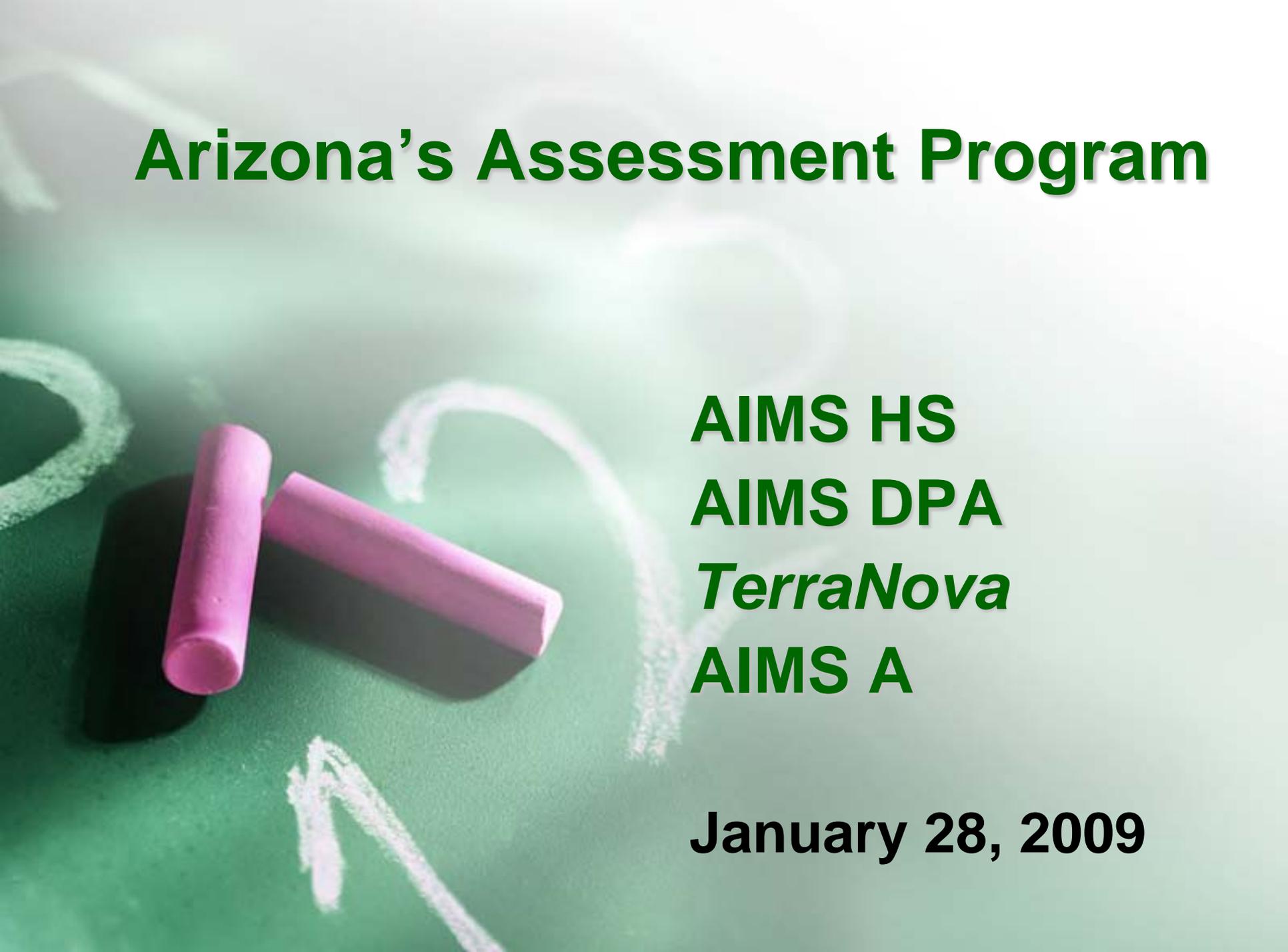


Arizona's Assessment Program

The background of the slide is a green chalkboard. In the lower-left quadrant, two pieces of pink chalk are positioned diagonally. The chalkboard has several faint, white chalk markings, including a large 'A' at the bottom, a curved line to the right, and a partial circle on the left.

