

Test Centered Judgments:
Comparing Linking Items within Tasks
2007 – 2008

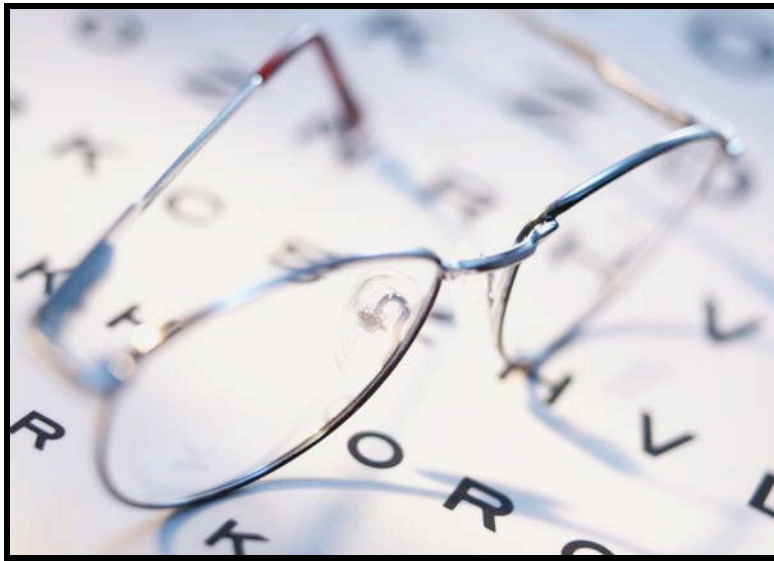
Reading

Writing

Mathematics

Reading

Judgment Response Form



April 23, 2008

John Hutchins
Terry Manning
Vickie David

Name _____ Aneva Hagberg _____

Table _____ CONSENSUS - RESULTS

Standard Validation Judgment Response Forms

For the standards validation in Reading, compare the successive alternate assessment items from 2007 and 2008. Compare the items and tasks based on their similarities and differences in difficulty. Please note that the number of items is not the same in 2007 and 2008. Ignore the absolute number of items and consider the proportion of items when making judgments of task similarities and differences. While making judgments, also note the 2007 assessment incorporated all grades into one assessment, while the 2008 assessment was separated into grade bands.

Mark your judgments in the tables below based on the comparability of the items.

1: the 2007 items were more difficult (1. *2007 > 2008*),

2: The 2007 items are equal to the 2008 items (2. *2007 = 2008*), or

3: the 2008 items were more difficult (3. *2008 > 2007*).

Circle the appropriate judgment. After making the rating of 1, 2, or 3, write any comments in the box specifying or describing what makes the '07 and '08 items and tasks similar or different from each other.

Grade band	Tasks that were in common on '07 and '08
3/4	A. Identify Signs and Symbols B. Letter Sounds C. Blend Sounds D. Listening Comprehension
5/6	E. Beginning Word Reading F. Sentence Reading G. Listening Comprehension
7/8	H. Word Identification I. Read Sentences J. Listening Comprehension
9/10	K. Listening Comprehension

Grade 3/4

A. Identify Signs and Symbols

<u>1. 2007 > 2008</u>	2. 2007=2008	3. 2008 > 2007
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Comments:

* Signs not as easy to identify in 07
 * 08 signs and symbols seem to be more relevant. More everyday types of signs. Include poison, exclude signs not seen in villages.

B. Letter Sounds

1. 2007 > 2008	2. 2007=2008	<u>3. 2008 > 2007</u>
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Comments:

* l on 07 sometimes seen as I, use regular block letters instead of D'Nealan
 * Letter style was easier (more common to everyday reading print) in 07

C. Blend Sounds

1. 2007 > 2008	<u>2. 2007=2008</u>	3. 2008 > 2007
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Comments:

* Don't have all vowel sounds in 08, "fl" in 07 but more in 08
 * initial blends – flat not present on 08 list.
 * 07 "1" sometimes kids will see this as an I. 08 Go back to block letters

D. Listening Comprehension

<u>1. 2007 > 2008</u>	2. 2007=2008	3. 2008 > 2007
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Comments:

* shorter passages – 3 stories, questions written differently – more simply – more literal and specific questions
 * Shorter passages were much better, better #1, #4 was specific, more literal

**Grade 3-4 Summary Judgment:
As a whole, compare the 2007 with the 2008 assessment**

<u>1. 2007 > 2008</u>	2. 2007=2008	3. 2008 > 2007
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Comments:

- * Overall better. Print should change. Need key for explaining scoring.
- * General improvement in some areas but not in all. 08 letter sounds are more confusing. Students should score higher in 08.
- * 08 was better in listening comprehension and identifying signs/symbols. Print of letters for letter sounds could be changed.

