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MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairman Bill Mason at 3:30 p.m. on February 8, 1996 in Room 519-S of the Capitol.

All members were present except: Bruce Larkin (excused)

Jim Morrison (excused) Dixie Toelkes (excused)

Committee staff present: Ben Barrett, Legislative Research Department

Avis Swartzman, Revisor of Statutes Dale Dennis, Department of Education Beverly Renner, Committee Secretary

Conferees appearing before the committee: Dr. Larry Vaughn, Wichita Superintendent of Schools

Others attending: See attached list

Dr. Larry Vaughn, Wichita Superintendent of Schools briefed the committee on the Edison Elementary School project. The Edison Project is an "outside, not-for-profit" management company that has contracted to educate "all" students at their school to the same achievement level (the population mirrors the demographics of average district schools). The differences from public schools in the district are an hour longer each day, 30 days more of the school year and a greater technology usage-each student will have a computer at home and networked to school, installed by Edison. Students were tested at the beginning, last Fall, and will again be evaluated this Fall. Parent involvement is at a very high level. The results of this project will provide a template for changes needed to improve public education in the district.

Dr. Vaughn went on to discuss a special committee appointed to plan the budget for the Wichita school district that prepared a funding level impact summary at 100% funding, 95%, 90% and 85%. Each increment loss was summarized as to positions and programs that would need to be cut. A group of 150 people arrived at a consensus to rank school programs in priority order to prepare the administrative recommendation to the board of education (Attachment 1). If the LOB is not successful, the district will be able to relate that loss to the impact of program and job elimination in the established priority order (Attachment 2) and be able to relate to local patrons the resulting consequences.

Dr. Vaughn presented "A Comprehensive Assessment System Plan for the Wichita Public Schools" (<u>Attachment 3</u>). This publication lists the curriculum threshold standards for students and the competency demonstrations that show these standards are being met.

Representative Pettey moved the minutes for January 22, 23, 24 and 25, 1996 be approved as distributed and Representative Horst seconded the motion. Motion carried.

<u>Chairman Mason announced a reconsideration of HB 2668-concerning state educational institutions admission requirements.</u>

Representative Franklin amended the bill's 10% window to not mention athletes or minorities. Seconded by Representative Ballou.

Representative Ballou moved to substitute moving **HB 2668** pass out favorably with Representative Franklin's amendment.

Representative Reardon objects to the substitute motion.

Representative Shore objected to reconsidering this bill when members were excused for state business. The Chairman's prerogative was exercised in reconsidering the bill.

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION, Room 519-S Statehouse, at 3:30 p.m. on February 8, 1996.

Representative Tanner moved to divide the substitute motion and Representative Pettey seconded.

Representative Luthi requested tabling this bill until a later date.

Representative Tomlinson moved to table reconsidering the bill until reconvening on Monday and Representative Horst seconded. Motion carried. Representative Ballou requested his vote be recorded as no.

The meeting adjourned at 5:50 p.m.

The next meeting is scheduled for February 12, 1996.

HOUSE EDUCATION COMMITTEE GUEST LIST

DATE: February 8, 1996

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39 16 100 Special Education 40 1 100 Elementary Instruction 41 11 90 Material & Procu 42 9 90 Business Service 43 14 90 Negotiated Oblig 44 13 95 Personnel Service 45 6 95 Quality Improven 46 5 100 Curriculum Designation 47 8 100 Maintenance & C 48 12 95 Risk Management 49 11 95 Material & Procu 50 10 95 Data Services 51 17 90 Transportation 52 9 95 Business Services 53 7 100 Safety & Security 54 14 95 Negotiated Oblig 55 4 95 Student Support 56 15 90 Superintendent/I <		1	1	1		53,542	200,231,994	31	41	1	45	28	1	35	23	52	44	38,80
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58 17 95 Transportation 59 12 100 Risk Manageme 60 10 100 Data Services 61 13 100 Personnel Services 62 4 100 Student Support 63 14 100 Negotiated Oblig 64 9 100 Business Service 65 15 95 Superintendent/I 66 11 100 Material & Procu			1	Superintendent/BOE	 	40,652	206,239,411	53	1	7		1		1	1	1		
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61 13 100 Personnel Service 62 4 100 Student Support 63 14 100 Negotiated Oblige 64 9 100 Business Service 65 15 95 Superintendent/I 66 11 100 Material & Procu		1	-		1	133,285	206,545,747	T	1	1	1	6	5 57	7 61	4	7 50	6	1 58.30
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64 9 100 Business Service 65 15 95 Superintendent/I 66 11 100 Material & Procu	62	1 4	100	Student Support	<u> </u>	80,396		7										
65 15 95 Superintendent/1 66 11 100 Material & Procu	63	14	100	Negotiated Obligations		491,972	207,197,257	60	60	6	1 58	60	<u> </u>					1
65 15 95 Superintendent/1 66 11 100 Material & Procu	64	_ 9	100	Business Services		54,904	207,252,161	56	61	6	7 67	7 62	2 61	1 ex	50	5 5	7 6	60.70
66 11 100 Material & Procu	65	15		Superintendent/BOE		40,652	207,292,813	64	62	5 50	3 5	56	5 60	3 50	3 6	4 60	0 6	7 60.90
			-1	Material & Procurement	1	87,049	207,379,862		1	1	· · · · · · · · · · · · · · · · · · ·			4 60	5 5	1 63	5 5	61.00
	·	1		_	 	· · · · · · · · · · · · · · · · · · ·							1			1		
67 17 100 Transportation		1				64,614	207,444,470		1									
63 15 100 Superintendent/1	G03	<u> 15</u>	100	SuperIntenden//BOE	L	10,052	207,485,128	03	67	60	3 60	3 66	3 00	3 65	5 62	3 60	3 60	66.50