AIMS HS
AIMS DPA
TerraNova
AIMS A

January 28, 2009

- 
- The Department of Education Assessment Section is given the responsibility by State Statutes, Federal Law, the State Board of Education, and the Superintendent of Public Instruction to develop, administer, score, and report the results of student assessments in Arizona. These assessments must produce scores that are valid and reliable.



Legal Requirements

Standards-Based Assessments

- State Statute: 15-741 (2)

Adopt and implement an Arizona instrument to measure standards test to measure pupil achievement of the state board adopted academic standards in reading, writing and mathematics in at least four grades designated by the state board.



Legal Requirements

Standards-Based Assessments

- Federal NCLB:
 - Adopt an instrument to measure state adopted academic standards in reading (language arts) and mathematics
 - Every grade 3 through 8
 - Once in grade band 10-12
 - Adopt an instrument to measure state adopted science standards
 - once in each grade band 3-5, 6-9, and 10-12



Legal Requirements

Norm-Referenced Assessments

- State Statute 15-741 (3)
 - Adopt and implement a statewide nationally standardized norm-referenced achievement test in reading, language arts and mathematics, except the superintendent of public instruction may determine additional grade levels for which pupils are tested.
- State Statute 15-755 (Prop 203)
 - ... a nationally-normed written test of academic subjects matter given in English shall be administered at least once each year to all Arizona public school children...

Legal Requirements

High School Competency Test

– State Statute 15-701.01 (3)

Develop and adopt competency test pursuant to section 15-741 for graduation of pupils from high school in at least the areas of reading, writing and mathematics and shall establish the passing score for each such test.

A pupil not successfully passing the required competency test shall graduate from high school ... if the pupil meets the alternative graduation requirements.

- Augmentation
- 504 / IEP students
- Reciprocity with other states



Legal Requirements

- Accountability
 - State Statute 15-746:

A summary of the results achieved by pupils enrolled at the school during the prior three years as measured by AIMS and the nationally standardized norm-referenced test
 - State Statute 15-241:

The department of education shall compile an annual achievement profile for each public school based in part on student achievement on AIMS
 - Federal NCLB:
 - AYP / Federally required school evaluation based largely on state standard-based assessment results

History of AIMS HS

- Legislative mandated Competency Test (1996)
- First operational test administered (1999)
- High School students must take two consecutive mathematics courses in ninth and tenth grade (SBE/2000)
- Students are to have five opportunities to test in reading, writing and mathematics (SBE/2000)
- High School Competency Test moved to 2004 after Board discussion of opportunity to learn for Grade 10 students (SBE/2000)

History of AIMS HS

- High School Competency Test moved to 2006 (SBE/2001)
- New Mathematics/Reading Standards adopted (SBE/2003)
- First Fall AIMS HS administered (2004)
- New assessment based on new standards administered (2005)
- Legislation mandates alternate pathways through the use of augmentation, rules for special education and 504 students, and reciprocity with other states (2006)
- Espinoza decision based in part on a student's opportunity to test multiple times (2008)

Re-take Policy

- Juniors and Seniors who have yet to “Meet” in one or more content areas (Writing, Reading, Mathematics) are expected to continue to test until they “Meet.” Students may retest as many times as needed.
- Once students “Meet” in a content area, they are not required to continue to test in that content area.
- However, students may choose to continue to test in a “Meets” content area until they earn an “Exceeds.”
- Once students earn an “Exceeds” in a content area, they may no longer test in that content area.

Augmentation

- Students qualify for AIMS Augmentation if they have completed all coursework required for graduation, have tested on AIMS each time the student was eligible to participate, and have participated in a remediation program.
- Grades of A, B, and C in eligible courses contribute to the student's augmented AIMS score. A's are worth more than B's, and B's are worth more than C's. Grades in honors courses are worth more than grades in non-honors courses.

