

Appendices

APPENDIX A. About the Assessment Solutions Group (ASG)

ASG is an assessment consulting organization with the mission of helping state education agencies (SEAs) and others to add value throughout the assessment design, development, and procurement processes. ASG senior consultants have more than 100 years of experience in the assessment industry, having worked in SEAs, CCSSO, and assessment vendors. The organization's senior consultants have written extensively on assessment design and assessment implementation, evaluated numerous assessment programs, written dozens of RFPs for all types of state and local assessments (summative, interim, formative, K-2, English language proficiency, and alternate assessment), served on state and consortium TACs, and conducted successful procurements in a number of states.

Additionally, the company has created an industry-unique Assessment Cost Model it uses to accurately determine the anticipated cost for any assessment. Over two person-years (4000+ hours) have gone into the development of this model that contains several hundred variables and over 70 unique databases. It has been proven to be accurate to within 5% - 10% of bid vendor costs, thus permitting assessment designs to be accurately costed before they are bid. ASG has helped several states determine the appropriate costs for their proposed assessment systems. This has helped states to save over \$100 million on the costs of their statewide assessments since 2010, and assured that they hire the most cost-effective vendor for their work.

ASG also conducts a comprehensive state assessment survey each year to determine how states are handling various issues related to their new assessment systems. ASG has been conducting the survey since 2011 and has gathered a great deal of information on state assessment programs, costs, technology implementation, and other issues. In 2015-16, 43 states participated. The information from the survey is of much interest to states and ASG provides the most comprehensive collection of data on state assessment programs that can be found anywhere in the country.

APPENDIX B. Summary of West Virginia Focus Group Meetings

QUESTION	RESPONSE THEMES
<p>1. Each state is required to administer student assessments in grades 3- 8 and one high school grade. In your view, what is the most important purpose for state assessments?</p>	<ul style="list-style-type: none"> • To guide and inform instruction. To show measurable growth from beginning to end of year. To help teachers better understand student learning and growth. • To improve student learning and achievement. To obtain data that can be used to improve classroom experiences and student outcomes. • To provide useful feedback to teachers and schools that is tied to standards and instruction • Summative assessment should drive instruction going forward. Students who are not learning the content need to be identified by the test. • Summative assessment as a snapshot of student proficiency and used as a piece of data on the educational system. • To measure student achievement and look at how well schools are doing in teaching what kids need to know. • To find out where students are as compared to others in the state and nation. • To measure if students are college and career ready.
<p>2. What are the opportunities that the state should recognize as it considers its state assessment?</p>	<ul style="list-style-type: none"> • Need to take advantage of Professional Development (PD) that helps teachers be “instructors of standards”. • Don’t change the test so frequently; keep it the same for several years. • Make the test be closer to WV standards and curriculum and instruction in the state. • Use formative assessment too. ESSA allows for use of multiple measures; WV could implement a design that can be used for all types of kids. • Kids may not be trying very hard on the test. Current test doesn’t really mean anything to kids, so the future approach should make kids more accountable in their performance; maybe use EOC tests. • The timing of the test should be changed so that it has time constraints (i.e. don’t use untimed tests). No more than 3 hours testing in a day and 2 days of testing • ESSA will allow the state to focus more on reading/literacy at grades 1-3. Want to make sure kids are at reading level by 3rd grade. • Having teachers write new innovative items for SBAC. Improvements to score reports and giving more detailed information to teachers and parents. • There are many different ways that kids learn so there should be various ways to test them. • Get rid of grade 9 and 10 tests since there is too much testing. Give counties option to test at these grades if they want. Need to use test for awards like scholarships. • Reporting mechanism needs to be less global in the information that’s provided and more specific to WV with detailed diagnostic information. • Reports need to be timelier so teachers can use the information.
<p>3. What are the challenges or barriers that could impact</p>	<ul style="list-style-type: none"> • Special Ed kids are held to same standards and take the same test but this is not fair to them; may need better