Prepared by Financial Services 30 Jan-96

House Education 2/8/96 Attachment 1

OPTION I		OPTION II		OPEION III
MATERIAL & PROCUREMENT BU	IDGET	Cut all elementary assistant principals	\$810,879	OPTION III
CUTS DUE TO LOSS OF LOB	202.	Cut all elementary interns	\$149,824	
COTO DOL TO BOOD OF BOD		Eliminate all supplemental salaries and addendum day	7147,024 76 \$4 000 000	
		Eliminate prekindergarten programs	\$486,928	
Eliminate all transportation above s	state require. \$1,300,000	Cut 100 teaching positions K-12	3,700,000	
Energy	250,000	6 f	2,700,000	
10% cut elementary schools	5,800,000	Close 5 elementary schools	\$250,000	
Maintenance & Operations	2,500,000	Cut all non-reimbursable bussing	\$1,000,000	
Personnel	300,000	Eliminate all day kindergarten	\$1,573,154	15 - 20% REDUCTION OF SALARIES
Freeze steps & tracks (salary)	1,000,000	Eliminate all non self supporting child care programs	\$250,000	%
Middle schools (10% cut)	2,750,000	Consolidate special ed coordinators into three jobs.	•	BENEFITS FOR ALL EMPLOYEES
High schools (10% cut)	3,100,000	Reassign remaining coordinators to classroom	\$403,941	DENERITS TOR ALL LIMITED TELD
Life insurance		Eliminate 01 fund paraprofessionals	\$1,749,252	
Longevity (salary)		Consolidate three metro programs into two	\$93,988	
Health insurance	6,000,000	Eliminate Downtown Law	\$26,092	
Business services	300,000	Eliminate paraprofessional subs	\$100,000	
No new textbooks	700,000	Eliminate classified substitutes	S200,000	
Security	800,000			
Curriculum Design		Cut second planning period at secondary schools. Teach	ner	
Custodial	700,000	would have one preparation time and eliminate light		
Total amountinatales	በበበ በበጋ ጋሮጋ	duties.		
Total approximately	\$28,600,000	Reduce Research staff has an athird (six has a	1 3	
		Reduce Personnel staff by one third (site base some reco		OPTION! IV
		hiring, certification and entire substitute operation Reduce Business Services by one half	\$350,000	OPTION IV
		Reduce curriculum administration by two thirds	\$540,503	
		Eliminate all teaching specialists	\$719,704	
1		Cut all peer coaches	\$748,517 \$457,533	
		Reduce data center staff by one fourth	\$472,285	
		Cut funding for print shop	\$50,000	REDUCE WORKFORCE BETWEEN 15 - 20%
		Cut all non-school library programs	\$808,084	
S . A		V 1 V	4000,004	
PUI		Cut supply budget 10%	\$500,000	
1 - 2		Cut all non-reimbursable staff development	\$225,000	
000		Cut special rentals, i.e., Century II	\$30,000	
6 - 6		Eliminate vocational programs not fully funded by 02, (
7.2		Reduce communications to three	\$143,276	
3 e W		Reduce Curriculum Delivery services by one Cut all Early Childhood services	\$36,386	
House Educa 2/8/96 Attachment		Cut food service workers not fully funded by Food	\$189,831	
3 6		service. Transfer all lunch hour supervision costs to the	0	
+ >		food service budget. Charge food services for portion of		
4 6 -		custodial and secretary costs at each attendance center	\$387,409	
h o _		Reduce parental liaison position to half time and/or	5507,403	
, 3		replace administrative position with technical	\$33,626	
1		Reduce two people in Pupil Accounting	\$85,990	
1			400,000	

