

**Questions for the OSPI Assessment Data Summit
April 2013**

1. Can the scale scores be used to measure student growth over time? If not, how can the assessment data be used to measure student growth over time?
 - Scale scores from Washington’s statewide standardized assessments should not be used to measure student growth over time. The tests aren’t vertically scaled, so you can’t look at a student who earned a 400 as a 3rd grader and a 415 as a 4th grader and say that the student has grown by 15 points. To some extent the performance levels can be used this way, i.e. a 3rd grader scores a level 2 in reading and then as a 4th grader earns a level 3 in reading. The student has moved from Basic to Proficient and thus has shown growth.
 - Student Growth Percentiles are a normative measure that show growth.
2. Are the scale scores from the WASL and MSP equivalent? For example, if a student has a score of 380 on the 3rd grade WASL and another student has a score of 380 on the 3rd grade MSP, can these scores be considered the same?
 - There are numerous factors at play here. The issue is not so much when the test names changed so much as when the standards were changed, which varies by test and subject (for example, the math test standards changed in 2010 which coincided with the switch from WASL to MSP, but the science test standards changed in 2011 when the test had already been called the MSP for a year). Between years when the standards stayed the same, for the most part scale scores that are very similar can functionally be called the same, though the actual scale score values change from year to year. For example, there won’t be a 380 exactly on the scale every year, some years there may be a 381 based on how the scaling works out. Also, the tail ends of the scale (students who score very low or very high) can have additional variability.
3. Prior to 2009-10 (CEDARS), can the proctor from the assessment file be used as the proxy for the child's teacher? If so, how would you recommend linking the proxy listed in the assessment file to the S275 and other teacher data?
 - The group names in the data files are not necessarily proctor names. A group name may be the teacher, or the proctor, or may be more generic such as “Grade 10” or “Blue Group”. The reason for the inconsistency is that it is completely up to the districts and schools as to how to utilize that field. It is not recommended to use group name / proctor as a proxy for teacher due to variability in how districts use the field. For more recent data, it may be possible to link the student to a teacher via CEDARS data, but is likely only reliable for high school level courses.
4. Are the reported scores actual raw scores or standardized scores?
 - There are raw scores and then there are scaled scores. The scale scores are what are reported.
5. If scores are standardized, what is the reference group? (e.g., the entire state or the school?)
 - The raw scores are scaled based on an equating sample of students that is representative of the state.
6. What is the significance of missing test score data? Many students have empty test score fields and have not necessarily transferred out. How can we interpret this?

- Most students are expected to test. If they don't, we have various codes to track why they didn't test. These are captured in what we call the 'attempt code'. Examples include: Excused Absence, Unexcused Absence, Refused, Medically Exempt, etc.
7. Should alternative test scores be reported in the same way as the regular test scores (e.g., if reporting on the average test scores for a group of kids or the proportion meeting standard, should those taking an alternative test be reported separately?)
 - This depends on the alternative test. For example, DAPE is the alternative test where 11th and 12th graders can take a lower grade level test and this should be reported separately from HSPE. Any test taken at a Basic level (meeting standard at level 2), can be reported with the rest of the scores for that test (i.e. MSP and MSPB together).
 8. How comparable are the WASL with the MSP/HSPE? What about the EOC scores that will be (I assume) much more common in the coming years?
 - The MSP/HSPE tests were equated back to the WASL and are comparable enough to look at trends between them. EOC is an entirely different assessment and can't be compared to the WASL.
 9. Which grades and years have the tests been administered? {WASL, EOC, MSP, HSPE}
 - See table (attached).
 10. How do we determine when an assessment is a retake? Is there a retake field for all the assessments?
 - The answer depends on if the question is in regards to (1) an individual student retaking a test or (2) a retake test administration:
 - (1) Students who take a test that is a graduation requirement (HSPE reading/writing or EOC) and don't meet standard can then retake the test in a later year. It can be assumed that 11th and 12th graders taking the HSPE are retaking it, though it's possible that they missed the test in their 10th grade year for various reasons and are only taking it for the first time as an 11th or 12th grader. It gets even more complicated with EOC. The only way to tell for sure would be to link different years of test scores together longitudinally to see if a student has multiple attempts.
 - (2) Each test with graduation requirements associated with them is offered twice a year. The spring test administration is considered the primary test administration and then there are retake test administrations. HSPE is retaken in August and EOC is retaken in Winter (Jan/Feb). However, it's entirely possible that students attempt the test for the first time during these retake administrations.
 11. If there is a retake, should the highest or most recent score be used?
 - It depends on the research or evaluation being conducted.
 12. What are the resolved scores and why aren't there resolved scores for all the different assessments?
 - The resolved scores have to do with merging Portfolio scores with the MSP/HSPE/EOC scores. The Portfolio is scored by a different vendor so we have to merge multiple score files together. The only difference between the "resolved" and "unresolved" scores is that the "resolved" scores include special education students' Portfolio scores where applicable.