<p>the assessment?</p>	<p>accommodations for these kids.</p> <ul style="list-style-type: none"> • Need adequate technology in all schools to take a CBT or CAT; also, some kids struggle with typing answers on PCs. • Score reports are not easily understood by many parents or kids, some need help from schools to comprehend them; the results are too vague. • Not making more changes to the testing system. • Funding and paying for new tests, PD, etc.
<p>4. West Virginia, like many states, wants to provide the highest quality assessment (variety of question types with extended responses) with an eye on efficiency (time) and affordability (price). How do you suggest that West Virginia navigate this issue?</p>	<ul style="list-style-type: none"> • Need to balance types of items used and testing time, such as the AP does, also need to release the items; should use both Constructed Response and Multiple Choice items. • Efficiency and affordability is critical, don't want kids tested to death with poor assessments; need to use one that provides the best information and is consistent • They want it all! Such as a test that can be given in one hour and gives you an accurate measure. • Preliminary results for students come out in 15 days, it's the accountability data that takes longer. • If the test can be used more for PD and to improve learning and instruction, then a higher quality assessment is good. But if not, then keep the test short and MC only. Need both a robust test that provides lots of information and a snapshot test that are used in alternate years. There are benefits of doing both. • Quality is the starting point; it is essential that the assessment has this along with good technology to support it.
<p>5. What advice would you give policy makers who are responsible for determining the state assessment?</p>	<ul style="list-style-type: none"> • Bring teachers to the table; use a summative assessment for the purpose the test is designed – assess growth and measure instruction; • Higher student accountability, such as via use of EOG and EOC tests, • Want an assessment that provides timely data, is on par with other states, and economical. • Make the test matter to the individual student and not so important to get national comparisons. • Need an engagement plan to build support at the ground level. • Don't lose sight that assessment is just one piece of a much larger thing – the accountability system.

APPENDIX C. Summary of Feedback from West Virginia Stakeholders Meeting

1. What is the primary purpose of assessment? How much information can one assessment provide?

- Measure student growth
- Measure college/career readiness
- Guide instruction
- Identify student achievement gaps
- Snapshot only – can't measure true ability
- Use of tech administration can change the outcome
- Depends on who you ask; primarily to satisfy a federal requirement to receive funds, but our table believes it should be used to guide and improve instruction
- Formative assessment can be useful to help determine where a student is, where successful or struggling.
- Are the teachers successfully teaching all students learning what is taught?
- Measures standards (that) are the same as CCR. How can you?
- Can we get a report back on individual child
- Don't get those reports back in time, waiting to give later so we can teach all standards
- Interim tests accompanying summative are reflective
- Continuous improvement – what are we doing well? What can we do better?
- Assessment is to determine students' learning of the standards
- Assessment is a snapshot in time – cannot assess every concept taught in one summative exam
- Assessments should not be utilized in accountability – different student subgroups. The “zip code game” – better test scores from high affluent areas; teachers judged when scores are not at desired levels at some schools; very challenging schools that may have high [large] Low SES or Special Ed population.
- Snapshot of student performance on a set of skills.
- Believe that it measures if a teacher is teaching content and student learner [learning?]
- Multiple meanings for assessment – CCR, curricula review, student growth and progress, early intervention w/ student, teacher, curricula, local entities and state (all stakeholders) – if you're not using data, assessment is meaningless
- One assessment is not enough – all assessments united in some aspect; must use complimentary measurement tools
- Should be to guide student achievement, but seems more important currently to use to compare districts and states to each other
- Should be used to guide instruction and identify strengths and weaknesses, not currently used in its current form
- Should be used to measure if students are college and career ready
- Shouldn't be used to compare to others unless using the same assessment (apples to apples) – difficult to compare because student populations differ so much (e.g. outside factors, low SES, Free and Reduced...). Could compare systems with like students if needed for accountability.
- Title I funding requirement

- Measure how well a school is doing
- Ongoing testing measures accomplishment
- One time testing does not provide much information
- To measure achievements
- Who is the audience – Students? Teachers? Universities/colleges?
- Important to have a common assessment by state/nationally – common, standard measure
- Assessments are limited (one).
- Measure learning. One view – not to measure the system's performance.
- One way to measure teacher success
- Is the school doing its job? Even taking into account challenging student populations that are different in different schools.
- Are the teachers teaching the required content and will it prepare students for college
- Assess what? The standards are central. They should be calculated to get schools ready for college.