Prior Augmentation Rules

- Initial AIMS Augmentation statute was in effect for students graduating in 2006 and 2007.
- For students graduating between 01/01/06 and 09/20/06
 - Formula used 11.5 credits
 - Maximum augmentation percentage of 25%
- For students graduating between 09/21/06 and 12/31/07
 - Formula used 20 credits
 - Maximum augmentation percentage of 25%

Current Augmentation

- For students graduating between 01/01/08 and the end of school year 2008-09
 - Formula uses 11.5 credits
 - Maximum augmentation percentage of 25%
- For students graduating in school year 2009-2010
 - Formula will use 11.5 credits
 - Maximum augmentation percentage of 15%
- For students graduation in school year 2010-2011
 - Formula will use 11.5 credits
 - Maximum augmentation percentage of 5%
- For students graduation in school year 2011-2012
 - Formula will use 13 credits
 - Maximum augmentation percentage of 5%
- For students graduation in school year 2012-2013 and later
 - Formula will use 15 credits
 - Maximum augmentation percentage of 5%

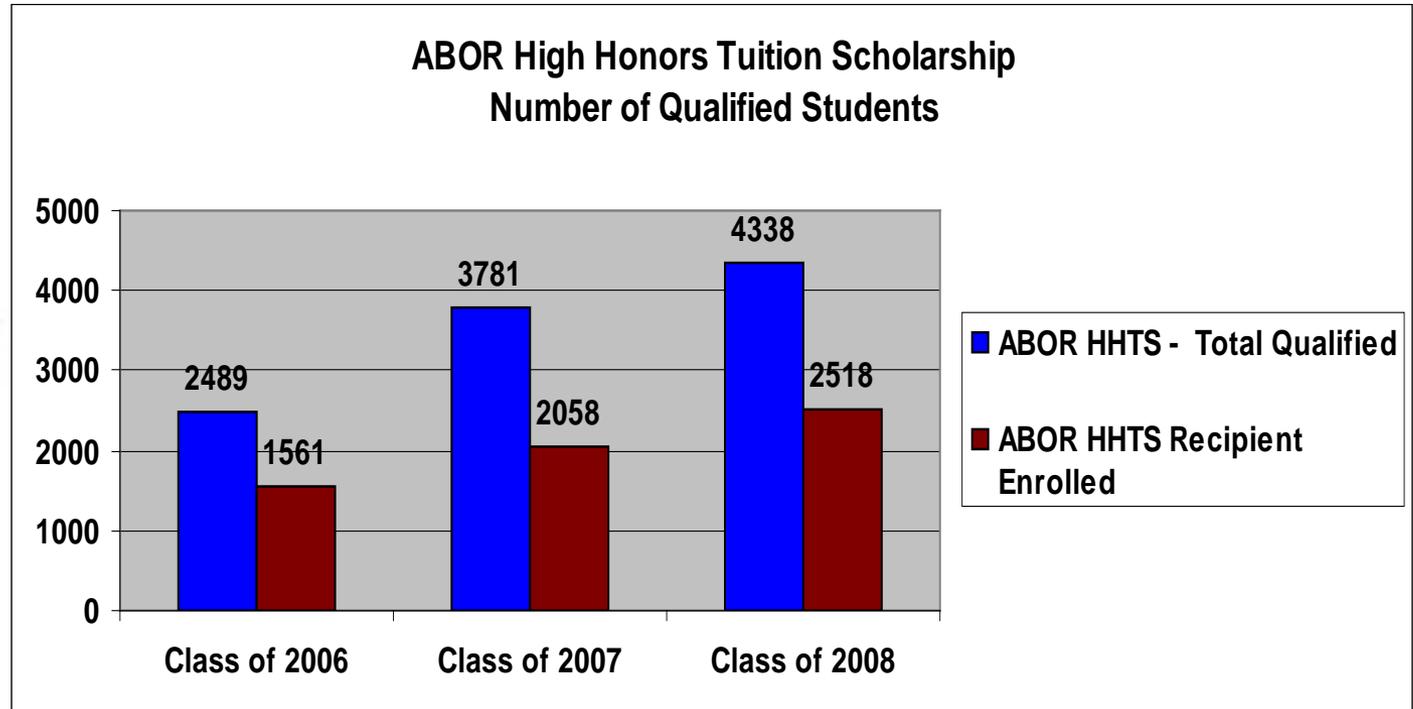


High Honors Scholarship Program

The Honors Tuition Scholarship provides a scholarship valued at the cost of in-state tuition the student's freshman year at any of the state universities.