Approximately \$20,000,000

Total

House Educat a18196 Attachment 3

A Comprehensive Assessment System Plan for the

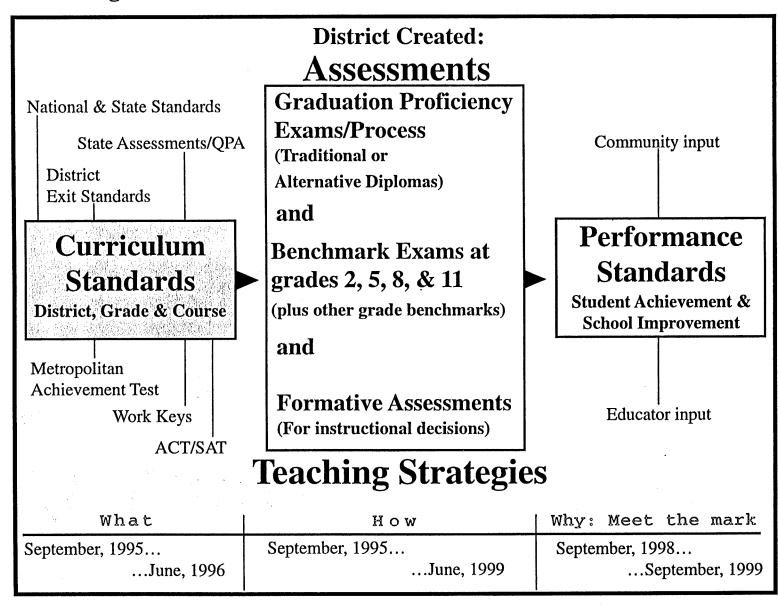
Wichita Public

Schools

Comments about this document/plan are very important and welcomed to achieve consensus.

Send ideas to Kathy Caldwell (833-4420)

Aligned Curriculum-Instruction-Assessment Process



Graduation Rules Per Class of:	Traditional Graduation Rule	Alfernative Graduation	Notes
1995-96	Meets course credit requirements.	 Pilot assessment battery and projects at a single site. Current policies remain intact for alternative diploma. 	
1996-97	 Meets course credit requirements Pilots in reading, writing, and math proficiency exams in senior year. Notify Grade 9 students that they will be required to graduate in the year 2000 with new assessments and policies in place. 	 Pilot alternative graduation diploma assessment battery and projects at other sites and adopt at a single site. Conduct "follow-up" of first year graduates under new alternative practices 	Always pilot assessment changes that have a high stakes, legal implication
1997-98	 Meets course credit requirements. Pilots in reading, writing, social studies, and math proficiency exams in junior & senior years. Pilot in Senior Project and Portfolio. 	 Pilot alternative graduation diploma assessment battery and projects at other sites but still adopt at a single site. Conduct follow-up study of first graduates of alternative diploma. 	The Senior Project and Portfolio will include measures of research, written composition and oral presentation.
1998-99	 Meets course credit requirements. Pilots in reading, writing, social studies, computer application, personal & public health and math proficiency exams in sophomore, junior & senior years. Pilot in Senior Project and Portfolio. 	 Pilot alternative graduation diploma assessment battery and projects at sites but adopt at a single site. Conduct follow-up study of first two years of graduates of alternative diploma. 	 Course credits can be transferred between diploma plans and graduation rules School-to-Work Plan in portfolio
1999-00	 Meets performance standard for reading, writing, computer application, social studies, personal & public health, and math proficiency exams by the end of the senior year, and successfully completes validations and a senior project/portfolio. Start "follow-up" of first year graduates under new practices 	Adopt alternative graduation diploma assessment battery and projects adopted at all sites.	 On-demand prof. exams can be taken and passed, starting in the ninth grade Endorcements for above standard performance
2000-01	Conduct follow-up study of first year graduates	Conduct on-going follow-up review of new graduates	ция том не в достору у в в досто в сенов - до гологорија пода под
1944 2001-02	Conduct follow-up study of first and second year graduates	Conduct on n-going follow-up review of new graduates	

Timeline Highlights

Assessment Task Cycle	Benchmark Exams: Exams: Exams: C	Benchmark Exams: Off Grades	Graduation Proficiency Exams	Dateline
Task/liem Pool	· ·		• Mathematics, Reading & Writing	August, 1996
Developed	•		• Research, Oral Presentation, Social	August, 1997
			Studies, Computer Application, Health	I 100/
	Adultament Management and and another the comment of the contract of the contr		Altern. Grad. Diploma Exam.; Pilot Site	January, 1996
Technical Quality Control	V	,	• Mathematics, Reading & Writing	October, 1996
of Pool	•		• Resear, Oral Pres., SS., Comp, Health	October, 1997
			Altern. Grad. Diploma Exam.; Pilot Site	March, 1996
Preliminary Task	V	4	• Mathematics, Reading & Writing	December, 1996
Formatted	•		• Resear, Oral Pres., SS, Comp, Health	December, 1997
Dila: Tal		A the state of the	Altern. Grad. Diploma Exam.; Pilot Site	March, 1996
Pilot Tasks	V	4	Mathematics, Reading & Writing No. 1 Proc. SS. Grant Western	February, 1997
			• Resear, Oral Pres., SS, Comp, Health	February, 1998
Final Control Technic			• Altern. Grad. Diploma Exam.; Pilot Site	May, 1996 March, 1997
Final Copy of Tasks (Alternate Forms)	V		• Mathematics, Reading & Writing	March, 1998
(Alternate Portis)			Resear, Oral Pres., SS, Comp, HealthAltern. Grad. Diploma Exam.; Pilot Site	May, 1996
Full Field Testing of	~		THE RESERVE OF THE PARTY OF THE	April, 1997
Tasks			Mathematics, Reading & WritingResear, Oral Pres., SS, Comp, Health	April, 1997 April, 1998
(Alternative Forms &		/	• Alternative Grad. Diploma Exam.; Mult.	April, 1990
Local Norming)	3. 1		Pilot Sites	May, 1997
			• Follow-up of students (previous year)	1v1ay, 1>>1
			with alternative diploma	June, 1997
Full Implementation of	7	**************************************	Mathematics, Reading & Writing	June, 1998
Assessments and			• Resear, Oral Pres., SS, Comp, Health	June, 1999
Graduation/Placement	· ·		• Alternative Grad. Diploma Exam.; Mult.	June, 2272
			Pilot Sites	May, 1998
			• Follow-up of students (previous two	y ,
			year's) with alternative diploma	June, 1998 and 1999
Graduation Class	V		• Math, Reading & Writing, Research, Oral	June, 2000
Implementation			Pres., SS, Computer, Health	
			• Alternative Graduation Diploma Exam.;	June, 2000
			All Sites	