2. What are the trade-offs between assessment quality, length, and cost?

- High quality (priority) – test less often will save costs and time
- Saves time, money, loss of instructional time to test less often, also maximizes limited resources (technology)
- Every year leads to lack of motivations
- Use samples instead of every child – random (high, medium, low) – and teacher submits (empowers true accountability)
- We are willing to trade some quality for length of test – as long as we use multiple measures to show student achievement
- Quality is most important, we need to allow 4 hours
- Length – need to allow enough time
- Costs – our state assessment budget has been cut by legislature. We are giving the cheapest assessment today we can give that measures what is important
- Portfolio of successes that a student builds over time – could use an e-portfolio
- The NH Model makes sense – local assessments, teacher buy-in and input, teachers grading – look at assessment to make instructional decisions, summative statewide at intervals to compare students from county to county against the overall state performance
- Good quality data is worth the cost but time to administer is a factor
- Assessment to look at growth
- HS – tied to accountability for students
- High stakes 3-5, 8, 11 and Benchmarks for off grades
- Better feedback reports than current ones (no one can really understand Cluster, Target, Cut score)
- Tests can be modular (one portion on one day, another portion later)
- Test fatigue is an issue
- Teach soft skills – grit, determination, motivation
- Could you develop an EOC exam by meeting w/ educators and considering final exam items?
- Length not most important factor – quality of assessment is most important
- Students don't typically take full time allotted

- Need to be able to break up test into segments
- Scale test time by grade – 3rd grade short and MC tests, 8th grade longer
- One size fits all makes testing expensive
- High cost and high quality should not be interchangeable. Can have high quality and not high cost.
- Shorter test is nice but then you sacrifice quality. Different parts (sampling) for each student and compiling data to make analysis
- Assessment mirrors classroom instruction
- Test must be based on curriculum. Relevant to teachers, give up brevity of exam
- What does it take to reach optimal quality?
- Whatever it takes to achieve quality. If it's not quality, no point in doing it in the first place.

3. What advice would you give policy makers in selecting a high school assessment?

Will one high school test accomplish all objectives?

- Student accountability (all grades)
- Relevant to subjects taught/career tracks
- Performance tasks for vocational-tech
- Where do the arts fit?
- Does it measure – study skills, work ethic, personal accountability, real-world application, trade skills
- Project-based learning needs a project-based assessment
- We don't believe that one test will accomplish all the objectives – the most important factor should be diversity
- College readiness is what my children are interested in. Unfair to expect all students to perform well on ACT/SAT that measures college readiness
- Tie in motivation for students
- Formative encourages growth
- College and career are not distinctly different. WV has built in rewards – if a student scores 3 or 4 on a test, don't have to take remedial tests (parents in WV are not aware of this)
- NAEP test should be aligned more (in WV we are seeing this more)
- No one HS test can accomplish all objectives
- WBBE is open to answers for motivation
- Geared toward college readiness and aptitude
- No assessment (summative) for grades 9 and 10. Grade 9 and 10 should have interims or benchmarks that assess their knowledge and help to see if they are on track w/ their PEP.
- Grade 11 test should be ACT or a test that will help them to prepare to enter [college]. Grade 12 could be used to retest ACT to improve school if needed
- If there could be an aptitude test at an earlier age – see if students are on track for college or if skills are lacking
- We should not be testing all students like all are going to college – differentiated assessment at the HS level
- For students completing CTE... can we get them tested and ready for workforce; students could be “work ready” w/ licensure in hand
- Make it relevant and purposeful
- EOC exams – possibly affect the struggling students.

- Needs to be aligned to CSOs
- Scores should be portable – recognized throughout the nation
- No, there needs to be multiple measures – college, career, listening skills, verbal skills
- Foundational piece – must be relevant to the student (make it matter) – if they don't care its “garbage in garbage out”. Difficult to do because the relevancy varies for different groups of students (e.g. those going to college and those who are not) – consider multiple solutions to make it matter.
- More input from Higher Ed for what's needed at college; more collaboration
- Must consider the “Why am I doing this?”
- Seeing it as early as 9th – 10th grade not putting in effort
- High school graduation is a very important factor for nearly all students so consider tying assessment to graduation (end of course exams)
- Must have collaboration with policy makers and educators
- Consistency and continuity is important – don't change every year
- Not possible to administer one test, too many variables
- One size fits all doesn't work
- Combination of all 3 components – college readiness, content standards, student achievements
- Multiple tests needed – no one single test can measure all standards
- Something to focus on vocational aspect
- Relevance to student
- Students and recipients of test results must be motivated
- Don't try to cover too much in one assessment. What is the goal – pursue it. The test is not to be a measure of all things.
- One test should not and cannot be the sole evidence of whether goals are met (whatever they are).
- Students – are you preparing me for college?

