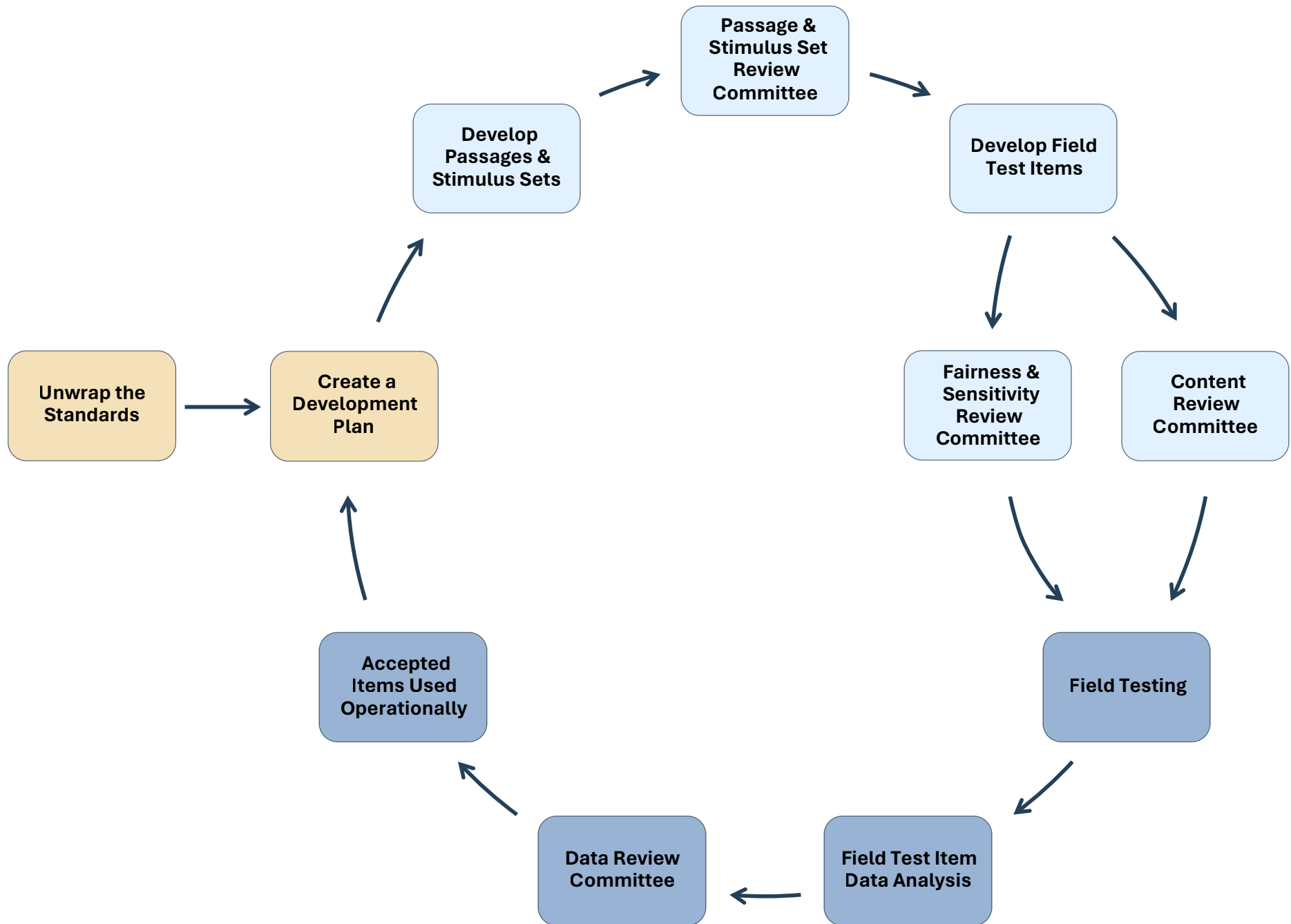


The SC READY and EOCEP Development Process



This flowchart provides an overview of the SC READY and EOCEP item development process, beginning with “Unwrap the Standards.” An outline summarizing each step of the development process is provided on the following page.

