MINUTES OF THE HOUSE COMMITTEE ON EDUCATION K-12.

The meeting was called to order by Chairperson Ralph Tanner at 9:30 a.m. on February 4, 2002 in Room 313-S of the Capitol.

Committee staff present:
Ben Barrett, Legislative Research Department
Carolyn Rampey, Legislative Research Department
Jill Wolters, Revisor of Statutes
Ann Deitcher, Committee Secretary

Conferees appearing before the committee: Andy Tompkins, Commissioner of Education

Commissioner Tompkins explained the Sample Assessment for Kansas while members of his staff passed out copies of fact sheets explaining "Take the Test Day, 2002". (Attachment 1).

The Committee, Staff and interested persons in the audience took the test in reading, science, mathematics and social studies. After everyone graded their own test there was a question and answer session. (Attachments 2 and 3).

A motion was made by Representative Mason and seconded by Representative Lloyd to introduce a bill that would provide that each county with more than one school district be designated a county district. This would exclude both Johnson and Douglas counties.   The motion carried on a voice vote.

The meeting was adjourned at 10:45. The next meeting is scheduled for Tuesday, February 5, 2002.

KANSAS

TAKE THE TEST DAY
2002

Kansas Take the Test Day
Fact Sheet

Purpose: The purpose of Kansas Take the Test Day is to demonstrate to the public that state assessments are rigorous, that the Kansas public education system has high expectations for all children, and that community partnerships are desirable in helping all students achieve.

Where did the test questions come from?

Many of the questions on the sample assessment come from released items from past assessments. In subjects where released items were not available, new questions were developed.

Who is participating in Take the Test Day?

Elected officials, business representatives and community members from all over the state have been invited to participate in Kansas Take the Test Day events. More than 150 school districts are participating in Kansas Take the Test Day by giving the test to parents, site councils, local service clubs and others in their communities.

Will the tests be scored?

The sample assessment is not designed to be scored or graded. Participants are provided an answer sheet so they may check their work on the assessment.

How can individuals take the test?

Individuals who are interested in taking the sample assessment and have not had the opportunity in their local community can go to www.ksde.org beginning Feb. 5 and find the test questions and answers.

House Education Committee
Date: 2/4/02

Attachment # 1-1

Frequently Asked Questions about the Kansas State Assessment Program

TAKE THE TEST DAY 2002

Q. What grade levels and subject areas are tested as part of the Kansas Assessment Program?

A. Students in grades 4, 5, 6, 7, 8, 10 and 11 are tested.

The reading test is administered annually to students in grades 5, 8 and 11.
The mathematics test is administered annually to students in grades 4, 7 and 10.
The writing test is administered every-other-year to students in grades 5, 8 and 11.
The science test is administered every-other-year to students in grades 4, 7 and 10.
The social studies test is administered every-other-year to students in grades 6, 8 and 11.

Q. Are the tests timed?

A. Yes and no. Testing times are provided to each teacher as a guide, however students may have as much time as needed to take the assessment.

Q. Are students with special needs tested?

A. Yes, we now have modified and alternate assessments for students with disabilities significant enough that they could not participate in the assessment program without modifications. An Independent Education Plan (IEP) team determines the appropriate assessment for each student, depending on his or her special needs.

Q. Are students who have limited English proficiency (LEP) tested?

A. Yes and no. LEP students who have been in the district less than one full academic year and who score below a certain criteria outlined by the State Department of Education may be excluded. All other LEP students must be tested.

Q. Can any student be excluded from the state assessments?

A. Other than the exceptions made for some LEP students, no. School districts are responsible for testing **all** students. Exclusion from testing is limited. For example, a student who is chronically ill may be unavailable for testing.

1-2

Q.   What impact does testing all students have on scores?

A.   At the state level, very small differences were seen in scores when modified and alternate assessments were added and students were tested in greater numbers than ever before. Also, results are reported by student population, so that scores are available for general education and gifted students, for students with disabilities and for the total population. This allows districts and the state to see the big picture.

Q.   What are the different ways scores can be reported?

A.   Scores are reported by student population, by ethnic background, by gender, by socioeconomic status and by length of time in the district. They are also reported as a mean score and by the percent of students scoring within each of five performance levels (advanced, proficient, satisfactory, basic, and unsatisfactory). This allows each district to determine where gaps in performance may exist.