APPENDIX D. Types of Assessments and Purposes

Assessment User	Assessment <i>for</i> Learning	Assessment <i>of</i> Learning
Students	<ul style="list-style-type: none"> • What am I supposed to learn? <ul style="list-style-type: none"> • Am I learning enough? • What should I do next? • What help do I need? 	<ul style="list-style-type: none"> • Am I succeeding at the level that I need to be? • Am I capable of success? • Is learning worth the effort?
Teachers	<ul style="list-style-type: none"> • What does each student need? • What strengths can I build on? • How should I group my students? • Am I going too fast? Too slow? 	<ul style="list-style-type: none"> • What grades do I give each student? • What do I tell parents? • Do any students need to be referred for special services? <ul style="list-style-type: none"> • Will each student be ready for the next grade?
Parents	<ul style="list-style-type: none"> • Is my child keeping up? • What can we do at home to support learning? • How can I help my child if he/she is struggling? 	<ul style="list-style-type: none"> • What grades did my child receive? • Is this teacher doing a good job? • Is this a good school and district?
Principals	<ul style="list-style-type: none"> • Are students being taught and learning what they should be? • Are teachers using formative feedback during instruction to guide their teaching? 	<ul style="list-style-type: none"> • How are all students doing on the state tests? • How do I allocate building resources? • Are students ready for the next level or college/workplace?
Curriculum Director	<ul style="list-style-type: none"> • Are teachers addressing the learning targets? • How actively are students engaged in learning? • Are the teachers using formative assessment evidence to make instructional decisions? 	<ul style="list-style-type: none"> • How did our district do? • How did each school do? • On skills that students did poorly on, where should they have been taught? • How can we improve horizontal and vertical articulation? <ul style="list-style-type: none"> • What professional development opportunities do we need to provide to teachers?
Superintendents	<ul style="list-style-type: none"> • Does the district have policies promoting balanced assessment? 	<ul style="list-style-type: none"> • Did our district do well? • How did each school do? <ul style="list-style-type: none"> • How do we compare? • How can we improve <ul style="list-style-type: none"> • Where do I need to allocate more funding? • What policy changes do we need to make?

Citizens		<ul style="list-style-type: none"> • Are our schools doing better/worse this year? • Are our students competitive with others? <ul style="list-style-type: none"> • Are taxpayer dollars being used well?
State Department of Education	<ul style="list-style-type: none"> • Will the use of the formative assessment processes help more students succeed? • Can more teachers be taught to use formative assessment? 	<ul style="list-style-type: none"> • Which schools are doing well or not so well? • How can we help them? • What resources are needed?
Legislature		<ul style="list-style-type: none"> • What policies should be put in place to improve student achievement? • What funding is necessary to improve student achievement? • Are our schools providing a high return on investments

APPENDIX E. Review of the Literature for Important Documents on Assessment Criteria

As part of the project, ASG conducted a review of the literature and researched information from recent studies that have been done to evaluate and/or critique the quality of assessments, in particular, state assessments. The following reports or documents were identified as important ones to reference and possibly use as resources for identifying key criteria on the quality of existing assessments:

“Comprehensive Statewide Assessment Systems: A Framework for the Role of the State Education Agency in Improving Quality and Reducing Burden” (CCSSO, 2015)

“Criteria for Procuring and Evaluating High Quality Assessments” (CCSSO, 2014)

“Evaluating the Content and Quality of Next Generation Assessments” (Fordham Institute, 2016)

“Evaluating the Content and Quality of Next Generation High School Assessments” (HumRRO, 2016)

Standards for Educational and Psychological Testing (American Educational Research Association (AERA), American Psychological Association (APA), and National Council on Measurement in Education (NCME, 2014)

Each document looks at best-practice approaches in determining the quality of an assessment and specifies a set of standards that can be used for this purpose. This information can be useful to West Virginia as it reviews its options for a future assessment program and identifies the best criteria to use for selecting a high quality assessment.

