ul style="list-style-type: none"> <li>• Use of Interpretive Panels, e.g., Advisory Committee and Assessment Leadership Teams</li> <li>• Link results to district, program, course and/or building indicators of success</li> <li>• Link results to curriculum and instruction changes and/or program/building goal plans</li> </ul>	<p>For: Benchmark exams, Grades 2, 5, 8,11</p> <p>For :</p> <p>Graduation Prof. in Writing Graduation Prof. in Reading Graduation Prof. in Math Graduation Prof. in Research Graduation Prof. in Oral Presentation Graduation Prof. in Soc. Studies Graduation Prof. in Computer Application Graduation Prof. in Personal &amp; Public Health</p>	<p>On-going after: June, 1998</p> <p>June, 1998 June, 1998 June, 1998 June, 1999 June, 1999 June, 1999 June, 1999 June, 1999 June, 1999</p>

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## Definitions for this plan (Wichita usage)

**Benchmark Battery Assessments** – This summative battery of assessments at specified grades is downwardly designed from requirements for high school graduation and calibrated to the progress of a range of students advancing successfully toward these requirements. Each battery of assessments is designed to yield subject-specific information tested within interdisciplinary themes. This way benchmark grade testing serves to instruct on integrative levels and yet provide an indice of progress toward the next level of instruction. Benchmark assessments should be formatted in conditions similar to those that reflect real world applications, skills or expectations of the student. Multiple work samples are advised.

**Formative Tests** – Too often confused with the jargon of informal, subjective, or non normed testing, formative testing practices are used extensively by an educator to specifically decide on the course of action to take next in a student's learning path. The assessment's format, use of normative comparisons, conditions for administering the task/test, and the number of work samples needed to formulate decisions is highly individualized to the instructional question/actions needed so each student can learn. Students with common instructional concerns, however, may take similar formative tests.

**Graduation Testing** – It is important to distinguish between four different views that the community may have of a graduating student who has "competent" skills. The word competent needs to be clearly and consensually understood by the community (of educators) as only one of these four types of testings.

*Minimal competency testing* is a single test or battery of tests designed to exact a performance standard on a graduating student, usually following a path of studies. The criteria for passing the test(s) is shared by a community that awards the high school diploma and assures the community that the graduate is sufficiently in possession of required skills.

*The Graduation Equivalency Diploma (GED) exam*, unlike minimal competency testing, follows from a specific curriculum framework for graduation (not locally defined or necessarily agreed with) and represents a legal performance standard that stands in the place of not taking all or most of a course of studies leading to a high school diploma. Therefore, minimal competency testing may be more or less stringent than the GED exam, and vice versa.

*Graduation proficiency testing (sometimes called Certificates of Mastery)* exacts performance criteria more toward "world class standards." Recognizing that a community's graduates are a part of the larger world community, performance criteria for proficiency testing extends beyond minimal competency criteria to include performances of both minimal and advanced skills. These exams are sometimes called Certificates of Initial Mastery and Certificates of Advanced Mastery. These assessments provide the community information on how well their children are graduating from public education and will most likely perform on tasks shared across a state, nation or the world.

*An alternative graduation diploma testing practice*, that incorporates the GED exam, community service, long-term and on-demand evidence of skill proficiency, and replaces the taking a course of studies toward the diploma must assure the community that the student has the prerequisites (either competency or proficiency) for entering the next phase of education or work without the benefits of certain learning and maturing experiences.

## Definitions for this plan (Continued)

**On-demand Assessment** – Students need to apply their learned skills in two different environments. One audience needs to have a response in the present and the student must be able to show their proficiencies as part of an interview, writing an accident report, or using numbers accurately in purchasing. These are on-demand tasks and. An assessment plan needs some portion of its design dedicated to these approach of timed, everyone-does-the-same-thing type of tasks. As well, the plan needs give students a choice of what and when they want to demonstrate their skills. Together the assessment is balanced but held to the same level of performance criteria.