1.3

How test questions are developed for the Kansas State Assessments

Test questions for the Kansas State Assessments are developed through a lengthy and thoughtful process. It all begins with the development of curricular standards. It is vitally important that the standards upon which assessments are based are strong. Any deficiencies in the standards will show up in the assessments. That's why the State Board of Education spends a great deal of time reviewing standards and getting input from as many different audiences as possible before adopting new curricular standards. Once standards are adopted, the following process is used to develop assessment items:

- Advisory committees are appointed by the State Board of Education to assist in the process of item development.

- Separate committees made up of individuals nominated by principals and superintendents are formed to actually write the assessment questions. These committees include teachers from the elementary, middle school and high school levels, as well as individuals from higher education institutions and members of the advisory committees.

- Individuals selected to write assessment items receive some informal training in item development from the Center for Education Testing and Evaluation (CETE) at the University of Kansas. Members also study the curricular standards carefully to become familiar with all aspects of the standards.

- The committee members develop a first draft of assessment items. They are reviewed and any items that do not match the standards are removed.

- The remaining items are reviewed individually by groups of educators. The items are edited based on this review and then reviewed again.

- The items undergo a bias review to make sure cultural bias has been removed from the questions and that any potentially offensive items are removed.

- The remaining items are reviewed by a group of educators from higher education institutions to ensure they are correct.

Throughout the entire process of item development, individuals from CETE are reviewing the items to be sure there is adherence to psychometric principles.

1-4

History of the
Kansas State Assessment Program

For the past decade, Kansas has used a statewide assessment program to gauge improvement in student achievement. Development of the State Assessment Program is tied directly to the adoption of Quality Performance Accreditation (QPA) by the State Board of Education in 1991. Following is a timeline that outlines highlights in the history of the Kansas State Assessment Program.

1991 - The State Board of Education adopts QPA as its new, results-based accreditation system for elementary and secondary schools. Specific reference is made to performance on state assessments in mathematics, reading, science, social studies and writing.

The new state mathematics assessment, based on state standards and involving both multiple choice and performance items, is piloted.

1992 - The new state assessments in reading and writing are piloted. The mathematics assessment is piloted for a second year.

The School District Finance and Quality Performance Act is enacted into Kansas law. The law requires development by 1993 of curriculum standards in mathematics, science, communications and social studies, and the assessment of students at a minimum of three benchmark grade levels. Standards are to be reviewed every three years.

1993 - State assessments in mathematics, reading and writing are administered and a science assessment is piloted.

1994 - The State Board of Education and the legislature agree on a schedule of testing in mathematics and reading annually and alternating testing of writing with testing of science and social studies.

1995 - The science assessment is piloted for the second year and the social studies assessment is piloted for the first year. Baseline data are established for mathematics.

The building standards of excellence are established by the State Board of Education for the subscales of the mathematics test and for the total score for that test.

The State Board of Education is directed to establish a standard of performance for students as well as buildings.

1996 - Building standards of excellence are applied to the writing results for the first time.

1997 - Baseline results for the science assessment are recorded and the social studies test is piloted for the second year. Building standards of excellence are applied to the science results for the first

time and student standards of excellence are applied to results in mathematics, reading and science for the first time.

The State Board of Education takes action to improve and implement a revised State Assessment Program. Changes include:

- Identifying the purposes of the assessment program as improvement of instruction and provision of information for student accountability.
- Halting performance assessment at the state level except in writing and requiring local schools to have a performance assessment to be used as one of the local measures in the accreditation process.
- Establishing two additional performance levels for student scores.
- Directing that committees of stakeholders be convened for each of the subject areas to revise the curriculum standards. The committees were charged to bring greater clarity and specificity to what teachers should teach and students should learn at the various grade levels.
- Determining that contracts should be established with two external independent review committees, one for curricular standards and one for assessments.

1998 - Reported assessment results include breakout of student results by performance level.

Revised reading, writing and mathematics standards are adopted.

1999 - New curricular standards in science and social studies are adopted.

2000 - Baseline results for the new reading, writing and mathematics assessments are recorded.

