



Karen B. Salmon, Ph.D.
State Superintendent of Schools

TO: Members of the State Board of Education

FROM: Karen B. Salmon, Ph.D.

DATE: December 4, 2018

SUBJECT: Teacher Certification Assessments: Teaching Reading: Elementary Education (TREE)
TEST APPROVAL AND ESTABLISHMENT OF QUALIFYING SCORES

PURPOSE:

The purpose of this item is to seek State Board approval of the Educational Testing Service (ETS) Praxis subject assessments for Teaching Reading: Elementary Education (TREE) and to set the established qualifying scores for this test.

HISTORICAL BACKGROUND:

Since 1987, the Maryland State Department of Education (MSDE) has required state certification tests to assess basic skills, content knowledge, and pedagogy. These tests provide validation that teacher candidates have entry level skills to begin their professional careers. In an effort to maintain current practice in various content fields, the ETS revises most tests on a five year schedule and at the same time works to create new tests based on a demonstrated need.

Currently, Code of Maryland Regulation 13A.12.01.11A(7) states that a teacher is exempt from submitting the required semester hours in reading course work, defined in the same regulation, if the teacher presents evidence of a qualifying score, as established by the State Superintendent of Schools, on the test approved by the State Board of Education. The current version of the TREE (5203) is approved for this purpose. Current policy allows those teachers of early childhood education, elementary education, and early childhood and elementary special education to submit a passing score on the TREE as an alternative to presenting twelve credits in specified reading coursework.

The International Literacy Association (ILA) revised its standards in 2017. The *Standards for the Preparation of Literacy Professionals - 2017* set forth the criteria for developing and evaluating preparation programs for literacy professionals. The new TREE assessment focuses on the knowledge and skills a beginning teacher must have to support the reading and writing development of students in kindergarten through sixth-grade. The new assessment:

- Is structured around the five essential components of effective reading instruction as identified by the National Reading Panel: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

- Highlights the confluence and interrelatedness of the essential elements of the big five in the actual work of teaching students to read
- Highlights the knowledge and skill of the candidate in choosing the right materials to promote student reading proficiency in various situations
- Is informed by the most current research and scientifically proven methods of reading pedagogy
- Uses virtual classroom video clips to re-create authentic teaching moments to which the candidate must respond by answering an array of questions.

The regenerated TREE (5205) is scheduled to be released on July 1, 2019. To support the decision-making process for state departments of education with regard to establishing a passing score, research staff from the ETS design and conduct two Multistate Standard Setting Studies (MSSS) for each test. The two non-overlapping panels represent and provide a replication of the judgment process to strengthen the technical quality of the recommended passing score. The panelists, selected from states that will use the test, are recommended by state departments of education to participate as experts for the Multistate Standard Setting Studies. The MSSS for this test is scheduled for April 2019.

Panelists judge the extent to which knowledge and/or skills reflected by the content specifications are important for entry-level teachers. The ETS also collects content-related validity evidence to confirm the importance of the content specifications for entry level teachers. The recommended cut scores from the two panels are averaged and then converted to a scaled score with a range from 100 to 200. This score becomes the recommended qualifying score of the study. The ETS advises states to adopt a score that does not exceed a plus or minus two standard errors of measurement from the recommended qualifying score. This approach ensures legal defensibility of the score.

Based on the Maryland test research, discussions by members of the SBOE, Professional Standards and Teacher Education Board, and Commission on Innovation and Education Excellence, as well as, expressed interest from the members of the General Assembly and reading advocates, the MSDE is recommending that this test be required for certification in the areas of early childhood education, elementary education, English as a second language, and generic special education. This test will complement the content and pedagogy assessments already required of these individuals and will reflect the practices of other high performing states.

EXECUTIVE SUMMARY:

The TREE assessment is designed to measure the knowledge and skills a teacher must have to support reading development at the elementary level. It reflects the five essential components of effective reading instruction, as identified by the National Reading Panel, and is informed by the most current research and scientifically proven methods of reading pedagogy.

The Praxis TREE (5205) will be the newest test available in July 2019. Since the MSSS process is scheduled for April 2019, qualifying scores have not yet been recommended. The MSDE will recommend setting the qualifying score once a score recommendation is made by ETS.