**Portfolio Assessment** – *Assessment Portfolio* is purposeful collection of a specified number of samples of work per reporting period designed to show academic progress in specified areas for the current and the next educator of the student. The student and the teacher select samples for the portfolio. Each selected sample contains a self-assessment on a specified framework to the student's capacity to reflect on past efforts and progress toward increasing his/her knowledge and skill base. At least one sample per subject per reporting period is scored by the subject's teacher with a measure common to all students. The work sample scoring is critical to documenting performance standard attainment. At the end of the school year, the student writes a letter of summary, introduction and future goals as the portfolio is then passed to the student's new teacher. At the end of grade nine, the portfolio is sent home.

In grades 6 and 8, this portfolio is augmented with additional performance information, such as norm-referenced test scores, state testing data and the ACT Work Keys profile (grade 8 only), to become a *Passport Portfolio* which serves as the major placement tool for the next year's courses.

A *Showcase Portfolio* purposeful collection of work samples per reporting period designed to highlight academic progress for the current school year. The student and/or the teacher select samples for the portfolio. Some but not all selected samples contain a self-assessment on a specified framework to show the student's capacity to reflect on past efforts and progress toward increasing his/her knowledge and skill base. At least one sample per subject per reporting period is scored by the subject's teacher with a measure common to all students. At the end of the school year, the portfolio is sent home. Any work samples in this portfolio can be placed in the Assessment Portfolio.

*Graduation Portfolios* are required for the high school diploma. This structured showcase portfolio must document the student's ability to meet the requirements of two audiences: (1) the district's graduation competency policies and (2) the expected skills and/or pre-requisites for post high school work or advanced learning plans. This structured portfolio, beginning as early as the ninth grade, must as well include elements required of the senior project.

3-16

## Definitions for this plan (Continued)

**Portfolio Conference** – At least by grade 3, a parent-teacher-student conference at the end of the second trimester is designed as a student-led event where the Showcase and/or Assessment Portfolio(s) is used via a script to illustrate student progress and performance standard attainment.

**Scoreable-unit** – A task or item that produces at least one judgment of performance from the students work sample. For example, in the past this was one multiple-choice item score or a single score on an essay. Now a single multiple-choice item with multiple mark directions will have one scoreable-unit per option much like an essay that is scored on four or more writing traits.

**Scoring Conference** – A set aside place and time where trained, usually calibrated, raters judge performance samples submitted by students tested under standardized conditions. Scoring conferences are usually reserved for summative assessment events where highly reliable ratings must be made for high stakes decision making.

**Senior Project** – Designed to be a culminating, celebratory and integrating experience for the public school years, this year long event has four parts: (1) The student selects a topic that must be researchable and applicable to personal goals where writing can initially document the student's involvement and problem solving skills. (2) Community service of at least 35 hours where the topic has some relevance to the out of school involvement. (3) An eight to ten minute presentation before a Senior Board (i.e., high school teacher, community member, and a student from the eleventh grade) about the topic, how it was researched and applied to the community work, and personal learnings gained from the unique experience. (4) Portfolio documenting readiness for post high school life choices in work or furthering an education.

**Summative Tests** – If formative tests are focused on getting around boulders in the path of learning then summative testing is the gate or fork in the road. Summative tests tend to have high stakes attached to the decision. This usually closes the gate to going forward, or back and trying it again, or to taking the other road to perhaps another goal. Formative testing finds a way to walk around the stone or even the gate, throw the stone away or use it to build a bridge over a barrier to learning. Both types of testing can or may not use the same testing formats or comparative data for decisions. Summative tests usually rank the student's performance against comparable learners or has a criteria that must be met by the student or the student can not go on. Summative tests admit or place a student in or out of programs, award legal tender that a student has earned a particular status (e.g., diploma), or grant certain privileges to some but not all (e.g., National Merit Scholarship Award funds via the PSAT test).

