

# Did You Know?

## READING & MATHEMATICS

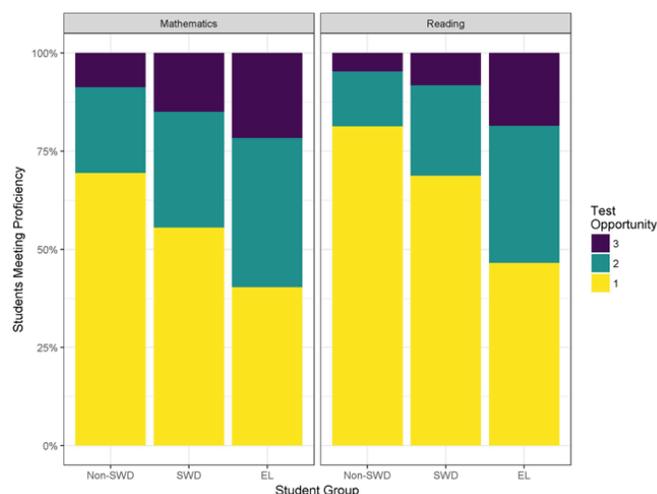
Research Note No. 10 – March 2018

**Before Oregon adopted the Smarter Balanced assessments, schools had the option of giving students up to three opportunities to take state achievement tests per year. Given additional testing opportunities, the number of students with disabilities (SWD) who met proficiency nearly doubled, and the number of English Learners (EL) meeting proficiency more than doubled.<sup>1</sup>**

**The good news:** A multiple testing policy may increase the reliability of performance scores, help target instruction, and provide improved prospects of passing for students receiving services.

**The challenge ahead:** If states' policies allow retesting, care must be taken to make sure all students likely to benefit are provided the opportunity, particularly students receiving services. Conversely, students who truly lack grade level skills should not be retested because of the impact on instructional time and resources.

### The 2011-12 Proportion of Student Groups Meeting Proficiency by Testing Opportunity (Grades 3 - 8)



- The figure represents all students who met grade level proficiency in each student group, and on what testing occasion they met proficiency.
- Compared to students without disabilities (Non-SWD), a larger proportion of the EL and SWD students met proficiency standards on the second or third testing opportunity.
- The results were generally similar across Mathematics and Reading; however, retesting was slightly more likely to benefit all student groups in Mathematics.
- Additional analyses not presented here also indicated that Non-SWD (vs. SWD), Non-EL (vs. EL), and students right below the proficiency cut-score were more likely to receive additional testing opportunities. As state tests and policies change, states need to monitor how these changes affect underrepresented student subgroups in accountability systems.
- As state tests and policies change, states need to monitor how these changes affect underrepresented student subgroups in accountability systems.

**<sup>1</sup> For more information, see:**

Nese, J. F. T., Tindal, G., Stevens, J., & Elliott, S. N. (2015). The influence of multiple administrations of a state achievement test on passing rates for student groups. *Education Policy Analysis Archives*, 23. doi: 10.14507/epaa.v23.1974 or visit our website: [www.ncaase.com](http://www.ncaase.com).

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