2001 - Modified and alternate assessments in reading and mathematics, designed to include students with disabilities in the assessment tests in greater numbers than ever before, are implemented. Participation rates for those subject areas increase significantly.

Baseline results for new science and social studies assessments are recorded.

Frequently asked questions about ESEA and the Kansas Assessment Program

Q.   How will the Kansas Assessment Program change as a result of the new ESEA legislation?

A.   The most noticeable change to the Kansas Assessment Program as a result of the new ESEA legislation will be the annual testing of all students in grades three through eight in reading and mathematics. Currently, Kansas tests students in reading and mathematics yearly, however the state tests just one grade at the elementary level, one grade at the middle school level and one grade at the high school level.

Another change that will take place in Kansas is testing in science on a yearly basis. Currently, students are tested in science every-other year. The state will be able to continue testing just one grade at the elementary level, one grade at the middle school level and one grade at the high school level, however the testing will have to be done annually.

Q.   When will these changes need to be made?

A.   Annual testing of students in grades three through eight in reading and mathematics must be in place by the 2005-2006 school year. Annual testing in science is not required to begin until the 2007-2008 school year, however the state intends to implement this practice at the same time it makes the changes in testing for reading and mathematics.

**Q.   Will the format of the state assessments change as a result of this legislation?**

A.   The standards to which Kansas students are held will not change as a result of the new federal legislation. However, there will be some changes to the reading and mathematics tests given to students. Currently, students are tested in reading at grades five, eight and 11 and in mathematics at grades four, seven and 10. The tests cover subject matter that is included in instruction in the grades up to and including the grade at which students are assessed. When testing is done in each of the grades three through eight, the tests will be changed to reflect subject matter specific to that grade level.

Q.   Will Kansas students be required to participate in additional testing at the national level?

A.   The new legislation requires all states to participate in the National Assessment of Educational Progress (NAEP). NAEP conducts assessments periodically in reading, mathematics, science, writing, history, geography and other fields. States will be required to participate in the fourth and eighth grade NAEP reading and mathematics assessments. Kansas participated in the 1998 NAEP reading assessment and the 2000 NAEP mathematics assessment. The state is also participating in the 2001 NAEP science assessment. NAEP assessments are done using a random sampling of students from each participating state.

Q.   Will the additional testing require a greater investment of funds?

A.   Testing more students more often will require a greater financial investment for test development, administration and evaluation. Federal funds are being provided to assist states through the development stage. It is not yet known if funding will be available once states are past the development stage.

1-7

KANSAS

TAKE THE TEST DAY
2002
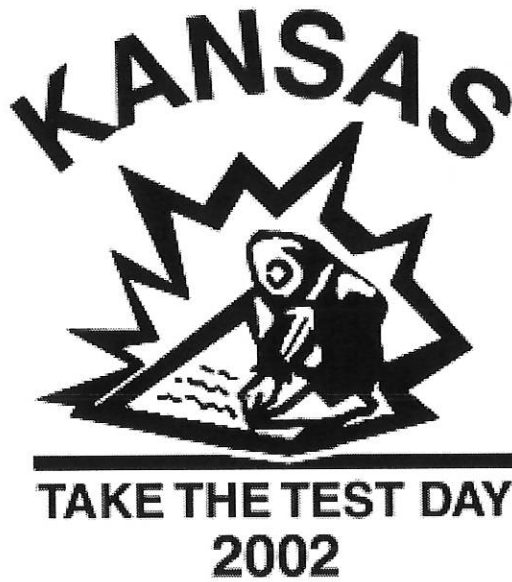
Sample Assessment

Reading, Science,
Mathematics and Social Studies

Reading
Grade level 5

Read the following passage then answer the questions on the next page.

Misleading Maps

When you look at a map of a town you have never visited, aren't you still pretty sure that the town does exist? That wasn't always true in Kansas! Some towns started out on paper long before they started up in reality.

One of these places was Nicodemus. In June of 1877 an African American minister named W.H. Smith and a European American real estate developer named William Hill filed a land claim for 160 acres in north-western Kansas, in the name of Nicodemus Town Company. The men drew up a plan: surrounded by farmland available for homesteading, the town would be a thriving business and social center.

Streets in Nicodemus would be built on a grid. North-south streets would be numbered First through Seventh. East-west streets would be named after the first six American presidents.