ACTION:

I am requesting that the State Board adopt the Teaching Reading: Elementary Education for all early childhood, elementary, English as a second language, and special education teachers, effective July 1, 2019, with the qualifying score yet to be determined, as recommended by ETS's MSSS panel.

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As a contingency plan, in the event the TREE (5205) is delayed, I am recommending that the State Board require the current TREE (5203) for all early childhood, elementary, English as a second language, and special education teachers, effective July 1, 2019, with the recommended qualifying score of 162.

KBS:ss/kem



Karen B. Salmon, Ph.D.
State Superintendent of Schools

TO: Members of the State Board of Education
FROM: Karen B. Salmon, Ph.D.
DATE: December 4, 2018
SUBJECT: Teacher Certification Assessments: Braille Proficiency
TEST APPROVAL

PURPOSE:

The purpose of this item is twofold: (1) to provide information on two certification subject assessments, the National Certification in Unified English Braille (NCUEB) and the Praxis 0633 *Braille Proficiency* for teachers of the Blind and Visually Impaired; and (2) for the Maryland State Board of Education (SBOE) to determine next steps for approving the assessment that best meets Maryland's needs.

HISTORICAL BACKGROUND:

Since 1987, the Maryland State Department of Education (MSDE) has required state certification tests to assess basic skills, content knowledge, and pedagogy. These tests provide validation that teacher candidates have entry level skills to begin their professional careers. However, the assessment requirement for teachers of the Blind and Visually Impaired is quite different. The regulations, adopted in 2014, require a teacher who holds a professional certificate in the area of Blind/Visually Impaired to pass a braille competency test prior to the first renewal. At the time of that regulatory change, an assessment was not adopted to satisfy this regulatory requirement.

In October 2017, the MSDE formed a workgroup to review the history of the regulation and to recommend an assessment to be used to satisfy the renewal requirement outlined in Code of Maryland Regulation (COMAR) 13A.12.02.23D for those individuals who hold a Blind/Visually Impaired Maryland Educator Certificate. The workgroup, facilitated by the MSDE's Division of Educator Certification and Program Approval, met on November 28, 2017, January 24, 2018, February 20, 2018, and March 26, 2018, and was comprised of representatives/designees from the following constituent organizations:

- Sharon Maneki, National Federation of the Blind of Maryland
- Melissa Ann Riccobono, National Federation of the Blind of Maryland
- Rob Hair, Maryland School for the Blind
- Joshua Irzyk, Maryland School for the Blind
- Lisa Wright, Prince George's County Public Schools
- Joyce Burwell, Maryland State Department of Education, Division of Special Education/
Early Intervention Services

To facilitate the work, the initial meeting focused on the historical background of the regulation and the test options currently available for consideration; the NCUEB and the Praxis 0633. Subsequent meetings focused on gaining additional information about the two tests, which included speaking with representatives of both

organizations responsible for the development of the assessments, reviewing available literature, and reviewing actual test items. During the process, workgroup members and the MSDE staff expressed concerns regarding cost, availability of test sites, and specific content. The MSDE staff also expressed concern regarding the regulatory timing of the assessment requirements. Workgroup responses to those concerns can be found on the comparison chart, which has been provided for your reference (Attachment 1).

The workgroup recommended the adoption of the NCEUB. The MSDE does not support the workgroup recommendation. Specifically, the purpose of certification assessments is to determine if a candidate has the requisite skills prior to receiving a certificate to teach. The current regulation states that a braille competency assessment is required only in the first five years. Furthermore, the MSDE continues to be concerned that there are no test sites for the NCUEB available in Maryland.

EXECUTIVE SUMMARY:

In July, 2014, the SBOE and the Professional Standards and Teacher Education Board adopted new regulations pertaining to the certification requirements for teachers of the Blind and Visually Impaired. Those regulations require an individual who holds a professional certificate in the area of Blind/Visually Impaired to pass a Braille competency test at the time of the first renewal. At the time of that regulatory change, an assessment was not adopted to meet this regulatory requirement.

