

IMPLEMENTATION OF NEW STATEWIDE ASSESSMENT

Proposed Activities for December 1999–November 2002

Date	Proposed Activity	Status
December 1999	<p>Evaluate alignment of TASP objectives and items with TAAS and end-of-course objectives and items.</p> <p>Notify Grade 7 students of new graduation requirements.</p>	<p>Meetings conducted between TEA and the Texas Higher Education Coordinating Board.</p> <p><i>A Student Guide: Testing Requirements for High School Graduation</i> developed and published on the TEA web site and distributed to service centers, districts, campuses for each Grade 7 student in March 2000.</p>
January 2000	<p>Convene Developmental Advisory Committees, who will provide direction on which TEKS at Grades 10 and 11 are essential to be assessed in each subject area: English language arts, mathematics, science, and social studies.</p>	<p>Advisory committees convened.</p>
February – March 2000	<p>Determine which TEKS student expectations should be included in the first draft of each Grade 11 Exit Level subject area test based on results of Developmental Advisory Committee input. Arrange selected TEKS student expectations under preliminary objectives.</p> <p>Design evaluation form to accompany draft objectives and TEKS student expectations for public review and input.</p> <p>Convene Developmental Advisory Committees, who will provide direction on which TEKS at Grades 3 through 9 are essential to be assessed on each subject area test.</p>	<p>Results tallied of advisory committee input on TEKS to be assessed on each Grade 11 Exit Level subject area test. First draft of objectives completed for all subject areas.</p> <p>Scannable Survey Response Form developed to accompany draft objectives and TEKS student expectations.</p> <p>Advisory committees convened.</p>
April – May 2000	<p>Conduct training sessions on the Grade 11 Exit Level draft test objectives and TEKS student expectations for each subject area assessed in order to provide a context for responding to the surveys and to increase awareness statewide of the importance of broad-based educator response to the surveys.</p> <p>Distribute Grade 11 Exit Level draft test objectives and TEKS student expectations for educator as well as public review and input.</p> <p>Make preliminary determinations about which TEKS student expectations should be included for Grades 3-10 in all subject areas assessed based on results of Developmental Advisory Committee input. Arrange selected TEKS student expectations under draft objectives.</p>	<p>On April 3, TEA held a training session for representatives of the Education Service Centers and 20 largest school districts. On April 25, TEA held a training session for representatives of Texas education organizations.</p> <p>Copies of the surveys and Survey Response Forms distributed to districts by April 21. Surveys posted to the TEA web site on April 25.</p> <p>Results tallied of advisory committee input on TEKS proposed to be assessed on each subject area test at Grades 3-10.</p>

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April – May 2000 (Continued)	Develop parent information brochures in English and Spanish to explain promotion requirements based on passing various tests in Grades 3, 5, and 8, beginning with the kindergarten class of 1999-2000.	Parent information brochures in English and Spanish developed and distributed to districts and elementary campuses. Brochures being updated for distribution to the kindergarten and Grade 1 class of 2000-2001.
June – August 2000	<p>Tally survey responses from Grade 11 Exit Level Survey Response Forms returned to TEA and compile narrative comments.</p> <p>Review and analyze information from survey responses and develop a second draft of the Grade 11 Exit Level objectives and TEKS student expectations for each subject area assessed.</p> <p>Revise the preliminary determinations of objectives and TEKS student expectations for Grades 3-10 in all subject areas assessed based on the analysis of the Grade 11 Exit Level survey results.</p>	<p>Scannable results completed and narrative comments compiled by mid-July.</p> <p>Second draft of each Grade 11 Exit Level subject-area survey developed based on an analysis of Texas educators' survey responses.</p> <p>First draft of objectives and TEKS student expectations developed for each subject area/grade level to be assessed for Grades 3-10.</p>
September – October 2000	<p>Distribute the first draft of objectives and TEKS student expectations for each subject area assessed at Grades 3-10 for campus as well as public review and input. Each draft document will focus on two central issues: first, whether the objectives included in the draft are essential to measure on a statewide assessment; and, second, whether students have received enough instruction on the TEKS student expectations included under each objective to be adequately prepared to demonstrate mastery of that objective.</p> <p>Distribute the second draft of Grade 11 Exit Level objectives and TEKS student expectations for educator as well as public review and input. Each draft document will focus on two central issues: first, whether the objectives included in the draft are essential to measure on a statewide assessment; and, second, whether students have received enough instruction on the TEKS included under each objective to be adequately prepared to demonstrate mastery of that objective.</p> <p>Design statewide adequacy-of-preparation (opportunity to learn) study.</p>	<p>Copies of the survey booklets and survey response forms distributed to campuses/districts/ESCs and posted on the TEA web site in October.</p> <p>Copies of the survey booklets and survey response forms distributed to campuses/districts/ESCs and posted on the TEA web site in October.</p> <p>First component of this study included in statewide review of draft objectives and TEKS student expectations for Grades 3-11.</p>

