

Virginia Board of Education Agenda Item



Agenda Item: H

Date: November 29, 2012

Title	First Review of Recommended Cut Scores for the End-of-Course Standards of Learning Tests in Reading, Earth Science, Biology and Chemistry Based on the 2010 English and Science Standards		
Presenter	Mrs. Shelley Loving-Ryder, Assistant Superintendent, Division of Student Assessment and School Improvement		
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Purpose of Presentation:

Review/action required by Board of Education bylaws.

Previous Review or Action:

No previous review or action.

Action Requested: First Review

Action will be requested at a future meeting. Specify anticipated date below:

January 10, 2013

Alignment with Board of Education Goals: Please indicate (X) all that apply:

	Goal 1: Accountability for Student Learning
x	Goal 2: Rigorous Standards to Promote College and Career Readiness
	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:

Goal 2: The approval of cut scores on the new Earth Science, Biology, Chemistry, and End-of-Course Reading tests supports the implementation of rigorous standards to promote college and career readiness.

In 2012-2013 new Standards of Learning (SOL) tests measuring the 2010 English and science content standards will be administered. Because of the changes in the content measured by these tests, new passing scores must be adopted by the Virginia Board of Education. Consistent with the process used in 1998, committees of educators were convened in November 2012 to recommend to the Board of Education (BOE) minimum "cut" scores for the achievement levels of *pass/proficient* and

pass/advanced for the Earth Science, Biology, and Chemistry tests and *pass/proficient* and *advanced/college path* for the End-of-Course Reading test.

Summary of Important Issues:

Information about the range of cut scores recommended by the committees for the achievement levels of *pass/proficient* and *pass/advanced* for the Earth Science, Biology and Chemistry tests and *pass/proficient* and *advanced/college path* for the End-of-Course Reading test is contained in Attachment A. It is important to note that the following definition of the *advanced/college path* designation for the EOC Reading test reflects the deliberations of the higher education faculty who participated on the EOC reading standard setting committee.

A student obtaining an “advanced/college path” score should have the necessary knowledge and skills for enrollment, without remediation, in an introductory credit-bearing college course with a substantial reading load, assuming that the student continues to demonstrate a comparable level of achievement in subsequent high school English courses. Because college courses with heavy reading loads often require students to convey ideas gleaned from reading, successful students in such courses will demonstrate the same level of skill in oral and written communication.

The Board is asked to review the recommendations of the standard setting committee and to adopt "cut" scores in January for the achievement levels of *pass/proficient* and *pass/advanced* for the end-of-course Earth Science, Biology and Chemistry tests and *pass/proficient* and *advanced/college path* for the EOC Reading test.

Impact on Fiscal and Human Resources:

N/A

Timetable for Further Review/Action:

Final Review – January 10, 2013

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept for first review cut scores representing the achievement levels of *pass/proficient* and *pass/advanced* for the end-of-course Earth Science, Biology and Chemistry Standards of Learning Tests and *pass/proficient* and *advanced/college path* for the end-of-course reading test as follows.

- Earth Science: for 25 out of 50 for proficient and 45 out of 50 for advanced
- Biology: for 27 out of 50 for proficient and 45 out of 50 for advanced
- Chemistry: 25 out of 50 for proficient and 44 out of 50 for advanced
- End-of-course reading: 31 out of 55 for proficient and 49 out of 55 for advanced/college path

**Summary and Background Information on Proposed Cut Scores
for the End-of-Course Science Tests and the End-of-Course (EOC) Reading Test Based on the 2010
Standards of Learning**

	Pass/Proficient					Pass/Advanced (Advanced/College Path for End-of-Course Reading)			
	Background Information		Standard Setting Summary			Background Information	Standard Setting Summary		
Test Name	Pass/Proficient Cut Score for Previous Test**	Estimate of Difficulty of New Test as Compared to the Previous Test	Round 3 Median for Proficient	Articulation Committee Recommendation	Superintendent's Recommendation	Pass/Advanced Cut Score for Previous Test**	Round 3 Median for Advanced	Articulation Committee Recommendation	Superintendent's Recommendation
Earth Science	30 out of 50	Moderately more difficult	24 out of 50	24 out of 50	25 out of 50	45 out of 50	45 out of 50	45 out of 50	45 out of 50
Biology	26 out of 50	Slightly more difficult	30 out of 50	26 out of 50	27 out of 50	45 out of 50	46 out of 50	45 out of 50	45 out of 50
Chemistry	27 out of 50	Moderately more difficult	25 out of 50	25 out of 50	25 out of 50	45 out of 50	44 out of 50	44 out of 50	44 out of 50
EOC Reading*	31 out of 55***	Slightly more difficult	28 out of 55	N/A	31 out of 55	42 out of 50	49 out of 55	N/A	49 out of 55

* The EOC Reading Test based on the 2010 Standards of Learning (SOL) has 55 items.

** Tests based on the 2003 Science SOL or the 2002 English SOL.

*** The EOC Reading test based on the 2002 English SOL had 50 items. The EOC reading test based on the 2010 SOL has 55 items. This score represent an adjustment based on the increase in the length of the test.