The SC READY and EOCEP Development Process

Planning

Step 1: Unwrap the Standards

- Occurs shortly after new standards are adopted, but before the new standards are assessed
 - What standards can be assessed
 - What are the content limits and constraints for each assessed standard
 - What is the least cognitively complex way to assess the standard
 - Most cognitively complex way

Step 2: Create a Development Plan

- Occurs in August of Year 1 and then annually – beginning of a development cycle
- Based on analyses of the operational item bank and trends in item-level data
- Outlines how many total items will be developed and field tested
 - How many items should be developed per standard
 - How many of each item type should be developed
 - How many items aligned to each level of cognitive complexity should be developed
 - How many passages or stimulus sets should be developed
 - How many items should be written to each passage or stimulus set

Development

Step 3: Develop Passages & Stimulus Sets

- Occurs in Fall of Year 1 and then annually
- Co-created by SCDE in collaboration with contractor
- Passages and stimulus sets developed and revised based on:
 - Alignment to the standards
 - Grade-level appropriateness of the content
 - Reading level (ELA only)
 - Fairness and sensitivity concerns

Step 4: Passage & Stimulus Set Review Committees

- Occurs in Fall of Year 1 and then annually
- Passages and stimulus sets are reviewed by a committee of SC content experts to ensure they are grade-level appropriate and free from any fairness or sensitivity concerns

Step 5: Develop Field Test Items

- Occurs in Winter/Spring of Year 1 and then annually
- Co-created by SCDE in collaboration with contractor
- Items are developed and revised based on:
 - Alignment to the standards
 - DOK and cognitive complexity
 - Item stem (question)
 - Answer choices
 - Fairness and sensitivity concerns

Step 6(a): Content Review Committee

- Occurs in Summer of Year 1 and then annually
- Items and their corresponding passages or stimulus sets are reviewed by SC content experts primarily based on items' alignment to the standards, cognitive complexity, and grade-level appropriateness
- The committee of content experts will:
 - Accept an item as is, or
 - Offer suggested revisions to improve upon the item or address issues within the item, or
 - Reject an item due to content or fairness and sensitivity concerns

Step 6(b): Fairness & Sensitivity Review Committee

- Occurs in Summer of Year 1 and then annually
- Items and their corresponding passages or stimulus sets are reviewed by a panel of stakeholders primarily based on fairness and sensitivity concerns that could impact all students being able to “show what they know”
- The committee of stakeholders will:
 - Accept an item as is, or
 - Offer suggested revisions to address issues within an item, passage, or stimulus set, or
 - Reject an item due to fairness or sensitivity concerns

Evaluation

Step 7: Field Testing

- Occurs in Spring of Year 2 and then annually
- Finalized items are field tested on Spring SC READY and EOCEP assessments
- Field test items do not count towards a student's final score, but student achievement on field test items determines whether or not an item is accepted as part of the operational item bank

Step 8: Field Test Item Data Analysis

- Occurs in Spring of Year 2 and then annually
- Once items have been field tested, they are either accepted into the item bank, rejected, or put in front of a committee of SC content experts
- Items are automatically accepted if they:
 - Are free from fairness and sensitivity concerns
 - Have data that proves they provide a valid and reliable measure of students' knowledge
- Items are automatically rejected if they:
 - Have data that indicates they do not provide a valid or reliable measure of students' knowledge
 - Show a statistically significant difference in achievement based on demographics

Step 9: Data Review Committee

- Occurs in Summer of Year 2 and then annually
- Items are brought in front of the data review committee if the data shows the items are on the cusp of being automatically accepted
 - If the committee determines that an item is written fairly, is free from fairness and sensitivity concerns, aligns to the standard, and that the data is likely the result of an instructional shortcoming, the item is accepted
 - The committee then provides instructional strategies to address weaknesses based on the data
 - These strategies are captured in the data review report
 - If the committee determines that an item is written in such a way that it creates a fairness or sensitivity concern or has an aspect that misleads students, the item is rejected
 - The feedback around this rejection is used to improve future item development

Step 10: Accepted Items Used Operationally

- Occurs in Fall of Year 2 and then annually – end of a development cycle
- Items accepted in step 8 and step 9 are added to the operational item bank
- Items in the operational item bank are used to build future SC READY and EOCEP assessments