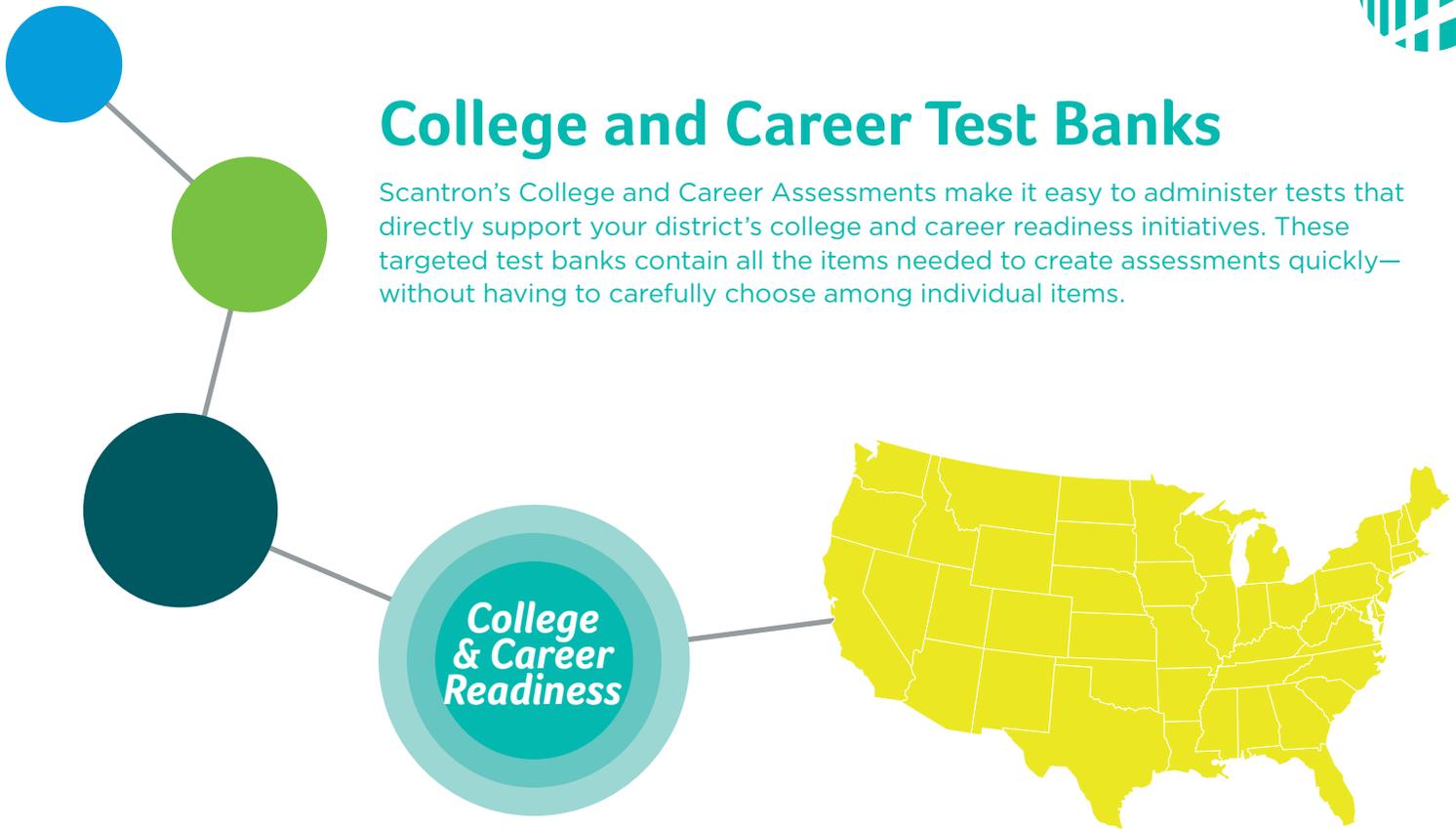




College and Career Test Banks

Scantron's College and Career Assessments make it easy to administer tests that directly support your district's college and career readiness initiatives. These targeted test banks contain all the items needed to create assessments quickly—without having to carefully choose among individual items.



The Scantron College and Career Assessments contain a total of 1,200 items in Mathematics and 930 items in English Language Arts. The College and Career Assessments can be used in one of two ways:

- The first model offers three versions of each assessment at each grade level—a pretest, midtest, and a posttest. Scantron builds these tests for you and prepares them on your site for immediate administration, so you can begin tracking student results at once. English Language Arts and Mathematics assessments in grades 2–12 contain 30 items per assessment. Kindergarten and Grade 1 assessments contain 20 test items per assessment. In addition, each Kindergarten and Grade 1 assessment provides