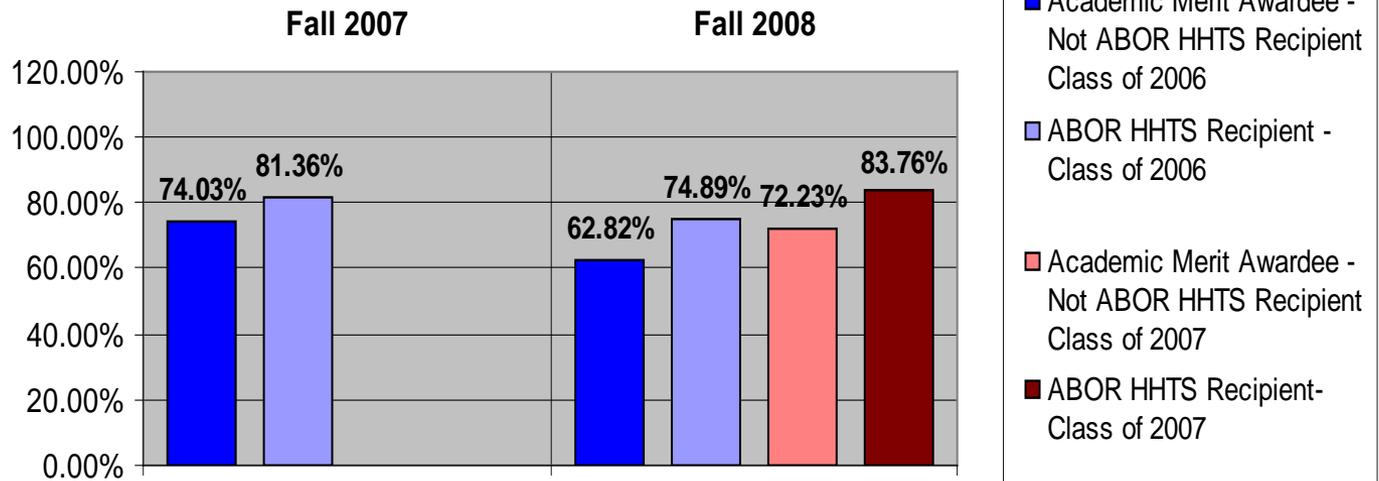
- 16 Core Competency Courses by graduation with a B or better
- EXCEED Standards on all 3 of the AIMS Tests or EXCEED Standards on 2 of the AIMS Tests and Meet the Standard on 1 of the AIMS Tests. Additionally, the student would either need to receive at least a score of 3 on two AP tests or a score of at least 4 on two IB exams.
- Core GPA of **3.50 or** Student is in the **top 5%** of high school graduating class

