



MARCH 2003 AGENDA

<b>SUBJECT</b> Standardized Testing and Reporting (STAR): Including, but not limited to, the Plan for Releasing California Standards Test (CST) Items.	<b>X</b>	<b>ACTION</b>
	<b>X</b>	<b>INFORMATION</b>
		<b>PUBLIC HEARING</b>

**Recommendation:**

The plan to release items for the CSTs is submitted to the State Board of Education (SBE) for their information and review.

**Summary of Previous State Board of Education Discussion and Action**

In April of 2002, the SBE adopted the Three Year Plan for the Development of California’s Assessment System. One of the six principles states that “State assessment results should be designated to be as useful as possible to school administrators, teachers, parents, and students.” In accordance with this principal, the sub-score reporting for all standards tests was approved in order “provide parents and teachers important information concerning the strengths and weaknesses in student performance in each content strand,” as stated in the Three Year Plan.

In the December 2002 SBE meeting, the Report for Teachers was also approved by SBE in order to provide as much useful information as possible to teachers.

Under the 2003 STAR section of the Three Year Plan, it states, “Practice materials to reinforce the state’s content standards will be made available on the California Department of Education’s (CDE) Web site.” This board item addresses this goal. By releasing items, the public will have accessibility to the type of items that are part of the CSTs.

**Summary of Key Issue(s)**

Educational Testing Service (ETS), the current STAR contractor, in collaboration with CDE, have prepared the Proposed Item Release for the California Standards Tests 2003 (Attachment 1) that describes the plan for releasing items, the general criteria to be used, and the number of items that will be released in the next three years. This work is part of the Scope of Work for ETS and it is presented now to the SBE for their information and review.

**Fiscal Analysis (as appropriate)**

None.

**Attachment(s)**

[Attachment 1](#): Proposed Item Release For The California Standards Tests 2003 (Pages 1-2)

**PROPOSED ITEM RELEASE  
FOR THE CALIFORNIA STANDARDS TESTS  
2003**

**Work Plan for Item Release**

<b>Action</b>	<b>Responsibility</b>	<b>Dates</b>
Determine guidelines for released items.	CDE/ETS	January 27-March 7
Determine statewide data to be released, if any.	CDE/ETS	January 27-February 28
Select a draft set of released items for each content area grade and course.	ETS assessment specialists	January 27-March 15
Review draft sets.	CRPs	Science – March 28 H-SS – April 2 ELA – April 9 Math – April 10
Review and approve draft sets.	CDE	April 14 – 25
Compose items in sets.	ETS production department	May 1 – 30
Update to State Board of Education	CDE	July 9-10
Provide statewide p-values.	ETS psychometric team	July 18
Reevaluate draft sets; revise if needed.	ETS assessment specialists	July 21
Post released items to CDE website.	CDE	August 30

**Release Plan**

*Guidelines for Items Released*

In 2003, 20% of the items on each test, 40% in year 2, and 40% in year 3 will be released. The complete set of items released at the end of three years shall be reflective of the breadth of standards that are assessed on a test.

*Performance Level Statements*

Items will be released in appropriate groupings to accommodate the concept of exemplars. One example of a potential item group descriptor could be: “A student performing at the proficient level would typically get items in this grouping (and lower performance level groupings) correct.”

*P-values*

Statewide p-values for all released test items will be provided.

*Proportional Release of Items by Strand Level*

Items will be released in approximate proportion to the blueprint at the strand level only (not the standard level) to avoid a de facto release of the secure blueprints.

**General Criteria for Released Item Selection**

1. Items must be of the highest technical quality. Passages must be of high interest, well written, and accurate. Previously published passages are preferable. Maps and other artwork must be high quality and accurate.
2. Within each grade or course, items should represent a variety of content standards, with strands covered in proportion to the operational test to the extent possible.
3. Within each grade or course, items should represent a range of difficulty levels.
4. Within each grade or course, items should represent a variety of item types (e.g., for mathematics, with and without graphics).
5. Within each grade or course, items should provide multicultural representation whenever possible.
6. The released items should communicate information that would be helpful in guiding standards-based instruction. It may be desirable to include an item with a low p-value if it clearly represents an important standard (e.g., calculating percents, determining subject-verb agreement).

**Number of Items to be Released**

**Number of Items Released by Year**

<i>Content Area</i>	<b>Grade/Course</b>	<b>Year 1 (20%)</b>	<i>Year 2</i> <b>(40%)</b>	<i>Year 3</i> <b>(40%)</b>
English- Language Arts	Grades 2-3	13 items	26 items	26 items
	Grades 4-11	15 items	30 items	30 items
Mathematics	Grades 2-7	13 items	26 items	26 items
	Subject-specific	13 items	26 items	26 items
History – Social Science	Grade 8	15 items	30 items	30 items
	Grades 10, 11	12 items	24 items	24 items
Science	Subject-specific	12 items	24 items	24 items