

<https://ccsso.confex.com/ccsso/2013/webprogram/Session3598.html>

- DIF issues across states
- Unidimensionality in the newly developed items with various forms
- How to decide on cut scores for CAT data
- New and innovative item types:
 - Items assessing complex skills
 - Psychometric issues with the new item types
 - Challenge: Next generation items involve complex student interactions moving beyond conventional response types
 - How to train content experts to write innovative items?

Source:

<https://ccsso.confex.com/ccsso/2013/webprogram/Session3546.html>

- If issues present themselves; statistical analysis will be employed.
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- See MARCES's summary on standard setting and cut score determination.
- Collaborate with other educators to better understand new standards and how to create innovative test questions to assess the new standards.
- Utilize the latest technology to create new items in an intuitive interface without necessitating programming skills.
- Review processes can be developed so that items are reviewed by experienced curriculum staff before the items are added to a form.

Technology Related

- Technology readiness:
Funding, bandwidth, devices are biggest concerns
At least three states have submitted funding requests to their legislature
Mixed interest in AI scoring; states realize its importance to cost reduction
- AI/machine scoring of student essays is possible, but contraverial
- Technology enhanced items
- Test Security

Source:

<https://ccsso.confex.com/ccsso/2013/webprogram/Session3482.html>

- Not sure of the state capacity and state needs.
- State needs to evaluate the technology readiness across the Districts.

Implementation Related

- Test delivery

- Deliver items on any supported device with the same level of fidelity. Allow for a test question (including technology enhanced

- Scoring

- Reporting

Source:

<https://ccsso.confex.com/ccsso/2013/webprogram/Session3546.html>

questions) to be written just once and subsequently delivered on multiple devices and in varying testing scenarios.

- Enhance automated scoring to include support for the innovative items as well as standard item types.
- Provide human scoring for new items that are too complex to be rated by using automated scoring.
- Student roster data can be made available as students submit their tests. Summary data can be made available at the end of the testing window.
- Item level data can also be prepared easily.
- Test results need to be reported in a timely manner.

Policy Related

- Student growth and trend
- Teacher and school effectiveness
- State proficiency levels

- Statistical and psychometric issues need to be resolved.
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