

WERA 2010 Aiming High to Close the Gap

Collection of Evidence Insights on Best Practice

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Today's topics

COE data trends

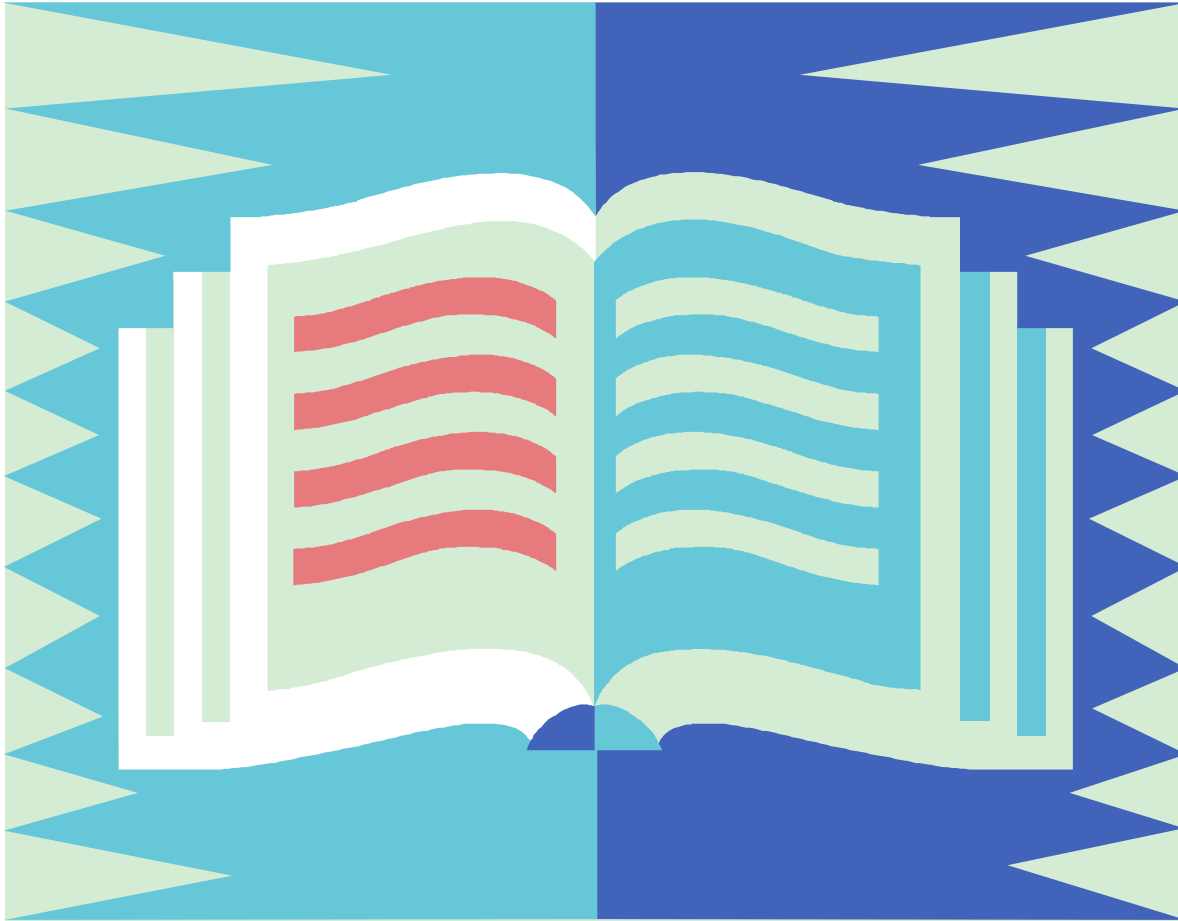
Scoring

Best practice- characteristics of successful collections

Strategies for educators working with ELL