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November – December 2000	<p>Review and analyze information from survey responses for each subject area/grade level to be assessed on Grades 3-10 and Grade 11 Exit Level.</p> <p>Develop prototype items to accompany and clarify item development guidelines for Grades 3-10 and Grade 11 Exit Level.</p> <p>Report to the legislature by December 1 about assessment of limited English proficient students.</p>	<p>Review and analysis of scannable results and narrative comments completed in December and January.</p> <p>Prototype items developed for Grades 3-10 and Grade 11 Exit Level in December and January.</p> <p>To seek input for this study, an outside contractor (1) met with a national panel of experts, professional association members, and regional focus groups; (2) surveyed relevant literature and research; (3) compiled comments from a questionnaire distributed statewide to interested educators and stakeholders; and (4) conducted interviews with selected policymakers, stakeholders, and school administrators. Commissioner presented report, “Study of Possible Expansion of Assessment System for LEP Students,” to the legislature. Copies are available upon request.</p>
January – February 2001	<p>Convene subject area educator committees for Grades 3-10 and Grade 11 Exit Level to discuss input from public review, proposed draft objectives and TEKS student expectations, proposed item development guidelines, and prototype items.</p>	<p>Educator committees for Grades 3-10 and Grade 11 Exit Level met in January and February 2001.</p>
March –April 2001	<p>Review and analyze input from subject area educator committees for Grades 3-10 and Grade 11 Exit Level and refine draft of proposed objectives and TEKS student expectations, proposed item development guidelines, and prototype items.</p>	<p>Test objectives and student expectations for Grades 3-10 and Grade 11 Exit Level refined based on educator input, including review by national experts, and published in four subject-area booklets. Booklets distributed by May 1 to every service center, district, and campus. The booklets are also available on the agency web site.</p>

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May – August 2001	<p>Begin development of preliminary test blueprints that set the length of the tests and the number of test items measuring each objective. Continue development of prototype items and item development guidelines for Grades 3-10 and Grade 11 Exit Level.</p> <p>Develop new items based on the objectives and item guidelines for Grades 3-10 and Grade 11 Exit Level. Review and revise proposed new items to ensure both clear measurement of the TEKS assessed and appropriateness of content and difficulty as well as to eliminate potential bias.</p> <p>Begin development of information booklets to show the TEKS eligible for testing and sample items.</p> <p>Develop a proposal to implement the higher education readiness component for Grade 11 exit level new statewide assessment.</p>	<p>Preliminary discussions on test blueprints begun. Discussions will continue as item development proceeds; the final test blueprints expected to be developed in the summer 2002, following review of spring 2002 field-test data. Prototype items and item development guidelines refined.</p> <p>Development of new items by test contractor on schedule for submission to internal item review committees. Item review meetings of agency assessment and curriculum specialists are scheduled beginning in August for every subject area/grade level to be assessed in the testing program.</p> <p>Planning and development began in May. Information booklets to be mailed to schools before the spring semester of the 2001-2002 school year and made available on the agency web site.</p> <p>Draft proposal for higher education readiness component presented to K-16 Council in July. Suggestions implemented for task force review. Proposal resubmitted to K-16 council at September 17 meeting.</p> <p>Commissioner Nelson and Commissioner Brown approved the proposal in October 2001.</p>
September – December 2001	<p>Consult with national psychometric experts to advise the agency on developing a plan to submit to the State Board of Education for setting the passing standards on the new tests.</p> <p>Convene educator committees for Grades 3-10 and Grade 11 Exit Level to review revised items to ensure both clear measurement of the TEKS assessed and appropriateness of content and difficulty as well as to eliminate potential bias.</p>	<p>A work session on the Student Assessment Program was held October 31, providing the SBOE an opportunity to discuss TAKS development activities with representatives of Achieve, Inc., and standard setting with members of the Technical Advisory Committee.</p> <p>Educator committee meetings took place October through December.</p>