People as far away as Kentucky were visited, trying to find citizens for the new town. A promise was signed to them, that by September 1, Nicodemus would "have houses erected and all branches of mercantile business will be opened...A church edifice and other public buildings will be erected...".

But the first 30 settlers arrived at the Nicodemus townsite before that date, on July 30. There was no town to be found. They waited, living in ramshackle lean-tos until the prairie winds knocked them down. They dug holes in the ground for shelter because there wasn't enough wood to build cabins. The first baby born in the new "town" of Nicodemus was delivered in a dugout, because little Henry Williams and his parents Charles and Emily had no other place to live.

In September 1877, nearly 300 more African Americans arrived in Nicodemus after a long trip overland from Kentucky. They, too, stared at the bare prairie. After one day's rest, half of the newcomers turned east and started back for home. Some of the others talked out loud about their anger and disappointment in the miserable living conditions. Despite all of this, Nicodemus did grow into a thriving town, at least for a while. To learn more about Nicodemus, look for the book, *Going Home to Nicodemus: The Story of an African American Frontier Town and the Pioneers Who Settled It,* by Daniel Chu and Bill Shaw.

2-2

Reading

Grade level 5

1. What do you know from reading this passage?
   Choose the correct answer (yes or no) for each of the following:

   a. W.H. Smith and William Hill founded Nicodemus Town Company   YES   NO
   b. Nicodemus existed in northwestern Kansas   YES   NO
   c. Nicodemus reached a population of 1,500   YES   NO
   d. Some people left Nicodemus unhappy about the miserable living conditions   YES   NO

2. What could be a purpose for this article?
   Choose the correct answer (yes or no) for each of the following:

   a. To explain why Nicodemus never existed   YES   NO
   b. To explain the history behind the town Nicodemus   YES   NO
   c. To provide an example of a town that existed on paper before it did in reality   YES   NO
   d. To convince readers that the streets should not have been built on a grid   YES   NO

3. After reading this article, what can you conclude about why people left
   Nicodemus shortly after arriving?
   Choose the correct answer (yes or no) for each of the following:

   a. Because it was not a thriving business or social center   YES   NO
   b. Because housing was inadequate   YES   NO
   c. Because the townspeople were unfriendly   YES   NO
   d. Because the church building was too small   YES   NO

2-3

Science

Grade level 7

Choose the correct answer for each of the following:

1. A child is fed a diet low in calcium and develops weak bones. What does this show?

   a. The effect of environment.
   b. The effect of heredity.
   c. The effect of genetics.
   d. The effect of weather.

2. Which type of organism is not shown in the following food chain?

   Grain---------mouse--------snake---------hawk

   a. primary consumer
   b. secondary consumer
   c. producer
   d. decomposer

3. Susan wanted to know if daisies would grow better in sunlight than in shade. What would be the best way for her to find out?

   a. Place all of her daisies in the sunlight and measure growth after two weeks.
   b. Place all of her daisies in the shade and measure growth after two weeks.
   c. Place half of her daisies in the sun and half in the shade and measure growth after two weeks.
   d. Place half of her daisies in the sun and half in the shade, and give twice as much water to the ones in the sun. Measure after two weeks.
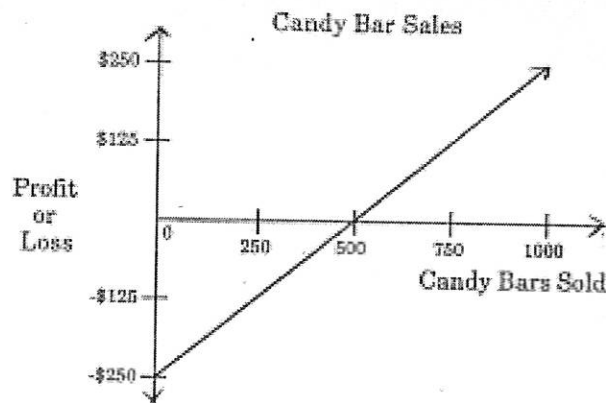
2-4

Mathematics
Grade level 10

Choose the correct answer for each of the following questions.