Table 1: Proposed Assessments by Grade Level and Type

Assessments by Grade: STATE: (Mostly Winter)		Pead Read	Math	Write Science Social	R	Math Write Lead Science Social	9 10 Math Read Write	Science	12 Social
Norm-Ref. (Fall) Criterion-Ref. (Spring) (Benchmark. Interdisciplinary battery of assessments)	Developmental performance scale	Math Read (MAT) Battery + 10% of Assess. Portfolios	Math Read (MAT)	Battery + 10% of Assess. Portfolios	Math Read (MAT)	Math Read (MAT) Explore (ACT) Battery + 10% of Assess. Portfolios	Plan ACT ▶	Math Read (MAT) PSAT&/or Work Keys Battery + 10% of Grad. Portfolios	ACT/Ach SAT/Ach (College bound students only)
Graduation			egaaninen oliva kan kan kin din din din din din din din din din d			4-Year Plan for high school & beyond, i.e, Graduation -Plus Plan	1. Validations in uation profice testing, class work samples validations) 2. On-demand to proficiencies year, plus "si 3. Senior Project (post high score) Plan)	iencies (state room and con s can be used asks in gradua available throummer schoo	& benchmark mmunity for ation ee times a l' course(s) ation Portfolio
Formative (On-going) Placement	Assessment ar Formative me both the conte	nd Showcase Portfo asures for the portfort and standards and th	olios are used f e measures at t	ident at each or judgment he Benchma	grade for spec on the report k grades. (Str	Port ▶ Port ▶ cified subject areas. card and aligned to rategy #4: SEP) ons at grades 5 and	Validations and Portfolio apply the assessments graduation dipl	or from the all	ernative

Commitment for Success in a Systemic Assessment Change

Before the plans on the these pages can take hold and become a reality, the district must commit itself to the following:

- A clear district **priority to improve** assessment skills, practices, and tools from the educator in classroom to the district administrative level or vice versa
- A team commitment (district, school and educator awareness) of why the efforts toward curriculum-instruction-assessment reform and integration are being done
- The commitment of working teams to keep others informed of their problems, progress, and products
- A commitment to capacity building which expands the awareness, involvement, and leadership of others in developing and implementing the assessment plan(s), components, and strategies for improved assessments
- A commitment to schedule on-site monitoring and technical assistance toward implementing quality assessment practices through visitations and postings of building progress and trainings
- The commitment to stable membership and continuity across systemic leadership, local efforts, events, product development, and evaluation of progress toward improved assessment practices
- A commitment to essential resources and policies that will sustain the needs of the change process beyond the current players

On the following pages are the assessments laid out by grade level and three districtwide components needed for successful implementation: Infrastructure, Training, and Assessment Task Cycle. A dictionary of terms used in this document is attached and defined per how they would be used in Wichita.

Component 1: Infrastructure of District	MEN NACTIVITIES OF THE COLUMN	Resources	Datëlinë
Assessment Roundrible Committee Superintendent team for assessment change	 Top district leadership set together to review shared vision from key roles. 	District's strategic plan	On-going
Assessment Steering Committee Bias Subcommittee Technical Subcommittee Test Selection Subcommittee Policy Review Subcommittee Performance Setting Subcommittees District-level Indicators Subcommittee	• Steering Committee provides the structure for sustained commitment to the assessment reform effort. All subcommittees and ad hoc committees for special assessment needs feed their information, work, and recommendations to the Steering Committee.	Predominately district staff but community members are voting members.	On-going Subcommittees scheduled as needed
Assessment Advisory Committee Community volunteers Interpretive Panel	Advisory truly reflects views of and forums for the community.	Predominately community members with district membership lending support to answer committees technical questions.	On-going
Graduation Assessment Committee	Specific committee to develop graduation policy recommendations for the Steering Committee.	Predominately district staff, including non high school level educators but community members are voting members.	Finished by June, 1999
Assessment Leadership Teams Table Leader Teams Curriculum Coordinators Scoring Conference Coordinators	results of assessments.	The most prepared and representative group of the subject area.	Ongoing
Assessment Specialist Council Cadre-trained specialist from each site	 Trained assessment liaisons to the cadre of trained teachers in each building. This council continues and augments their training to teach others. 	Site-management support for assessment-curriculum change through school improvement plan	On-going
Validations Committee Due Process & Review Panel High school teachers	• A committee of high school, content- specific educators and community members that propose performance exemplars for graduation validations. Members also review and adopt/reject proposals submitted by students.	High school subject area educators well respected for the standards they can show in students' work.	On-going

