Kentucky Technical Advisory Committee

MARCH 14, 2022

ATTENDANCE:

KENTUCKY TECHNICAL ADVISORY COMMITTEE (KTAC): Elena Diaz-Bilello, Pete Goldschmidt, Corinne Huggins-Manley, Suzanne Lane, Phoebe Winter

KENTUCKY DEPARTMENT OF EDUCATION (KDE) MEMBERS PRESENT: Michael Hackworth, Kevin Hill, Helen Jones, Kevin O'Hair, Mike Prater, Ben Riley, Rhonda Sims, Jennifer Stafford, John Wickizer

KDE GUESTS PRESENT: Bill Auty (EdMeasure, KDE psychometrician); Brian Gong (Center for Assessment, facilitator); Marc Johnson, Eric Moyer, Brad Ungurait, Scott Wilson (Pearson); Emily Dickinson, Art Thacker (HumRRO)

KTAC MEMBERS ABSENT: None

SUMMARY:

The Kentucky Technical Advisory Committee provided advice to the Kentucky Department of Education regarding key topics of scaling, reporting and standard setting for the spring 2022 administration of assessments in reading, mathematics, science, writing and social studies.

Agenda Item: Welcome and Introductions

Presenter: Rhonda Sims, Associate Commissioner, Office of Assessment and Accountability, KDE

Summary of Discussion:

Sims welcomed members of KTAC, KDE staff and KDE guests and provided an overview of the meeting agenda. She reviewed the requirements for conducting an open meeting virtually.

Agenda Item: Approval of Minutes for KTAC meeting of Oct. 21, 2021

Presenter: Brian Gong, Senior Associate, The Center for Assessment

Summary of Discussion:

Gong asked if there were any corrections or modifications of the draft minutes of the Oct. 21, 2021 meeting of the KTAC. There were no suggested changes. Motion to approve the minutes: Phoebe Winter, seconded: Suzanne Lane. All KTAC members voted in favor.

Agenda Item: Procedures to Develop Scale Scores and to Report District and School Performance

Presenter: Marc Johnson, Research Scientist, Pearson, Inc.

Summary of Discussion:

Johnson explained that the goal in test design for 2022 is to balance reducing testing time with providing information (sub scores) useful to schools and districts. He presented key characteristics of the test blueprints and test forms developed for spring 2022 for reading and mathematics, with an emphasis on the new design of matrix-sampling items over multiple forms within each grade/content area to provide more extensive coverage of domains and subdomains. He also presented some blueprint and reporting category information (i.e., scores and sub scores) for reading, mathematics, science, writing and social studies. Johnson discussed how scales for each assessment would be established, and how information about score precision would be calculated and reported for each reported score and sub score. Writing received particular attention, since a new trait scoring approach is being implemented for on-demand writing, and the writing score will reflect student performance in on-demand writing and editing/mechanics combined.

Feedback:

KTAC members agreed that reducing testing time while producing useful information is a challenge almost all state assessment programs face and noted that Kentucky is pursuing an innovative and promising approach using matrix-sampling. Because of possible effects due to different forms, KTAC encouraged that the test administration be randomized by students within classrooms, and not rely on randomization at a higher level such only at the grade or school. KTAC members noted several areas where KDE and its contractors should monitor and analyze 2022 assessment results to inform development in the design and implementation in the future. In addition, KTAC urged KDE and its contractors to ensure assessment reports are clear and support valid interpretations and inform useful decisions and actions. KTAC recommended that mock reports—including how precision is indicated—be checked in thorough and systematic ways, including with focus groups representative of intended Kentucky users if possible.

Follow-up Required:

KTAC would like to review drafts of the sections of the Kentucky Technical Report regarding work done to:

- Analyze effects of the matrix-sampling design and implementation, with recommendations for improvements in future administrations
- Analyze how well the trait scoring design for writing meets its intended purposes
- Establish that score reports support valid interpretations and uses by the intended audiences

Agenda Item: Standard Setting for Student NAPD Performance Levels

Presenters: Eric Moyer and Brad Ungurait, Research Scientist, Pearson, Inc.

Summary of Discussion:

Moyer and Ungurait presented the plans to conduct standard setting to establish cut scores for Novice, Apprentice, Proficient and Distinguished performance levels for Kentucky's new assessments in reading, mathematics, writing and social studies and to validate performance level cut scores previously established in 2019 for science. They presented plans for standard setting panelist recruitment, training and facilitation and for design of standard setting and associated materials. Procedures to apply the widely used Bookmark standard setting method were described for use in reading, mathematics, social studies and science. A modified Body of Work method was described for writing. Particular attention is being paid to how impact information is used and conveyed.

Feedback:

KTAC members encouraged KDE and its contractors to carefully develop draft Performance Level Descriptors (PLDs, also sometimes referred to as Achievement Level Descriptors) that fit with the intended interpretations and with reporting. The PLDs should include essential information such as the intended policy weighting in writing between on-demand writing and editing and mechanics. Kentucky educators should be involved in the development and refinement of the PLDs. KTAC recommended KDE and its contractors carefully consider what the standard setting panelists will be asked to do—making content-related judgments and in interpreting impact data—and recruit people who are well-qualified to do so. Specific considerations include: ideal to have current teachers who have active experience teaching in the subject of the test before and during the disrupted schooling caused by the COVID-19 pandemic and some panelists with specialist experience teaching emergent bilinguals and students with disabilities. KTAC cautioned that interpretation and use of impact data to inform standard setting by panelists in each content/grade and in vertical articulation across grades may need to be supported since impact may differ widely from previous years, from future years, and by content and grade, with multiple reports of national education data indicating a particular concern of COVID effects on academic performance in lower grade levels. PL descriptors can also be used in item development and will help ensure sufficient number of items at each score level.

Follow-up Required:

KTAC would like to review a draft standard setting technical report when it is available.

Agenda Item: Next Steps and Adjournment

Presenter: Brian Gong, Senior Associate, The Center for Assessment

Summary of Discussion:

Gong noted that KDE had confirmed the date for the next KTAC meeting as June 22, 2022. He also noted that due to a conflict the KTAC meeting previously scheduled for Oct. 6, 2022 will need to be rescheduled.

Follow-up Required:

KDE will publicize the June 22, 2022 KTAC meeting.

Gong will work with KTAC members, KDE and its contractors to set another date for a fall KTAC meeting.