



March 18, 2019

TEA ID: 152504

## TTU K-12 EOC Credit by Exam Certification, 2018-2019

**Note: The State Board of Education (SBOE) adopted changes to TAC§74.24 on June 15, 2018. The changes are to be in place for the 2018-19 school year; however, the rule allows a provider to request additional time to meet the complex statistical metrics required. On September 14, 2018, the SBOE approved TTU K-12's plan and timeline. TTU K-12 will fully comply with the rule in the time frame approved by the SBOE.**

The Texas Tech University K-12 (TTU K-12) district superintendent, along with its governing body, certify the following for the TTU K-12 Credit by Exams (CBEs) in compliance with applicable sections of TAC§74.24. The entire rule can be found on the [TEA website](#). Portions of the rule that apply to CBEs provided to districts by TTU K-12 are included below, and TTU K-12 status is noted.

**TAC §74.24(c):** Assessment for course credit in Grades 6-12.

**TAC §74.24(c)(2):** In order for a school district to administer an examination for credit, prior to the first administration, the school district or the provider of the assessment must certify that the examination:

- (A) is aligned to all assessable TEKS for the course;
- (B) has not have been published and is not publicly available.
- (C) will only be administered in a secure environment under standardized conditions by a school district or institution of higher education, and
- (D) has been evaluated to ensure:
  - (i) test scores can be interpreted as indicators of what the test is intended to measure;
  - (ii) consistency of test results across testing conditions.

TTU K-12 Status:

- TTU K-12 CBE exams cover all assessable Texas Essential Knowledge and Skills for the course as indicated in the annual CBE audit results reported to the Texas Education Agency.
- TTU K-12 CBE exams have not been published and are not publicly available as acknowledged by approved CBE proctors in the Confidential Integrity Agreement, Certification of Supervision, and Exam Security documentation.
- TTU K-12 CBE exams are only administered in a secure environment under standardized conditions by a school district or institution of higher education as acknowledged by approved CBE proctors in the Confidential Integrity Agreement, Certification of Supervision, and Exam Security documentation.
- TTU K-12 CBE exams are externally validated as indicated in the annual audit review and the five-year cycle audit results reported to the Texas Education Agency. Internal validity and reliability metrics will be applied to determine consistency of test results across testing conditions in the time frame approved by the State Board of Education.

**TAC §74.24(c)(3):** A school district or the provider of the assessment must make public an annual report, including:

- (A) the test development process;
- (B) a statement certifying that they examination meets the criteria in paragraph (2)(D) of this subsection;



- (C) the number of students who took each examination;
- (D) the number of students who scored 70% or above on each examination;
- (E) the number of students who scored 80% or above on each examination; and
- (F) the average score for all students who took the examination for each examination.

TTU K-12 Status:

- TTU K-12 CBE exams are externally validated as indicated in the annual audit review and the five-year cycle audit results reported to the Texas Education Agency. Percent passing at each cut point and average score will be reported in the time frame approved by the State Board of Education.

**TAC §74.24(c)(4):** In order for a school district to administer an examination for credit for a course that has a state end-of-course assessment instrument, the school district or the provider must certify, prior to the first administration, that the examination:

- (A) meets the requirements of paragraph (2) of this subsection;
- (B) has been externally validated and determined to:
  - (i) align to and appropriately address all assessable TEKS for the course;
  - (ii) assess the appropriate level of rigor for each student expectation; and
  - (iii) yield comparable distribution of results across tested subgroups.

TTU K-12 Status:

- TTU K-12 CBE exams are equivalent to the state level end-of-course assessment instruments in terms of content coverage, item difficulty, and technical quality as indicated by the five-year cycle audit results reported to the Texas Education Agency and the TTU K-12 CBE Test Development Process (see appendix A). Statistical metrics of comparable distribution across tested subgroups will be added to this report in the time frame approved by the State Board of Education.

**TAC §74.24(c)(5):** If the number of students who take an examination in a given year is not sufficient to determine comparable results among subgroups, the provider may obtain approval from the State Board of Education to demonstrate comparable results over a specified period of years.

