



FEBRUARY 2003 AGENDA

SUBJECT Standardized Testing and Reporting (STAR) Program: Including, but not limited to, Adoption of Performance Standards (Levels) for the California Integrated Science Standards Tests.	X	ACTION
	X	INFORMATION
	X	PUBLIC HEARING

Recommendation:

Adopt the Performance Standards (Levels) for the California Integrated Science Standards Tests approved by the State Board of Education (SBE) in January as the standards for reporting performance levels for 2003.

Summary of Previous State Board of Education Discussion and Action

- The SBE approved the development and administration of the Integrated Science Standards Tests at the October 2002 SBE meeting replacing the previous integrated science (EBC, ECP, EBP, BCP) tests.
- At its January 2003 meeting, pending public hearings, SBE approved recommendations for performance standards (levels) for the California Integrated 1, 2, 3, and 4 Science Standards Tests.
- The approved performance standards were distributed for public review and comment at public hearings held between the January and February SBE meetings. A third hearing is being held in Sacramento in conjunction with the February SBE meeting.

Summary of Key Issue(s)

- Regional public hearings are scheduled to provide the opportunity for comments from interested parties concerning the adoption of performance levels for the California Integrated Science Standards Tests. A summary of comments from the first two regional hearings will be gathered and provided by SBE staff. The final hearing is to occur at this month's SBE meeting.
- Results for Spring 2003 discipline-specific science tests will be reported as performance levels.
- The adoption of performance levels for integrated science will permit the California Science Standards Tests to be included in the Academic Performance Index (API) diminishing the reliance on the CAT 6 norm-referenced test.

Fiscal Analysis (as appropriate)

None.

Attachment(s)

Regional Public Hearing Announcement

CALIFORNIA STATE BOARD OF EDUCATION1430 N Street, Room 5111
Sacramento, CA 95814P.O. Box 944272
Sacramento, CA 94244-2720

January 17, 2003

ANNOUNCEMENT OF THREE REGIONAL PUBLIC HEARINGS**California State Board of Education*****Proposed Performance Standards (Levels) For Integrated Science (Grades 9-11)***

To be used in reporting the student performance on the corresponding California Standards Tests to be administered in Spring 2003 and thereafter

<p>Tuesday, January 28, 2003 1:00 p.m. – 2:00 p.m. Bay Area/Coastal Region</p> <p><i>BY TELECONFERENCE</i></p> <p>Santa Clara County Office of Education Gilroy Conference Room 1290 Ridder Park Drive San Jose, CA 95131 (408) 453-6500</p>	<p>Wednesday, January 29, 2003 2:30 p.m. – 3:30 p.m. South/Inland Empire Region</p> <p><i>BY TELECONFERENCE</i></p> <p>Riverside County Office of Education Conference Center, Cree Room 3939 13th Street Riverside, CA 92501 (909) 826-6530</p>	<p>Wednesday, February 5, 2003 2:00 p.m. – As necessary North/Central Valley/Sierra Region</p> <p><i>IN PERSON</i></p> <p>California Department of Education Board Room 1430 N Street, Room 1101 Sacramento, CA 95814 (916) 319-0827</p>
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To: County and District Superintendents
 Other Interested Parties

Background. In 2001, California's Standardized Testing and Reporting (STAR) Program reports, for the first time, included student performance results in English-language arts. Performance standards (levels) relate exclusively to students' scores on the California Standards Tests (CSTs), which are fully aligned to California's rigorous academic content standards. The designations for these performance standards (levels) are Advanced, Proficient, Basic, Below Basic, and Far Below Basic.

In 2002, reporting of student achievement based on these performance standards (levels) was expanded to include the CSTs in history-social science and mathematics and, in part, in science. In addition, the performance standards (levels) in English-language arts were modified at grades four and seven to incorporate students' scores on the direct writing assessment now conducted at those grades.