Grade 5/6

E. Beginning Word Reading

1. 2007 > 2008	2. 2007=2008	<u>3. 2008 > 2007</u>
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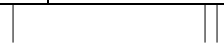


Comments:

*Ending suffix added, less CVC words (larger type good bolder), 2007 more sight words, 2 syllable words.

F. Sentence Reading

1. 2007 > 2008	2. 2007=2008	<u>3. 2008 > 2007</u>
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Comments:

* 1 more 4 word sentence in 08, less in 07, more complex words. More syllables per sentence. 2008 more appropriate (but more difficult).

G. Listening Comprehension

1. 2007 > 2008	2. 2007=2008	<u>3. 2008 > 2007</u>
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Comments:

* Are able to see stories, more questions plus because more opportunity to answer questions. Questions asking for specific amount of items to be reported back, more literal questions. More chance for success in 08.

Grade 5-6 Summary Judgment:

As a whole, compare the 2007 with the 2008 assessment

1. 2007 > 2008	2. 2007=2008	<u>3. 2008 > 2007</u>
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Comments:

* Part G was more difficult but at a broader spectrum of content. 08 provided visual component, sentences more complex. Part F more progression of skills. Good because of older grade level.

Grade 7/8

H. Word Identification

1. <i>2007 > 2008</i>	2. <i>2007=2008</i>	<u>3. 2008 > 2007</u>
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Comments:

* more syllables, contractions, more words in order to score better, more range of easy to difficult but not presented in progression.

I. Read Sentences

1. <i>2007 > 2008</i>	2. <i>2007=2008</i>	<u>3. 2008 > 2007</u>
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Comments:

* more complex, progression to sentences to words.
 * 07 “talking” only 2 syllable word, 08 – complex sentences, progression to move complex words and sentences.

J. Listening Comprehension

1. <i>2007 > 2008</i>	2. <i>2007=2008</i>	<u>3. 2008 > 2007</u>
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Comments:

* Types of questions more advanced, Type of stories should be more practical/real life.
 * 07 – subjective questions. 08 – more complex

Grade 7-8 Summary Judgment:

As a whole, compare the 2007 with the 2008 assessment

1. <i>2007 > 2008</i>	2. <i>2007=2008</i>	<u>3. 2008 > 2007</u>
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Comments:

* 1.78B students need skill. Doesn’t add to difficulty if they can read and locate info. Visuals would be good.

Grade 9/10

K. Listening Comprehension

1. <i>2007 > 2008</i>	2. <i>2007=2008</i>	<u>3. 2008 > 2007</u>
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Comments:

* 2008 more difficult, not relevant, more critical thinking that is extremely challenging. Terms in questions (terminology too high), sequencing too difficult.

Grade 9-10 Summary Judgment:

As a whole, compare the 2007 with the 2008 assessment

1. <i>2007 > 2008</i>	2. <i>2007=2008</i>	<u>3. 2008 > 2007</u>
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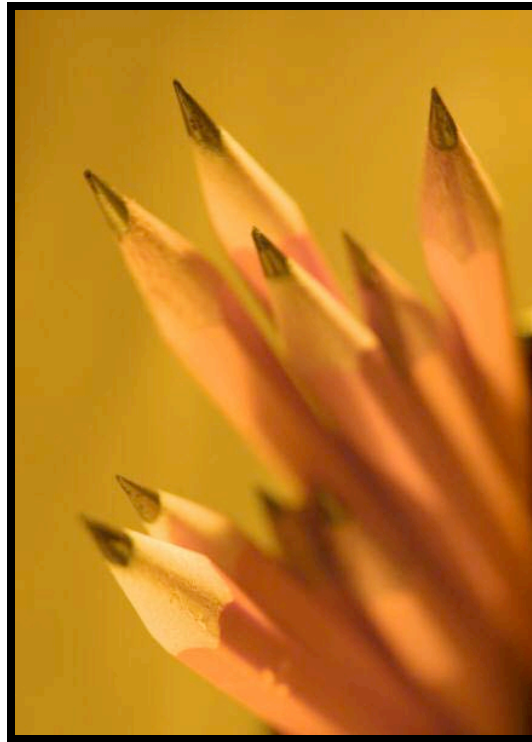