**Table Leaders** – A term for highly trained content specialists who facilitate scoring conferences following performed-based assessments. Along with the scoring conference leaders, these table leaders uniformly answer questions for fellow raters about how to judge a student's work sample against the scoring measure or exemplars.

**Trimester Reporting** – Reporting period to parents is divided into three per year for grades Kindergarten through eight. At least the second report requires a portfolio conference led by the student, commencing with the third grade.

## Definitions for this plan (Continued)

**Validations** – This is a student's work judged by the district, but sometimes completed outside of the system, to represent adequate performance on a district exit or proficiency skill in a subject or course area. Students must demonstrate these validations more than once for a specified number of exit skills and proficiencies between their ninth grade and graduation. Students choose what and when these validations are to be judged. Coursework or work samples can come from out of school activities or results from state/district testings.

SAS

# Appendix

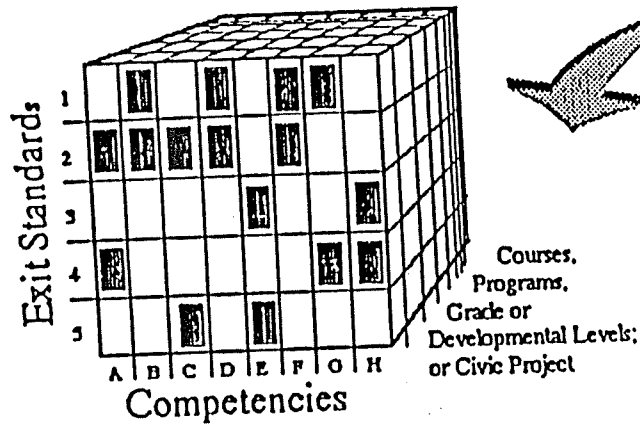
3-19



# Draft Three-Component Model for Graduation

1

## Choice & Repeatable Demonstrations



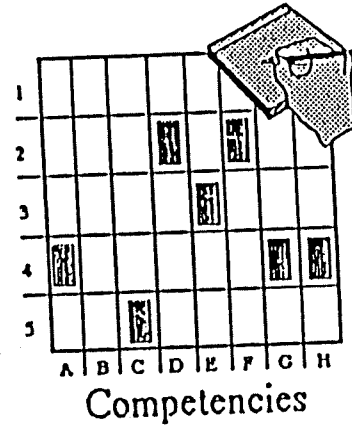
Student choice of demonstration areas  
School or community based location

Pass at least two approved tasks or projects per competency; at least one task must be in each Exit Standard area

Time varies; Performance standards fixed\*

2

## Quality Control & On-Demand Demonstrations



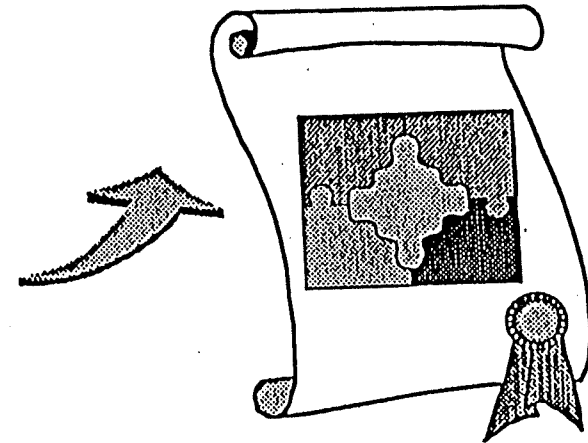
District choice of performance task in each competency area

Pass standard in all competency areas

Time fixed; Performance standards fixed\*

3

## Integration & Life-Long Learning Demonstrations




### Senior Project and Portfolio:

- I. Self selected area and research paper
- II. "Community" service/project based on content of above
- III. Oral presentation based on above
- IV. Structured Portfolio for Post-Graduation audience

