

**AZELLA**

# **Kindergarten Placement Test Cut Score Change – Why? How?**

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# Standard Setting

## What is it?

- ▶ The goal of standard setting is to determine the cut-scores that will be used to group test takers into discrete levels of performance.
  - Generally there are 3 to 5 performance levels for a test.
  - Examples are:
    - Advanced
    - Proficient
    - Basic
    - Below Basic

# Standard Setting

## Who does it?

- ▶ Panelists–Subject matter experts with knowledge of
  - The students for whom the test was designed
  - The purpose of the test
  - The format and items in the test

# Standard Setting

## How is it done?

- ▶ Subject matter experts use their judgment about the skills required to meet a standard
- ▶ Based decisions on
  - Content of the items on the test
  - The previously developed Performance Level Descriptors (PLDs)
  - Explanations of other panelists' rationales for decisions
  - Projected performance of students based on the panel's median cuts.

# Standard Setting

## What is the outcome?

- ▶ As a group, advise policy-makers about the appropriate cut-score at each performance level.
- ▶ Their recommended cut scores are presented to the policy-makers who approve them.

# 2012 Standard Setting

## What was it?

- ▶ The goal of standard setting was to determine the cut-scores that will be used to group test takers into discrete levels of performance.
  - Because of the brevity of the test, the performance levels for the AZELLA Kindergarten Placement Test were reduced to three levels:
    - Proficient
    - Basic/Intermediate
    - Pre-Emergent/Emergent

# 2012 Standard Setting

## Who did it?

- ▶ Subject matter experts with knowledge of
  - The students for whom the test was designed
  - The purpose of the test
  - The format and items in the test
- ▶ The panel consisted of 13 members:
  - 9 Kindergarten teachers all SEI, Bilingual, and/or ESL endorsed
  - 3 ELL Coach/ Program Specialists
  - 1 Language/Speech Pathologist
- ▶ Came from small, medium, and large districts from around the state.

# 2012 Standard Setting

## How was it done?

- ▶ Subject matter experts used their judgment about the skills required to meet the standard
- ▶ Based decisions on
  - Content of the items on the test
  - The previously developed Performance Level Descriptors (PLDs)
  - Explanations of other panelists' rationales for decisions
  - Projected performance of 2012–2013 PHLOTE Kindergarten students based on the panel's median cuts.

# 2012 Standard Setting

## How was it done?

- ▶ Standard setting steps included:
  - Reviewed the test
  - Used the PLDs to come to a common understanding of the characteristics of a “barely proficient student”
  - Rated the test items for difficulty
  - Explained the reasons for their ratings to the group
  - Reviewed preliminary impact data based on the group’s median cut–score
  - Revised their individual recommended cut (if they so chose)

# 2012 Standard Setting

## What was the outcome?

- ▶ As a group, advised policy-makers about the appropriate cut-score at each performance level.
- ▶ The panelist's median cut-scale scores were presented to the State Superintendent as their recommendation
- ▶ The Superintendent of Public Instruction approved the committee's recommended cut-scores for Basic/Intermediate and Proficient.

# 2012 Standard Setting Predicted Performance

- ▶ The test was scaled from 100 – 300
- ▶ The percentage of PHLOTE students at each performance level for the past two years

	Scale Score Range	At Standard Setting	2012–2013	2013–2014
Proficient	235 – 300	59.8%	55.3%	54.2%
Basic/ Intermediate	208 – 234	25.5%	23.1%	22.8%
Pre–Emergent/ Emergent	100 – 207	14.7%	21.6%	22.9%

# 2012 Standard Setting

## Standard Setting Follow-up

- ▶ Since this was a new type of test for Arizona, the 2012–2013 and the 2013–2014 kindergarten cohorts were monitored closely.
- ▶ Multiple studies were performed that related the Placement Test to other variables.
  - Concurrent External Validity Study – *preLAS*
  - NCEO Consequential Validity Study – Educator Perceptions
  - Alignment Study – ELP Standards

# Why review the cut scores?

- ▶ The two cuts were reviewed because:
  - There was concern expressed both by the field and by other interested parties that the test might be under-identifying ELL kindergarten students.

# Why review the cut scores?

- ▶ The two cuts were reviewed because:
  - After reviewing all available reports and studies, our Technical Advisory Committee (TAC) recommended that we convene a committee to review the cut-scores.