The State Board of Education is now proposing to adopt performance standards (levels) for the CSTs in Integrated Science, which will be administered to students in grades nine through eleven. The attachment displays the four "cut scores" (minimum number and percentage of correct responses) proposed to establish the performance standards (levels) for these tests.

The regional public hearings are for the purpose of gathering comments from a cross-section of interested parties, including teachers, administrators, school board members and other local elected officials, business leaders, parents, guardians, and students.

Comments and suggestions are sought regarding the proposed “cut scores” (minimum number and percentage of correct responses) on the respective tests that determine students’ performance standards (levels).

Though not technically a part of the performance standards system, the State Board would also be interested in comments regarding its continuing commitments to the following:

- The specification that the objective of our education system is for all students to achieve at or above the Proficient performance standard (level).
- The specification that the “cut scores” are to be re-evaluated after the 2007 STAR administration of the California Standards Tests to determine the feasibility of raising the performance standards (levels).

The regional public hearings at the Santa Clara County Office of Education and the Riverside County Office of Education – to be conducted by teleconference – will be relatively informal (dates indicated above). The State Board of Education has delegated responsibility for conducting these hearings to key executive staff of the State Board and of the California Department of Education. They will be prepared to accept public comments and input on a continuous basis during the specified times. Individuals are not required to pre-arrange a specific time to present their comments. Oral comments will be accepted as individuals arrive. Some delays may occur if many individuals arrive at the same time, and patience in that event will be appreciated.

The third and final regional hearing will be conducted in Sacramento (date noted above) in conjunction with the State Board’s February 2003 meeting. It will begin as soon after 2:00 p.m. as the business of State Board permits, but will be only as long as necessary to hear from those wishing to testify orally at that time.

Individuals need not come to one of the regional public hearings to present their comments. The State Board would be delighted to receive comments by mail, e-mail, or fax. To allow time for copying, written submissions to be distributed to the State Board members need to be received at the State Board Office no later than Friday, January 31, 2003.

California State Board of Education

BY MAIL	BY E-MAIL	BY FAX
1430 N Street, Room 5111 Sacramento, CA 95814	ggeeting@cde.ca.gov	(916) 319-0175

If you have any questions regarding these regional public hearings, please contact Greg Geeting, Assistant Executive Director, State Board of Education, at (916) 319-0827.

Please help us publicize these regional public hearings!

California State Board of Education
Proposed Performance Standards (Levels) for Integrated Science
(California Standards Tests for Integrated Science, Grades 9-11)

To be used in reporting the results of these tests in Spring 2003 and thereafter

Typically, the column identified as “% Students” would indicate the number of students statewide who are projected to achieve each performance standard (level) on the integrated science tests to be administered in Spring 2003. However, given that these are new tests, no projections of percentages of students are provided. In lieu of those projections, comparison information – students’ actual performance on the discipline-specific and integrated science tests given in 2002 – is provided on the following table.

California Standards Test	Far Below Basic			Below Basic			Basic			Proficient			Advanced		
	% Students	# Correct	% Items	% Students	# Correct	% Items	% Students	# Correct	% Items	% Students	# Correct	% Items	% Students	# Correct	% Items
Integrated 1		<19	N/A		19	32%		25	42%		39	65%		49	82%
Integrated 2		<18	N/A		18	30%		24	40%		38	63%		48	80%
Integrated 3		<18	N/A		18	30%		24	40%		38	63%		49	82%
Integrated 4		<19	N/A		19	32%		25	42%		40	67%		50	83%

Advanced	Advanced performance with respect to the California Science Content Standards
Proficient	Proficient performance with respect to the California Science Content Standards
Basic	Basic performance with respect to the California Science Content Standards
Below Basic	Below-basic performance with respect to the California Science Content Standards
Far Below Basic	Far-below-basic performance with respect to the California Science Content Standards

% Students	See note above.
# Correct	Minimum number of correct responses needed to achieve this performance standard (level).
% Items	Minimum percent of correct responses needed to achieve this performance standard (level).