Comments:

* 1.910A level of words difficult, on scoring, how we are scoring is different then how we teach it (ex. B-l-a-ck). 1.910B – Too high a level, not relevance.

Writing

Judgment Response Form



April 23, 2008

Jeanne Soles
Nan Koentopp
Dan Kaasa

Name: Anne Konefal

Table: CONSENSUS - RESULTS

Standard Validation Judgment Response Forms

For the standards validation in Writing, compare the successive alternate assessment items from 2007 and 2008. Compare the items and tasks based on their similarities and differences in difficulty. Please note that the number of items is not the same in 2007 and 2008. Ignore the absolute number of items and consider the proportion of items when making judgments of task similarities and differences. While making judgments, also note the 2007 assessment incorporated all grades into one assessment, while the 2008 assessment was separated into grade bands.

Mark your judgments in the tables below based on the comparability of the items.

1: the 2007 items were more difficult (1. *2007 > 2008*),

2: The 2007 items are equal to the 2008 items (2. *2007 = 2008*), or

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Circle the appropriate judgment. After making the rating of 1, 2, or 3, write any comments in the box specifying or describing what makes the '07 and '08 items and tasks similar or different from each other.

Grade band	Tasks that were in common on '07 and '08
3/4	A. Copy Letters B. Copy Words
5/6	C. Write Own Name D. Write Words from Dictation E. Write a Sentence about a chosen topic
7/8	F. Sentence Mechanics G. Write a Sentence about a chosen topic
9/10	H. Sentence Mechanics I. Write a Story (Assisted or Unassisted)

Grade 3/4

A. Copy Letters

1. <i>2007 > 2008</i>	<u>2. 2007=2008</u>	3. <i>2008 > 2007</i>
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Comments:

*Different font used
Addition of letter "L"

B. Copy Words

1. <i>2007 > 2008</i>	<u>2. 2007=2008</u>	<u>3. 2008 > 2007</u>
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Comments:

*Discussion took place about varying lengths of words (2-4 letters) as opposed to all 3 letter words.

**Grade 3-4 Summary Judgment:
As a whole, compare the 2007 with the 2008 assessment**

1. <i>2007 > 2008</i>	<u>2. 2007=2008</u>	3. <i>2008 > 2007</i>
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Comments:

*Overall – The group agrees that 2007 = 2008

Grade 5/6

C. Write Own Name

1. $2007 > 2008$	<u>2. $2007=2008$</u>	3. $2008 > 2007$
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Comments:

* Scoring was different , same expectation (07 CLS/08 percent correct – pts)

D. Write Words from Dictation

<u>1. $2007 > 2008$</u>	2. $2007=2008$	3. $2008 > 2007$
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Comments:

*07 had more words (some with 4 letters)
08 had fewer words (all 3 letters)

E. Write a Sentence about a chosen topic

1. $2007 > 2008$	2. $2007=2008$	<u>3. $2008 > 2007$</u>
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Comments:

*Choices for teacher for choose from in 2007 one sentence
2008, 3 sentences, less choice for the teacher
Looking at ideas/org in 2008 – scored together.
If your writing 3 full sentences, then being scored on ideas and org. the sentences more difficult. Higher sentence structure expected.