District model for successful school implementation for
the COE

Data and Scoring



COE-quick facts

Reading and Writing only

70 to 80% of submissions being word processed

Districts willingly participating in eCOE

Increasing number of ELL students participating

Submission deadline adhered to

Higher number of administrative errors

eligibility and sufficiency

Use of internet for responses – plagiarism

February 2010 Submission

12th graders Only

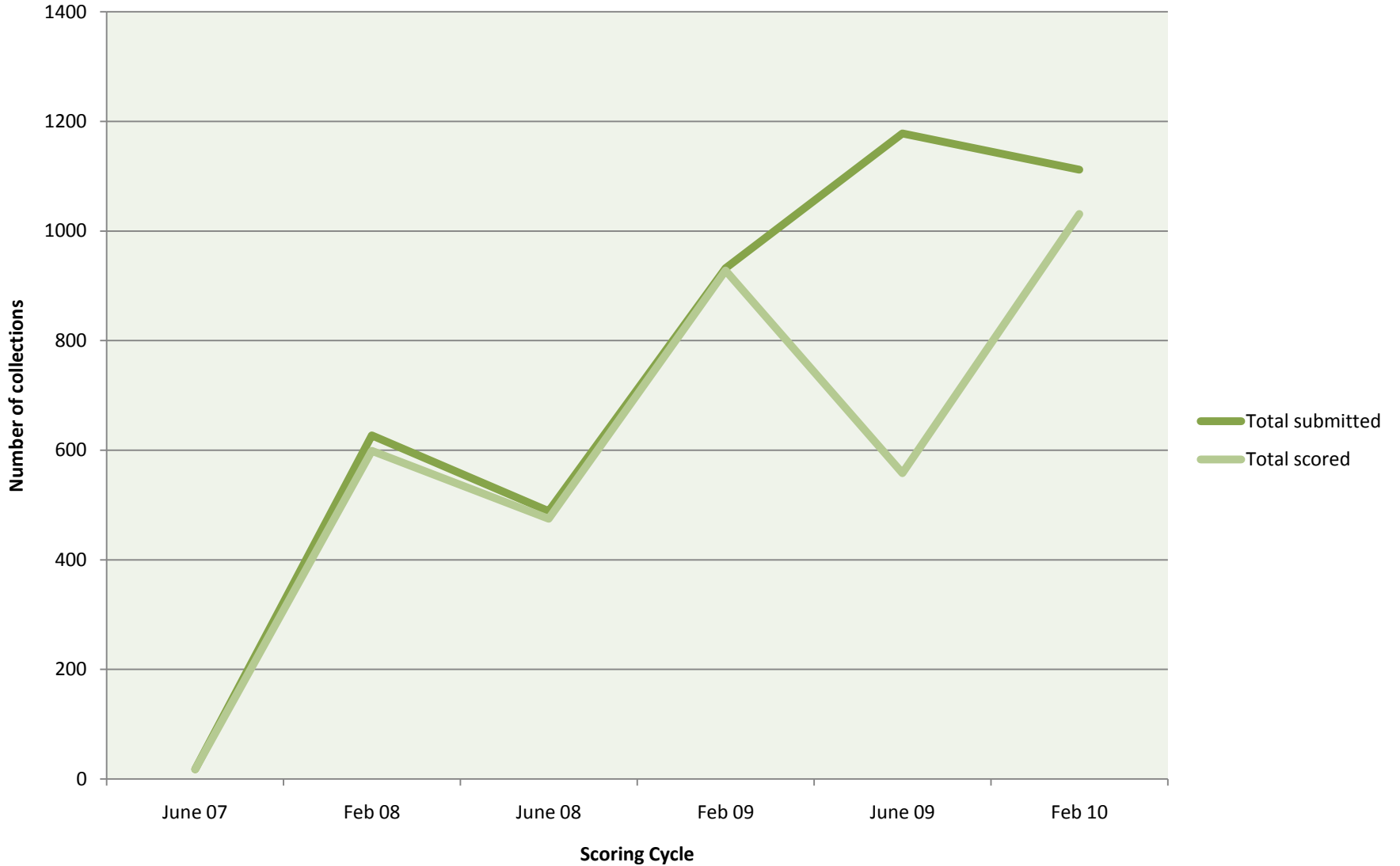
1064 reading with 1061 scorable

450 Writing with 449 scorable

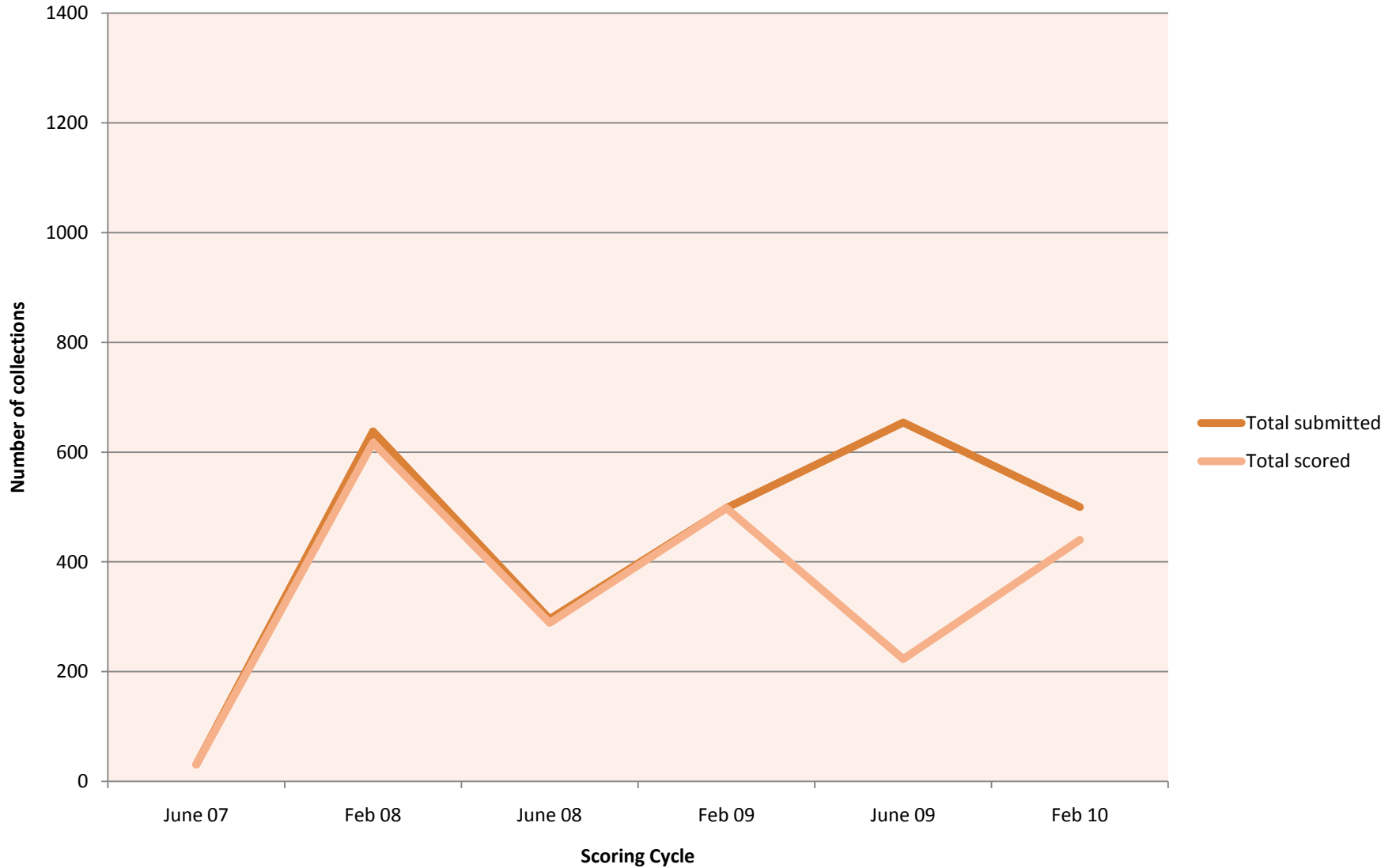
28 reading scorers each week – 56 total

11 and 13 writing scorers – 24 total