ACTION:

I am requesting that the SBOE take the following actions regarding the assessment requirements pertaining to teachers of the Blind/Visually Impaired:

1. Amend the current regulations to align the assessment requirement with all certification regulations; to be taken prior to the issuance of a certificate

AND

Adopt an assessment for initial certification assessment for Blind/Visually Impaired to align with all other certification assessments to be considered during the assessment overview presentation

OR

2. Adopt the workgroup recommendation to approve the National Certification in Unified English Braille (NCUEB) as the required test for braille competency for teachers of the Blind/Visually Impaired to be used for the first renewal and approve the recommended implementation date and qualifying score as follows:

- Effective: March 1, 2019
- Qualifying Score: Pass with a minimum score of 75 on each subtest

Attachment: Comparison Chart

KBS:sds/kem

Blind and Visually Impaired (B/VI) Assessment Comparison

National Certification in Unified English Braille (NCUEB) and Praxis Braille Proficiency (0633)

Topics	National Certification in Unified English Braille (NCUEB)	Praxis 0633 Braille Proficiency	Workgroup Comments and MSDE Clarification
COST	<p>\$275</p> <p>Practice materials: \$50</p>	<p>\$146</p> <p>Practice Materials: Free and online.</p>	<p>Potential Issue: Cost of the NCUEB is significantly higher than the Praxis.</p> <p>Workgroup Response: B/VI educators do not need to present a content or pedagogy test to be issued the initial certificate; therefore, the cost of the chosen test will not be in addition to a content/pedagogy assessment but will be incurred at year five during the time of renewal.</p> <p>MSDE Clarification: B/VI teachers must submit passing scores on an approved basic skills assessment at the time of initial certification. When the regulation was amended in 2014, the test requirement was identified at the first renewal.</p> <p>The MSDE continues to express concern regarding the cost of the NCUEB and practice materials, as well as the regulations which require the test to be taken at the 1st renewal. As the SBOE and PSTEB review all certification requirements, testing for all educators may change resulting in additional test requirements.</p>
TEST SITE	<p>No test sites in Maryland: An organization must volunteer to host the test administration. The host site must supply the proctors who are responsible for not only administering the test but setting up the site.</p> <p>Proctors: Proctors should be individuals who will not be taking the test in the future</p>	<p>Test can be taken at any ETS test center and proctors are provided at test site.</p>	<p>Potential Issues: Teachers do not have control/flexibility as to when they can take the NCUEB test. Individual organizations must volunteer to serve as a test site and provide proctors.</p> <p>Workgroup Response: Some members felt that there are enough B/VI stakeholder agencies in Maryland that the site location will not be an issue. Some members felt that the Maryland State Steering Committee for the B/VI could coordinate this effort. In the event that the test wasn't available individuals could ask for an extension.</p> <p>MSDE Clarification: The MSDE continues to express concern regarding the frequency that this test will be offered to those needing to meet the requirement. The MSDE has been clear that the regulations do not allow for a waiver (extension) of certification test requirements.</p>

Topics	(NCUEB)	Braille Proficiency 0633	Workgroup Comments and MSDE Clarification
TIME	4 ½ hours	4 hours	No discernable difference
CONTENT	<p>Multiple choice and Proofreading</p> <ul style="list-style-type: none"> Literary Braille 90 minutes for proofreading 60 minutes for multiple choice No math <p>Writing</p> <ul style="list-style-type: none"> Does not include a slate and stylus assignment 90 minutes- if print-transcribe; if blind-given in uncontracted Braille and asked to put in contracted Braille; every use of Braille alphabet is included-contractions included based on how often they would be found; straight formatting- not text book formatting; 3 passages (2 are about ½ page and 1 is about 1.25 pages); some numbers included (literary) 	<p>Multiple choice</p> <ul style="list-style-type: none"> UEB Literary (30 question on proofreading, rules, and reading passages) UEB Math (5 questions) Nemeth Code (Math) (5 questions) <p>Writing</p> <ul style="list-style-type: none"> 1 assignment (3 components) on the Slate and stylus 27/28 cell, 4 lines <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> 3 assignments on braillewriter including UEB (80-100 word passage), UEB Math (6 problems), and Nemeth Math (6 problems) (operations, fractions, pi, grouping omissions, super and subscripts, algebra, geometry) 	<p>Potential Issues:</p> <p>Is slate a stylus a skill that must be on the test and is it a necessary skill?</p> <p>Praxis is the only test that offers a math component but assesses a candidate’s ability to use both versions of braille math (UEB/Nemeth). Maryland adopted Nemeth math for use in classrooms and therefore MD teachers are not required to know UEB math. Should we be testing math (Nemeth)?</p> <p>Workgroup Responses: While the workgroup liked that the Praxis assessment has Nemeth math, some members of the workgroup felt it is unfair to have MD teachers test in UEB math when it is not used in this state. Given that this test is taken at the 1st renewal, potentially 5 years after graduation, individuals may not have the skillset to successfully complete the UEB math questions.</p> <p>Furthermore, the members felt that the most important Braille code to be maintained in MD is UEB Literary. The UEB Literary is the foundation and teachers draw off of this code to learn other rules and use other codes, such as math codes. If a teacher is proficient in UEB Literary, they should have the skills to teach math using Braille.</p> <p>MSDE Clarification: The workgroup did ask Praxis if the test could be customized to eliminate the UEB math. ETS indicated that the removal will reduce reliability and for the small numbers of individual taking this test that it would not be advisable to customize the assessment.</p> <p>The workgroup also asked representative from NCEUB if math would be included in the future. NCEUB indicated that math was not included because they felt that test should be focused on literary code. Considered adding math but chose not to for reasons of validity (concerned that a test taker may not recognize math code because they are not a math teacher- not in the normal repertoire).</p> <p>NCEUB indicated that the test no longer has slate and stylus section because many are never taught to use the slate. High correlation between using braille writer and using slate/stylus when determining if the individual can produce Braille.</p>