# 2014 Standard Setting Review

## What was it?

- ▶ The goal of standard setting review was to re-examine the cut-scores that will be used to group test takers into discrete levels of performance.
- ▶ An important difference is that now the panel can use a clearer picture of how students perform on the test.
  - The proficiency levels remained:
    - Proficient
    - Basic/Intermediate
    - Pre-Emergent/Emergent

# 2014 Standard Setting Review

## Who did it?

- ▶ Subject matter experts with knowledge of
  - The students for whom the test was designed
  - The purpose of the test
  - The format and items in the test
- ▶ The panel consisted of 8 members:
  - 1 District Superintendent
  - 1 School Principal
  - 1 Instructional Specialist
  - 2 Grade 1 Teachers
  - 4 Kindergarten Teachers
- ▶ All panelists:
  - Worked in an LEA with a high percentage of ELL students
  - Had exemplary teaching resumes especially with young ELL students

# 2014 Standard Setting Review

## How was it done?

- ▶ Subject matter experts used their judgment about the skills required to meet the standard
- ▶ Based decisions on
  - Content of the items on the test
  - The previously developed Performance Level Descriptors (PLDs)
  - Explanations of other panelists' rationales for decisions
  - Projected performance of 2014–2015 PHLOTE Kindergarten students based on the panel's median cuts.

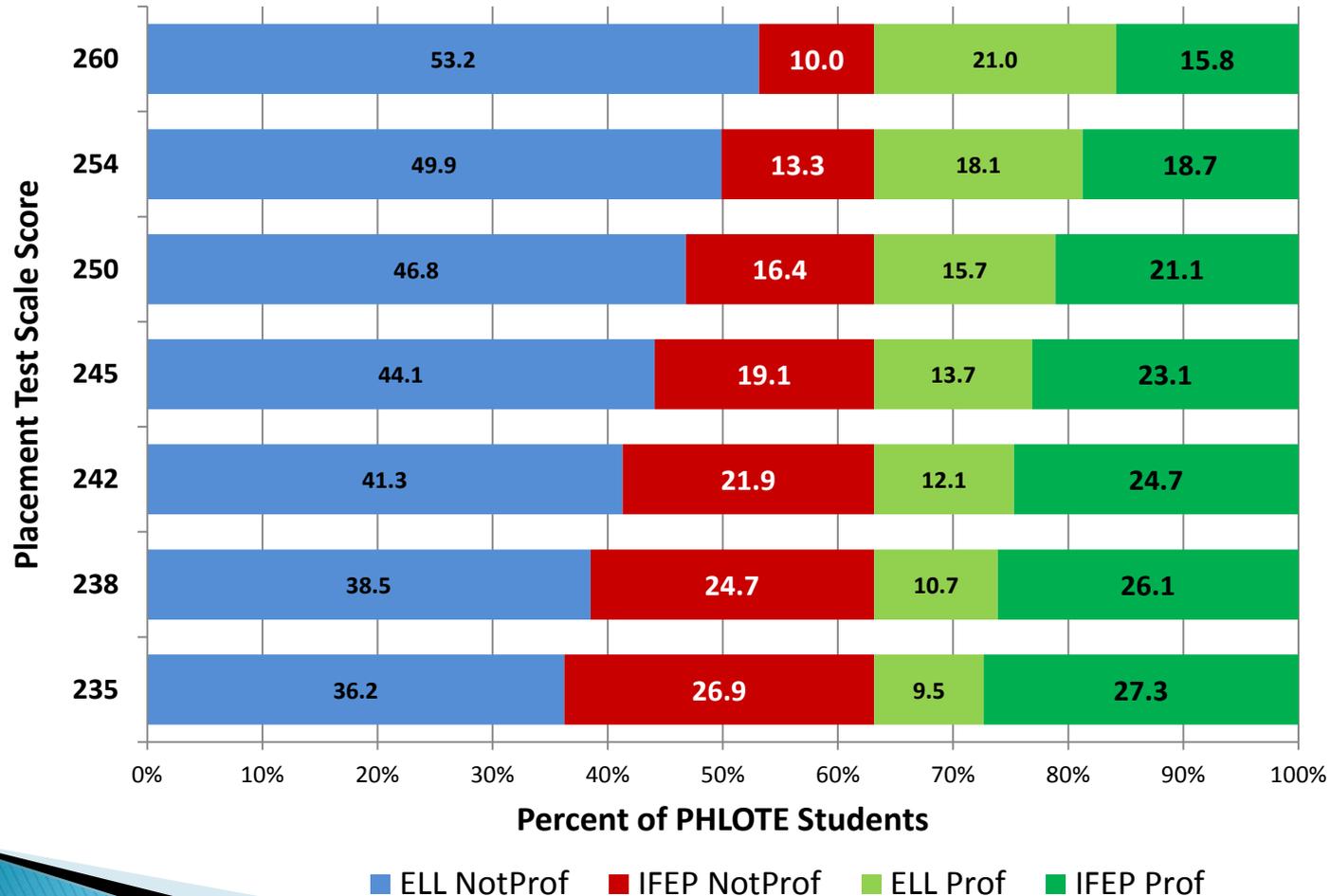
# 2014 Standard Setting Review

## What data was considered?

- ▶ The panelists also reviewed proficiency data for all kindergarten students who took the Placement Test in the fall of 2013 and also the Spring 2014 Reassessment Test.
- ▶ The percentage of students in four categories at various cut scores was used.
  - Pass Fall/Pass Spring
  - Pass Fall/Not Pass Spring
  - Not Pass Fall/Pass Spring
  - Not Pass Fall/ Not Pass Spring