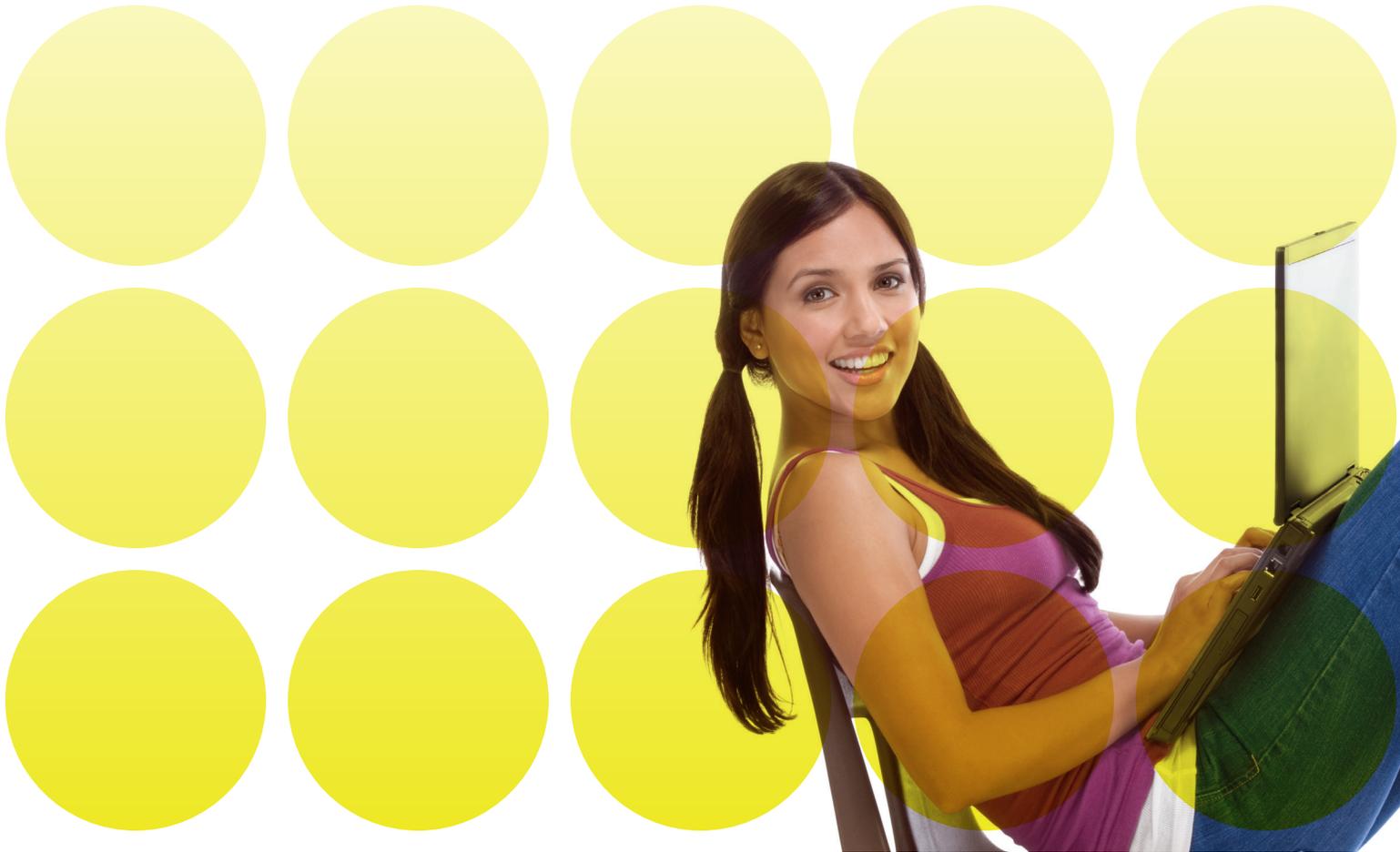
both a student version and a proctor version.

- In the second model, the targeted item banks are activated for educators to build their own tests. This model provides the flexibility to make shorter or longer tests, create custom items, or add items from other item banks.

An in-house team of test developers with extensive experience within each specific subject area (including classroom teaching) developed the Scantron College and Career Assessments. For almost four decades, the education and commercial markets have trusted Scantron to deliver innovative testing/assessment and data collection technologies, backed by premier customer service and technical support.

Comprehensive, College and Career Readiness Items

The Scantron College and Career Assessments were first released in 2011 to help teachers create tests and interim assessments that align to the Common Core State Standards. The Common Core State Standards for grades K–12, released in June 2010, were developed by the National Governors Association Center for Best Practices (NGA Center) and Council of Chief State School Officers (CCSSO). Scantron's content team developed each item in the Scantron College and Career Assessments specifically to align to one of the Common Core State Standards in English Language Arts (ELA) or Mathematics. English Language



Arts and Mathematics content specialists analyzed the Common Core to determine which standards are assessable using the Scantron Achievement Series platform. This team developed a list of clearly defined skills to address the learning objectives defined within the Common Core Standards. The list of skills for each grade level was reviewed by a different team of subject-matter experts to ensure alignment to the Common Core Standards.

