

**OFFICE OF  
EDUCATOR QUALITY**

**MISSOURI ADVISORY COUNCIL  
FOR THE CERTIFICATION  
OF EDUCATORS**

**MISSOURI CONTENT  
ASSESSMENTS**



November 17, 2014

Missouri Department of Elementary  
and Secondary Education



# Missouri Educator Gateway Assessments

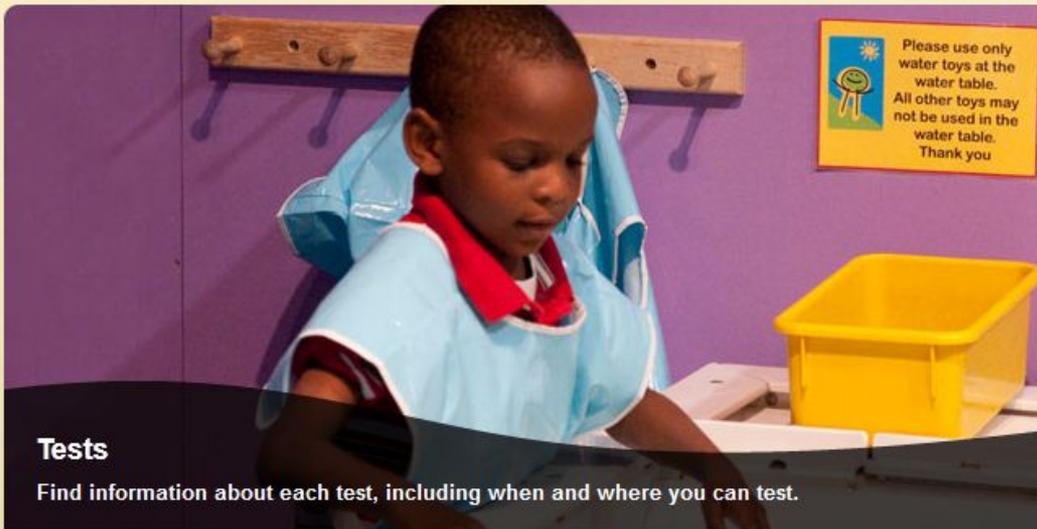
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- **MEGA'S Three Objectives**
  - Recruit the Right People
  - **Assess Content Knowledge**
    - 56 Certification Assessments
    - Increased Emphasis on Content
  - Assess Performance



# Evaluation Systems group of Pearson





## Tests

Find information about each test, including when and where you can test.

## Important Announcements

- Sep 17** Registration for the [MoGEA](#) and [Paraprofessional](#) tests is now open.
- Sep 3** Registration for the [Missouri Educator Profile \(MEP\)](#) is now open.
- Jul 31** Preparation materials now available [Read more](#).

Returning visitors: sign in to access your account.

[Sign In Now](#)

## Prospective Candidates

Quick links to program essentials to start you on your way:

- [What tests do I need to take?](#)
- [Test dates and sites](#)
- [Preparation materials](#)
- [Alternative testing arrangements](#)
- [Testing policies](#)

## Returning Visitors

Quick links for candidates who have already registered to test:

- [View/change registrations](#)
- [The day of the test](#)
- [View scores and testing history](#)
- [Get help finding information](#)

[www.mo.nesinc.com](http://www.mo.nesinc.com)

## Preparation Materials



- [Find prep materials for your test](#)
- [Take an online practice test](#)
- [View a test preparation video](#)

[www.mo.nesinc.com](http://www.mo.nesinc.com)

## Goals – Missouri Content Assessments

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- **The test should be:**
  - **Based on unique needs and requirements of Missouri**
  - **Consistent with state and national educator standards and practices**
  - **Reflective of subject knowledge required for effective teaching**
  - **Accurate and valid**
  - **Free from bias**

# Test Development Process

## Missouri Educator Participation

- **Bias Review Committee**
  - Reviews for sensitivity and fairness
  - Checks for Bias
  - Reflects the diversity of the population
- **Content Advisory Committee**
  - Assesses appropriate content for significance and accuracy
  - Free from bias
  - Determines job-relatedness
- **Marker Response Committee**
  - Reviews constructed response items
  - Identifies scores based upon quality of responses

## Test Development Process

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- **Conduct Program Planning**
- **Establish Advisory Committees**
- **Develop Test Framework**
- **Conduct Test Framework Review**
- **Conduct Content Validation Survey**
- **Develop Assessment Items**
- **Conduct Item Review Conference**
- **Marker Response Selection Meeting**
- **Conduct Item Validation and Standard Setting Conference**