**Grade 5-6 Summary Judgment:
As a whole, compare the 2007 with the 2008 assessment**

1. <i>2007 > 2008</i>	<u>2. 2007=2008</u>	<u>3. 2008 > 2007</u>
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Comments:

*Higher writing expectation for 2008, more writing expected due to 3 sentence expectation. Low 3

Grade 7/8

F. Sentence Mechanics

1. <i>2007 > 2008</i>	2. <i>2007=2008</i>	<u>3. 2008 > 2007</u>
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Comments:

*Had to really understand what the sentence was saying in 2008 – significantly more difficult, in '07 was only one choice per sentence, but in '08 there were 4 choices, plus added ordering. Made sentence much more confusing.

G. Write a Sentence about a chosen topic

1. <i>2007 > 2008</i>	2. <i>2007=2008</i>	<u>3. 2008 > 2007</u>
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Comments:

* Expecting to write more, Adding Ideas and Org for '08.
Strongly agree '08 is more difficult.

Teachers missed the writing with pictures task.

**Grade 7-8 Summary Judgment:
As a whole, compare the 2007 with the 2008 assessment**

1. <i>2007 > 2008</i>	2. <i>2007=2008</i>	<u>3. 2008 > 2007</u>
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Comments:

*Very strong 3 – 2008 is definitely more difficult than 2007. Items are harder, more is expected of the students.

Grade 9/10

H. Sentence Mechanics

1. <i>2007 > 2008</i>	2. <i>2007=2008</i>	<u>3. 2008 > 2007</u>
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Comments:

* Very strong 3 because of higher expectations and word ordering

I. Write a Story (Assisted or Unassisted)

1. <i>2007 > 2008</i>	<u>2. 2007=2008</u>	3. <i>2008 > 2007</i>
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Comments:

* Ended up being equal because expectation was the same.
 The timing part was different, while the students weren't stressed about writing enough during the time, the untimed writing, some students wrote one sentence and then said they were done.
 Timed - It turned out to help them write more, then stress then out - but they balanced each other out to come to a 2.

**Grade 9-10 Summary Judgment:
 As a whole, compare the 2007 with the 2008 assessment**

1. <i>2007 > 2008</i>	2. <i>2007=2008</i>	<u>3. 2008 > 2007</u>
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Comments:

* It was so much harder - it brought up the general consensus that the 2008 assessment was more difficult.

Overall - 2008 was more difficult. There were higher expectations. 7-10 definitely more difficult. 2-3 ok, 5-6 all over the board, some items more difficult, some items less difficult.

Students who received lower scores in 2008 then in 2007 may have been because of how the test was set up - no story with pictures, no timed writing. Etc.

Mathematics

Judgment Response Form



April 23, 3008

Theresa Owens
Bridgett Whittstock
Joel Williams

Name: Stacey Street

Table: RESULTS

Standard Validation Judgment Response Forms

For the standards validation in Math, compare the successive alternate assessment items from 2007 and 2008. Compare the items and tasks based on their similarities and differences in difficulty. Please note that the number of items is not the same in 2007 and 2008. Ignore the absolute number of items and consider the proportion of items when making judgments of task similarities and differences. While making judgments, also note the 2007 assessment incorporated all grades into one assessment, while the 2008 assessment was separated into grade bands.

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Grade band	Tasks that were in common on '07 and '08
3/4	A. Copy Numbers B. Number Line C. Same/Different D. Identify Shapes
5/6	E. Copy Numbers F. Number Line G. Count Objects H. Addition I. Money J. Identify Shapes K. Same/Different Shapes
7/8	L. Identify Fractions M. Number Line N. Identify Skip Patterns O. Double Digit Addition and Subtraction P. Measurement Q. Identify Money R. Identify Shapes
9/10	S. Place Value T. Identify Fractions U. Order Numbers V. Double Digit Addition and Subtraction W. Compare Shapes X. Units of Measurement

Grade 3/4

A. Copy Numbers

<u>1. 2007 > 2008</u>	2. 2007=2008	3. 2008 > 2007
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Comments:

*Single digits vs. triple digit – Font may have been confusing #4 with closed top 4
 *2007 was more difficult b/c there were more numbers to copy, i.e. 672 – a 3 digit # is more difficult than a single digit i.e. 6
 * All # in '08 were in '07 – '07 2 and 3 digit.
 * Some similar #s. Don't like font on 4 on 2008 test. Testing the same thing some opportunity but 2007 double/triple digits more difficult/spacing...