APPENDIX F. Summary of Fordham Report Evaluating State Assessments

For more information about the Fordham Report, please see:

<http://edex.s3-us-west-2.amazonaws.com/%2802.09%20-%20Final%20Published%29%20Evaluating%20the%20Content%20and%20Quality%20of%20Next%20Generation%20Assessments.pdf>

APPENDIX G. Overview of Assessment Criteria from CCSSO’s “CRITERIA for PROCURING and EVALUATING HIGH-QUALITY ASSESSMENTS”

A. Meet Overall Assessment Goals and Ensure Technical Quality

- A.1 Indicating progress toward college and career readiness
- A.2 Ensuring that assessments are valid for required and intended purposes
- A.3 Ensuring that assessments are reliable
- A.4 Ensuring that assessments are designed and implemented to yield valid and consistent test score interpretations within and across years
- A.5 Providing accessibility to all students, including English learners and students with disabilities
- A.6 Ensuring transparency of test design and expectations
- A.7 Meeting all requirements for data privacy and ownership

B. Align to Standards – English Language Arts/Literacy

- B.1 Assessing student reading and writing achievement in both ELA and literacy
- B.2 Focusing on complexity of texts
- B.3 Requiring students to read closely and use evidence from texts
- B.4 Requiring a range of cognitive demand
- B.5 Assessing writing
- B.6 Emphasizing vocabulary and language skills
- B.7 Assessing research and inquiry
- B.8 Assessing speaking and listening
- B.9 Ensuring high-quality items and a variety of item types

C. Align to Standards – Mathematics

- C.1 Focusing strongly on the content most needed for success in later mathematics
- C.2 Assessing a balance of concepts, procedures, and applications
- C.3 Connecting practice to content
- C.4 Requiring a range of cognitive demand
- C.5 Ensuring high-quality items and a variety of item types

D. Yield Valuable Reports on Student Progress and Performance

- D.1 Focusing on student achievement and progress to readiness
- D.2 Providing timely data that inform instruction

E. Adhere to Best Practices in Test Administration

- E.1 Maintaining necessary standardization and ensuring test security

Other State Specific (as desired) sample criteria might include

- Requiring involvement of the state’s K-12 educators and institutions of higher education
- Procuring a system of aligned assessments, including diagnostic and interim assessments
- Ensuring interoperability of computer-administered items

High-Quality Summative Assessment Principles for ELA/Literacy and Mathematics Assessments Aligned to College- and Career-Readiness Standards from CCSSO's "States' Commitment to High-Quality Assessments Aligned to College- and Career-Readiness"

1. ALIGN to CCR standards, by (for ELA) --

- A. ASSESSING STUDENT READING AND WRITING ACHIEVEMENT IN BOTH ELA AND LITERACY
- B. FOCUSING ON COMPLEXITY OF TEXTS
- C. REQUIRING STUDENTS TO READ CLOSELY AND USE EVIDENCE FROM TEXTS
- D. REQUIRING A RANGE OF COGNITIVE DEMAND
- E. EMPHASIZING WRITING THAT DEMONSTRATES PROFICIENCY IN THE USE OF LANGUAGE, INCLUDING VOCABULARY AND CONVENTIONS
- F. ASSESSING RESEARCH AND INQUIRY
- G. ASSESSING SPEAKING AND LISTENING

(for Mathematics) --

- H. FOCUSING STRONGLY ON THE CONTENT MOST NEEDED FOR SUCCESS IN LATER MATHEMATICS
- I. ASSESSING A BALANCE OF CONCEPTS, PROCEDURES, AND APPLICATIONS
- J. CONNECTING PRACTICES TO CONTENT
- K. REQUIRING A RANGE OF COGNITIVE DEMAND

2. Yield valuable REPORTS ON STUDENT PROGRESS, by:

- A. FOCUSING ON PROGRESS TO READINESS
- B. PROVIDING TIMELY DATA THAT INFORMS INSTRUCTION

3. Adhere to best practices in TEST ADMINISTRATION, by:

- A. MAINTAINING NECESSARY STANDARDIZATION AND ENSURING TEST SECURITY

4. Provide ACCESSIBILITY to all students, by:

- A. FOLLOWING THE PRINCIPLES OF UNIVERSAL DESIGN
- B. OFFERING APPROPRIATE ACCOMMODATIONS AND MODIFICATIONS
- C. ENSURING TRANSPARENCY OF TEST DESIGN AND EXPECTATIONS