Component 1: Infrastructure of District	Kan k		
Parent & Community Feedback Committee	forms to parents, students, and the community and policy recommendations for the Steering Committee.	Educators and the community	Ad hoc
School Learning Plan Committee	Specific committee to develop links between student level results and the school improvement process. Policy recommendations go to the Steering Committee.	Educators and the community	Ad hoc

Component 2: Training	Activities Market	Resources	Dateline
Cadres of Assessment Specialists Pathing and Formative Assessment Training Assessment Competencies for Teachers	• Two cadres of 120 teachers per year	For: All sites have a cadre of trained teachers	June, 1996 (240) June, 1997 (240)
Assessment Leadership Training Training for Districtwide Leaders Training for the Board of Directors Assessment Competencies for Principals	 Train central office and site-based management to eventually lead assessment reform effort Network with other districts, ESDs and states 	All Curriculum coordinators, principals, central office administrators and Board members have received assessment literacy training and are competent to monitor their work assignments	June, 1997
Assessment Leadership Team Training Table Leader Training Scoring Conference Training Assessment Task Cycle Training Senior (Project) Board Member Training	 One per subject area provides leadership in development, interpretation, training and instructional strategies. Meets several time a year to review assessment data, tools and results. Calibrated raters of senior projects and other high stakes work samples 	Graduation Prof. in Writing Graduation Prof. in Reading Graduation Prof. in Math Graduation Prof. in Research Graduation Prof. in Oral Presentation Graduation Prof. in Social Studies Graduation Prof. in Computer Application Graduation Prof. in Personal & Public Health	June, 1996 June, 1996 June, 1997 June, 1997 June, 1997 June, 1997 June, 1997 June, 1997
	 Summer Task/Item Writing Institutes 400 trained teachers to develop scoreable units in their most talented teaching area 	Summer Institutes	June, 1996 June, 1997 June, 1998
Community Cadre of Trained Scorers Scoring Conference Training Senior (Project) Board Member Training	 Bridge the experience and needed resources gap by training community talent to score, interpret, and use assessments at home 	Community cadre of 75, ongoing scorers of performance tasks and senior projects	January, 1999 On-going training
Technology Training for Assessment Task Cycle Data Collection, Analysis and Reporting	Develop competent on-site and coordinating staff to use technology to develop, score, store, analyze, and interpret both performance- based and normative-based student information.	One laptop computer and appropriate software per educator For: task/item writers every teacher	June, 1996-98 June, 2001

Component 3: Assessment Task Cycle	Activities Company	Specified Areas	[™] Dateline [™]
Content Selection and Setting of Content Standards	District indicators of successProgram and course standardsGrade level standards	For: Benchmark points K-12	September, 1996 June, 1996 June, 1996
2. Task Test and/or Item Specifications	 Purpose-driven format selection Coverage of objectives Specifications for right and wrong answers Specifications for rubric, scoring guide or rating scale Specifications for words, phrases, etc. that may or may not be used Specifications for number of scoring units per objective Specifications for readability level 	For: Benchmark exams, Grades 2, 5, 8,11 For: Graduation Prof. in Writing Graduation Prof. in Reading Graduation Prof. in Math Graduation Prof. in Research Graduation Prof. in Oral	June, 1996 June, 1996 June, 1996 June, 1997
	 Specifications for directions, reading passages, graphics and manipulatives Specifications for timing, number of samples to be collected per unit of time Specifications for scoring and reporting protocols 	Presentation Graduation Prof. in Soc. Studies Graduation Prof. in Computer Application Graduation Prof. in Personal & Public Health	June, 1997 June, 1997 June, 1997 June, 1997
3. Scoring-unit Pool Development	 Training of writers Role of Assessment Leadership Teams Writing tasks/items 	For: Benchmark exams, Grades 2, 5, 8,11	August, 1996
		For: Graduation Prof. in Writing Graduation Prof. in Reading Graduation Prof. in Math Graduation Prof. in Research Graduation Prof. in Oral	August, 1996 August, 1996 August, 1996 August, 1997
		Presentation Graduation Prof. in Soc. Studies Graduation Prof. in Computer	August, 1997 August, 1997
		Application Graduation Prof. in Personal & Public Health	August, 1997 August, 1997