B. Number Line

<u>1. 2007 > 2008</u>	2. 2007=2008	3. 2008 > 2007
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Comments:

*More appropriate 08 – single digits vs. double digits
 *2007 more difficult b/c number line started at 19, which is more confusing
 * Liked breaking up the # line in small units
 * 2008 more appr. To #s learning at that grade level missing # concept too difficult.
 2007 ?s asked on this task before/after too difficult

C. Same/Different

<u>1. 2007 > 2008</u>	2. 2007=2008	3. 2008 > 2007
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Comments:

*Much more appropriate shapes – removed arrows and double shapes
 * 2007, Item 2 – had 3 different shapes in the item, Item 3 – the arrows made it very visually confusing.
 * Whoa – 2007 pics w/ arrow and diamond way too distracting and difficult to discern w/ this population

D. Identify Shapes

<u>1. 2007 > 2008</u>	<u>2. 2007=2008</u>	<i>3. 2008 > 2007</i>
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Comments:

*Removal of pentagon and octagon – more appropriate
 * Items on 2007 test were more difficult b/c of the pentagon and octagon – but 2008 a little more difficult because of the size variation.
 * '08 much more practical, No pent or oct.
 * hexagon/octagon too difficult/impractical, liked '08 simple shapes

**Grade 3-4 Summary Judgment:
 As a whole, compare the 2007 with the 2008 assessment**

<u>1. 2007 > 2008</u>	<i>2. 2007=2008</i>	<i>3. 2008 > 2007</i>
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Comments:

*Age appropriate – GLE appropriate
 *As a whole, 3-4 2007 was more difficult b/c of presentation more than anything.
 * '08 much better test all around
 * 2007 was more difficult over all – I always think in terms of practical application and what this population is exposed to in real life, if you want to use a hexagon shape, use it in sign identification for spot not knowing it's a hexagon. Isn't overall too difficult at this grade level.

Grade 5/6

E. Copy Numbers

<u>1. 2007 > 2008</u>	2. 2007=2008	3. 2008 > 2007
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Comments:

*More direct expectations, copy of #'s no dictation involved.
 *Again, I think '07 was more difficult b/c of the presence of 3-digit, 2-digit #s.
 * 2 & 3 digits, stick to 1 single
 * testing the #s 8 and 6 in '07 in 2 and 3 digits #s more difficult. Only 3 #s tested in '08 – maybe more #s need to be added keeping them single digit

F. Number Line

<u>1. 2007 > 2008</u>	<u>2. 2007=2008</u>	3. 2008 > 2007
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Comments:

* No missing number was helpful.
 * Equal in difficulty.
 * Good to clean it up TAKE calendar of page - ? Number out
 * '07 includes before and missing later concepts that '08 doesn't
 '08 testing individual position only '07 ordinal as well. Same #s though, # tested on # line at odds w/ #s to be read and wrote

G. Count Objects

<u>1. 2007 > 2008</u>	<u>2. 2007=2008</u>	<u>3. 2008 > 2007</u>
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Comments:

* Similar task, different items, but both are tangible and know to the students
 * '07 was more difficult b/c of the chips – and the task asked more than just counting. '07 asked the student to “add or give more” and “take away, how many more needed” much more difficult of skill than just “count the # of animals”
 * '08 much better simpler, Chip TAKE, ADD etc. was confusing in '07
 * '08 rote count to 5 one. Flat pics harder than manips. Same manips earlier than 5 diff. pics of 5 diff. animals. If just looking at rote count piece, and not '07 items 2-7.

H. Addition

<u>1. 2007 > 2008</u>	<u>2. 2007=2008</u>	3. 2008 > 2007
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Comments:

*Much more difficult in '07 – higher numbers, double and single digit in some problems, some problems required carrying.
 '07 more difficult b/c of presentation – the page is more crowded, busier.
 '08 presentation an improvement
 '08 starts to single digit good
 * double digits 07 and regrouping 07. 14 ptr combined to 32. Only 6 single digit probe in 07- 08's.

