

Assessment of Course Performance (ACP): 2015–16

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At-a-Glance

For the 2015–16 school year, Local Assessment, in conjunction with the Department of Teaching and Learning (T&L), developed the *Assessments of Course Performance (ACPs)* as standardized final semester tests in grades kindergarten through 12 for Mathematics, Reading/Language Arts, Science, Social Studies, English-as-a-Second-Language (ESL), World Languages, Instructional Technology, Health, Physical Education and Visual & Performing Arts courses. Overall, 190 tests were developed and 21 were trans-adapted in Spanish. With nine single-semester tests and four high school tests also used for middle school students, a total of 224 ACPs were administered during the 2015–16 school year.

ACP Development

Prior to the test development phase, T&L provided outlines, called blueprints, detailing the Student Expectations (SEs) that required assessment items. In addition, T&L provided item blueprints, which directed item writers to measure specific aspects of SEs with special content to ensure item validity.

The processes of item writing, editing, item analyses, and test approvals were managed through the Office of Test Development. Tests comprised approximately three-quarters of the well-performing items from the previous year and one-quarter new or revised items. Item writing during the summer generally focused on expanding and revising test item banks. Test blueprints were published on MyData Portal and Assessment websites at the beginning of the school year. All tests were aligned to the *Texas Essential Knowledge and Skills (TEKS)* using the Curriculum Map developed by each content area. After administration began, alignment pages were also published on the MyData Portal and Assessment websites. These pages assured that each test item's SE was in the Curriculum Map.

Valid and Reliable Tests

The development of valid and reliable assessments is crucial for the evaluation of student knowledge and mastery of instructional material. Therefore, it is essential that the data provided by tests be valid and reliable. Content validity was demonstrated through the use of item and test blueprints, developed by T&L, and Curriculum Map alignment pages, ensuring each item was aligned with the curriculum. Cronbach's alpha, a coefficient used to provide a general indicator of consistency across items within a test, ranges from

0 to 1, with 0 indicating no test reliability. Coefficients approaching 1 indicate high test reliability. Of the 224 ACPs administered, 218 ACPs had a reliability of .70 or higher, of which 134 were equal to or above .80. Six ACPs had a reliability between .69 and .64.

Curriculum Alignment

The ACPs were designed as measures of the taught curriculum. Although every SE in the curriculum was not measured, significant SEs were identified and included in the test design process. Teachers were surveyed and asked to indicate the extent to which the ACPs successfully matched what was taught in the course. The results are presented in Table 1. Well over 80% of the teachers reported courses and ACPs had a 75 to 100% match. Given that there were more SEs taught than can be appropriately measured on a 90-minute test, this level of matching was acceptable.

Table 1

ACPs Aligned with Taught Curriculum

Question	Response Category	Sem 1 %	Sem 2 %
To what extent does the ACP successfully assess (match) what is taught in this course?	100% match	31.4	32.6
	About 75% match	55.4	51.8
	About 50% match	10.6	11.9
	About 25% match	2.2	3.6
	No match at all	0.4	0.0

Scaled Scores

All 2015–16 ACP tests used scaled scores rather than raw scores. Tests aim to have 55% correct set to equal a scale score of 70, or passing. However, some tests have lower or higher passing percentages based on test difficulty. The 55% criterion was lowered on 55 of 127 first semester tests and 25 of 97 second semester tests. Maintaining the 55% standard would have led to unreasonably high or low passing rates.

Semester One Results

The mean scale score ranged from a low of 67.0 (Grade 4 Social Studies) to a high of 90.0 (Kindergarten Reading), while the median scale score was 73.4. The mean percent correct score ranged from 40.7% (RLA 8 ESL Yr 1) to 87.0% (Grade 1 Spanish Reading), with a median percent correct score of 60.5%. Mean course grade ranged from 72.8 (English I ESOL Beginner) to 95.6 (Grade 4 PE). The percent of students passing the ACPs ranged from 40.1% (Grade 4 Social Studies) to 94.6% (Kindergarten Spanish Reading). {See Table 2} In

contrast, the percent of students passing the course ranged from 80.8% (Algebra I) to 99.3% (PE 6).