13. What are the equivalent variables across the assessment types? For example, in the MSP/HSPE data the scale score field for math is 'MathResolvedScaleScore' and in the WASL file it is 'mscale'. Are these equivalent?
- The change in variable names over time does not have anything to do with different assessment types and just that SPSS (the program used most often in the assessment data shop to work with the score files) over time became able to use longer variable names. The two variables in your example are equivalent.
14. I just looked at the WASL scores for one year (06_07) to see if I could get a ball park figure to compare one of our cohorts to. The problem is I don't know how you arrived at your percentages from the numbers given. What were the denominators in each case? What is the population? How can we begin to compare the score of a finite cohort (many of whom have missing data) with what you report on your website?
- Basically, a student falls into one of three categories: Tested, Not Tested, Exempt. Tested students either meet standard or do not meet standard. If you're trying to match numbers in the OSPI Report Card, the met standard percentages are the number of students meeting standard divided by the total number of students tested plus the students who are 'Not Tested'. The Exempt students are excluded entirely. What constitutes 'Not Tested' varies in some small way from year to year, but it usually includes Unexcused Absences, Refusals, Invalidations, Incompletes, students tested Off-Grade level and students who were expected to test but had No Booklet.
15. Where can I find information about Washington's Student Growth Percentiles?
- www.k12.wa.us/assessment/StudentGrowth.aspx

Test Type (Grade levels)

	Reading	Writing	Math	Science
1997	WASL (4)	WASL (4)	WASL (4)	
1998	WASL (4, 7)	WASL (4, 7)	WASL (4, 7)	
1999	WASL (4, 7, 10)	WASL (4, 7, 10)	WASL (4, 7, 10)	
2000	WASL (4, 7, 10)	WASL (4, 7, 10)	WASL (4, 7, 10)	
2001	WASL (4, 7, 10)	WASL (4, 7, 10)	WASL (4, 7, 10)	
2002	WASL (4, 7, 10)	WASL (4, 7, 10)	WASL (4, 7, 10)	
2003	WASL (4, 7, 10)	WASL (4, 7, 10)	WASL (4, 7, 10)	WASL (8, 10)
2004	WASL (4, 7, 10)	WASL (4, 7, 10)	WASL (4, 7, 10)	WASL (5, 8, 10)
2005	WASL (4, 7, 10)	WASL (4, 7, 10)	WASL (4, 7, 10)	WASL (5, 8, 10)
2006	WASL (3-8, 10)	WASL (4, 7, 10)	WASL (3-8, 10)	WASL (5, 8, 10)
2007	WASL (3-8, 10)	WASL (4, 7, 10)	WASL (3-8, 10)	WASL (5, 8, 10)
2008	WASL (3-8, 10)	WASL (4, 7, 10)	WASL (3-8, 10)	WASL (5, 8, 10)
2009	WASL (3-8, 10)	WASL (4, 7, 10)	WASL (3-8, 10)	WASL (5, 8, 10)
2010	MSP (3-8); HSPE (10)	MSP (4, 7); HSPE (10)	MSP (3-8); HSPE (10)	MSP (5, 8); HSPE (10)
2011	MSP (3-8); HSPE (10)	MSP (4, 7); HSPE (10)	MSP (3-8); EOC	MSP (5, 8); HSPE (10)
2012	MSP (3-8); HSPE (10)	MSP (4, 7); HSPE (10)	MSP (3-8); EOC	MSP (5, 8); EOC
2013	MSP (3-8); HSPE (10)	MSP (4, 7); HSPE (10)	MSP (3-8); EOC	MSP (5, 8); EOC

	EOC Math Year 1	EOC Math Year 2	EOC Biology
2011	ALG, IN1, MU1	GEO, IN2	
2012	ALG, IN1, RE1	GEO, IN2, RE2	BIO
2013	ALG, IN1	GEO, IN2	BIO