I. Money

<u>1. 2007 > 2008</u>	2. 2007=2008	3. 2008 > 2007
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Comments:

* Presentation is overwhelming coins – all four on one vs. one on each.
 * Again, more visual on the page – 4 coins on one strip rather than broken up as in '08.
 * individual coins in '08 better
 * 07 does test same coins but presentation in a row increases difficulty level

J. Identify Shapes

<u>1. 2007 > 2008</u>	2. 2007=2008	3. 2008 > 2007
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Comments:

*Much more difficult with pentagon and octagon.
 * '07 hexagon, pentagon shapes difficult to identify, less common – “stop sign” was the response more common. Also, shape orientation more difficult.
 *Shape within a shape not in '07, but pentagon and octagon
 * Orientation of shapes in 07 makes is harder

K. Same/Different Shapes

<u>1. 2007 > 2008</u>	2. 2007=2008	3. 2008 > 2007
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Comments:

*Presentation more difficult – arrows and two objects in box more confusing to students.
 * '07 much more difficult b/c of presentation – arrows and parallelogram were confusing – too crowded (items 3, 4).
 * 07 much more difficult
 * 07 has much more to visual discriminate, arrow, individually to choose from.

**Grade 5-6 Summary Judgment:
 As a whole, compare the 2007 with the 2008 assessment**

<u>1. 2007 > 2008</u>	2. 2007=2008	3. 2008 > 2007
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Comments:

*Presentation and expectations - # of tasks or test items required of students.
 * As a whole, '07 test was more difficult, b/c of presentation: more crowded, more items on a page create confusion.
 * As a rule, 2007 was more difficult
 * 08 starts to get a little more harder or = in difficulty level from 3/4 to 5/6

Grade 7/8

L. Identify Fractions

<u>1. 2007 > 2008</u>	2. 2007=2008	3. 2008 > 2007
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Comments:

*Using different shapes – 1/3’s concept vs. whole, half, ¼, and then ¾’s.
 ‘08 was easier b/c consistency between shapes – all squares –
 ‘07 presentation more difficult – confusing
 ‘07 a little harder, squares more user friendly than circle fractions, etc.
 *07 doesn’t address completely shaded but does the ¼, 2/4, ¾’s
 07 involves student manipulating chips – more difficult, both have difficult language “shaded” “the fraction” “completely” and 07 circle and triangle difficult.

M. Number Line

<u>1. 2007 > 2008</u>	2. 2007=2008	3. 2008 > 2007
---------------------------------	--------------	----------------

Comments:

*Number line test confusing, no missing number.
 * More questions asked on ‘07, more than first, second, last, therefore more difficult
 * Missing # is more difficult
 * 07 tests all included on 08 plus more/before0-after, pt. totals same through 07 tests more.

N. Identify Skip Patterns

<u>1. 2007 > 2008</u>	2. 2007=2008	<u>3. 2008 > 2007</u>
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Comments:

* ‘07 more difficult - Visual helps students, rather than completely oral.
 * ‘08 more difficult b/c of 3 pattern. Counting by 1s, 5s, 10s is easier and more common (money) than counting by 3s.
 * ‘07 with No visuals. Hard to say which is harder ‘07 appears harder
 * by 2’s, 3’s. Not much harder though but maybe 08 strips should be by 5’s, 10’s, and straight counting to mirror w/out was asked in 07 not by 2’s, 3’s, in 08.

O. Double Digit Addition and Subtraction

<u>1. 2007 > 2008</u>	2. 2007=2008	<u>3. 2008 > 2007</u>
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Comments:

*2007 < 2008 – all addition, easier w/exception of carrying.
 2008 >2007 – more difficult only because + and – on same page.
 '08 – missing addition and subtraction is a harder skill than same function on a page.
 '08 seems more difficult
 * included in '08, mix of regroup and not regrouping.