Topics	(NCUEB)	Braille Proficiency 0633	Workgroup Comments and MSDE Clarification
Allowed References	<p>Reference materials used during the test are not identified.</p> <p>Manual braillewriter that can accommodate 11x11.5 paper and is in good working condition</p> <p>One braille eraser (optional)</p> <p>Any items which have been pre-approved as an accommodation</p>	Practice Guide contains a Reference Guide that will be used during the test.	
Accommodations	<p>Without prior approval:</p> <ul style="list-style-type: none"> ○ Hand-held magnifier ○ Felt-tip marker ○ Wiki sticks or other tactile place holders ○ Closed Circuit Television (CCTV) ○ Additional personal lighting <p>Additional: Contact NCUEB. If accommodation would invalidate test, would not be approved</p>	<ul style="list-style-type: none"> ● Accommodations identified on website ● Must apply for preapproval ● Standard protocol (on website)- requires documentation (testimonial from expert); external experts review application if required and decide whether to grant; this approval process takes a few weeks 	<p>Potential Issues: Anecdotal information suggests that the ETS test was not available in Braille and required the use of a human reader as accommodations. Does ETS provide the test in Braille?</p> <p>Are there additional accommodations for the NCUEB?</p> <p>Workgroup Response: ETS provided the following clarification: 2 methods- braille reader script; embossed braille version in uncontracted braille for knowledge of contracted braille</p> <p>NCUEB provided the following response: Does not require medical documentation for accommodations; if requested would invalidate the test, would not approve; not a rigorous process for vetting accommodations</p>

Topics	(NCUEB)	Braille Proficiency 0633	Workgroup Comments and MSDE Clarification
Scoring	<p>Pass/fail minimum score of 75 on each of the 3 sections</p> <p>NCEUB Certification is good for 5 years.</p> <p>4-6 week response time for results</p> <p>Can retake single sections and individuals have 18 months to pass entire test</p>	<p>Recommended cut score: 169</p> <ul style="list-style-type: none"> • VA: 157 • MS: 167 • WV: 169 • RI: 169 <p>3 week response time for results</p>	
Audience	Not defined	"just qualified candidate"	<p>Potential Issues: Concerns include that testing for "just qualified" is not enough based on opinion of some workgroup members that Praxis proofreading is not rigorous enough and there is not enough writing on the Praxis. Some workgroup members were concerned that NCUEB does not have math.</p> <p>Workgroup Response: While the workgroup liked that Praxis assessment has math, some members of the workgroup felt it is unfair to have MD educators test in UEB math when it is not used in this state. Given that this test is taken at the 1st renewal, potentially 5 years after graduation, individuals may not have the skillset to successfully complete the UEB math questions.</p> <p>Furthermore the members felt that the most important Braille code to be maintained in MD is UEB Literary. The UEB Literary is the foundation and teachers draw off of this code to learn others rules and use other codes, such as math codes. If a teacher is proficient in UEB Literary, they should have the skills to teach math using Braille.</p> <p>MSDE Clarification: The MSDE continues to express concern that the purpose of certification assessments is to determine if a candidate has the requisite skills prior to receiving a certificate to teach in specific subject areas. Certification tests have not been used to determine if an individual still has the skills necessary to teach at the 5 year renewal mark; that continues to be an employment decision. The MSDE continues to be concerned with the current regulations which require the test to be taken at the 1st renewal.</p>

Guide to the 2018 ACT[®]/SAT[®] Concordance

What Is Concordance?