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January – May 2002	<p>Continue to work with the Technical Advisory Committee (TAC) of educational testing experts to serve the State Board of Education, including developing a plan for setting the passing standards on TAKS.</p> <p>Complete TAKS Information Booklets showing the TEKS eligible for testing and sample items.</p> <p>Field-test items with practically all Texas students for Grades 3-10 and Grade 11 Exit Level TAKS.</p> <p>Adopt and distribute to districts the Commissioner rules regarding the Student Success Initiative.</p> <p>Convene Higher Education Focus Group.</p> <p>Establish a TAAS to TAKS link using field test results; generate a predicted TASP exemption score to allow students testing in 2003 to qualify for dual credit courses.</p> <p>Select representative sample of college freshmen at two- and four-year public institutions for contrasting groups study in spring 2003; determine blueprint for student sample.</p> <p>Draft correspondence to college administrators inviting participation in contrasting group study; suggest appropriate incentives for student participants.</p> <p>Develop a plan for administering the TAKS math and ELA tests to small sample of college students in their developmental education courses during the fall of 2003. Results of this ancillary study will be included with the contrasting groups research.</p>	<p>The TAC proposed a plan, based on input from the SBOE during its November meeting, to the board at the January board meeting for endorsement. The SBOE endorsed this plan.</p> <p>TAKS Information Booklets for Grades 3-10 and Grade 11 Exit Level were posted to the TEA web site in January and distributed to campuses, districts, and Education Service Centers in March.</p> <p>Field tests for Grades 4 and 7 TAKS writing took place from January 28 – February 8. Field tests for TAKS mathematics, reading, English language art, science, and social studies will take place from April 22 through May 10.</p> <p>The Commissioner rules regarding the Student Success Initiative were adopted and distributed to districts in May.</p> <p>Higher Education Focus Group is convened for initial meeting on March 20, 2002, at the Doubletree.</p> <p>Sample and blueprint have been determined for contrasting groups study in ELA and mathematics.</p> <p>Letters drafted and presented to Higher Education Focus Group on June 19. THECB has agreed to provide monetary incentives.</p> <p>Plan prepared by the THECB to test students in ELA and mathematics.</p>

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June – October 2002	<p>Convene standard setting advisory committee meeting.</p> <p>Convene data review committees in Austin to consider TAKS test items that were field tested in spring 2002 using student performance statistics.</p> <p>Convene item review committees in Austin to consider TAKS test items that will first be field tested in spring 2003.</p> <p>TAC members to present to SBOE information on data required to make standard-setting decisions.</p> <p>Convene standard setting panels.</p> <p>SBOE to review actual TAKS test forms.</p>	<p>Standard setting advisory committee met May 23.</p> <p>Data review committee meetings held June through August.</p> <p>Item review committee meetings held July through October.</p> <p>TAC presented to SBOE on July 18.</p> <p>Standard setting panels met in August through October.</p> <p>SBOE reviewed secure TAKS assessment forms on September 12.</p>
November 2002	<p>SBOE to receive recommended TAKS performance level cut scores from standard-setting panels for consideration.</p> <p>SBOE to adopt TAKS performance levels.</p> <p>Contact colleges and universities regarding the administration of the TAKS to second semester freshmen in May 2003.</p> <p>Contact ACT, Inc. and the College Board to request early release of ACT and SAT test results for use in the performance data correlation study.</p>	<p>Recommended TAKS performance standards were prepared for SBOE review.</p> <p>SBOE to adopt TAKS performance levels November 15.</p>