P. Measurement

<u>1. 2007 > 2008</u>	<u>2. 2007=2008</u>	3. 2008 > 2007
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Comments:

* '07 more difficult. The second hand identified in the clock face and digital clock in '07 was confusing to students.
 * Same difficulty – but '08 improved by omitting seconds from '07 on digital
 * Second hand digital time too difficult 3:00:01 as opposed to 3:00

Q. Identify Money

<u>1. 2007 > 2008</u>	2. 2007=2008	<u>3. 2008 > 2007</u>
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Comments:

* Presentation is only difference – makes it easier to understand.
 * Harder questions
 * '07 more difficult by virtue of presentation, suggest using real coins.
 * grades 7/8 – 08 coin combination, 07 bill combinations

R. Identify Shapes

<u>1. 2007 > 2008</u>	2. 2007=2008	3. 2008 > 2007
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Comments:

- *Pentagon and octagon – removal was wise, too difficult
- * Again, '07 more difficult b/c of hex and pent shapes, not commonly used.
- * Shape inside shape not used in '07, but slightly harder with hex and pent.
- * again 07 pentagon/octagon and orientation w/ 07 shapes.

**Grade 7-8 Summary Judgment:
As a whole, compare the 2007 with the 2008 assessment**

<u>1. 2007 > 2008</u>	2. 2007=2008	3. 2008 > 2007
---------------------------------	--------------	----------------

Comments:

- *Presentation, number of items, double digit w/carry
- * b/c of presentation '07 more difficult than '08
- * When considering only what was presented in '08, '07 was harder but not by much.
- * Similar tasks 07 to compare to more specific 08 tasks.

Grade 9/10

S. Place Value

<u>1. 2007 > 2008</u>	<u>2. 2007=2008</u>	<u>3. 2008 > 2007</u>
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Comments:

*07-08 Presentation, cubes and numbers, however had double digit vs. all triple
 08-07 all triple digit #'s.
 *'07 asked for ID of all ones, tens, and hundreds place.
 '08 asked for ID of hundreds
 Difficult to judge this one seems about the same.
 * font in '08 not standard and distracting. Same level as far as PV identification

T. Identify Fractions

1. <u>2007 > 2008</u>	2. 2007=2008	3. 2008 > 2007
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Comments:

*See previous comments on grades 7/8
 * Different shapes on each card made it more difficult
 * Use of square was consistent
 * see 7/8 comments

U. Order Numbers

<u>1. 2007 > 2008</u>	<u>2. 2007=2008</u>	3. 2008 > 2007
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Comments:

*Most students learn to count by 2's, so I felt the 07 (1, 3, 6) presented a more
 difficult concept than 2, 4, 6
 * Similar
 * Choice a little harder in '08 but maybe 4-6
 * simple digit, 4 #'s. Don't like 6 and 9 on same task.

V. Double Digit Addition and Subtraction

1. $2007 > 2008$	2. $2007=2008$	<u>3. $2008 > 2007$</u>
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Comments:

*07 – all addition some carrying
 08 – addition, subtraction and multiplication on same page, higher expectation
 * '08 addition of mult. Is more difficult
 * '08 appears to include more regrouping and x
 * x – in 08

W. Compare Shapes

<u>1. $2007 > 2008$</u>	<u>2. $2007=2008$</u>	<u>3. $2008 > 2007$</u>
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Comments:

*Pentagon/octagon – 08 does include the faces on the cube.
 * '08 3 dimensional question elevated the difficulty, but '07 had hex, pent. Harder, more uncommon shapes
 * apples and oranges – cubes in '08 yet octagons/pentagon in '07
 * 08 asks for faces/sides unseen and rt. Angles.

X. Units of Measurement

<u>1. $2007 > 2008$</u>	<u>2. $2007=2008$</u>	3. $2008 > 2007$
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Comments:

*Second hand was confusing.
 * same
 * No seconds in '08
 * both ask the same thing, but again seconds confusing (3:00:02)

Grade 9-10 Summary Judgment:
As a whole, compare the 2007 with the 2008 assessment

<u>1. 2007 > 2008</u>	<u>2. 2007=2008</u>	<u>3. 2008 > 2007</u>
---------------------------------	----------------------------	---------------------------------

Comments:

- * Same – In my judgment I thought the 2 of '07 subtests were harder, 2 were the same, and 2 of the '08 were harder!
- * '08 clearer seems to have a better validity across the board. And age banding makes more sense would assume '08 scores went up.
- * 2008 harder overall