APPENDIX H. Detailed Descriptions of Major National Assessments Used in States

For more information on each of the assessments analyzed in this report, please visit the following websites:

SAT: <https://collegereadiness.collegeboard.org/sat>

ACT: <http://www.act.org/>

PARCC: <http://www.parcconline.org/>

SBAC: <http://www.smarterbalanced.org/>

eMPowerPlus: <https://www.measuredprogress.org/>

Aspire: <https://www.actaspire.org/>

APPENDIX I. Stakeholder Survey

West Virginia Assessment Survey

West Virginia Assessment Survey - Overview

Thank you for agreeing to complete this survey. Your survey feedback will be used to help identify aspects of the state assessment that are most important and valued by stakeholders. Survey participants should review the criteria/question and respond on a scale indicating the level of importance or agreement for each item. Note that this survey will be used to evaluate assessment instruments.

* 1. Please identify your role as it relates to the West Virginia education system

Administrator (i.e. Principal, Director, Superintendent)

Teacher

State Legislator

Parent/Community Member

Board of Education Member (State or Local)

Business Leader

Student

Other

* 2. PURPOSES OF ASSESSMENT:

All assessments are designed with a specific purpose in mind. Assessment experts caution that assessments designed for one particular purpose may not be valid for another purpose. In high school, assessments are typically designed either to predict students' likelihood of success in college (college readiness assessment) or to assess their content knowledge (what they've learned while in high school). There are well-known college admissions tests designed to predict students' success in college, such as ACT and SAT. These tests predict college success by assessing knowledge and skill in a variety of content areas.

Assessments aimed at determining a students' content knowledge or skill—such as PARCC and Smarter Balanced - specifically measure what and how much students have learned in school and are known as achievement tests. Some states have designed their state assessments themselves, to ensure they measure what the state values.

PARCC and Smarter Balanced, along with state designed high school assessments, are designed to measure student performance on state standards and to capture high, medium and low levels of student performance. In contrast, assessments such as ACT and SAT may not fully measure all state standards nor capture the full range of student performance from lower and higher achieving students.

How important is it that the WV assessment is a test that:

	Very low importance	Low importance	Neutral	High importance	Very high importance
Measures the content that WV teachers are teaching (aligned to WV standards)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Measures if students are prepared for college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Measures if students are prepared for careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivates students to try hard (used for scholarship eligibility)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivates students to try hard (used for grades)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Measures the performance of students at the lowest and highest levels of performance for accountability purposes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Which item from the previous question is the MOST important to you? (select one)

- Measures the content that WV teachers are teaching (aligned to WV standards)
- Measures if students are prepared for college
- Measures if students are prepared for careers
- Motivates students to try hard (used for scholarship eligibility)
- Motivates students to try hard (used for grades)
- Measures the performance of students at the lowest and highest levels of performance for accountability purposes
- Other

Other (please specify)

*** 4. ADMINISTRATION:**

There are two basic administration modes for assessments – computer-based and paper and pencil delivered. The advantages of computer-based assessments over paper and pencil tests are that they can use new technology-enhanced innovative item types that do a better job of measuring student critical thinking skills, as well as the full depth and breadth of the standards, have fewer security risks and are generally cheaper to administer and score. It is also possible for results to be returned faster with computer based testing. The disadvantages of computer-based assessment are that “glitches” can occur in test administration that may have significant impacts on schools and students, given the reality that not all schools and students have equal access to technology, and that testing windows may have to be expanded (due to equipment shortages) which can crowd out time that otherwise could be used for regular teaching and learning.

Computer-delivered tests can be either a fixed form, where all students at a grade level are given the same test items (questions), or computer adaptive, which adjusts the difficulty level of the questions to students’ performance as they take the test.