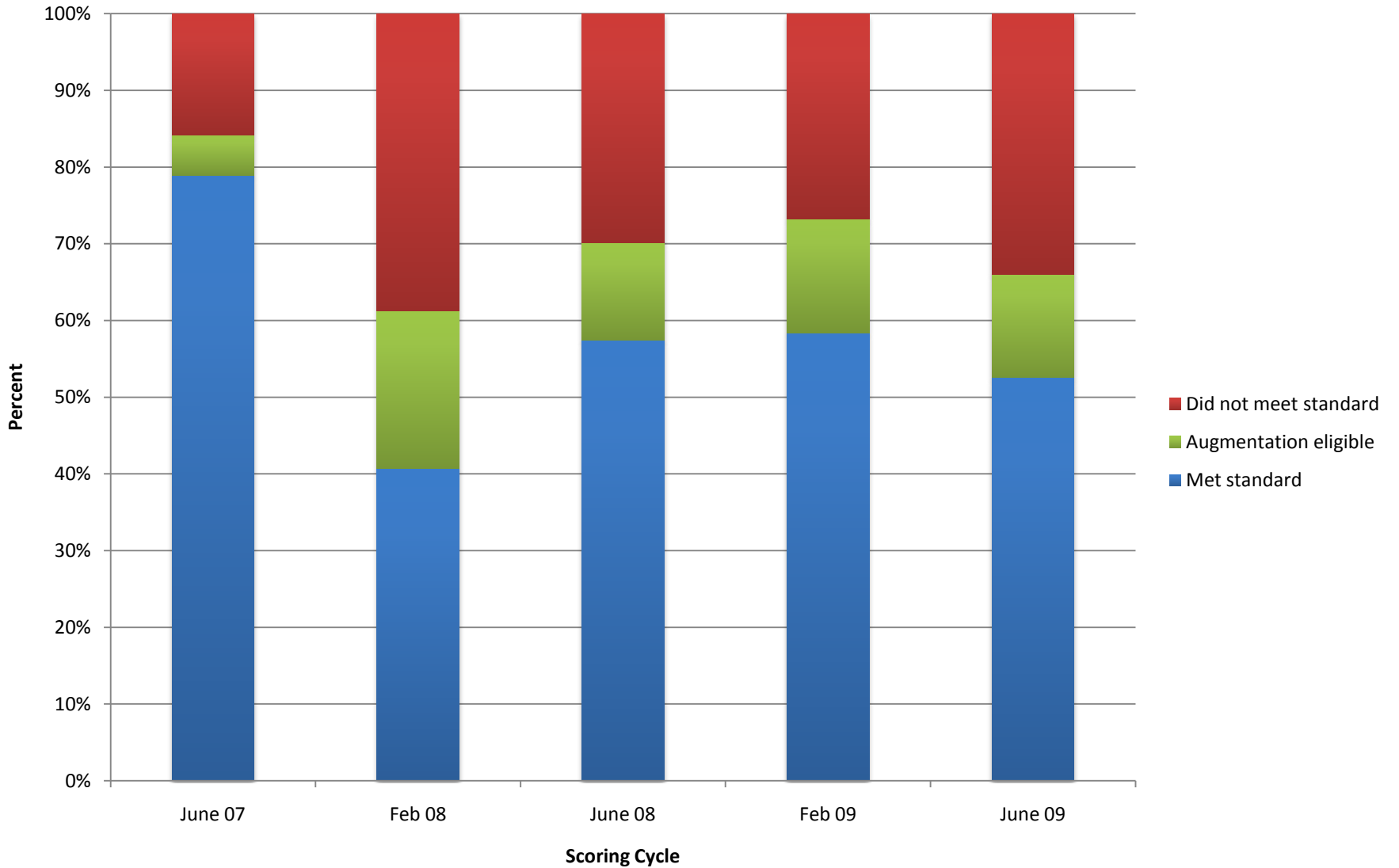
Reading Submissions by Scoring Cycle



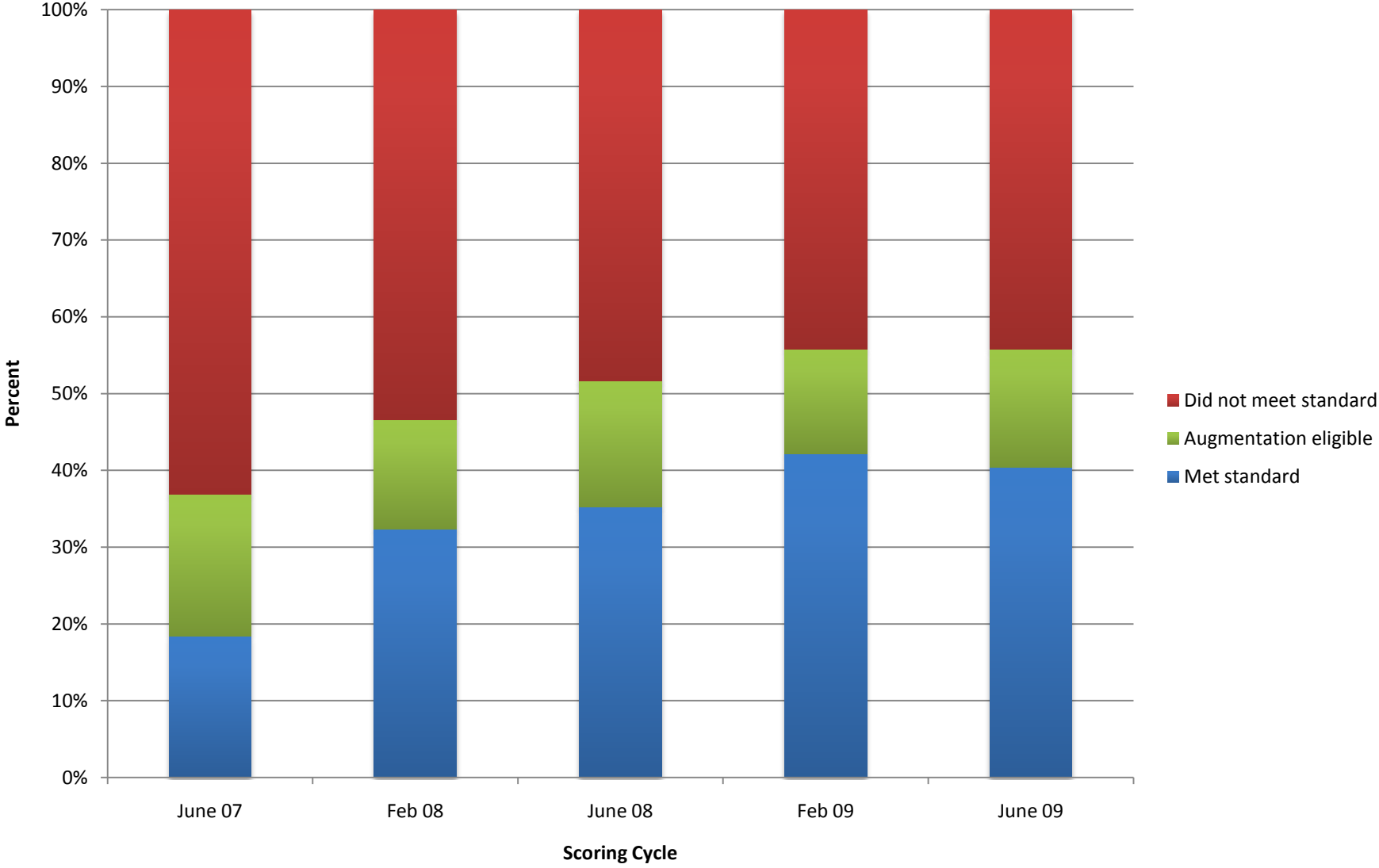
Writing Submissions by Scoring Cycle



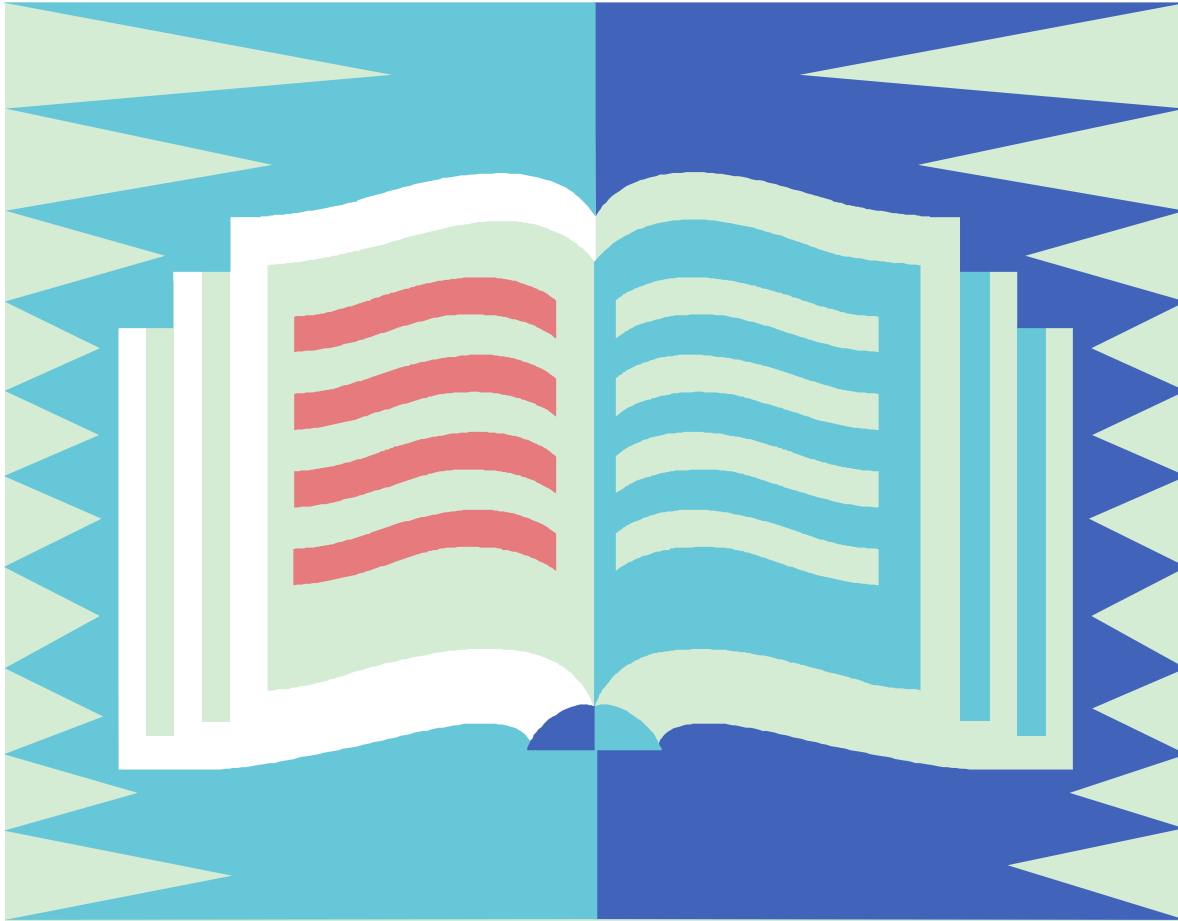
Reading Results by Scoring Cycle



Writing Results by Scoring Cycle



Reading



Best Practices in COE Reading

- Choose reading passages that engage each student.
- Teach the rubric. Have students self-score, peer score, and rewrite to move their response to a higher score.
- Notice which of the questions you have written have resulted in higher scores. Analyze and adjust questions if necessary.
- Teach the key words (summarize, infer, evaluate) and how to write to the key words.