Unpacking the Standards

The Common Core State Standards (CCSS) for ELA and mathematics are unpacked during initial project-planning. As standards are identified for development, they are analyzed and unpacked. Many standards include multiple skills or parts. Those standards and their parts are called out in the planning process so that, when applicable,

assessment items can be written to each of the parts. While identifying a standard's parts is essential, is also important that related standards at earlier grade levels be considered. It is the intent to create unique items for each part of the standards. It is also important that standards at other grade levels be considered. Standards in earlier grades help define the student's prior knowledge and create a context for the lower levels of cognitive complexity. Standards in later grades help define the intent of the standard to build knowledge base and create a context for the higher levels of cognitive complexity. The progression of content and skills from one grade level to the next can inform how a standard is unpacked.

For example in ELA, the concept of theme and summary is introduced in the CCSS standards at grade 3 (RL.3.7) and further refined in grades 4 and 5 (RL

4.2 and RL.5.2). When the grade 6 standard, RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments, is unpacked, we will take into consideration the fact that students are expected to already have a few years experience "determining a theme" and "summarizing." Because of that, the identification of theme will not be emphasized when unpacking the 6th grade standard. Instead focus will be on the aspects of the standard specific to the grade level. RL.6.2 unpacked would therefore include the following:

- Determine how a theme is conveyed through particular details.
- Provide a summary of the text distinct from personal opinions or judgments.

In mathematics, consider the standards below in terms of development for the bolded standard 3.OA.1.

2.OA. 4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .

3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

When writing to 3.OA.1, the goal is to limit the overlap of DOK 1 items for this standard with any items developed for 2.OA.4. The same is true for the DOK 3 items in terms of 4.OA.1. The standard 2.OA.4 provides a snapshot of expected student knowledge, and the standard 4.OA.1 provides an expectation for the knowledge base assumed at the next level. In terms of striving to limit overlap within the grade, 3.OA.3 should be considered so that the items developed for 3.OA.1 do not have the exact same look and feel as those developed for 3.OA.3.

For both areas, items can then be developed around the unpacked standards, and attention can be paid to the aspects of each standard that are emphasized or are new at each grade level.

Rigorous Item Development Process

Scantron maintains a team of experienced content experts who build and maintain the Scantron College and Career Test Bank. This team of experts draws from target item difficulty levels and curricular domains, along with a library of specifically targeted resources (nationally adopted textbooks, grade appropriate literature, etc.). Further, a variety of readability measures are used to calculate and verify the readability level of any passages aligned to items. Each item draft is then submitted to a team of independent editors for a peer review covering completeness, grammatical correctness, and grade-appropriateness.

Additional training on Item Writing and Item Banking is required, with training materials developed from the following resources:

- American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. Standards for Educational and Psychological Testing. Washington, DC: American Psychological Association, 1999.
- Haladyna, Thomas M. Developing and Validating Multiple-Choice Test Items. Mahwah, New Jersey: Lawrence Erlbaum Associates, 1999.
- Roid, Gale H. and Thomas Haladyna. A Technology for Test-Item Writing. Orlando, Florida: Academic Press, 1982.

Scantron's Item Editing Team consists of professional educators (credentialed teachers and university professors) from across the United States. This team carefully analyzes question stem and response choice construction. The analysis includes areas such as the likely discrimination index for response choices, age-appropriateness, interest level, bias, sentence structure, vocabulary, clarity, grammar and spelling.

Further, a different team of educational experts from a sample of national educational communities representing diverse cultural backgrounds conducts a bias review. Bias reviewers analyze how many passages and items have male or female main characters, and whether each character has active or passive voice. In addition, the bias editors ensure passages and items contain ethnic or cultural diversity.



Scantron College and Career Assessments

Number of Items and Assessments

Grade	Number of Tests	English Language Arts Per Pre-, Mid- and Posttest	Grade or Topic	Number of Tests	Mathematics Per Pre-, Mid- and Posttest	Grade or Topic	Number of Tests	Spanish Per Pre-, Mid- and Posttest
Kindergarten	3	20	Kindergarten	3	20	Kindergarten	3	20
1	3	20	Grade 1	3	20	1	3	20
2	3	30	Grade 2	3	30	2	3	30
3	3	30	Grade 3	3	30	3	3	30
4	3	30	Grade 4	3	30	4	3	30
5	3	30	Grade 5	3	30	5	3	30
6	3	30	Grade 6	3	30	6	3	30
7	3	30	Grade 7	3	30	7	3	30
8	3	30	Grade 8	3	30	8	3	30
9-10	3	30	Algebra 1	3	30	Algebra 1	3	30
11-12	3	30	Algebra 2	3	30	Algebra 2	3	30
			Trigonometry	3	30	Trigonometry	3	30
			Geometry	3	30	Geometry	3	30
			Probability and Statistics	3	30	Probability and Statistics	3	30
Total Item Count (All Test Banks Per Subject) & Number of Assessments*	33	930		42	1,200		42	1,200

Total Combined Assessments: 117

Total Combined Item Count: 3,330



**INFORM INSTRUCTION
TO IMPACT STUDENT
ACHIEVEMENT TODAY!**

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About Us

Scantron® provides a comprehensive set of solutions that help improve student outcomes in K-12 education. We offer software and services to meet the needs of customers' assessment programs regardless of where they are on the technology spectrum—pure paper, pure online, or anywhere in between.