The West Virginia State Assessment should be available to students in the following format(s) (place your rating in the appropriate box under each answer):

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Only paper/pencil	<input type="radio"/>				
Paper/pencil and computer based (fixed form)	<input type="radio"/>				
Paper/pencil and computer adaptive (next question based on students' responses)	<input type="radio"/>				
Either computer based or computer adaptive	<input type="radio"/>				
Only computer adaptive	<input type="radio"/>				

West Virginia Assessment Survey

* 5. Which of the items below is the most important item for you as it relates to the type of state assessment for West Virginia. (Select one)

- Only paper/pencil
- Paper/pencil and computer based (fixed form)
- Paper/pencil and computer adaptive (next question based on students' responses)
- Either computer based or computer adaptive
- Only computer adaptive

Other (please specify)

West Virginia Assessment Survey

* 6. ITEM TYPES:

Different item (test question) types can be used to assess students. In general, open ended (written essay/constructed response, performance task-see definition below) items do a better job of assessing student critical thinking skills but take more time to administer and are more expensive to score than multiple choice items. Additionally, new innovative item types which may include simulations, drag and drop, and other computer based functionality can also be more expensive to develop (although these items are generally scored by the computer).

The West Virginia State Assessment should require students to answer the test questions using the following format(s) (place your rating in the appropriate box under each answer):

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Multiple choice only	<input type="radio"/>				
Multiple choice and constructed response (short, medium and long responses)	<input type="radio"/>				
Only constructed responses	<input type="radio"/>				
Include performance tasks (activities that demonstrate application of knowledge, critical thinking and reasoning but would take extended time to complete) with either multiple choice or constructed response items.	<input type="radio"/>				

West Virginia Assessment Survey

* 7. As you review the items below, which item is the most important to you as you consider the type of test items that should be in the West Virginia state assessment. (select one)

- Multiple choice only
- Multiple choice and constructed response (short, medium and long responses)
- Only constructed responses
- Include performance tasks (activities that demonstrate application of knowledge, critical thinking and reasoning but would take extended time to complete) with either multiple choice or constructed response items.

Other (please specify)

West Virginia Assessment Survey

* 8. COMPARABILITY:

Comparability means that West Virginia student test results (scores) can be compared against the results of other students in the state (i.e., West Virginia school districts) and possibly, with other states or a national level of performance, depending on the nature of the assessment. To be able to compare West Virginia student performance against the performance of students in other states or the nation, West Virginia must use an assessment that is also used in other states.

The West Virginia State Assessment should provide comparability at the following levels (place your rating in the appropriate box under each answer):

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Allow comparison among and between West Virginia school districts and schools (in state comparisons)	<input type="radio"/>				
Allow comparison between West Virginia and other states (out of state comparisons)	<input type="radio"/>				
Allow comparisons between West Virginia and a national average of other tested states	<input type="radio"/>				

West Virginia Assessment Survey

* 9. Of the three items listed below, which is the most important to you. (select one)

- Allow comparison among and between West Virginia school districts and schools (in state comparisons)
- Allow comparison between West Virginia and other states (out of state comparisons)
- Allow comparisons between West Virginia and a national average of other tested states

Other (please specify)

West Virginia Assessment Survey

* 10. TEST LENGTH:

Test length is a topic that has received a lot of attention over the past several years. Some feel students are over-tested and that the length of state assessments is too long. Others feel that longer tests are required to adequately assess student performance relative to state standards, especially if written-response items or performance tasks are used. A typical state assessment in mathematics, reading or science is usually administered over a 2-4 hour time period. The PARRC and Smarter Balanced assessments are administered over a roughly 4 hour time period (8 hours total). The SAT and ACT take about 4 hours to administer in total.

The amount of individual student testing time in reading and mathematics for the West Virginia State Assessment should be: (indicate your preference below - one choice):

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Less than two hours for each assessment (mathematics and reading)	<input type="radio"/>				
Between two and four hours for each assessment	<input type="radio"/>				
Between four and six hours for each assessment	<input type="radio"/>				
More than six and up to eight hours for each assessment	<input type="radio"/>				

West Virginia Assessment Survey

* 11. REPORTING:

It is important that assessment results contain information that is valuable for users and are returned in a timely manner. Various users of this information require it be timely in order to do their jobs. It is important to note that summative assessment results cannot be returned in a time period that can be used to affect instruction in the current year. Other assessments are best used for this purpose.

