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## **MEMORANDUM**

**TO:** Members, Utah State Board of Education

**FROM:** Martell Menlove, Ph.D.  
Chief Executive Officer

**DATE:** January 9, 2014

**ACTION:** Computer Adaptive Assessment System – Stakeholder Participation

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### **Background:**

The Utah Computer Adaptive Assessment System, Summative SAGE, will be administered to students in grades 3–12 in language arts, mathematics and science in the spring of 2014. Following the administration of the assessments, a standard setting process will occur to determine the appropriate cut scores that indicate whether a student has achieved an established level of proficiency. Standard setting is a critical component of the test development process to ensure that the test results will be useful and defensible.

### **Key Points:**

The standard setting process will involve over 200 stakeholders. These stakeholders will represent expertise in the standards, grade level content, assessment process and academic progression. Stakeholders will also include expertise in language acquisition and special education as well as policymakers who understand education. USOE staff will present a recommended process for determining stakeholder participation.

### **Anticipated Action:**

It is proposed that the Board review and approve the recommended process for determining stakeholder participation.

**Contact:** Judy Park, Associate Superintendent, 801-538-7550  
John Jesse, Assessment Director, 801-538-7811

# SAGE

## Student Assessment of Growth and Excellence

### Standard-Setting Panel

We propose to convene five separate educator panels to recommend performance standards for the SAGE assessments.

- English Language Arts Grades 3-11
- Mathematics Grades 3-8
- Science Grades 4-8
- High School Math
- High School Science.

In addition, we propose to convene a stakeholder panel to review the procedures used and outcomes of the standard setting workshops.

### Educator Panel

The recruiting plan for obtaining panelists for the standard-setting workshops is intended to result in representative groups of panelists who will render informed recommendations to the state on the placement of the cut-scores for each performance level. Diverse groups of panelists bring a wide range of perspectives and experience to the standard-setting effort, ensuring that the recommendations forwarded to the superintendent are thoughtful and representative of broad educational constituencies.

### Representative Composition and Diversity Targets for the Standard-Setting Panel

Panel	Sub-Panel – Subject	Sub Panel - Grade	Teachers of SWD and ELL Students	Teachers of General Education Students	Higher Ed	Stakeholders	Total by Sub-panel	Total by Panel
HS Math	Math	Math I	2	11	1	1	15	45
	Math	Math II	2	11	1	1	15	
	Math	Math III	2	11	1	1	15	
HS Science	Science	Biology	2	11	1	1	15	60
	Science	Earth Sci	2	11	1	1	15	
	Science	Chemistry	2	11	1	1	15	
	Science	Physics	2	11	1	1	15	
ELA 3-11	ELA	3 to 5	2	11	1	1	15	45
	ELA	6 to 8	2	11	1	1	15	
	ELA	9 to 11	2	11	1	1	15	
Math 3-8	Math	3 to 5	2	11	1	1	15	30
	Math	6 to 8	2	11	1	1	15	
Science 4-8	Science	4 to 5	2	11	1	1	15	30
	Science	6 to 8	2	11	1	1	15	
<b>Total</b>			<b>14</b>	<b>77</b>	<b>7</b>	<b>7</b>	<b>105</b>	<b>105</b>

Notes: The USOE will ensure the panelists are representative in terms of gender and race/ethnicity. Also, the USOE will recruit a 10% overage to compensate for non-participation.

The USOE will obtain a cross-section of educators, following the specifications in the table above. Where possible, they will recruit classroom teachers who have had teaching experience with students in two or more grade levels to ensure that they have perspective on the content standards, teaching-learning process, and students in the grade levels for which performance standards will be recommended. In recruiting panelists, the USOE will seek representation of males and females, geographical representation, race/ethnicity representation as well as administrators and community groups.

### **Stakeholder Committee**

While it is critically important to include a range of stakeholders in the standard setting process, experience has shown that it is essential for panelists to have direct knowledge of academic standards and student grade level performance to participate meaningfully in the Bookmarking procedure. Some stakeholders will participate in the standard setting, but panel participation will be composed largely of classroom teachers and curriculum specialists with expertise in curriculum and instruction for the target grades, subjects, and courses.

To ensure that the widest range of stakeholders has meaningful input into the standard setting process, stakeholders will be invited to participate in a final moderation session that will be conducted with a group comprised of both table leaders and other stakeholders, including members from the educational community such as building and district administrators, local school board members, and staff from higher education, as well as members from outside the educational community including parents and business and community representatives.