Component 3:	AND THE RESIDENCE OF THE PROPERTY OF THE PROPE		of tradegraphs of tradegraphs and tradegraphs.
Assessment Task Cycle	Activities	Specified Areas	Dateline
4. Technical Review of Scoring Limit (Pool(s)	 Content review of objective(s) coverage, credibility, and authenticity Technical review of: readability; answer correctness and wrongness, 	For: Benchmark exams, Grades 2, 5, 8,11	October, 1996
	 Bias control to avoid unfairness to ethnic groups; gender; handicapping conditions; and socioeconomic or geographic backgrounds Legal defensibility for high stakes decision making situations Community review via Advisory Committee of sample scoring units 	For: Graduation Prof. in Writing Graduation Prof. in Reading Graduation Prof. in Math Graduation Prof. in Research Graduation Prof. in Oral Presentation Graduation Prof. in Soc. Studies Graduation Prof. in Computer	October, 1996 October, 1996 October, 1997 October, 1997 October, 1997
		Application Graduation Prof. in Personal & Public Health	October, 1997 October, 1997
5. Task, Project, Portfolio and/or Test Construction	 Selection of scoring units for alternative forms Coverage of content standards (too few/may scoring units per objective) Printing and materials production, packaging and schema for distribution 	For: Benchmark exams, Grades 2, 5, 8,11 For: Graduation Prof. in Writing Graduation Prof. in Reading Graduation Prof. in Math Graduation Prof. in Research Graduation Prof. in Oral Presentation Graduation Prof. in Soc. Studies Graduation Prof. in Computer Application Graduation Prof. in Personal & Public Health	December, 1996 December, 1996 December, 1996 December, 1997 December, 1997 December, 1997 December, 1997 December, 1997

Component 3:	Activities (1)	Mana Specified Areas	
Assessment Task Cycle 6: Pilot Testing of Typical (non random)	Do elements of the scoring units work	For: Benchmark exams, Grades 2, 5, 8,11	February, 1997
	·	For: Graduation Prof. in Writing Graduation Prof. in Reading Graduation Prof. in Math Graduation Prof. in Research Graduation Prof. in Oral Presentation Graduation Prof. in Soc. Studies Graduation Prof. in Computer Application Graduation Prof. in Personal &	February, 1997 February, 1997 February, 1997 February, 1998 February, 1998 February, 1998
7. Final Construction and Review	 Scoring unit order and inclusion Alternative forms Production issues Distribution issues Reports issues 	Public Health For: Benchmark exams, Grades 2, 5, 8,11 For:	February, 1998 March, 1997
		Graduation Prof. in Writing Graduation Prof. in Reading Graduation Prof. in Math Graduation Prof. in Research Graduation Prof. in Oral	March, 1997 March, 1997 March, 1997 March, 1998
		Presentation Graduation Prof. in Soc. Studies Graduation Prof. in Computer	March, 1998 March, 1998
		Application Graduation Prof. in Personal & Public Health	March, 1998 March, 1998

Component 3: Assessment Task Cycle	Activities 1		Dateline
8 n Field (Vering of Lasks (Alternative Forms & Local Norming)	 Random sample Administrator feedback Scoring unit and task/test statistics (including norming where appropriate) 	For: Benchmark exams, Grades 2, 5, 8,11	April, 1997
	 Report(s) feedback Develop interpretive brochures, performance folios and student/parent forms of the rubric with examples by appropriate grouping, e.g., grade level or age Setting of performance standards per group 	For: Graduation Prof. in Writing Graduation Prof. in Reading Graduation Prof. in Math Graduation Prof. in Research Graduation Prof. in Oral Presentation Graduation Prof. in Soc. Studies Graduation Prof. in Computer Application Graduation Prof. in Personal &	April, 1997 April, 1997 April, 1997 April, 1998 April, 1998 April, 1998 April, 1998
	- Full level accessment with appropriate	Public Health	April, 1998
9. Implementation 4 (Alternative Forms)	 Full level assessment with appropriate students Collect administrator and user feedback Reporting of results and appropriate interpretation 	For: Benchmark exams, Grades 2, 5, 8,11 For:	April, 1998
	 Storing of results Technical linkage of results to appropriate user 	Graduation Prof. in Writing Graduation Prof. in Reading Graduation Prof. in Math Graduation Prof. in Research Graduation Prof. in Oral	April, 1998 April, 1998 April, 1998 April, 1999
		Presentation Graduation Prof. in Soc. Studies Graduation Prof. in Computer	April, 1999 April, 1999
		Application Graduation Prof. in Personal &	April, 1999
		Public Health	April, 1999

Component 3: Assessment Task Cycle 10. Interpretation, Review and	• Use of Interpretive Panels, e.g., Advisory Committee and Assessment Leadership For: Benchmark exam	On-going after:
Recommendation	Teams • Link results to district, program, course and/or building indicators of success • Link results to curriculum and instruction changes and/or program/building goal plans For: Graduation Prof.	2, 5, 8,11 in Writing June, 1998 in Reading June, 1998 in Math June, 1998 in Research June, 1999
	Presentation Conduction Prof.	June, 1999 in Soc. Studies June, 1999
	Graduation Prof. Graduation Prof.	
	Application Graduation Prof.	June, 1999
	Public Health	

Definitions for this plan (Wichita usage)

Benchmark Battery Assessments – This summative battery of assessments at specified grades is downwardly designed from requirements for high school graduation and calibrated to the progress of a range of students advancing successfully toward these requirements. Each battery of assessments is designed to yield subject-specific information tested within interdisciplinary themes. This way benchmark grade testing serves to instruct on integrative levels and yet provide an indice of progress toward the next level of instruction. Benchmark assessments should be formatted in conditions similar to those that reflect real world applications, skills or expectations of the student. Multiple work samples are advised.