## Total Number of Participants

### Missouri Content Assessments Development Activities & Level of Participation October 27-28, 2014

Activity	PK-12	EPPs	Total
Bias Review Committee	55	25	80
On-Line Framework Review	208	97	305
Item Validation & Standard Setting	248	122	370
Marker Response Selection Committee	9	14	23
<b>Total Participation</b>	<b>520</b>	<b>258</b>	<b>778</b>

## **Overview of Item Validation and Standard Setting Procedures**

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- **Simulated Test-Taking**
- **Round One Ratings: Multiple–Choice Questions**
- **Round Two Ratings: Review and Revise Multiple-Choice Round One Ratings**
- **Round One Ratings: Constructed-Response Questions, if present**
- **Round Two Ratings: Review and Revise Constructed-Response Round One Ratings**
- **Conference Evaluation**

## Validation of Items

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- **Competency Match**
- **Accuracy**
- **Free from Bias**
- **Job-Relatedness**

## **Setting Standards on a Criterion-Referenced Test**

- **Performance level expected of a new teacher entering a classroom in Missouri**
- **Performance is compared to the criterion**
- **Examinees are not compared to other examinees, as in norm-referenced tests**



## **Setting Standards on a Criterion-Referenced Test**

- **Standard setting process**
  - **Defining the expected performance of a new teacher entering a classroom in Missouri**
  - **Computing an expected total test score for each subtest**
- **Standard setting procedure referred to as the “modified Angoff method”**
- **Industry standard method used for many professions – education, law, medicine, etc.**

## Expected Performance Judgments

Standard setting panelists estimated the expected performance of “individuals who are just at the level of knowledge and skills required to perform effectively in this field in Missouri schools.”

## Outcome of Standard Setting Conference

- The median of the standard-setting panelists' item-by-item ratings are summed to produce an estimate of the total test performance expected of the “just acceptable qualified candidate”
- This value is referred to as the “panel-based cutscore” (PBC)
- Computed for each test separately

## Today's Discussion

- Consider results of Standard Setting Conferences
- Consider performance of candidates who have tested so far (for tests with a sufficient number of examinees)

## Considerations for Standard Setting

- Purpose of the test:
  - Assess content knowledge needed to receive Missouri certification
- Policy changes
  - Missouri's "Top 10 by 20" Initiative
  - Increased rigor
- Assessment changes
  - Replacement of Praxis II tests
  - Test materials customized for Missouri

## Considerations for Standard Setting

- Statistical Measurement Issues
- Two types of measurement error
  - False Positive: Examinee passes who should fail
  - False Negative: Examinee fails who should pass
- Striking a proper balance

## Considerations for Standard Setting

- Consequences of False Positives
  - Candidate admitted who may perform poorly in the classroom
  - But candidate still must meet numerous other criteria – program requirements, advisor evaluations, other assessments, job interviews, etc.

## Considerations for Standard Setting

- Consequences of False Negatives
  - May exclude talented candidates with potential to succeed
  - But failing candidates can retake test, which is not required of false positives

## Considerations for Standard Setting

- Adjust cutscores by using the Standard Error of Measurement (SEM)
- Accepted method of taking inherent measurement error and other considerations into account
- Raise panel-based cutscore by 1 or 2 SEMs to minimize false positives
- Lower panel-based cutscore by 1 or 2 SEMs to minimize false negatives

## Results of Standard Setting Conferences: Panel-Based Cutscores

- Item Validation & Standard Setting Conferences were held in August, September, and November
- For each test, “Panel-Based Cutscores” (PBCs) have been calculated, along with four variations
- See the handout for results by test field
- Handouts contain preliminary analyses that are subject to change and are confidential

## Operational Results: Overview

- Of 56 operational tests, seven were taken by at least 30 candidates
- Data from candidates who tested from Sep 2, 2014 through Oct 16, 2014
- Analyses include first attempts only

## Operational Results: Considerations

- Initial results can serve as a guideline, but may or may not predict long-term results
- Candidate preparation may improve in the future
- Initial sample of candidates may not be typical of future population

## Next Steps

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- **Information provided by Pearson to the Department of Elementary and Secondary Education (DESE)**
- **Department presents and gathers input from MACCE & MABEP**
- **Department considers input from impact data, panels, MACCE, and MABEP to establish recommendations**
- **State Board of Education establishes the Missouri passing score for each assessment – December 4, 2014.**
- **Continuous review of impact data**

## **Characteristics of Certification Decisions**

- **Purpose of certification tests: Protect the public**
- **First consideration: Meet experts' definition of a new teacher entering a classroom in Missouri**
- **Second consideration: Evaluate percentage of candidates passing**

# Contact Us – Office of Educator Quality

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