TTU K-12 Status:

- To apply appropriate statistical metrics, it is necessary for TTU K-12 CBE exam data to be collected over an extended period of time. TTU K-12 requested this extended time, as is allowed in this section of the rule. The request was approved by the SBOE on 9.14.18.

**TAC §74.24(c)(6):** For an examination that is validated in accordance with paragraph (4) of this subsection, a school district or the provider of the assessment must make public:

- (A) The annual report required by paragraph (3) of this subsection;
- (B) All relevant test development specifications.

TTU K-12 Status:

- The annual report includes validation that TTU K-12 CBE exams are equivalent to the state level end-of-course assessment instruments in terms of content coverage, item difficulty, and technical quality as indicated by the five-year cycle audit results reported to the Texas Education Agency and the TTU K-12 CBE Test Development Process (see appendix A). Statistical metrics will be added to this report in the time frame approved by the State Board of Education.

**TAC §74.24(c)(7):** Examinations for courses that do not have a state end-of-course assessment shall meet all requirements in paragraph (2) of this subsection no later than the 2019-2020 school year.



TEXAS TECH UNIVERSITY

TTU K-12™

TTU K-12 Status:

- TTU K-12 CBE exams will meet all requirements in the time frame allowed in this section of the rule.

**TAC §74.24(c)(9):** A student may not attempt to earn credit by examination for a specific high school course more than two times.

TTU K-12 Status:

- TTU K-12 policy states that CBE exams will not be administered to a student more than two times for the same course.

A handwritten signature in black ink, appearing to read 'Jim Taliaferro'.

Jim Taliaferro, Ed.D., Superintendent, TTU K-12



## Appendix A TTU K-12 EOC Credit by Examination Test Development Process

### 1. Credit by Examination Design Process

TTU K-12 provides Credit by Examinations (CBEs) as valid and reliable assessments of students' mastery of course content. Exam items match the depth and breadth of the Texas Essential Knowledge and Skills (TEKS). These exams require that students apply the academic knowledge and skills required for each particular course. Drafted and finalized exams are kept highly confidential. Credit by Exams are developed using four major components: TEKS, subject-specific TEKS Trackers, Blooms Taxonomy correlations, and EOC/STAAR comparisons where applicable.

### 2. Credit by Examination Design Resources

Each TTU K-12 subject-specific TEKS Tracker for the CBE is an overview template that charts the TEKS for a specific subject and grade level, and identifies which Student Expectation(s) (SEs) from the TEKS is/are addressed by each question. To best serve the primary goal of CBEs, the chart highlights the alignment to 100% alignment or all assessable TEKS to ensure content mastery. This provides clear alignment expectations for contracted writers during exam development, and reference points for contracted and staff reviewers during exam alignment assessments. It also guides contracted auditors during the annual audit evaluation sent to the Texas Education Agency (TEA).

The TTU K-12 TEKS Tracker is an overview template that shows which standard is addressed by which question(s) and whether the question addresses the same level of cognitive rigor as the standard. This provides guidelines as to the expected rigor of item construction for contracted writers during exam development, and guidelines for reviewers during exam alignment assessments.

### 3. Credit by Examination Test and Item Specifications

Each TTU K-12 subject-specific TEKS Tracker is completed by contracted authors as they develop the CBE questions. These are reviewed by TTU K-12 Instructional Designers as well as by subject-area peer reviewers. The authors and peer reviewers are Texas certified teachers for the specific content area and grade level. These contracted authors and peer reviewers certify that the exams address the subject-specific TEKS to the breadth and depth of each standard. With the TEKS as the foundation, the levels of cognitive rigor are estimated to align the complexity of the standards on the exams. Exam items are written first to match the subject-specific TEKS Tracker and then evaluated for alignment with the cognitive level of the standard.

While the CBE is required to address 100% of assessable TEKS by law, the corresponding STAAR/EOC assessments are not. Therefore, the length of the CBE is longer than the corresponding state assessment. The item difficulty, however, is congruent and verified by the curriculum teams.

Suggested revision changes from contracted reviewers and auditors are reviewed and changes are made with appropriate justification. Expert exam writers adjust exam items based on final determinations from reviewers, staff, and subject experts.

