

Virginia Board of Education Agenda Item



Agenda Item: C

Date: April 25, 2013

Title	Final Review of Recommended Cut Scores for the Grades 3, 5, and 8 Science and Grades 5, 8, and End-of-Course (EOC) Writing Standards of Learning Tests Based on the <i>2010 Science and English Standards of Learning</i>		
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:

Previous review and action. Specify date and action taken below:

Date: March 28, 2013

Action: First Review

Action Requested:

Final review: Action requested at this meeting.

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 science and writing tests supports the implementation of rigorous standards to promote college and career readiness.

In 2012-2013 new Standards of Learning (SOL) science and writing tests measuring the 2010 science and English content standards will be administered. Both the 2010 science and English SOL include an increase in content rigor and in the requirements for higher order thinking skills. For example, in the 2010 science SOL, students at all grade levels are expected to “demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which current applications are used to reinforce science concepts.” In writing, the rubrics used to evaluate the short papers written as part of the writing test at all grade levels have been revised to increase the expectations for students. For example, in grade 11, SOL 11.6b requires students to “produce arguments in writing that

develop a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.”

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 since 1998, committees of educators were convened in February 2013 to recommend to the Board of Education (BOE) minimum cut scores for the achievement levels of *pass/proficient* and *pass/advanced* for the grades 3, 5, and 8 science tests and for the grades 5 and 8 writing tests and *pass/proficient* and *advanced/college path* for the EOC writing 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 science tests and the grades 5 and 8 writing tests and the achievement levels of *pass/proficient* and *advanced/college path* for the EOC writing test is contained in Attachment A.

The Board is asked to review the recommendations of the standard setting committees and to adopt cut scores for the achievement levels of *pass/proficient* and *pass/advanced* for the science tests and the grades 5 and 8 writing tests and for the achievement levels of *pass/proficient* and *advanced/college path* for the EOC writing test..

It is important to note that the following definition of the *advanced/college path* designation for the EOC writing test reflects the deliberations of the higher education faculty who participated on the EOC writing standard setting committee.

A student obtaining an advanced/college path score should have the necessary knowledge and skills for entry into an introductory credit-bearing college course with a substantial writing requirement, without prior enrollment in a remedial writing class. Such students are expected to further develop the necessary knowledge and skills in subsequent high school English courses.

Impact on Fiscal and Human Resources:

The costs for the standard setting process and for the implementation of the cut scores in the reporting system for the SOL tests are included in the state testing contract.

Timetable for Further Review/Action:

Upon approval by the Board of Education, this information will be disseminated to the school divisions via a Superintendent’s Memorandum.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education adopt cut scores representing the achievement levels of *pass/proficient* and *pass/advanced* (*advanced/college path* for EOC writing only) for the science and writing tests as follows:

- Grade 3 Science: 24 out of 40 for pass/proficient, and 36 out of 40 for pass/advanced
- Grade 5 Science: 24 out of 40 for pass/proficient, and 35 out of 40 for pass/advanced
- Grade 8 Science: 27 out of 50 for pass/proficient, and 45 out of 50 for pass/advanced
- Grade 5 Writing: 30 out of 46 for pass/proficient, and 40 out of 46 for pass/advanced
- Grade 8 Writing: 31 out of 48 for pass/proficient, and 41 out of 48 for pass/advanced
- EOC Writing: 33 out of 54 for pass/proficient, and 46 out of 54 for advanced/college path

Summary and Background Information on Proposed Cut Scores for the Science and Writing Tests Based on the 2010 Standards of Learning

	Pass/Proficient					Pass/Advanced			
	Background Information		Standard Setting Summary			Background Information	Standard Setting Summary		
Test Name	Pass/Proficient Cut Score for Previous Science Test* Writing Test**	Estimated Cut Score on New Test to Maintain Same Level of Rigor Required on Previous Test	Round 3 Median for Proficient	Articulation Committee Recommendation	Superintendent's Recommendation	Pass/Advanced Cut Score for Previous Science Test* Writing Tests**	Round 3 Median for Advanced	Articulation Committee Recommendation	Superintendent's Recommendation
Grade 3 Science	27 out of 40	21 out of 40	19 out of 40	24 out of 40	24 out of 40	36 out of 40	34 out of 40	36 out of 40	36 out of 40
Grade 5 Science	26 out of 40	18 out of 40	24 out of 40	24 out of 40	24 out of 40	37 out of 40	35 out of 40	35 out of 40	35 out of 40
Grade 8 Science	27 out of 50	17 out of 50	27 out of 50	27 out of 50	27 out of 50	44 out of 50	45 out of 50	45 out of 50	45 out of 50
Grade 5 writing	33 out of 46***	26 out of 46	24 out of 46	28 out of 46	30 out of 46	43 out of 46***	40 out of 46	40 out of 46	40 out of 46
Grade 8 Writing	30 out of 48	27 out of 48	26 out of 48	30 out of 48	31 out of 48	46 out of 48	39 out of 48	41 out of 48	41 out of 48
	Pass/Proficient					Advanced/College Path			
	Background Information		Standard Setting Summary			Background Information	Standard Setting Summary		
Test Name	Pass/Proficient Cut Score for Previous Writing Test**	Estimated Cut Score on New test to Maintain Same Level of Rigor Required on Previous Test	Round 3 Median for Proficient	Articulation Committee Recommendation	Superintendent's Recommendation	Pass/Advanced Cut Score for Previous Writing Test**	Round 3 Median for Advanced	Articulation Committee Recommendation	Superintendent's Recommendation
EOC Writing	37 out of 54	29 out of 54	28 out of 54	32 out of 54	33 out of 54	49 out of 54	45 out of 54	46 out of 54	46 out of 54

*Based on the 2003 SOL

** Based on the 2002 SOL

***The grade 5 writing test based on the 2002 English SOL had 44 items. The grade 5 writing test based on the 2010 SOL has 46 items.

This cut score represents an adjustment based on the increase in the length of the test.