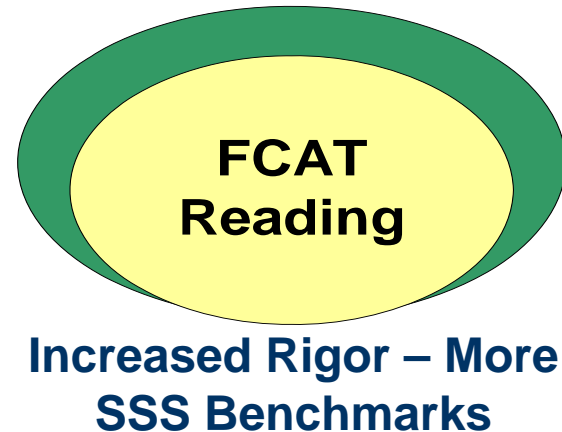
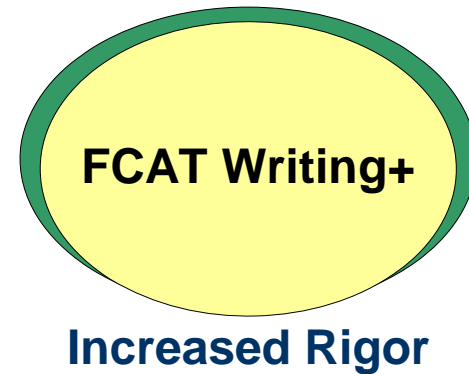
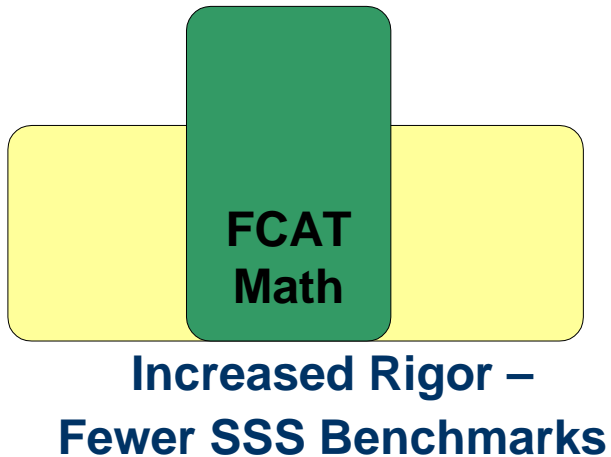
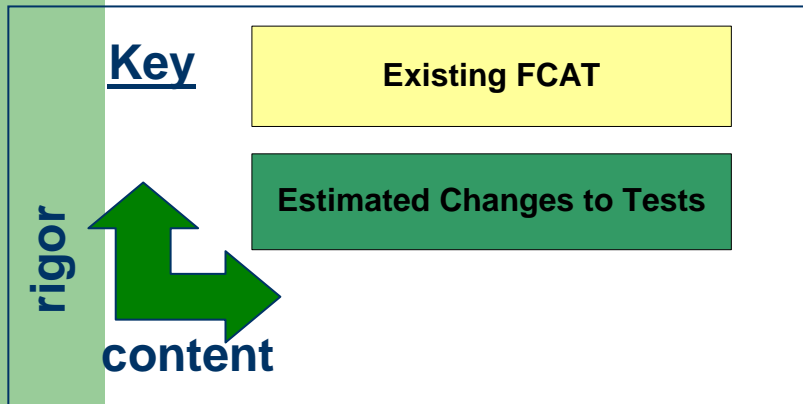




FCAT Revisions

- How much revision will be needed?
 - Will educators be involved?
 - How much time will it take?
 - Why is the process so complex?
-
- In what ways can the process be shortened?

How much revision will be needed?



Will educators be involved?

- Educators will continue to be involved in the same way as in previous years.
- 76 meetings over 38 weeks; over 600 participants
 - Content Advisory – define what/how to test SSS
 - Bias/Sensitivity reviews by experienced professionals
 - Content reviews by grade-level teachers
 - Scoring rules for performance tasks by grade-level teachers
 - Reviewing/adjudicating gridded-responses by Science and Mathematics teachers
 - Technical review of statistical information by state and national experts

How much time will it take?

- Using the existing FCAT schedule
 - Determine what/how to test (NOW-August 2007)
 - Prepare test and item specifications (August-December 2007)
 - Develop/review new items (January – August 2008)
 - Teachers review new items (October 2008)
 - Field test items with students (Feb.-March 2010)
 - New tests and scores (Feb.-March 2011)

FCAT Revision Schedule to Incorporate Changes into Current Test Development Cycle

Development Activities	2006-07		2007-2008				2008-2009				2009-2010				2010-2011			
	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Current Schedule																		
Approval of Printing			Sept.				Sept.				Sept.				Sept.			
Spring Tests					March				March			March				March		
Revision Cycle																		
Review NEW Content	April		Aug.															
Develop Item Specs		May		Dec.														
Review NEW Passages					Jan	April												
Write NEW Items					March		Aug.											
Teacher/Bias Reviews								Oct.										
Make Recommended Revisions								Nov.		May								
Prepare field test docs										June	Sept.							
Field test NEW items												March						
Score NEW items												April	May					
Prepare NEW test docs													June	Sept.				
Report NEW test scores																	March	May

Why is the process so complex?

- High stakes testing is important and litigious
 - Debra P. vs Turlington – Landmark case from Florida
 - Development must be careful, deliberate, & inclusive
 - Accepted best practice should be followed (Standards for Educational and Psychological Testing)
 - Instructional validity is a must (instruction in new standards)
 - Adequate resources & opportunity to learn
- NCLB requirements for Standards and Assessments
 - Alignment to content standards (external review)
 - Involvement of Educators (thorough processes)
 - Technical studies of quality (reliability, validity, scaling, reporting, standard setting, etc.)

In what ways can the process be shortened?

<u>Ideas</u>	<u>Risks/Challenges</u>
Hire a contractor to manage the new development	<ul style="list-style-type: none">•Time for competitive procurement (6-8 month delay)•Item quality (must be similar to existing item bank)•Relationship to existing contract requirements•Management oversight still needed
Hire more staff to manage the new development	<ul style="list-style-type: none">•Time for training•Management oversight still needed
Faster within existing resources	<ul style="list-style-type: none">•Jeopardize other activities (proofing/scoring)•Impossible workload (staff attrition)•Limit educator involvement
Conduct a separate field test	<ul style="list-style-type: none">•Two (2) FCAT administrations in one year•Comparable time frame for both (late spring)•Student motivation – questionable data