# 2014 Standard Setting Review

## What data was considered?



# 2014 Standard Setting Review

## How was it done?

- ▶ Standard setting steps included:
  - Reviewed the test
  - Used the PLDs to come to a common understanding of the characteristics of a “barely proficient student”
  - Considered the information that each item supplied about the students’ English proficiency.
  - Considered the percentage of students who would pass the Placement Test but not the Stage I Test
  - Selected a cut score based on these considerations
  - Explained the reasons for their cut score to the group
  - Revised their individual recommended cut score (if they so chose)

# 2014 Standard Setting Review

## What was the outcome?

- ▶ The panelist's median cut-scale scores were presented to the State Superintendent as their recommendation
- ▶ The Superintendent of Public Instruction approved the committee's recommended cut-scores for Basic/Intermediate and Proficient.

# 2014 Standard Setting Predicted Performance

- ▶ The test remains scaled from 100 – 300
- ▶ The percentage of PHLOTE students at each performance level predicted for this school-year as compared to last year.

	New Scale Range	2014–2015 (Predicted)	Change in # Students (Predicted)
Proficient	<b>245</b> – 300	42.2%	-2,523
Basic/ Intermediate	<b>206</b> – 244	36.4%	2,849
Pre-Emergent/ Emergent	100 – 205	21.4%	-326

# 2014 Standard Setting Review Standard Setting Follow-up

- ▶ ADE will continue to follow both the ELL and IFEP students.
  - We are currently pursuing research based on District data.
  - We will track all of the PHLOTEs as they start taking the State content assessments.
  - We welcome research performed by LEA and University Researchers.

# 2014 Standard Setting Review

## Want to know more?

The complete report can be found online at:

[http://www.azed.gov/assessment/files/2014/09/kpt-ebssr\\_report\\_final.pdf](http://www.azed.gov/assessment/files/2014/09/kpt-ebssr_report_final.pdf)

The screenshot displays the Arizona Department of Education website. At the top left is the logo with three stylized figures and the text "Arizona Department of Education". To the right are social media icons for Facebook and Twitter, and the "AZ.GOV" logo. Below the logo is a search bar with a "SEARCH" button. A navigation menu includes links for HOME, ALL PROGRAMS, STAFF DIRECTORY, CONTACT ADE, FAQ, SCHOOL REPORT CARDS, COMMON LOGON, and ADECONNECT. A large banner reads "ASSESSMENT". Below the banner is a secondary navigation bar with links for Home, Assessments, Resources, Parent / Students, Committee Application, and Contact Us. The main content area is titled "Technical and Legal Resources" and features a sub-menu with tabs for AIMS, AIMS A, AZELLA (highlighted), Legal, and Contact Information. Under the AZELLA tab, there are three sections: "Standard Setting Reports for AZELLA" (with a highlighted link to the 2014 review report), "Technical Reports for AZELLA", and "Research and Alignment Studies for AZELLA". A sidebar on the left contains a "DEPARTMENT MENU" with various links and an "A-Z All Programs" button. On the right, there are several promotional buttons for "Assessment Calendar 2014-15", "Accountability", "RESEARCH and EVALUATION", "AZ College & Career Ready Standards", "OTHER ACADEMIC STANDARDS", and "Move On When Reading".

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## Technical and Legal Resources

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### Standard Setting Reports for AZELLA

- AZ AZELLA Standard Setting Report Stages I-V (2013)
- Standard Setting Report: Kindergarten Placement Test (August 2013)
- Kindergarten Placement Test Standard Setting Review Report (August 2014)**

### Technical Reports for AZELLA

- AZELLA Field Test Technical Report (2013)
- AZELLA Technical Report 2012-2013

### Research and Alignment Studies for AZELLA

- Alignment Analysis AZELLA Report October 2013 with Addendum (March 2014)
- AZELLA Kindergarten Placement Test Validity Study
- Concurrent External Validity Study of Arizona's AZELLA Kindergarten Placement Test (2013)
- Automatic Assessment of the Speech of Young English Learners (June 2014)

Assessment Calendar 2014-15

Accountability

RESEARCH and EVALUATION

AZ College & Career Ready Standards

OTHER ACADEMIC STANDARDS

Move On When Reading

A-Z All Programs