1. The sophomore class is selling candy bars to raise money. The graph below shows their profit or loss.

Candy Bar Sales

Use the graph to determine which of the following statements is true.
a. The class makes money after the first candy bar is sold.
b. If the class sells 250 candy bars their profit is $125.
c. If the class sells 400 candy bars they have made a profit.
d. The class had $250 in initial expenses.

2. A video store owner bought some videotapes to sell. The store owner sells the videotapes for 20% more than she paid for them. After awhile, the store does not sell many videotapes, so the store owner puts the remaining videotapes on sale for 20% off. At the sale price, will the store owner make a profit from the sale of the remaining videotapes?
a. No - stays even - no profit or loss
b. No - loses money
c. Yes
d. Need more information to decide.

3. A display at a store contains an arrangement of cans such that the bottom layer contains 45 cans and each layer above contains four fewer cans than its previous layer. Which would give the number of cans in the nth row from the bottom?
a. 45 (n-4)
b. 41 - 4n
c. 41 - 4 (n-1)
d. 45 - 4 (n-1)

2-5

Social Studies
Grade level 11

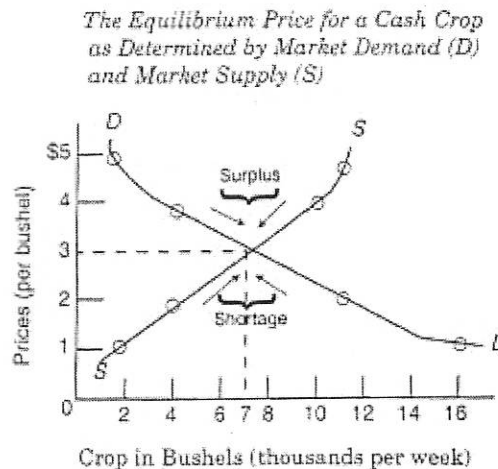Choose the correct answer for each of the following questions.

1. Which of the following would be the correct relative location of the Black Sea?
    a. between Europe and Southwest Asia
    b. between Western Europe and North Africa
    c. between Japan and China
    d. between Egypt and Israel

2. Under Article V, there are two ways to prepare amendments to the Constitution. The list below consists of the four steps included in the most commonly used method. Use the list to answer the question that follows.
    W. Each house of Congress proposes the amendment by a two thirds vote.
    X. Citizen groups, the media or the Courts draw attention to the problem.
    Y. Three fourths of the state legislatures ratify the amendment.
    Z. The amendment is written to deal with the problem.

   What is the sequence of events required to amend the Constitution?
    a. Z, W, X, Y
    b. Z, X, W, Y
    c. X, Z, Y, W
    d. X, Z, W, Y

3. Examine the accompanying model.

The Equilibrium Price for a Cash Crop as Determined by Market Demand (D) and Market Supply (S)

Crop in Bushels (thousands per week)

What would happen in this hypothetical market if farmers increased production by 2,000 bushels of this crop per week?
    a. Consumption would decline.
    b. Price would increase.
    c. Demand would decline.
    d. Price would fall.
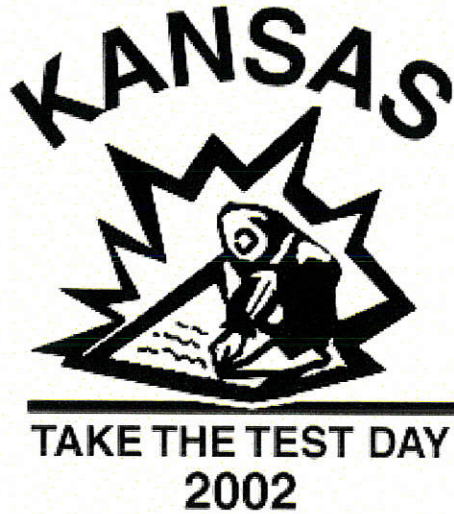
2-6

KANSAS

TAKE THE TEST DAY
2002

Sample Assessment
Answers

Problem 1: The answers to the following set of yes/no reading statements are "think and search" types of responses. The answers are in the passage, however they are not all found in the same sentence or in the same section of the passage. The test-taker should be able to go directly to different parts of the passage without much difficulty to affirm or negate his or her choice for each yes/no statement.

a. **Correct answer is Yes**
b. **Correct answer is Yes**
c. **Correct answer is No**
d. **Correct answer is Yes**