High Honors Scholarship Program



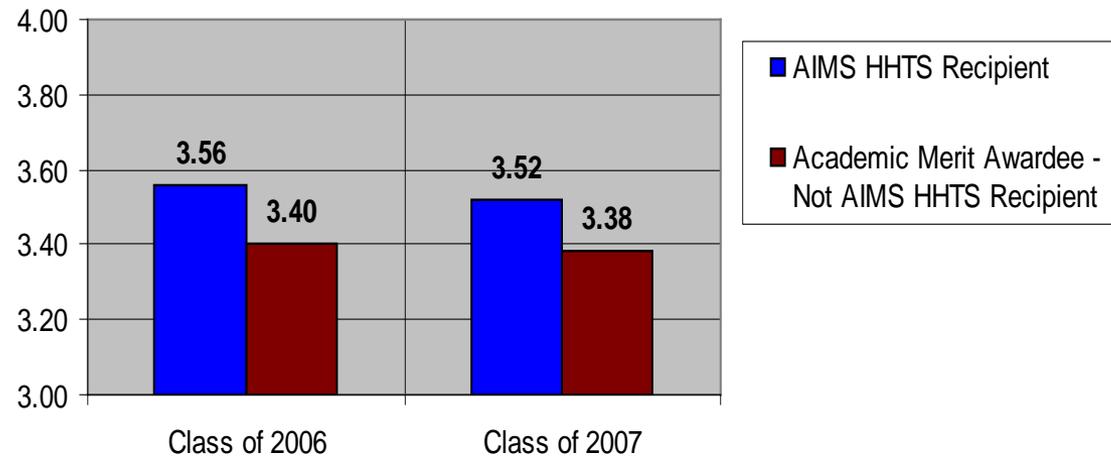
High Honors Scholarship Program

ABOR High Honors Tuition Scholarship - Renewal Rates



High Honors Scholarship Program

**AIMS High Honors Tuition Scholarship (AIMS HHTS)
University Grade Point Average Comparison**





Who Administers AIMS

668 Delivery / Retrieval Sites
2000 + School Sites

- District Schools
- Charter Schools
- Private Placement Schools
- Detention Centers/Jails
- Bureau of Indian Education Schools
- Private Schools electing to participate
- *Home Schooled and Private Schooled Students in neighborhood school*

Current Assessments

- **AIMS HS** (Spring and Fall)
 - Standards-based Reading, Writing, Mathematics, & Science
 - Grade 10 / Grade 11 and beyond as needed
- **AIMS 3-8** (Spring)
 - Standards-based Reading, Writing, Mathematics, & Science
 - Norm-referenced Reading, Language Arts, & Mathematics
- ***TerraNova*** (Spring)
 - Norm-referenced Reading, Language Arts, & Mathematics
 - Grades 2 and 9
- **AIMS A** (Spring)
 - Standards-based Reading & Mathematics
 - Grades 3 - 10

How Many in 2008

- Grade 2 85100
- Grade 3 85600
- Grade 4 83700
- Grade 5 83400
- Grade 6 83800
- Grade 7 82800
- Grade 8 82600

How Many in 2008 / HS Spring

- *TERRANOVA*
 - Grade 9 75000
- READING
 - Grade 10 76400
 - Grade 11 16800
 - Grade 12 8000
- WRITING
 - Grade 10 76100
 - Grade 11 14900
 - Grade 12 6800
- MATHEMATICS
 - Grade 10 76100
 - Grade 11 19600
 - Grade 12 10700
-

How Many in 2008 / HS Fall

- **READING**

– Grade 11	27800
– Grade 12	11900

- **WRITING**

– Grade 11	29900
– Grade 12	11200

- **MATHEMATICS**

– Grade 11	27800
– Grade 12	15000

Suggested Time for AIMS HS

- HS
 - Writing
 - 2 hrs.
 - Reading
 - 2 hrs.
 - Mathematics
 - 3 hrs.
 - Science
 - 2 hrs.



Suggested Time for AIMS 3-8

- **DAY 1 (Grades 3 - 8)**
 - Writing 2 hrs.
- **DAY 2 - 4 (Grades 3 - 8)**
 - Reading 1 hr.
 - Break
 - Mathematics 1hr.
- **DAY 5 (Grades 4 and 8)**
 - Science 1 hr.
 - Break
 - Science 1 hr.



