

Minutes- Nebraska Technical Advisory Committee meeting of October 31, 2017

**Location and Time:**

Cornhusker Hotel, Lincoln, NE-8:30 am-3:30 pm

**Attendance:**

TAC Committee- Brian Gong- Chair, Linda Poole, Cindy Gray, & Chad Buckendahl

Absent: Pete Goldschmidt

**Approve Minutes March 10, 2017**

Approved as submitted

**Development of Performance Level Descriptors (PLD) for ACT**

- NDE updated the TAC on the ACT Performance Levels and cut scores.
- ACT presented the plan for developing the PLDs.
- The PLDs have limited use for individual students. Build the descriptors around the categories so that they inform curriculum and instruction.
- It is hard to make claims around post-secondary institutions when scores are not consistently used in the same way.
- Ordered items should have greater density around the cut points.
- Threshold PLDs would not be as valuable as range PLDs.

**Validity Argument for ACT for Peer Review**

- Bill Auty presented on NDE's behalf about new validity argument for ACT as other approaches have been unsuccessful for USDOE Peer Review
  - Argument centers around the saying that the value of ACT is in its predictive ability
  - NDE is not claiming ACT measures the NE standards fully, but it is reasonable that it measures content standards and can give this test to students.
- Be bold and state that your claim is forward looking and your validity evidence is forward looking.
- Consider the creation of a crosswalk between ACT and NE standards. Could be built around existing NeSA TOS.
- Consider audience for peer review, and you may want to provide additional information to stakeholders.
- NDE should continue to examine supports that could be implemented to help districts improve. If possible, you want to develop the same type of support materials that you have for other assessments.
- Processes and policies should be generic enough to be useful regardless of vendor.
- Develop research to support the use of ACT and all assessments.

### **Mathematics ID Matching Standard Setting Design**

- We order items for panelist because they do not tend to do that well. The PLDs are supposed to capture or reflect what students can do and what they struggle to do. We have to develop a PLD using the empirical basis.
- These PLDs are forward looking. Consider asking 4<sup>th</sup> grade teachers about 3<sup>rd</sup> grade PLDs.
- Also, spend some time thinking about the vertical coherence.
- Some standards will cluster up, consider how you want to represent it in PLD.
- Encourage you to be consistent with how you deal with the math content.
- It would be helpful if NDE gave guidance on level 1. What is it that you want to say or claim? Districts need help communicating to parents.

### **ELA Cut Score Verification**

- From a construct dimensionality perspective, the lack of not sufficient reason to change trend unless the panel has a good reason to recommend it. May want to update PLD, but the standards have not changed.
- NDE may want to investigate how the TDA items were used on the original standard setting. Make sure existing PLDs are accurate representations.
- We rarely reconcile PLD with actual cut scores. This is particularly important for adaptive testing.

### **Contrasting Groups**

- Generally recommend 2-3 weeks prior to administration, approximate but not at the same time of administration.
- There is good reason to do contrasting groups; we hope that with triangulation we will have something better.
- Doing both methods is not necessary and can be left to the discretion of the department.

### **Computer Adaptive Test (CAT) Configuration**

- NDE and NWEA presented information about the process of moving to a vertical scale and pre-equating. Additionally, NWEA presented information about CAT configurations and constraints.
- Communication is important during these changes.
- Be careful not to increase the reading load because of items tied to passages.
- During field test, consider how to distribute passages to make sure that fatigue and order effect are not playing a role.
- Keep an eye on the bank to make sure you have items at all difficulty levels for all indicators. Continue to build the bank.
- The number of linking items should be adequate.

### **Item Bank Evaluation NSCAS Summative General**

- NDE does not need to check all the content if you trust the system. Sampling can work and you might be better designing constraints around the standard levels instead of the indicators. Be careful about trying to force content artificially.
- Consider the blueprint of how tight the sampling is across the content. There should be some advantage to the adaptive tests, but you must regularly analyze the sampling to make sure it is working as designed.
- Communicating information about the design is really important. May need to update TOS after operational test.
- Consider checking algorithm annually to make sure content is represented. If not, you may need to adjust constraints.
- Make sure Nebraska educators continue to play a role in item development even if the original item drafts are written by a vendor.
- Examine the way you are conducting alignment studies. Computer adaptive testing allows alignment studies to be conducted after the test and using psychometric processes instead of content area experts. You have to make sure educators play a role in the item development when using this method.
- The linking study design looks strong.

### **Accountability Classification**

- Gale Hamilton presented an update about the AQuESTT Accountability System.
- Educators have concerns about the EBA because it is self-reported and they are not sure the questions are tied to inputs that will result in improvements.
- Might look at a model from Denver Public Schools; the model has 10 indicators clustered by four themes.
- EBA would be better if it was verified, this could be tied to accreditation if that makes sense to NDE.
- It is good to acknowledge that there are things in education that we value that are not always tested or measured.
- It is difficult to create a balance system that is one size fits all. Districts vary greatly across the state.
- Continuing to exam ways to improve the accountability system and balancing all the different factors that play a role in schools.

### **Introduction to the Strengthening Claims-based Interpretations and Uses of Local and Large-scale Science Assessment Scores (SCILLSS) Project**

- Chad Buckendahl provided an introduction to the project and summarized key tasks and updates since its inception in April 2017.
- Nebraska is the lead state and is partnering with WY and MT and also several vendor partners.

### **Adjourn**