The term “concordance” refers to establishing a relationship between scores on assessments that measure similar (but not identical) constructs. A technically sound concordance allows students and professionals to compare scores from similar assessments to inform decisions. A concorded score is not a perfect prediction of how a student would perform on the other test.

How Were the ACT/SAT Concordance Tables Developed?

ACT and the College Board periodically produce ACT®/SAT® concordance tables to show how scores on each test compare. With the redesign of the SAT in 2016, researchers from the College Board and ACT, in collaboration with the NCAA Technical Advisory Board, developed updated, technically sound concordance tables that will serve the needs of students and institutions going forward. The 2018 ACT/SAT concordance tables in this document are now the only official concordance tables and should be the single source of reference moving forward when comparing SAT scores to ACT scores for students applying for terms after fall 2018. These tables replace the concordance tables released in 2016.

The concordance tables show ACT and SAT scores with the same percentile rank for a group of students who took both tests. The sample of students used to develop the concordance tables took the ACT test and the new SAT test. For students who took the ACT and/or the SAT more than once, their ACT and SAT scores with the closest test dates were used. The tables were produced using data from 589,753 students who were graduating seniors in 2017 and who took both the ACT and the new SAT tests between February 2016 (for the ACT) or March 2016 (for the SAT) and June 2017. The sample was statistically weighted to reflect the demographics, school attributes, and high school grade point average (GPA) of all students who are likely to take the ACT, SAT, or both tests.

Which Concordance Tables Are Provided?

The concordance tables are based on ACT and SAT tests that cover similar content and show a strong statistical relationship between scores. A description of the content measured by the new SAT and the ACT is provided in the Appendix. The table below lists the three sets of concordances.

ACT score	SAT score	Tables	
		SAT-to-ACT	ACT-to-SAT
ACT Composite	SAT Total	Table A1	Table A2
ACT Mathematics	SAT Math	Table B1	Table B2
ACT English + Reading	SAT ERW	Table C1	Table C2

Note: Concordance tables for the ACT Composite were derived from concordances of the ACT sum score.

Note: ERW = Evidence-Based Reading and Writing.

Tables are provided in both directions (ACT-to-SAT and SAT-to-ACT). Each ACT score is related to a range of SAT scores (or vice versa). For users who want to concord an ACT score to a single SAT score point (or vice versa), the most appropriate score point within the range is also provided.

2018 Concordance Tables

Table A1: SAT Total to ACT Composite

SAT	ACT	SAT	ACT	SAT	ACT
1600	36	1250	26	910	16
*1590	36	*1240	26	900	16
1580	36	1230	26	*890	16
1570	36	1220	25	880	16
1560	35	*1210	25	870	15
1550	35	1200	25	860	15
*1540	35	1190	24	*850	15
1530	35	*1180	24	840	15
1520	34	1170	24	830	15
1510	34	1160	24	820	14
*1500	34	1150	23	810	14
1490	34	*1140	23	*800	14
1480	33	1130	23	790	14
1470	33	1120	22	780	14
*1460	33	*1110	22	770	13
1450	33	1100	22	*760	13
1440	32	1090	21	750	13
*1430	32	*1080	21	740	13
1420	32	1070	21	730	13
1410	31	1060	21	720	12
*1400	31	1050	20	*710	12
1390	31	*1040	20	700	12
1380	30	1030	20	690	12
*1370	30	1020	19	680	11
1360	30	*1010	19	*670	11
1350	29	1000	19	660	11
*1340	29	990	19	650	11
1330	29	980	18	640	10
1320	28	*970	18	*630	10
*1310	28	960	18	620	10
1300	28	950	17	610	9
1290	27	940	17	600	9
*1280	27	*930	17	*590	9
1270	27	920	17		
1260	27				

*Use this SAT score when a single score point comparison is needed.

Note: Concordance tables for the ACT Composite were derived from concordances of the ACT sum score.

