Nebraska Technical Advisory Committee Meeting
Nebraska Department of Education
November 18, 2020

Virtual Meeting
11:00 am - 2:00 pm Central Time

10:45 – 11:00: Login and Technology Checks

11:00 – 11:10: Welcome & Introductions

11:10 – 11:15 Approve Minutes (Chair, Chad Buckendahl, Document 1)

11:15 – 12:15: Spring 2021 Alternative Test Design—Follow-up Analyses
At the previous TAC meeting, NWEA discussed the results from the simulation studies conducted to investigate the proposed Spring 2021 alternative test design. TAC members asked for additional results based on the 2021 simulations, including precision around subgroups and cut scores and achievement level classification consistency. Tables illustrating these statistics are provided, along with results from the linking studies for TAC feedback on score reporting.

Document 1a: Spring 2021 Alternative Test Design—Follow-up Analyses
Document 1b: Nebraska through-year research study report: Linking study between NSCAS and MAP Growth based on common person linking—Follow-up analyses

1. NWEA recommends reporting out at the content area only. Is the TAC in agreement with such an approach?
2. Several linking methodologies were applied between the simulation data and MAP Growth data. What are your recommendations in reporting scores for Spring 2021 based on the linking studies?

12:15 - 12:45: Math ALD Validity Study
The purpose of this study was to test the efficacy of content developers' alignment of items to the achievement level descriptors (ALDs) against the empirical alignment of items based on item difficulty data to investigate the use of ALDs as the epicenter of the test score interpretation validity argument. To conduct the study, item developers aligned 82–87% of items in the NSCAS Mathematics item pool for Grades 3–8 to the assessment's Range ALDs intended to describe the full range of the test scale. The degree of consistency between the hypothesized alignment and actual alignment was examined using rater agreement statistics. Raters correctly identified the achievement level of 56–60% of the items, which was above the chance level of agreement. An emerging technique known as the embedded standard setting (ESS) process (Lewis & Cook, 2020[1]) was then used to evaluate whether score interpretations based on rater classifications of items to ALDs were comparable to the score interpretations derived from the cut scores set in 2018. Strong evidence was found to support Developing and On Track cut scores.

Document 2: NSCAS Mathematics ALD Validity Study

[1] Lewis, D., & Cook, R. (2020). Embedded standard setting: Aligning standard-setting methodology with contemporary assessment design principles. *Educational Measurement: Issues and Practice, 39*(1), 8–21.

1. Do you have any additional recommendations for this approach prior to NWEA starting this analysis for ELA?
2. Do you have any additional recommendations for resolving where ALDs and intended item features appear to be disconfirmed by empirical data?

12:45 – 1:45: NSCAS Science Task Development Workshop Surveys

edCount and NDE conducted classroom science task development workshops in Summer 2020. The workshops were held instead of the scheduled large-scale assessment science task workshop because of the disruption to the state assessment schedule from the COVID-19 pandemic and the desire to support instruction. The workshops had the following goals:

- Develop a deeper understanding of classroom-based science assessments, their relationship to other forms of assessment, and their purposes and uses in a standards-based system of curriculum, instruction, and assessment
- Develop an understanding of a principled approach for developing three-dimensional tasks aligned to the NCCRS-S for use within classrooms
- Collaborate to develop two classroom science assessment tasks, rubrics, and exemplar responses for an assigned grade or domain and NCCRS-S performance indicator to support instruction

With the assistance of edCount and NDE, NWEA will conduct two surveys that focus on how effectively the workshop achieved the three workshop goals using survey instruments. Survey 1 was already administered that evaluated the effectiveness of the task development processes and tools to understand the impact of these elements on task development. Survey 2 will evaluate the impact of workshop training on the classroom practice of the teacher participants. NWEA will present the design and the results from both surveys.

Document 3: NSCAS Science Task Development Workshop Surveys

1. Do you have any suggestions for how the findings of these studies might inform the theory of action and improvements of the task development workshop?
2. Do you have any suggestions for how PAD might be better implemented to impact classroom practice?