

Attachment

2009–2010 Field Testing and Assessment Activities

End-of-Course Field Testing

The Algebra II and English I EOC field tests will be administered during an assessment window from May 3–21, 2010. The EOC field tests will be administered both online and on paper. Campuses selected to participate in the 2010 EOC field tests will test either in Algebra II or in English I or in both. In addition, campuses selected to field-test will be assigned to test students either online or on paper. Districts will be notified of the campuses selected to participate in the field test by late September 2009. **Participation in the EOC field tests by all campuses included in the sample is required.** All other students who are scheduled to complete the coursework for Algebra II and English I are eligible to take these field tests as well. Field-test data from a sample of students that is representative of the state are critical to the state's ability to build high-quality assessments and set appropriate performance standards.

The purpose of these field-test activities is to comply with legislation requiring the state to replace TAKS with EOC assessments in grades 9 through 12.

End-of-Course Operational Test Sample

House Bill 3 (HB3), which became law in 2009, authorizes TEA to collect data through the annual administration of the EOC assessments to a sufficiently large sample of students in order to establish performance standards in 2011. In addition, HB3 requires TEA to determine the necessary annual improvement required each year for a student to be prepared to perform satisfactorily on the end-of-course assessment instruments required for graduation. The information from a representative sample of students is critical to the state's ability to set appropriate standards, to evaluate ways of measuring growth in the EOC program, and to establish links between content-area courses so that measures of annual improvement for the EOC assessments may be made available to school districts as early as possible.

In order to accomplish these tasks, the following assessments will require mandatory participation by selected campuses during an assessment window from May 10–28, 2010: geometry, biology, chemistry, and world geography. Campuses selected to participate in the 2010 EOC operational tests will be assigned to a specific assessment(s) and will be assigned to test students either online or on paper. Districts will be notified of the campuses selected to participate in the operational tests by late September 2009. **Participation in the EOC operational tests by all campuses included in the sample is required.** Campuses that are not selected to participate in an EOC operational test may elect to participate in any of the EOC assessments on a voluntary basis.

The purpose of these activities is to meet the requirements of HB 3 to have performance standards for the EOC assessments in place by 2011.

Mathematics End-of-Course Assessments Study

For this study, a representative sample of students enrolled in geometry in the 2009–2010 school year will be administered an online Algebra I EOC assessment in September 2009 and the online geometry EOC assessment in May 2010. Students will also be expected to participate in the Algebra II EOC assessment in May 2011 if they are enrolled in Algebra II at that time.

In June 2009, districts were notified of the mathematics EOC assessment study and those districts selected to participate were sent notification letters indicating the campuses selected for participation. The administration of the Algebra I EOC assessment for the study will occur from September 14–October 2, 2009.

The purpose of the mathematics study is to gather data about the performance of a representative sample of students as they progress from Algebra I to geometry to Algebra II. The information will be used for setting performance standards on these assessments and for evaluating ways of measuring growth in the EOC program.

TAKS Field Testing

Students in grades 10 and 11 at selected campuses will participate in the TAKS English language arts field tests during the window of January 25–February 5, 2010. If campuses in your district are selected to participate in this field testing, your district testing coordinator will receive a listing of campus assignments in late September 2009. For each grade listed in the campus assignments, all students who will take the 2010 TAKS tests are required to participate in the field tests.

The purpose of these field-test activities is to ensure that the items that appear on operational assessments are valid and reliable. We anticipate that no further stand-alone field testing will be required for the high school TAKS program after spring 2010.

TAKS–Modified (TAKS–M) Field Testing

The TAKS–M field test will take place from September 28, 2009, through October 16, 2009, for all subjects; participants will be all students enrolled in grades 4–12 for whom TAKS–M is the most appropriate assessment. Note that the TAKS–M field test will assess content associated with the student's previous grade. For example, students enrolled in grade 4 at the time of the field test will be given a TAKS–M grade 4 field-test booklet containing grade 3 content. Because of the small number of students who participate in TAKS–M, **all students** in the state who meet the TAKS–M participation criteria are required to participate in the fall 2009 TAKS–M field test.

The purpose of TAKS–M field testing is to ensure that the items that appear on operational assessments are valid and reliable. We anticipate that no further stand-alone field testing will be required for TAKS–M after fall 2009.

TAKS–Alternate (TAKS–Alt) Interrater Reliability Study

The TAKS–Alt interrater reliability study requires two educators to independently observe a student doing the same standardized assessment task. By having two observers evaluate the same student, it is possible to determine the extent of agreement between the two observers' ratings of the student's performance.

If campuses in your district have been selected to participate in this study, your district testing coordinator will receive a listing of campus assignments in late September 2009. The study will be conducted during the TAKS–Alt assessment window (January 4–April 16, 2010). Student information, subject area, and essence statement information will be provided in December 2009. Students selected for the study will be rated by a second educator on only one essence statement within a subject area. Mathematics grades 6 and 9, reading grades 6 and 9, and science at grade 11 will be the only grades and subject areas in the study this year.

Educators serving as second raters will be required to successfully complete the TAKS–Alt online training modules, and they will be expected to sign a security oath. TAKS–Alt training

modules 1, 2, and 4 will be available beginning August 17, 2009, and module 3 will be available September 1, 2009.

The purpose of the TAKS–Alt interrater reliability study is to provide ongoing reliability evidence for TAKS–Alt to meet federal requirements.

TAKS–Alt Audit

An audit will be conducted to evaluate the 2010 TAKS–Alt assessment process. A sample of students participating in the TAKS–Alt spring 2010 administration will be selected for each grade and subject. Districts will be required to submit copies of data sheets used to collect the TAKS–Alt assessment information for each of the students selected. Further information about the audit and notification of participation will be sent in spring 2010.

The purpose of the audit is to provide validity evidence for TAKS–Alt and to monitor the administration and scoring of the assessment. The results of this audit will be used to meet federal requirements.

TELPAS Reading Interface Study

A transition will be made in spring 2010 to an enhanced online interface for the TELPAS reading assessments. To maintain the existing assessment standards during the transition, student performance data must be collected for both the original and enhanced interface. For the operational administration of TELPAS, districts will be assigned to use either the original interface (Interface A) or the enhanced interface (Interface B). All districts will be notified in late September of their interface assignment. Student tutorials will be available before the TELPAS administration so that districts can familiarize students with the test format for the assigned testing interface. The interface study will **not** require additional student or district time.

The purpose of this comparability study is to collect performance data from both interfaces to ensure original performance standards are maintained. Conducting this study as part of the operational assessment eliminates the need for a separate study that would take up instructional time.

TELPAS Validity Study

This fall a small-scale TELPAS validity study affecting fewer than 20 districts will be conducted. Stanford English Language Proficiency (SELP™) test data that districts already have will be used for the study. Districts whose SELP results are collected by the SELP vendor will not need to provide data for the study. Districts selected for this study will be notified by late September.

The purpose of this study is to collect English language proficiency assessment validity and reliability data to meet federal requirements.