Semester Two Results

The mean percent correct score ranged from a low of 39.3% (English I ESOL Beginner) to a high of 88.4% (Kindergarten Spanish Reading), while the median percent correct score was 64.1%. The mean scale score ranged from 65.4 (Government) to 89.8 (Kindergarten Spanish Reading), with a median scale score of 74.1. Mean course grade ranged from 64.5 (Astronomy) to 95.5 (Grade 5 PE).

The percent of students passing the ACPs ranged from 34.8% (Government) to 93.4% (Kindergarten Spanish Reading). {See Table 2} In contrast the percent of students passing the course ranged from 66.7% (English IV) to 99.0% (Grade 3 Music, PE 6). Students took the STAAR or STAAR EOC in May in lieu of the ACP.

Table 2

Percent of Students Passing First- and Second-Semester ACPs

ACP	% Passing Sem 1	% Passing Sem 2
Kindergarten Mathematics	85.4	88.8
Kindergarten Spanish Mathematics	88.9	90.0
Grade 1 Mathematics	82.5	88.0
Grade 1 Spanish Mathematics	83.3	79.5
Grade 2 Mathematics	82.9	74.8
Grade 2 Spanish Mathematics	66.7	62.5
Grade 3 Mathematics	51.4	-
Grade 3 Spanish Mathematics	52.1	-
Grade 4 Mathematics	61.7	-
Grade 4 Spanish Mathematics	51.4	-
Grade 5 Mathematics	61.1	70.0
Grade 5 Spanish Mathematics	48.8	44.4
Mathematics 6	57.4	-
Mathematics 6 Pre -AP	70.3	-
Mathematics 7	54.6	-
Mathematics 7 Pre -AP	70.3	61.8
Mathematics 8	57.0	51.8
Algebra I	62.2	-
Algebra I Pre-AP	44.7	-
Geometry	52.6	61.1
Geometry Pre-AP	66.2	71.8
Algebra II	58.4	67.5
Algebra II Pre-AP	66.9	75.9
Pre-Calculus	50.3	55.7
Pre-Calculus Pre-AP	67.1	65.8
Mathematical Models	46.4	56.2
Kindergarten Reading	94.0	89.3
Kindergarten Spanish Reading	94.6	93.4
Grade 1 Reading	83.9	75.6
Grade 1 Spanish Reading	91.2	83.7
Grade 2 Reading	72.8	68.0
Grade 2 Spanish Reading	82.0	81.0
Grade 3 Reading	52.3	-
Grade 3 Spanish Reading	61.0	-
Grade 3 Language Arts	51.0	62.5
Grade 3 Spanish Language Arts	55.3	63.5
Grade 4 Reading	64.6	-
Grade 4 Spanish Reading	67.4	-
Grade 4 Language Arts	57.9	65.0
Grade 4 Spanish Language Arts	62.7	65.4
Grade 5 Reading	70.8	65.8
Grade 5 Spanish Reading	72.9	76.6