Problem 2: The answers to the following set of yes/no reading statements are "author and you" types of responses. The answers are not in the story. The reader needs to think about what he/she already knows, what the author tells him/her in the text, and how it fits together. The reader needs to make reasonable inferences in order to successfully answer the statements. Inferences are logical conclusions based on background knowledge and clues in the text. Inferences are not explicitly confirmed in the text.

a. **Correct answer is No**
b. **Correct answer is Yes**
c. **Correct answer is Yes**
d. **Correct answer is No**

Problem 3: The answers to the following set of yes/no reading statements are "author and you" types of responses. The answers are not in the story. The reader needs to think about what he/she already knows, what the author tells him/her in the text, and how it fits together. The reader needs to make reasonable inferences in order to successfully answer the statements. Inferences are logical conclusions based on background knowledge and clues in the text. Inferences are not explicitly confirmed in the text.

a. **Correct answer is Yes**
b. **Correct answer is Yes**
c. **Correct answer is No**
d. **Correct answer is No**

3-2

Problem 1: Correct answer is D – The class had $250 in initial expenses.

Each response choice asks the student to interpret points on the graph. The points on the diagonal line represent the relationship between the number of candy bars sold (x coordinate from the horizontal axis) and the profit or loss (y coordinate from the vertical axis). The statement in D refers to the point (0, -250). This is interpreted that 0 candy bars have been sold and there is a $250 loss. The $250 loss represents the initial expense the class has before selling candy bars.

Response A: Indicates an incorrect understanding of the meaning of a negative number on the vertical scale.
Response B: Correctly identifies point on the line (250, -125), but uses the absolute value of –125 to reflect a profit.
Response C: Indicates an incorrect understanding of the vertical scale.

Problem 2: Correct answer is B – No, loses money.

There are various approaches to solving this problem. Both an algebraic approach and a problem solving approach may be used. (See Table 1 in Appendix A.) In taking an algebraic approach, the student would solve the problem by developing a formula that will identify the solution independent of the dollar amount used in the problem. One problem solving strategy would be to compute the answer using the actual dollar amounts indicated in the problem.

Response A: This is the most common incorrect response. People incorrectly believe that adding 20% to a number and then taking 20% away from the new number gives you the original number. In other words, two operations cancel each other out. They forget that adding 20% to a positive number makes the number greater than the number they start with, thus 20% of the new number will be larger than 20% of the original number.
Response C: Assumes a store owner always makes a profit when selling merchandise. It does not take into account the store owner must first buy the merchandise to be sold, thus incurring expenses which must be met prior to making a profit.
Response D: This answer would be correct if the word "remaining" was removed from the last sentence in the problem. In that scenario, one does not know how many tapes were sold at the original selling price. The profit from those tapes could have made up the difference from the amount of money "lost" by the price of the tapes on sale.

Problem 3: Correct answer is C – 41-4(n-1)

This problem can also be solved in several ways. The most common way to solve this problem would be to make a table of values and plug in several values to see which response was correct. Another strategy would be to find an expression that generalizes the relationships between the table values. Students would then need to recognize that the generalization they came up with was equivalent to the expression given in response C. (See Table 2 in Appendix A.)

Response A: Assumes that the bottom row is row 1, forgetting that the wording in the problem states "rows from the bottom."
Response B: Does not take into account that there are 45 cans in the bottom row. The second row from the bottom, according to the formula, would have to have 38 cans.
Response D: Assumes that the bottom row is row 1 rather than zero. If the bottom row is considered to be the 0, then simplifying the expression would imply there were 49 cans in the bottom row.

33

Science
Grade level 7

Problem 1: Correct answer is a, environment.

The lack of calcium was an environmental factor influenced by the choices made by the child's parents. Heredity or genetics, (the terms being interchangeable in this context) were not involved. The same would be true of weather.

Problem 2: Correct answer is d, decomposer.

The mouse is the primary consumer (eats green plants), the snake is the secondary consumer (eats primary consumer) and the grain is the producer (makes its own food). The hawk is a tertiary (third level) consumer (eats secondary consumer). An example of a decomposer would be certain types of bacteria which break down living things after they die.