EXAMPLES OF HOW TO READ THIS CHART: For the Integrated 1 California Standards Test in Science, correct responses to fewer than 19 test items (or less than 32% correct responses) would be designated as Far Below Basic. For the Integrated 2 California Standards Test in Science, correct responses to at least 48 test items (or 80% correct responses) would be designated as Advanced.

- The objective of our school system is to have all students achieve at or above the Proficient performance standard (level).
- The State Board of Education is to re-evaluate the performance standards (levels) following the 2007 administration of the California Standards Tests to determine the feasibility of raising the performance standards (levels).

FOR COMPARISON PURPOSES ONLY THE FOLLOWING INFORMATION IS PROVIDED REGARDING STUDENTS' ACTUAL PERFORMANCE ON THE 2002 CALIFORNIA STANDARDS TESTS IN SCIENCE

Student Performance on the California Standards Tests in Discipline-Specific Science Subjects, as Administered in 2002

California Standards Test	Far Below Basic			Below Basic			Basic			Proficient			Advanced		
	% Students	# Correct	% Items	% Students	# Correct	% Items	% Students	# Correct	% Items	% Students	# Correct	% Items	% Students	# Correct	% Items
Earth Science	25%	<19	N/A	25%	19	32%	34%	26	43%	13%	40	67%	3%	50	83%
Biology	6%	<17	N/A	14%	17	28%	43%	23	38%	27%	37	62%	10%	48	80%
Chemistry	10%	<19	N/A	20%	19	32%	45%	25	42%	18%	39	65%	7%	49	82%
Physics	15%	<19	N/A	20%	19	32%	39%	25	42%	20%	39	65%	7%	49	82%

Student Performance on the California Standards Tests in Integrated Science, as Administered in 2002

[The cut scores in this table were constructed based upon the discipline-specific performance standards (levels).]

California Standards Test	Far Below Basic			Below Basic			Basic			Proficient			Advanced		
	% Students	# Correct	% Items	% Students	# Correct	% Items	% Students	# Correct	% Items	% Students	# Correct	% Items	% Students	# Correct	% Items
Earth/Biology/Chemistry	28%	<19	N/A	32%	19	32%	33%	25	42%	6%	39	65%	1%	49	82%
Earth/Chemistry/Physics	22%	<18	N/A	35%	18	30%	40%	24	40%	3%	38	63%	0%	48	80%
Earth/Biology/Physics	16%	<18	N/A	31%	18	30%	43%	24	40%	10%	38	63%	0%	49	82%
Biology/Chemistry/Physics	35%	<19	N/A	40%	19	32%	21%	26	43%	2%	40	67%	0%	50	83%

Advanced	Advanced performance with respect to the California Science Content Standards
Proficient	Proficient performance with respect to the California Science Content Standards
Basic	Basic performance with respect to the California Science Content Standards
Below Basic	Below-basic performance with respect to the California Science Content Standards
Far Below Basic	Far-below-basic performance with respect to the California Science Content Standards

% Students	The percent of students statewide who actually achieved this performance standard (level) on the tests in Spring 2002. In the case of the integrated science tests, the performance standard (level) cut scores were based on the discipline-specific performance standards (levels).
# Correct	Minimum number of correct responses needed to achieve this performance standard (level).
% Items	Minimum percent of correct responses needed to achieve this performance standard (level).

EXAMPLES OF HOW TO READ THIS CHART: For the California Standards Test in Earth Science, correct responses to fewer than 19 test items (or less than 32% correct responses) resulted in a designation of Far Below Basic, and 25% of the student who took the test achieved at that performance standard (level). For the California Standards Test in Integrated Earth/Biology/Chemistry, correct responses to at least 49 test items (or 82% correct responses) would have been designated as Advanced in relation to constructed performance standard (level) designations based on the designations applicable to the discipline-specific tests.