Grade 5 Language Arts	68.1	74.2
Grade 5 Spanish Language Arts	64.4	75.3

Table 2: Con't

ACP	% Passing Sem 1	% Passing Sem 2
Reading Language Arts 6	61.9	-
Reading Language Arts 6 Pre-AP	79.7	-
Reading Language Arts 7	61.6	-
Reading Language Arts 7 Pre-AP	80.4	-
Reading Language Arts 8	65.8	64.6
Reading Language Arts 8 Pre-AP	82.5	83.7
English I	59.7	70.6
English I Pre-AP	76.8	78.2
English II	63.7	65.9
English II Pre-AP	73.6	74.2
English III	64.3	57.2
English IV	71.9	50.8
Grade 3 Science	58.3	63.4
Grade 3 Spanish Science	63.7	64.0
Grade 4 Science	63.4	62.7
Grade 4 Spanish Science	67.3	62.5
Grade 5 Science	66.3	-
Grade 5 Spanish Science	66.9	-
Science 6	59.6	52.4
Science 6 Pre-AP	75.9	83.4
Science 7	52.7	74.0
Science 7 Pre-AP	81.6	-
Science 8	60.7	-
Physics 8	59.3	59.9
Astronomy 8	51.5	47.8
Biology	65.1	-
Biology Pre-AP	77.1	-
Chemistry	48.9	61.3
Chemistry Pre-AP	78.8	68.5
Physics	49.9	58.7
Physics Pre-AP	69.9	63.4
Environmental Systems	71.3	58.5
Integrated Physics and Chemistry	61.3	68.6
Astronomy	52.7	55.8
Grade 3 Social Studies	63.8	59.0
Grade 3 Spanish Social Studies	68.6	62.3
Grade 4 Social Studies	40.1	47.2
Grade 4 Spanish Social Studies	46.6	48.5
Grade 5 Social Studies	53.6	53.6
Grade 5 Spanish Social Studies	47.3	50.8
Social Studies 6	55.5	61.8
Social Studies 6 Pre-AP	80.7	82.9
Texas Studies 7	53.4	63.4
Texas Studies 7 Pre-AP	79.3	80.9
United States Studies 8	53.0	-
United States Studies 8 Pre-AP	75.8	-
World Geography	58.0	60.3
World Geography Pre-AP	80.3	82.5
World History	56.1	58.7
World History Pre-AP	81.8	74.1
U.S. History	57.5	-
Government	63.0	34.8
Economics	71.9	49.1
Reading Language Arts 6 ESL Year 1	43.9	-
Reading Language Arts 6 ESL Year 2/3	56.0	-
Reading Language Arts 7 ESL Year 1	53.0	-
Reading Language Arts 7 ESL Year 2/3	52.5	-
Reading Language Arts 8 ESL Year 1	43.5	51.1
Reading Language Arts 8 ESL Year 2/3	50.8	59.8
English I ESOL Beginner	54.6	52.3
English I ESOL Intermediate	49.7	58.3
English II ESOL	52.2	52.5
Technology Applications	58.2	57.4
Web Design	64.5	50.5
MS Health Education 6	61.9	66.2
MS Health Education 7	75.7	76.5
MS Health Education 8	77.6	76.1

Table 2: Con't

ACP	% Passing	
	Sem 1	Sem 2
Grade 4 Physical Education	88.6	91.4
Physical Education 6	76.8	83.5
Physical Education 7 & 8	90.0	91.7
Grade 5 Art	79.8	68.2
MS Art 2 Foundations	78.2	62.7
Studio Art I	73.8	79.0
Grade 3 Music	75.5	85.9
MS Band	63.4	87.5
HS Band	69.9	80.7
French I	67.1	71.7
French II	60.8	70.5
Spanish I	77.6	79.0
Spanish II	73.1	80.0
Spanish for Native Speakers I	63.6	76.8
Spanish for Native Speakers II	65.7	74.1

Note. Dash indicates no ACP was administered.

Performance ACPs

Performance ACPs were measures of the taught curriculum that could not be measured with a multiple-choice item, but must be performed to show mastery. Students performed specific actions, which were measured with objective rubrics. As this was the second year for Performance ACPs, student grades included weighted measures of both the standard and performance ACP. Art Performance ACP included items where students drew, sketched or shaded using crayons or pencils. Band Performance ACP involved sight reading and playing musical measures with an instrument for secondary students. Music Performance ACP entailed elementary students singing a short song as well as echo clapping, where the student sight read a musical measure and then clapped the measure. PE Performance ACP comprised several activities for elementary and middle school students to show they mastered the correct form or skill, which included throwing a ball, swinging a racket, walking versus sprinting and setting a pedometer.

Course Grades

Scale score results were used in the calculation of the final semester grade for grades three through 12. For kindergarten through grade two, ACP scores were not factored into final semester grades. For grades three through five, ACP scale score results accounted for 5% of the final semester grade. Middle school results accounted for 10% of the final semester grade, while high school ACP scale score results accounted for 15% of the final semester grade.

Summer School ACPs

Summer school classes were provided for all students who did not pass courses during the school year. High school students who were instructed in Mathematics, Reading, Science, Social Studies and Health were required to take the respective ACP. High school students enrolled in up to two courses and were assessed with both the first- and second-semester ACPs for that course.

For more information, see EA16-220-2, available at <http://www.dallasisd.org/Page/888>, or contact Kathy Williams-Palmer at 972-925-6436.