

# Testing Program Update

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**NYCEA**  
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University of the  
State of New York  
State Education  
Department



# RTTT will Help Achieve Regents Goals

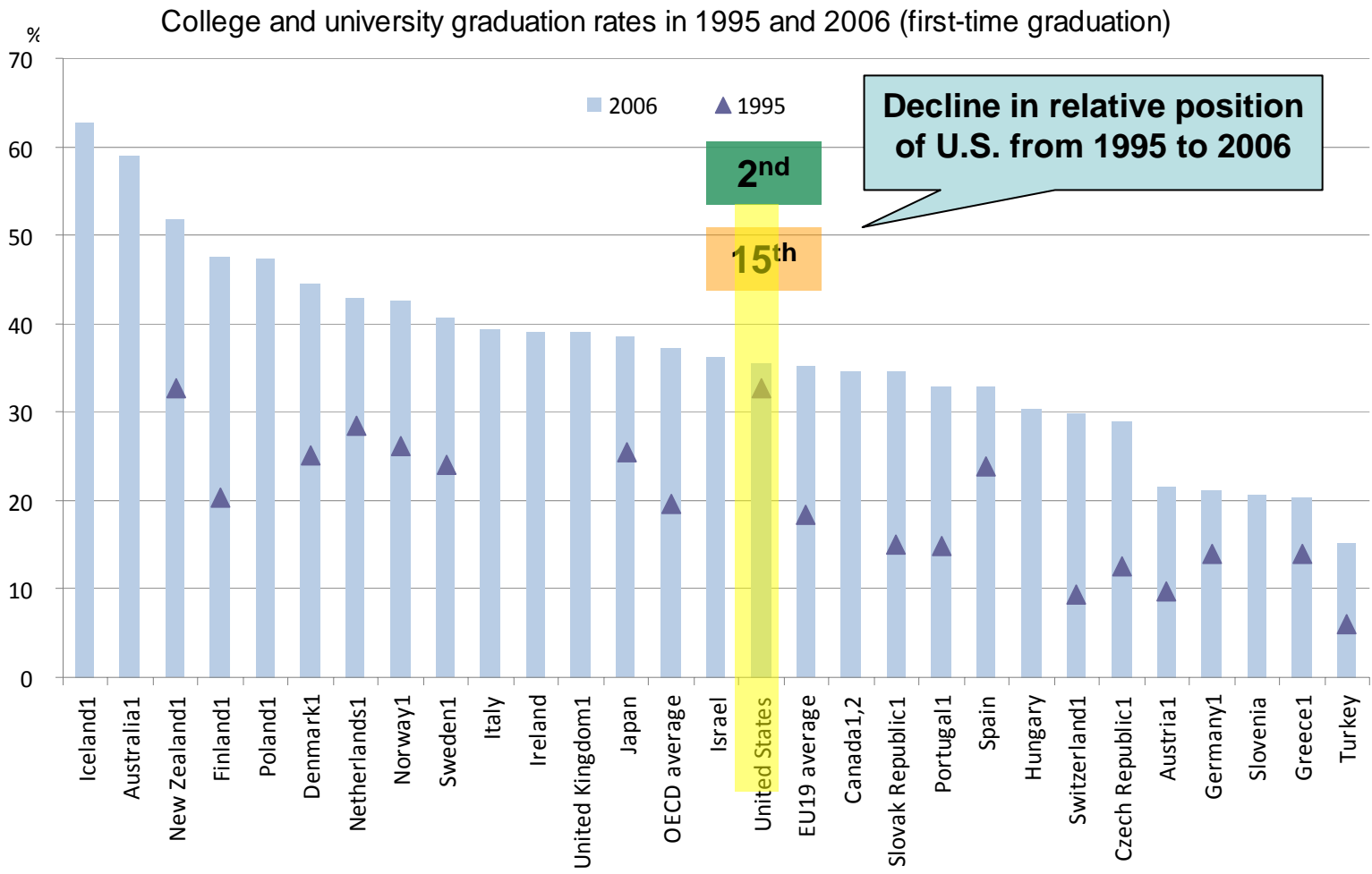
## *Investing in 4 critical reforms*

- Adopting internationally-benchmarked standards and assessments that prepare students for success in college and the workplace
- Building instructional data systems that measure student success and inform teachers and principals how they can improve their practice
- Recruiting, developing, retaining, and rewarding effective teachers and principals
- Turning around the lowest-achieving schools



# Why Do We Need To Change?

**U.S. college graduation rates have stagnated relative to the rest of the developed world**



1. Net graduation rate is calculated by summing the graduation rates by single year of age in 2006.  
2. Year of reference 2005.  
Countries are ranked in descending order of the graduation rates for tertiary-type A education in 2006.  
Source: OECD. Table A3.2 See Annex 3 for notes ([www.oecd.org/edu/eag2008](http://www.oecd.org/edu/eag2008))

# Regents Testing Program: 2011-2012 Fiscal Impact Update

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## **3 Options to offset impending \$15 million deficit:**

1. State provides an allocation of \$15 million to ensure continuation of exams and restoration of Grades 5 and 8 Social Studies Exams;
2. Charge cost of Regents to the schools, public and nonpublic, that use them; Education Law §209 provides general authority for Board to set fee; &
3. If 2011-12 enacted State Budget does not include additional State funding, SED will have to eliminate virtually all remaining Regents Exams that are not Federally required: (Italian, French, Spanish, US History & Gov't, Global History and Geography, Physics, Chemistry, Earth Science, & Geometry).