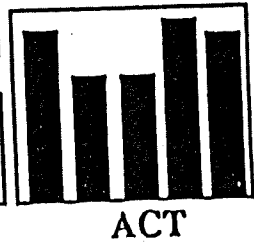
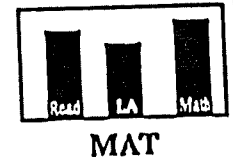
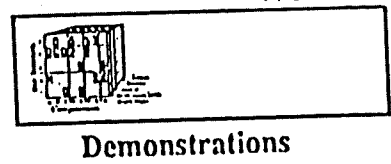
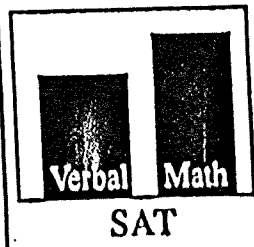
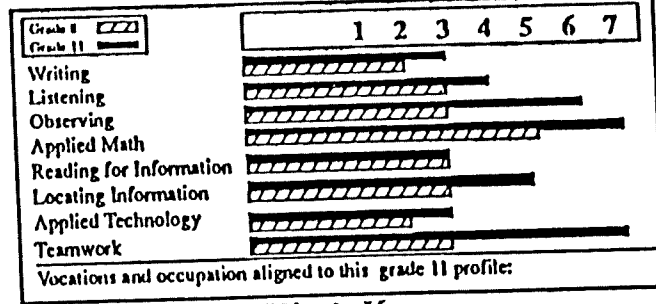
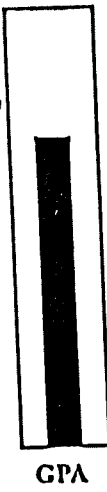
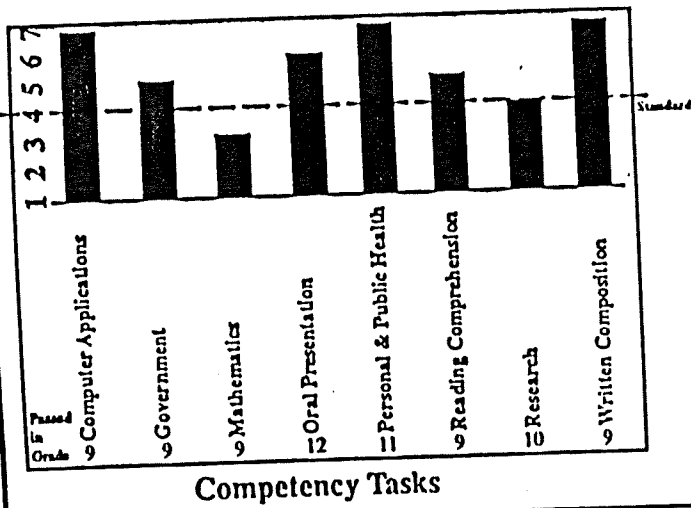
Time varies; Performance standards fixed\*

\* Policy & procedures for format & standard exceptions

 **Graduation Rule:** (Community and District determined,) e.g., student must pass all elements within two components, pass at least all standards in one area and none below... in the other components, or pass all of component 2 elements and... of components 1 and 3 elements, or...

Draft

# Graduation Profile



# Graduation Portfolio

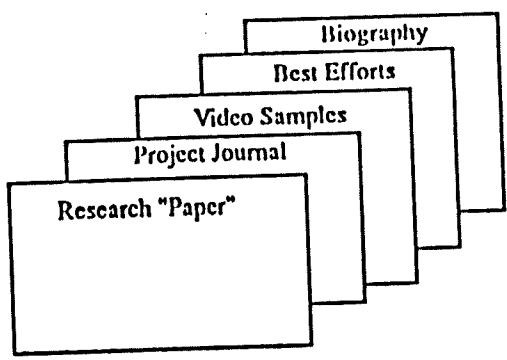
Purpose(s) of Portfolio

- 1.
- 2.
- 3.

Audience(s) for Portfolio

- A.
- B.
- C.

Showcase of Evidence



Goal(s)

Self Reflection

