



MARCH 2003 AGENDA

SUBJECT Standardized Testing and Reporting (STAR) Program: Adoption of Performance Standards (Levels) for the California Integrated Science Standards Tests.	X	ACTION
	X	INFORMATION
		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 was held in Sacramento in conjunction with the February SBE meeting.
- No action was taken by SBE at its February meeting on performance standards (levels).

Summary of Key Issue(s)

- Regional public hearings were scheduled to provide the opportunity for comments from interested parties concerning the adoption of performance levels for the California Integrated Science Standards Tests. There were no comments submitted at any of the three scheduled hearings, nor were any submitted at any point during the time allowed for public review and comment.
- Results for Spring 2003 discipline-specific science tests will be reported as performance levels.
- The adoption of performance levels for integrated science will provide valuable information to schools on students' level of achievement of California Science Standards Tests and comparative data of student performance taking traditional science courses and those taking integrated science courses.

Fiscal Analysis (as appropriate)

None.

Attachment(s)

[Attachment 1](#): California State Board of Education, Proposed Performance Standards (Levels) for Integrated Science (California Standards Tests for Integrated Science, Grades 9-11) (Pages 1-2)

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.