# PARCC Overview: Theory of Action\*

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- ❑ States are committed to building their collective capacity to increase the rates at which students graduate from high school prepared for success in college and the workplace
- ❑ Based on Common Core State Standards (CCSS)
- ❑ Higher Quality Tests: sophisticated items and performance tasks
- ❑ Through-Course Testing
- ❑ Use Technology: Grades 6-11
- ❑ Cross-State Comparability

\*For more information about PARCC and the PARCC proposal, please visit [www.achieve.org/PARCC](http://www.achieve.org/PARCC)

# PARCC Overview: Theory of Action\*

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## Assessment Uses:

- ❑ Accountability: Institutional and Teacher/Principal
- ❑ Report results based on college and career readiness
- ❑ Compare results against a common high standard
- ❑ Promote good instruction
- ❑ Higher Education acceptance of cut scores as evidence of college readiness

\*For information about PARCC and the PARCC proposal, please visit to [www.achieve.org/PARCC](http://www.achieve.org/PARCC)

# PARCC Overview: Proposed Assessment Design

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## Key Components:

- ❑ 3 Through-Course components distributed throughout the year in Grades 3-11 ELA & math, after 25%, 50% and 75% of instructional calendar time
- ❑ One Speaking/Listening assessment after Through-Course Component 3 in ELA (required, but **not** part of final score)
- ❑ 1 End of Year assessment: administered after 90% of instructional calendar time (quick turnaround)
- ❑ Field Testing begins 2012-2013; Tests operational in 2014-2015

# Grades 3-8 Testing Program: General Information

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## Revisions to the Program during this past year include:

1. Resetting cut scores to ensure rigor and to track for college and career readiness; \*
2. Expanding number of M-C Items to cover more performance indicators & make tests less predictable (2011 Test Form);
3. Continue focus on developing quality performance based items; &
4. Continue Board's/Commissioner's research agenda

\*For a power point presentation regarding the resetting of the cut scores, please go to [http://www.oms.nysed.gov/press/PressConferencePresentationUPDATEDAM07\\_28.pdf](http://www.oms.nysed.gov/press/PressConferencePresentationUPDATEDAM07_28.pdf)

# Grades 3-8 Testing Program: General Information

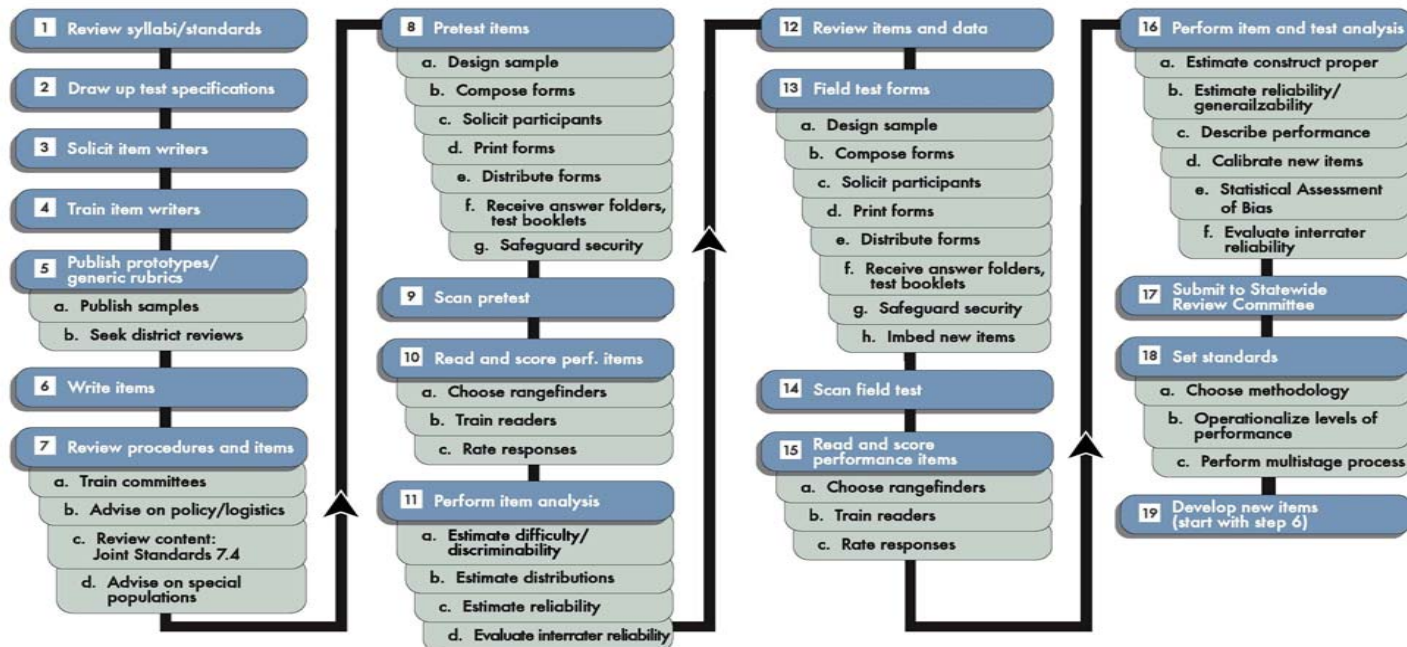
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## Planned Transition to Common Core Standards:

- 2011-2012: Tests are based on 2005 NYS Learning Standards. Department will issue items maps showing relationships to NYS Learning Standards, Common Core Standards, and NAEP Frameworks in Reading and math.
- 2012-2013: Tests are based on Common Core Standards. Department will issue items maps showing relationship between Common Core Standards and NAEP Frameworks in Reading and Math.

# Test Development Process

## NEW YORK STATE EDUCATION DEPARTMENT EXAMINATION DEVELOPMENT PROCESS



# Grades 3-8 Testing Program: Field-Testing

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Department plans a census field-test in May 2011;

Two important functions for this field-test:

1. Continue audit function/score inflation research; &
  2. Field-test items for the 2012 Operational Assessment
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- Starting in Spring 2012, M-C Items for Grades 3-8 will be embedded in operational testing program
    - All tests will be secure and will not be released to the public.

# Field-Testing FAQs

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## What is Field-Testing?

- Field testing is a fundamental component in building a high quality statewide testing program.
- Field testing helps to identify and select the best test questions (items) for the final operational test forms and to identify bias for a given test question.

# Field-Testing FAQs Continued

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## What is Field-Testing? (Continued)

- Field tests undergo further statistical analysis that looks at how the items perform individually as well as how they perform together as part of a test form using both classical and Item Response Theory (IRT) statistical analysis.

# Field-Testing FAQs Continued

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## How are Field-Test Items Developed?

- ❑ Test items are developed by New York State teachers and other trained professionals.
- ❑ Test items undergo content review by subject specialists prior to field testing.
- ❑ Test items are assembled into field test forms.

# Field-Testing FAQs Continued

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## Why must schools participate in Field-Testing?

- Schools are required to participate in field testing because:
  - it is a mandated step in developing valid and reliable tests for large scale assessments
  - it ensures that questions are fair and representative for all students.

# Field-Testing FAQs: The Matrix

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- ❑ The Department has created a 5 Strand Matrix for Field-Testing; this ensures equity and appropriate coverage for all schools and tests.
- ❑ Districts can review Matrix to know their Field-Testing responsibilities & schedules in **advance** of the school year.
- ❑ Web link for Regents Program:  
<http://www.p12.nysed.gov/osa/fieldtest/regentsmatrix09-11.pdf>
- ❑ Web link for Grades 3-8 Program:  
<http://www.p12.nysed.gov/osa/fieldtest/gr38ftmatrix-1014.pdf>

# Field-Testing FAQs: The Matrix

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## What is a Matrix Sampling Design?

- A matrix sampling design is a sampling method that randomly assigns all schools into comparable field-test/pretest strands and systematically assigns field tests to the strands on a rotating schedule over a multi-year period.
- The sampling method randomly assigns every public school in New York State, and those nonpublic schools that participate in the state testing program, to a strand.

# Field-Testing FAQs: The Matrix

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## What is the SED Field-Test matrix system and how does it work?

- ❑ Each strand contains a stratified sample of schools, based on needs-resource capacity.
- ❑ The matrix system depends on **all schools** participating in accordance with the strand schedule; this ensures shared responsibility of field-testing and an adequate and representative sample.

# Field-Testing FAQs: The Matrix

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## How are the strand assignments stratified?

- Strand assignments are stratified by Need/Resource Category:
  - New York City
  - Big 4
  - High Needs Urban/Suburban
  - Rural
  - Average Needs
  - Low Needs

# Field-Testing FAQs: The Matrix

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## Field Test Matrix Sampling Design

- All schools remain in the strand that they are assigned to for the duration of the five-year field test schedule.
- The field tests assigned to each strand rotates from year to year.

## Field-Testing FAQs Continued

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### Why are Field Tests administered late in the school year?

- Field tests are administered just before the operational examinations when students are closest to completing the course work.
- Field testing must occur each year to maintain a sufficient number of new test items in order to develop new operational tests.

# Field-Testing FAQs Continued

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Can schools make copies of the field tests?

- No**, field tests are **SECURE**.
- Schools may not make any notes or photocopies of the field tests.

# Office of Assessment Policy, Development, and Administration

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Questions and/or Comments? Please e-mail the  
Office of Assessment Policy, Development, and  
Administration at:

**[emscassessinfo@mail.nysed.gov](mailto:emscassessinfo@mail.nysed.gov)**