Formative Tests – Too often confused with the jargon of informal, subjective, or non normed testing, formative testing practices are used extensively by an educator to specifically decide on the course of action to take next in a student's learning path. The assessment's format, use of normative comparisons, conditions for administering the task/test, and the number of work samples needed to formulate decisions is highly individualized to the instructional question/actions needed so each student can learn. Students with common instructional concerns, however, may take similar formative tests.

Graduation Testing – It is important to distinguish between four different views that the community may have of a graduating student who has "competent" skills. The word competent needs to be clearly and consensually understood by the community (of educators) as only one of these four types of testings.

Minimal competency testing is a single test or battery of tests designed to exact a performance standard on a graduating student, usually following a path of studies. The criteria for passing the test(s) is shared by a community that awards the high school diploma and assures the community that the graduate is <u>sufficiently in possession of required skills</u>.

The Graduation Equivalency Diploma (GED) exam, unlike minimal competency testing, follows from a specific curriculum framework for graduation (not locally defined or necessarily agreed with) and represents a legal performance standard that stands in the place of not taking all or most of a course of studies leading to a high school diploma. Therefore, minimal competency testing may be more or less stringent than the GED exam, and vice versa.

Graduation proficiency testing (sometimes called Certificates of Mastery) exacts performance criteria more toward "world class standards." Recognizing that a community's graduates are a part of the larger world community, performance criteria for proficiency testing extends beyond minimal competency criteria to include performances of both minimal and advanced skills. These exams are sometimes called Certificates of Initial Mastery and Certificates of Advanced Mastery. These assessments provide the community information on how well their children are graduating from public education and will most likely perform on tasks shared across a state, nation or the world.

An alternative graduation diploma testing practice, that incorporates the GED exam, community service, long-term and ondemand evidence of skill proficiency, and replaces the taking a course of studies toward the diploma must assure the community that the student has the prerequisites (either competency or proficiency) for entering the next phase of education or work without the benefits of certain learning and maturing experiences.

Definitions for this plan (Continued)

On-demand Assessment – Students need to apply their learned skills in two different environments. One audience needs to have a response in the present and the student must be able to show their proficiencies as part of an interview, writing an accident report, or using numbers accurately in purchasing. These are on-demand tasks and. An assessment plan needs some portion of its design dedicated to these approach of timed, everyone-does-the-same-thing type of tasks. As well, the plan needs give students a choice of what and when they want to demonstrate their skills. Together the assessment is balanced but held to the same level of performance criteria.

Portfolio Assessment – Assessment Portfolio is purposeful collection of a specified number of samples of work per reporting period designed to show academic progress in specified areas for the current and the next educator of the student. The student and the teacher select samples for the portfolio. Each selected sample contains a self-assessment on a specified framework to the student's capacity to reflect on past efforts and progress toward increasing his/her knowledge and skill base. At least one sample per subject per reporting period is scored by the subject's teacher with a measure common to all students. The work sample scoring is critical to documenting performance standard attainment. At the end of the school year, the student writes a letter of summary, introduction and future goals as the portfolio is then passed to the student's new teacher. At the end of grade nine, the portfolio is sent home.

In grades 6 and 8, this portfolio is augmented with additional performance information, such as norm-referenced test scores, state testing data and the ACT Work Keys profile (grade 8 only), to become a *Passport Portfolio* which serves as the major placement tool for the next year's courses.

A Showcase Portfolio purposeful collection of work samples per reporting period designed to highlight academic progress for the current school year. The student and/or the teacher select samples for the portfolio. Some but not all selected samples contain a self-assessment on a specified framework to show the student's capacity to reflect on past efforts and progress toward increasing his/her knowledge and skill base. At least one sample per subject per reporting period is scored by the subject's teacher with a measure common to all students. At the end of the school year, the portfolio is sent home. Any work samples in this portfolio can be placed in the Assessment Portfolio.

Graduation Portfolios are required for the high school diploma. This structured showcase portfolio must document the student's ability to meet the requirements of two audiences: (1) the district's graduation competency policies and (2) the expected skills and/or pre-requisites for post high school work or advanced learning plans. This structured portfolio, beginning as early as the ninth grade, must as well include elements required of the senior project.

Definitions for this plan (Continued)

Portfolio Conference – At least by grade 3, a parent-teacher-student conference at the end of the second trimester is designed as a student-led event where the Showcase and/or Assessment Portfolio(s) is used via a script to illustrate student progress and performance standard attainment.