Successful Reading Collections:

- Include 12 tasks
- Have one question per strand in each task (3 strands per task X 12 tasks = 36 questions)
- Student work is labeled with strand and target numbers (LC-03, LA-05, LT-09)
- Have questions that allow students the opportunity to write to the rubric and are not constrained by length or number of details.

Writing Your Own Task Questions

- If you are new to COE, use the state tasks on the COE website (<http://coe.k12.wa.us>)
- When learning to write questions, use the “Reading Task Development” materials on the COE website.
- Include only one question per target. (Not: “Analyze the events and explain. Would you consider the main character a hero today? Would he be considered a hero by American culture in general? Why or why not?”)
- Do not ask for personal stories.

Supporting ELLs

- Use reading passages that connect to student interests, experiences, and culture.
- Avoid passages written in old English and dialect
- Avoid passages with time changes (flashbacks)
- Explicitly teach quoting vs. copying vs. paraphrasing
- Encourage the use of spell check*

*Students are not penalized for grammar and convention errors.

Supporting ELLs, cont.

- Students in the early stages of learning English may not be ready to write using academic language. They may copy from the passage because they can't express their understanding in written form. Instead, have students say their answers aloud in social, informal English and then transcribe their speech on paper.

Inauthentic Student Work

- We have seen an increase in plagiarism, especially in the English canon.
- Problems include:
 - Copying other classmate's work
 - Using internet essays

Only one instance of inauthentic student work will disqualify the entire collection.

Inauthentic Student Work Looks Like . . .

.

- Noticeably longer and more complex sentences and/or entire responses
- College level vocabulary to support ideas
- Deeper comprehension, analysis, and/or evaluation
- More thorough text-based support that used advanced concepts and examples
- Text is more appropriate for AP or college level coursework
- Organization and format of response is unique to collection

Avoiding Inauthentic Student Work

- Teach lessons on plagiarism.
- Create a protocol with your administrator for handling non-authentic student work before it happens.
- Find a secure way to store student work on your computer system.
- Be alert to the handling of thumb drives.
- Read through every student work sample before submitting a binder. Ask yourself, “Is this the student’s own work?”
- If in doubt, check student work against the student’s “on-demand” samples, check other student work in your class, Google suspicious phrases.

General Tips

Do:

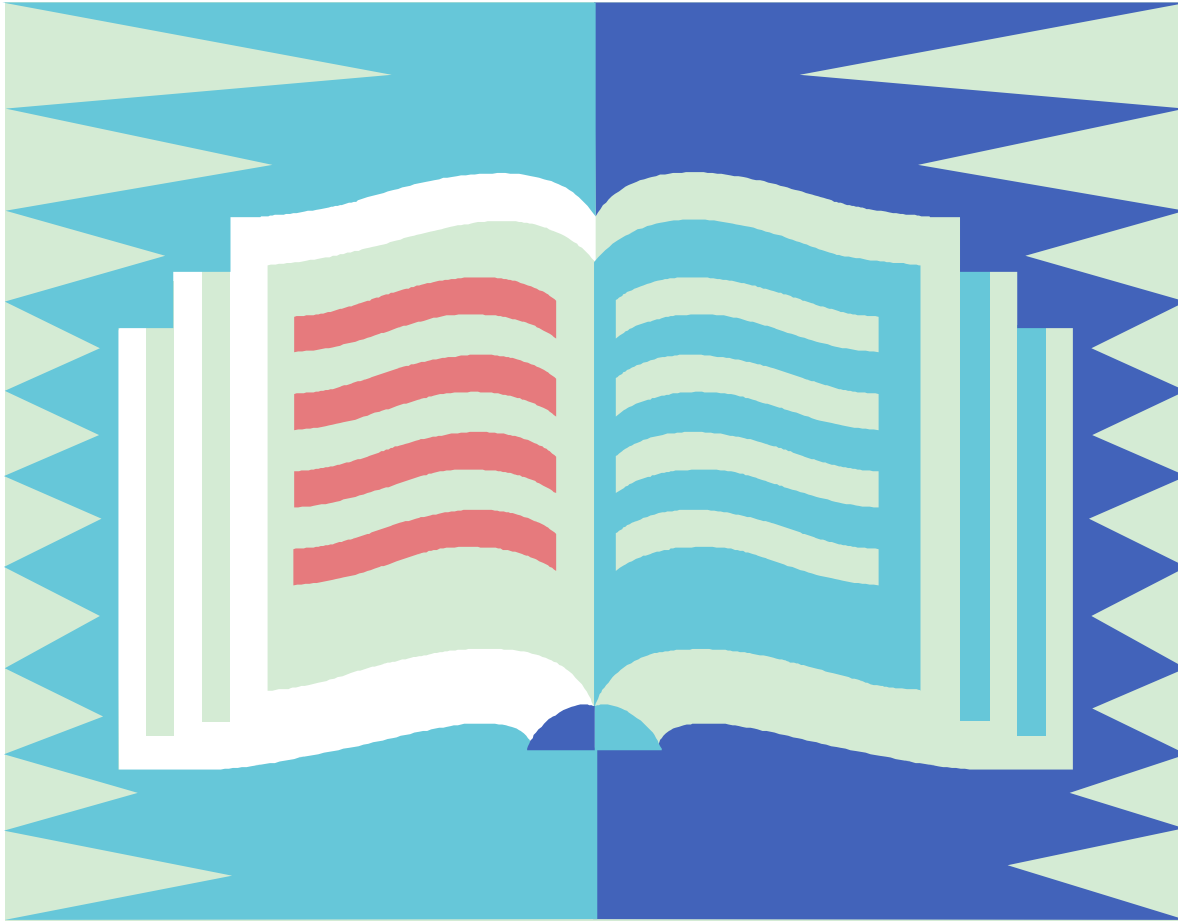
- Read every response from every student before signing off
- Check website for current state tasks (some old ones have been removed)
- Follow IEP and 504 accommodations
- Label, label, label

Do Not:

- Staple pages
- Include reading passages
- Include rough drafts
- Include essays or research papers



Implementation



Feb-May-June Dates

April 2 - February score results on WAMS

SFTP site has PDFs of augment eligible collections

April 9 - February binders returned to districts

April 16 - district packet delivered (district and ISR reports and district review)

May 3 – submission deadline for 12th grade augmented collections

May 24 – May score results on WAMS

June 2 – submission deadline for all students

August 6 – June score results on WAMS

August 16 - district packet delivered (district and ISR reports and district review) - includes hard copies of May results

AUGMENTATION-ELIGIBLE COLLECTIONS OF EVIDENCE BEING MADE AVAILABLE TO DISTRICTS

- OSPI will make available to districts PDFs of augmentation-eligible collections following the scoring of COEs submitted during the February administration.
- PDFs of these collections will be provided to districts via Secure FTP. Meaghan Thompson of OSPI's Assessment and Student Information division will be contacting districts who have yet to set-up accounts to access the SFTP site.
- **The deadline to submit 12th grade augmented collections to be scored during the May scoring period is Monday, May 3rd.** This administration is open **ONLY to 12th graders submitting augmented collections.**
- For information or assistance regarding use of the SFTP site to access these PDFs, contact Meaghan Thompson at Meaghan.thompson@k12.wa.us.

DAC access to COE Manager

DACs now have a link and passwords to the COE Scoring Manager.

This is the primary communication tool for:

- Receipt of binders
- Eligibility pending submissions
- Resolution of eligibility issues
 - Links to forms
 - Based on feedback from February added data fields

COE DAC access

If you have not received or not utilized the link and your password to the COE system and have questions, please contact ESD 113, our program contractors:

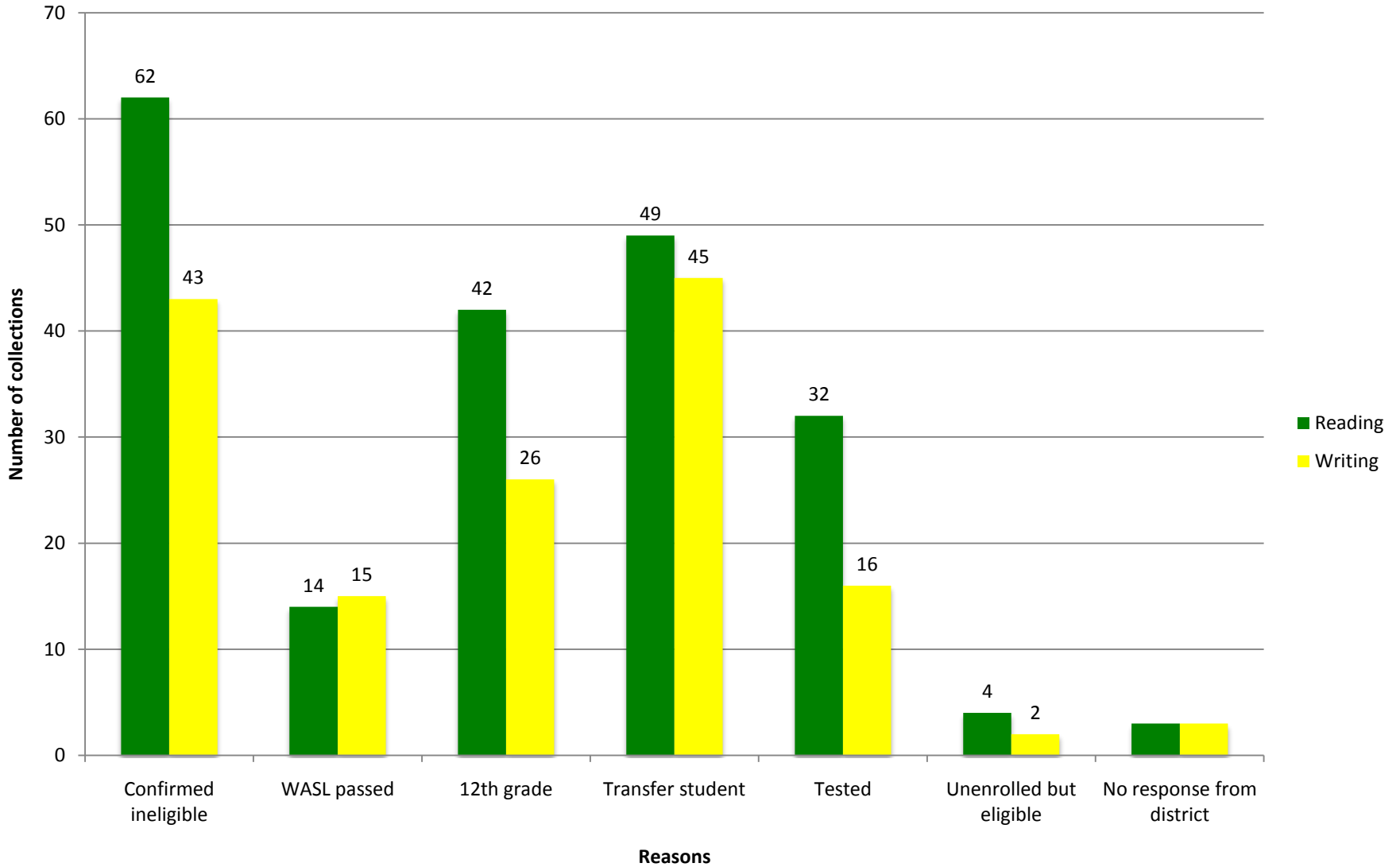
Cindy Jouper at cjouper@esd113.k12.wa.us

#360.464.6708 (ESD) or #360.943.9887 (scoring annex)

Submission Eligibility Policy

The requirement to have taken the test in the prior school year is modified for current 12th grade students who take the state assessment for the first time in the spring of their 12th grade year. For the June submission, COEs will be accepted from students who for the first time take the test, generate a score and fail to meet standard in spring of their 12th grade year. This modification is only for the 2009-10 school year. After this school year, COE submissions will not be accepted for 12th graders who take the state assessment for the first time in the spring of their 12th grade year.

COE Eligibility February 2010



Transfer Students

Transfer students must submit a Transfer Student Options Form!

Indicating either scores from another state

or

check box 'D' for direct access to the CAA Option and COE

Information and the form can be found at:

<http://www.k12.wa.us/assessment/WaiverAppeals/TransferWaiver.aspx>

Contact: Laurel.nanke at laurel.nanke@k12.wa.us

11th grader or 12th grader?

Students with enough credits to be a 12th grader yet are in CEDARS as an 11th grader need to be identified. Fill out the Special Submission Form and fax it in to OSPI.

The form is on the website two weeks prior to each submission. www.coe.k12.wa.us

Un-enrolled students

These students have fulfilled all graduation requirements except have not met standard in reading and/or writing.

Can access the COE as long as they meet the eligibility requirements

Need to have a Special Submission Form filled out and submitted to OSPI.

Forms are on the COE web page 2 weeks prior to each submission date: www.coe.k12.wa.us

Student will show up as ineligible unless the form is submitted

eCOE Pilot

There is an opportunity for schools to participate in an electronic compilation and submission of collections for June 2010.

Interested districts please contact Amanda Mount at amanda.mount@k12.wa.us

Contact Us

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