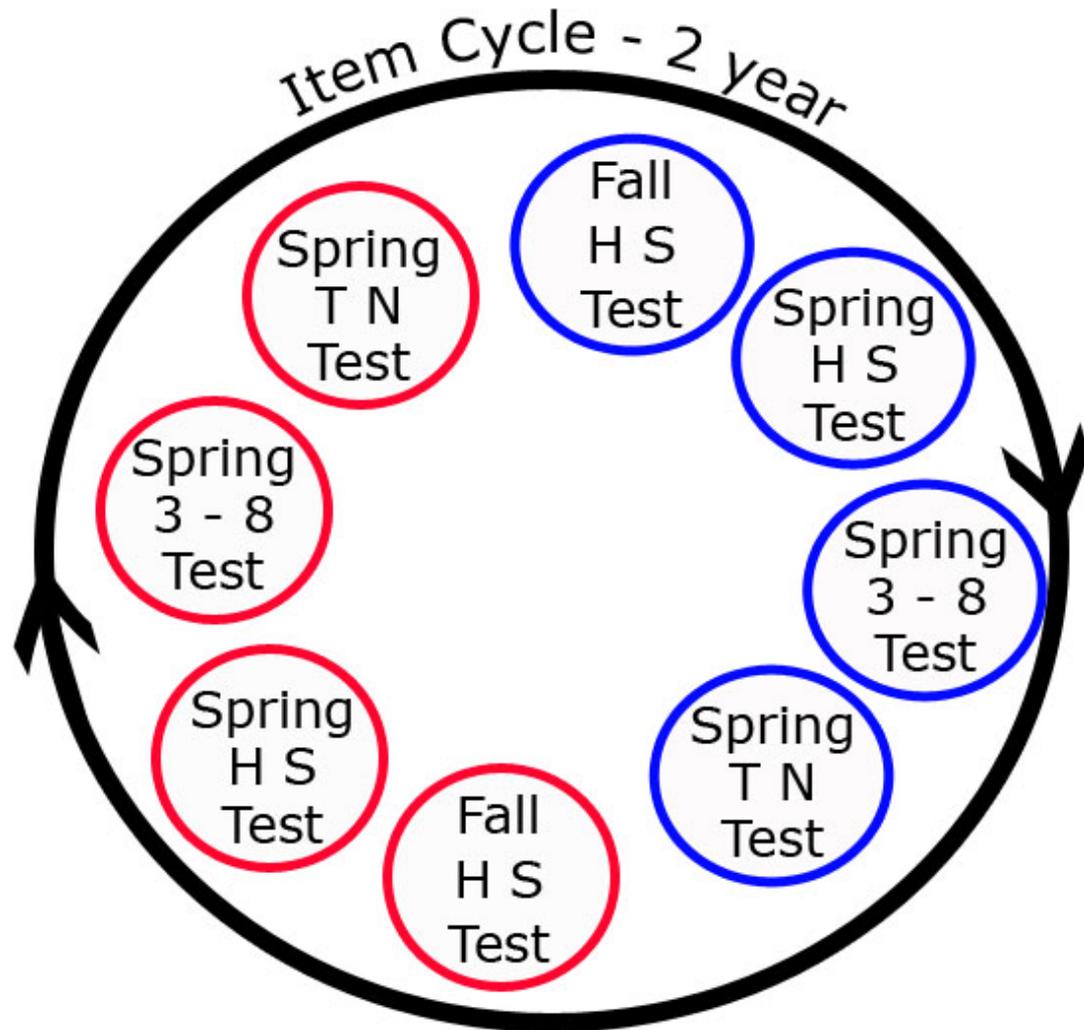
Assessment Changes

- New Mathematics assessment to match new Mathematics Standard (2010)---development & field testing (2008-2009)
- Include approximately 20 multiple choice items in writing to use for anchoring the writing year to year (2011)---development and field testing (2009-2010) (At the recommendation of Arizona's National Technical Advisory Council)
- Alternate assessment for special education students in addition to AIMS A (2010)--- development and field testing (2008-2009)
- New Contract with Testing Vendor (Spring 2009)

Technical Quality of AIMS

- Federal Approval 2006
- Technical Report posted on ADE web site
- National Advisory Council (provides technical expertise)
- State Advisory Committee (provides policy and practice guidance)

Assessment Cycle



Cycle of Test Development

- **Prior to Item Writing**
 - Standards are adopted
 - Test blueprints and performance level descriptors are developed
 - Item specification for AIMS items are created
- **Initial Steps***
 - Commission reading passages and scenarios
 - Create Writing Prompts
 - Content and Bias
- **Next Steps**
 - Develop items and images
 - Content and Bias
 - Field test items
 - Data analysis of items
- **Operational Test Development conducted by ADE and current vendor**
 - Selecting items
 - Developing forms
 - First page review
 - Confirming copy review
 - Blueline review
 - Print test books / answer documents
- **Test Administration**
- **Data Analysis**
- **Standard Setting**