### 4. Credit by Examination Audit Process

During the annual audit evaluation, auditors (who are Texas certified teachers in the specific course subject being reviewed, not TTU employees or contract writers, and unassociated with the exams up for review) analyze the exams for TEKS alignment and item difficulty to



TEXAS TECH UNIVERSITY

TTU K-12™

recommend revisions. Curriculum teams comprised of TTU K-12 staff and subject experts review proposed revisions, along with justifications, to make final exam revisions and item adoptions.



## Appendix B TTU K-12 EOC Credit by Examination Validation

### Validation Efforts

State law mandates an annual audit of TTU K-12 Credit by Examinations. In this audit process, auditors analyze the exams for coverage of 100% of the assessable Texas Essential Knowledge and Skills (TEKS), as well as full alignment of content and analysis of item difficulty. Where applicable, auditors make recommendations for question revisions. TTU K-12 staff and/or subject experts review proposed revisions, along with justifications, to make final changes to ensure full coverage of the TEKS at an appropriate level of rigor for each exam. Each spring, the audit results are submitted to the TEA for documentation. The audit reports are then presented to the State Board of Education for approval. Each annual audit addresses 20% of the CBEs offered, with a 5-year cycle to analyze all CBEs.

### Auditor Selection

Auditor applications are solicited by TTU K-12 staff. Each auditor is certified in the course/grade of review; has no prior participation in writing or reviewing of the current exam(s), has no prior participation grading the current exam(s), and is not employed by TTU K-12. The TTU K-12 staff screens potential candidates and provides contracts to the best qualified candidates to participate in the annual audit project.

### Auditor Training

Auditors meet with TTU K-12 staff for an overview of the project, expectations, scope, processes, and timelines involved in the annual audit. Auditor and TTU K-12 staff have ongoing dialogue to ensure 100% TEKS alignment while maintaining rigor and integrity of exams.

### Auditor Revisions

In final discussions between TTU K-12 staff and auditors, exam revisions for all audited exams are finalized and submitted to the Texas Education Agency. TTU K-12 then releases revised exams.



## Appendix C TTU K-12 Credit by Examination Offerings

### **CBEs for courses with an end-of-course assessment:**

ALG 1A - Algebra 1A (ALG 1A)  
ALG 1B - Algebra 1B (ALG 1B)  
BIO 1A - Biology (BIO 1A)  
BIO 1B - Biology 1B (BIO 1B)  
USHIS1A - United States History Studies Since 1877 (US HIST)  
USHIS1B - United States History Studies Since 1877 (US HIST)  
ENG 1A - English I (ENG 1A)  
ENG 1B - English I (ENG 1B)  
ENG 2A - English II (ENG 2)  
ENG 2B - English II (ENG 2)

### **CBEs for courses without an end-of course assessment:**

#### **English Language Arts**

COMMAPP - Communication Applications  
ENG 3A - English III (ENG 3)  
ENG 3B - English III (ENG 3)  
ENG 4A - English IV (ENG 4)  
ENG 4B - English IV (ENG 4)

#### **Social Studies, Texas & U.S. History**

ECO-FE - Economics with Emphasis on the Free Enterprise System and its Benefits-(ECO - FE)  
GOVT - United States Government (GOVT)  
WGEO 1A - World Geography Studies (W GEO)  
WGEO 1B - World Geography Studies (W GEO)  
WHIST1A - World History Studies (W HIST)  
WHIST1B - World History Studies (W HIST)

#### **Science**

ASTR 1A - Astronomy 1 (ASTRMY 1A)  
ASTR 1B - Astronomy 1 (ASTRMY 1B)  
CHEM 1A - Chemistry (CHEM)  
CHEM 1B - Chemistry (CHEM)  
ENVIR1A - Environmental Systems (ENVIRSYS)



TEXAS TECH UNIVERSITY

TTU K-12™

ENVIR1B - Environmental Systems (ENVIRSYS)

IPC 1A - Integrated Physics and Chemistry (IPC)

IPC 1B - Integrated Physics and Chemistry (IPC)

PHY 1A - Physics (PHYSICS)