Scoreable-unit – A task or item that produces at least one judgment of performance from the students work sample. For example, in the past this was one multiple-choice item score or a single score on an essay. Now a single multiple-choice item with multiple mark directions will have one scoreable-unit per option much like an essay that is scored on four or more writing traits.

Scoring Conference – A set aside place and time where trained, usually calibrated, raters judge performance samples submitted by students tested under standardized conditions. Scoring conferences are usually reserved for summative assessment events where highly reliable ratings must be made for high stakes decision making.

Senior Project – Designed to be a culminating, celebratory and integrating experience for the public school years, this year long event has four parts: (1) The student selects a topic that must be researchable and applicable to personal goals where writing can initially document the student's involvement and problem solving skills. (2) Community service of at least 35 hours where the topic has some relevance to the out of school involvement. (3) An eight to ten minute presentation before a Senior Board (i.e., high school teacher, community member, and a student from the eleventh grade) about the topic, how it was researched and applied to the community work, and personal learnings gained from the unique experience. (4) Portfolio documenting readiness for post high school life choices in work or furthering an education.

Summative Tests – If formative tests are focused on getting around boulders in the path of learning then summative testing is the gate or fork in the road. Summative tests tend to have high stakes attached to the decision. This usually closes the gate to going forward, or back and trying it again, or to taking the other road to perhaps another goal. Formative testing finds a way to walk around the stone or even the gate, throw the stone away or use it to build a bridge over a barrier to learning. Both types of testing can or may not use the same testing formats or comparative data for decisions. Summative tests usually rank the student's performance against comparable learners or has a criteria that must be met by the student or the student can not go on. Summative tests admit or place a student in or out of programs, award legal tender that a student has earned a particular status (e.g., diploma), or grant certain privileges to some but not all (e.g., National Merit Scholarship Award funds via the PSAT test).

Table Leaders – A term for highly trained content specialists who facilitate scoring conferences following performanced-based assessments. Along with the scoring conference leaders, these table leaders uniformly answer questions for fellow raters about how to judge a student's work sample against the scoring measure or exemplars.

Trimester Reporting – Reporting period to parents is divided into three per year for grades Kindergarten through eight. At least the second report requires a portfolio conference led by the student, commencing with the third grade.

Definitions for this plan (Continued)

Validations – This is a student's work judged by the district, but sometimes completed outside of the system, to represent adequate performance on a district exit or proficiency skill in a subject or course area. Students must demonstrate these validations more than once for a specified number of exit skills and proficiencies between their ninth grade and graduation. Students choose what and when these validations are to be judged. Coursework or work samples can come from out of school activities or results from state/district testings. SAS

Appendix

Three-Component Model for Graduation

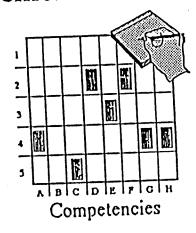
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Choice & Repeatable Demonstrations

Competencies

Quality Control & On-Demand Demonstrations

Integration & Life-Long Learning Demonstrations



Student choice of demonstration areas School or community based location

1" Programs, Grade or

Developmental Levels: or Civic Project

Pass at least two approved tasks or projects per competency; at least one task must be in each Exit Standard area

Time varies; Performance standards fixed*

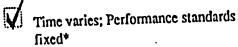
District choice of performance task in each competency area

Pass standard in all competency areas

Time fixed; Performance standards fixed*

Senior Project and Portfolio:

- I. Self selected area and research paper
- II. "Community" service/project based on content of above
- III. Oral presentation based on above
- IV. Structured Portfolio for Post-Graduation audience



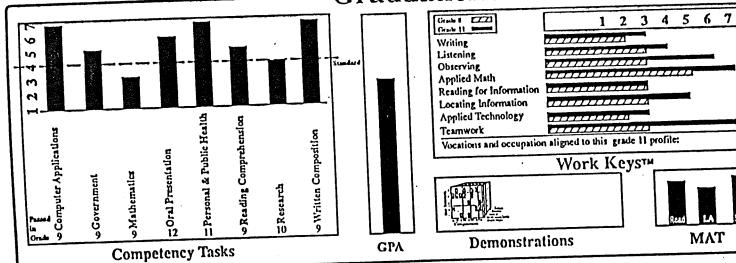
* Policy & procedures for format & standard exceptions



Exit Standards

Graduation Rule: (Community and District determined,) e.g., student must pass all elements within two components, pass at least all standards in one area and none below... in the other components, or pass all of component 2 elements and... of components 1 and 3 elements, or...

Graduation Profile-

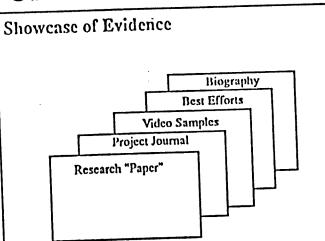


Graduation Portfolio

Purpose(s) of Portfolio

Audience(s) for Portfolio

B.



Goal(s)

MAT

Self Reflection

SAT

ACT