How important is it that the West Virginia assessment system provide (place your rating in the appropriate box under each answer):

	Very low importance	Low importance	Neutral	High Importance	Very high importance
Test reports that are timely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Test reports that provide information that is useful to teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Test reports that provide information that is useful to parents and students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Test reports that provide information that is useful to schools and districts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 12. Of the items below, which item is the most important to you? (select one)

- Test reports that are timely
- Test reports that provide information that is useful to teachers
- Test reports that provide information that is useful to parents and students
- Test reports that provide information that is useful to schools and districts

Other (please specify)

* 13. ACCOMMODATIONS:

States that design their own tests typically determine policies for administration, including how to make accommodations for students with disabilities and English-language learners. In addition, recognizing the goal is to measure what students know and can do, many state tests—including PARCC and Smarter Balanced—are not timed, with students having as much time as needed to do their best work.

Accommodation policies of college entrance test vendors (ACT or SAT) can differ from state policies, which usually allow more flexibility for students with special needs. These differences can affect how student test scores can be used. For example, if assessment vendors offer few accommodations or if they do not take into account educator judgment about what accommodations an individual student reasonably needs to show what they know and can do, it is possible that results for students who need but are not granted accommodations will not be valid or fair for state accountability purposes. On the other hand, if students are allowed broader accommodations on a national assessment, colleges may not use the score for admissions and placement. In addition, if a student uses an accommodation not permitted by the college entrance test vendor, the student may not receive a college-reportable score.

The SAT has begun working with states that have adopted this test for accountability purposes to adjust its policies to better accommodate the needs of specific populations. It is unclear whether ACT has made similar changes to address state needs.

How important is it that West Virginia’s assessment:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Provide the same level of accommodations on the high school test as provided on the West Virginia assessment administered to students in grades 3 - 8	<input type="radio"/>				
Provide whatever level of accommodations as a national assessment vendor currently provides on its assessment	<input type="radio"/>				
Provide a "reasonable" (to be defined) level of accommodations to students with special needs	<input type="radio"/>				

West Virginia Assessment Survey

* 14. Of the three items below, which item is the most important to you? (select one)

- Provide the same level of accommodations on the high school test as provided on the West Virginia assessment administered to students in grades 3 - 8
- Provide whatever level of accommodations as a national assessment vendor currently provides on its assessment
- Provide a "reasonable" (to be defined) level of accommodations to students with special needs

Other (please specify)

West Virginia Assessment Survey

* 15. USERS AND USES OF ASSESSMENTS

There are many different users of state assessment information (students/parents, states and districts, educators, policy makers, the public) and various uses of results at the state, district, school, classroom, and student levels.

The main purpose of the West Virginia state assessment system should be to (place your rating in the appropriate box under each answer):

	Very low Importance	Low Importance	Neutral	High importance	Very high importance
Provide teachers with timely feedback on student performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide parents and students with overall information related to student proficiency on state standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hold educators, students and/or the educational system accountable for performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate/improve a school's educational program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitor growth and progress in student achievement over time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determine readiness for college and career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do the minimum required to comply with federal regulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify schools in need of assistance (Note: required by ESSA - Every Student Succeeds Act)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide information for schools to review and improve their instructional programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

West Virginia Assessment Survey

* 16. Please mark the THREE items that you believe are the most important purposes of a state assessment and include any comments you feel are relevant for this topic.

- Provide teachers with timely feedback on student performance
- Provide parents and students with overall information related to student proficiency on state standards
- Hold educators, students and/or the educational system accountable for performance
- Evaluate/improve a school's educational program
- Monitor growth and progress in student achievement over time
- Determine readiness for college and career
- Do the minimum required to comply with federal regulations
- Identify schools in need of assistance (Note: required by ESSA)
- Provide information for schools to review and improve their instructional programs

Other (please specify)

West Virginia Assessment Survey

* 17. CONCLUSION

You have rated the most important bullet points within each topic. Now we would ask that you list the three most important points in the overall survey. What are the key areas that you feel must be addressed as the state of West Virginia considers its state assessment?

Priority # 1

Priority # 2

Priority # 3

Thank You!

On behalf of The Education Alliance, thank you for your time and input into this important topic.