PHY 1B - Physics (PHYSICS)

### **Mathematics**

ALG 2A - Algebra (ALG 2A)

ALG 2B - Algebra (ALG 2B)

GEOM 1A - Geometry (GEOM 1A)

GEOM 1B - Geometry (GEOM 1B)

MTHM 1A - Mathematical Models with Applications (MTHMOD 1A)

MTHM 1B - Mathematical Models with Applications (MTHMOD 1B)

PCAL 1A - Precalculus (PRECALC 1A)

PCAL 1B - Precalculus (PRECALC 1B)

### **Electives**

BANKFIN - Banking and Finance Services (BANKFIN)

BUSIM1A - Business Information Management I (BUSIM1)

BUSIM1B - Business Information Management I (BUSIM1)

CHILDDE - Child Development (CHILDDDEV)

DIMED1A - Digital and Interactive Media (DIMEDIA)

DIMED1B - Digital and Interactive Media (DIMEDIA)

DOLLARS - Dollars and Sense (DOLLARSE)

HLED - Health Education (HLTH ED)

HSNTENG - Independent Study in English: Hebrew Scriptures and New Testament (HSNTENG)

INTRSTU - Interpersonal Studies (INTRSTU)

LNURTWE - Lifetime Nutrition and Wellness (LNURTWEL)

MONEY1A - Money Matters (MONEYM)

MONEY1B - Money Matters (MONEYM)

PRINI1A - Principles of Information Technology (PRINIT)

PRINI1B - Principles of Information Technology (PRINIT)

PSY - Psychology (PSYCH)

SOC - Sociology (SOC)

TAWEBDN 1A - Web Design (TAWEBDN)

TAWEBDN 1B - Web Design (TAWEBDN)

### **Fine Arts**

ART 1A - Art I (ART 1)

ART 1B - Art I (ART 1)



TEXAS TECH UNIVERSITY

TTU K-12™

## **Physical Education**

PEFOUND - Foundations of Personal Fitness (PEFOUND)

PEIN - Individual Sports (Bowling and Tennis)

## **Eighth Grade**

ELAR 8A - English Language Arts and Reading 8A

ELAR 8B - English Language Arts and Reading 8B

MATH 8A - Mathematics 8A

MATH 8B - Mathematics 8B

SCI 8A - Science 8A

SCI 8B - Science 8B

SOCS 8A - Social Studies 8A

SOCS 8B - Social Studies 8B

## **Seventh Grade**

ELAR 7A - English Language Arts and Reading 7A

ELAR 7B - English Language Arts and Reading 7B

MATH 7A - Mathematics 7A

MATH 7B - Mathematics 7B

SCI 7A - Science 7A

SCI 7B - Science 7B

SOCS 7A - Social Studies 7A

SOCS 7B - Social Studies 7B

## **Sixth Grade**

ELAR 6A - English Language Arts and Reading 6A

ELAR 6B - English Language Arts and Reading 6B

MATH 6A - Mathematics 6A

MATH 6B - Mathematics 6B

SCI 6A - Science 6A

SCI 6B - Science 6B

SOCS 6A - Social Studies, Grade 6

SOCS 6B - Social Studies, Grade 6

## **Languages other than English**

FREN 1A - French (FREN 1)

FREN 1B - French (FREN 1)

FREN 2A - French (FREN 2)

FREN 2B - French (FREN 2)

GERM 1A - German 1 (GERM 1A)

GERM 1B - German 1 (GERM 1B)

GERM 2A - German 2 (GERM 2A)



TEXAS TECH UNIVERSITY

TTU K-12™

GERM 2B - German 2 (GERM 2B)

LAT 1A - Latin (LATIN 1)

LAT 1B - Latin (LATIN 1)

LAT 2A - Latin (LATIN 2)

LAT 2B - Latin (LATIN 2)

SPAN 1A - Spanish (SPAN 1)

SPAN 1B - Spanish (SPAN 1)

SPAN 2A - Spanish (SPAN 2)

SPAN 2B - Spanish (SPAN 2)

SPAN 3A - Spanish (SPAN 3)

SPAN 3B - Spanish (SPAN 3)