Problem 3: Correct answer is c, place half the daisies in the sun and the other half in the shade.

This allows Susan to have something to compare her results with (also known as a control). Two of the other responses don't have anything with which to compare the results. The other response does, but it introduces another variable, the amount of water. Only one variable at a time can be tested to know the true effect of that variable.

3-4

Social Studies
Grade level 11

Question 1: Correct answer is A – between Europe and Southwest Asia.
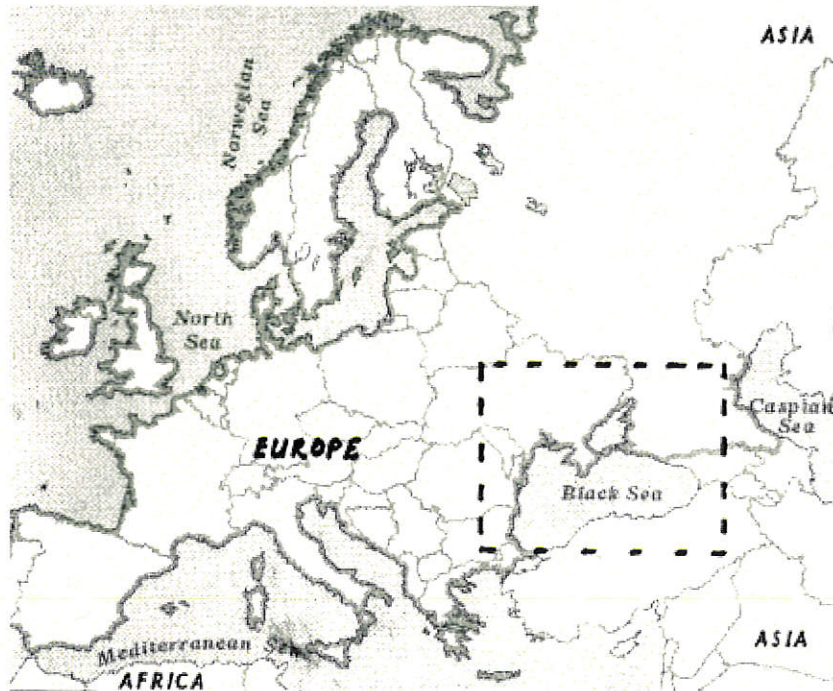
Question 2: Correct answer is D – X,Z,W,Y

In a country of the people, by the people, and for the people, it stands to reason that the people would be the first to call attention to a situation in conflict with the Constitution. Thus, the first step in amending the Constitution is the problem recognition within the citizenry or by the branch of government that interprets the law. Second, the language is crafted to address the problem in a way appropriate to be put forth before Congress. Then, two-thirds of both houses of Congress must vote in approval to propose an amendment. Finally, ratification occurs if at least three-fourths of state legislatures approve it.

Question 3: Correct answer is D – Price would fall.

An increase in the supply of the cash crop would shift the supply curve to the right. A new equilibrium price will occur at the intersection of the existing demand curve and the new supply curve. As a result, the market clearing price will decrease.

3-5

Appendix A

Mathematics, Problem 2.

Algebraic Approach	Problem Solving Approach
X = original purchase price 20% of X = mark up X + .2X = original selling price 1.2X = original selling price 20% of the original selling price = mark down (discount) .2(1.2X) = mark down (discount) .24X = mark down (discount) 1.2X -.24X = marked down price (discounted price) .96X = marked down price (discounted price) .96X<X implies the owner loses money	$1 = original purchase price 20% of $1 = mark up = $.20 $1+$.20 = original selling price 20% of the original selling price = mark down (discount) 20% of $1.20 = mark down (discount) .2(1.2) = .24 $.24 = mark down (discount) $1.20 - $.24 = marked down price (discounted price) $.96 = marked down price (discounted price) $.96 < $1.00 implies the owner loses money

Mathematics, Problem 3.

Rows from the bottom		Number of cans
0	45 - 0 = 45 - 4(0)	45
1	45 - 4 = 45 - 4(1)	41
2	45 - 4 - 4 = 45 - 4(2)	37
3	45 - 4 - 4 - 4 = 45 - 4(3)	33
...		
n	45 - 4(n)	41 - 4(n-1) = 45 - 4(n)

3.6