***Cycle Repeats**

Tasks for Each Administration

- Prior to testing
 - Schedule of key events (ordering, shipping, and retrieval)
 - Approval of Test Administration Direction, Test Coordinator Manual and other ancillary materials
 - Replicate scaling and scoring
- During testing
 - Monitor testing sites
 - Available for District Test Coordinators
- Post testing
 - Monitor scanning and scoring
 - Approval final raw score/scale score tables and equating
 - Approve reports (paper and electronic)



Arizona Educators

Involvement in Test Development

- Who are they?
 - Teachers (K-12 & college), curriculum experts, & administrators
 - 541 active educators in the data base
 - 325 served on Standards development or assessment committees in 2008
 - Represents the diversity of schools & communities in Arizona
- What do they do?
 - Write academic standard
 - Work on item / test development
 - Blueprint, Item Specification, & Performance Level Descriptors
 - Writing items
 - Content & Bias review of passages and items
 - Item analysis of items after field testing
 - Item selection based on content and item data
 - Standard Setting

Arizona's Test Item Bank

Items owned by Arizona

- Reading

– Gr 3	389
– Gr 4	330
– Gr 5	322
– Gr. 6	292
– Gr 7	310
– Gr 8	313
– HS	505

- Writing Prompts

13 per grade for Grades 3-8
21 for High School

- Mathematics

– Gr 3	436
– Gr 4	419
– Gr 5	352
– Gr 6	368
– Gr 7	446
– Gr 8	465
– HS	1020

- Science

– Gr 4	158
– Gr 8	146
– HS	162

Funding for Assessment

- Federal

Used for standards and assessment development and for AIMS administration

- \$8,207,500

- State

Used for AIMS 3-8, AIMS HS, Spring and Fall, and the NRT

- \$10,240,500



Major Expenditures

- Annual Testing Contract
 - 2004-05 \$13,500,000
 - 2005-06 \$10,600,000
 - 2006-07 \$10,800,000
 - 2007-08 \$12,500,000
 - 2008-09 \$8,300,000
- Mathematics Field Test
 - 2008-09 \$2,500,000
- Personalized High School Student Guides
 - 2007-08 \$3,300,000
 - 2008-09 \$1,100,000
- Assessment's Annual Personnel Cost 2008
 - Personnel \$685,500
 - ERE \$196,800
 - Other Operating Expenses \$133,900
- Indirect Cost
 - Agency \$720,000
- Additional Committees \$100,000
- ADE IT Cost \$210,000
- Lexile Contract \$190,000
- Standards Development \$40,000

Estimated Fall Assessment Cost

- Administration / scoring cost for Fall 2008
- \$1,231,000
 - Printing cost
 - Test Book
 - Answer Document
 - Scoring
 - Reporting
 - Research
- Other costs embedded in total AIMS program
 - Technology
 - Item/Test Forms
 - Based on Spring test forms
 - Items from AIMS HS
 - Reports
 - Based on Spring report forms

Other States

Assessment Cost

- Illinois

- 3 – 8 ISAT

- Approximate (2007) \$16,500,000
 - Approximate students per grade 145,000

- Grade 11 ACT (PSAE)

- Waiting for cost
 - Approximate number of students 129,000

Other States Assessment Cost

- Michigan

Grade 11 ACT/NCLB

- Annual Cost \$16,258,000
- Approximate 140,000 Students
 - Per Student Cost \$116.00



Other States Estimated Cost

- Minnesota (2004)
 - \$19,000,000
 - 840,600 Total Student Population
- Georgia (2008)
 - \$17,000,000
 - 1,600,000 Total Student Population
- North Carolina (2008)
 - \$21,000,000
 - 1,500,000 Total Student Population
- Mississippi (2008)
 - \$14,000,000
 - 495,000 Total Student Population



Assessment Section is responsible for

- The training and facilitating of all educator committees (in collaboration with vendor).
- Reviewing and approving all work completed by the test vendor.
 - Items
 - Test forms
 - Ancillary Materials
 - Reports
 - Data
- Supporting and assisting District Test Coordinators.
- Providing support materials to teachers/students.
- Assuring technical quality of the assessments.
- Developing, administering, and reporting AIMS A.
- Developing and revising academic standards.

Assessment Contacts

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