Table A2: ACT Composite to SAT Total

ACT	SAT	SAT Range
36	1590	1570–1600
35	1540	1530–1560
34	1500	1490–1520
33	1460	1450–1480
32	1430	1420–1440
31	1400	1390–1410
30	1370	1360–1380
29	1340	1330–1350
28	1310	1300–1320
27	1280	1260–1290
26	1240	1230–1250
25	1210	1200–1220
24	1180	1160–1190
23	1140	1130–1150
22	1110	1100–1120
21	1080	1060–1090
20	1040	1030–1050
19	1010	990–1020
18	970	960–980
17	930	920–950
16	890	880–910
15	850	830–870
14	800	780–820
13	760	730–770
12	710	690–720
11	670	650–680
10	630	620–640
9	590	590–610

Table B1: SAT Math to ACT Math

SAT	ACT	SAT	ACT
800	36	*500	18
790	35	490	18
*780	35	480	17
770	35	*470	17
760	34	460	17
750	33	450	16
*740	33	440	16
730	32	*430	16
*720	32	420	16
710	31	410	15
*700	30	*400	15
690	30	390	15
680	29	380	15
670	28	370	14
*660	28	*360	14
650	27	350	14
*640	27	340	13
630	27	*330	13
620	26	320	13
*610	26	*310	12
600	25	300	12
*590	25	290	11
*580	24	*280	11
570	24	270	10
*560	23	*260	10
550	23		
540	22		
530	21		
520	20		
510	19		

Table B2 : ACT Math to SAT Math

ACT	SAT
36	800
35	780
34	760
33	740
32	720
31	710
30	700
29	680
28	660
27	640
26	610
25	590
24	580
23	560
22	540
21	530
20	520
19	510
18	500
17	470
16	430
15	400
14	360
13	330
12	310
11	280
10	260

*Use this SAT score when a single score point comparison is needed.

Table C1: SAT ERW to ACT English+Reading

SAT	ACT	SAT	ACT
800	72	500	37
*790	72	490	35
780	71	480	34
*770	71	470	33
760	70	460	32
*750	70	450	31
740	69	440	30
730	68	430	29
720	67	420	28
710	66	410	27
700	64	400	26
690	63	390	25
680	61	380	24
670	60	370	23
660	58	360	22
650	57	350	21
640	55	340	20
630	54	330	19
620	52	320	18
610	51	310	17
600	49	300	16
590	48	290	15
580	46	280	14
570	45		
560	44		
550	43		
540	42		
530	40		
520	39		
510	38		

Note: ERW = Evidence-Based Reading and Writing.
ACT English + Reading scores range from 2 to 72.

*Use this SAT score when a single score point comparison is needed.

Table C2 : ACT English+Reading to SAT ERW

ACT	SAT	ACT	SAT
72	790	*42	540
71	770	41	540
70	750	40	530
69	740	39	520
68	730	38	510
67	720	*37	500
66	710	36	500
65	700	35	490
*64	700	34	480
63	690	33	470
62	680	32	460
*61	680	31	450
60	670	30	440
59	660	29	430
*58	660	28	420
57	650	27	410
56	640	26	400
*55	640	25	390
*54	630	24	380
53	630	23	370
52	620	22	360
*51	610	21	350
50	610	20	340
49	600	19	330
48	590	18	320
47	580	17	310
*46	580	16	300
45	570	15	290
44	560	14	280
43	550		

Note: ERW = Evidence-Based Reading and Writing.
ACT English + Reading scores range from 2 to 72.

*Use this ACT score when a single score point comparison is needed.

What Are the Potential Uses of Concordance Tables?

A variety of stakeholders use concordance tables to compare scores across the ACT and the SAT to inform policies, processes, and decisions. College counselors, students, and their families use concordance tables to inform college searches and explorations. Policymakers, researchers, and K–12 educators use concordance tables to aggregate scores across tests to measure college readiness for groups of students. Colleges, universities, scholarship organizations, and athletic conferences also use concordances in a variety of ways, including determining eligibility for a program or scholarship.

- **Comparing SAT and ACT scores across different students.** When scores from either test are accepted, concordance tables can help institutions or other stakeholders who need to compare scores.
- **Establishing a policy using comparable scores from both tests.** An institution, scholarship, or program may use a specific test score as one factor to establish eligibility.
- **Converting scores for use in a predictive model or index.** Many colleges and universities have built indices or models to predict the likelihood that individual students will apply, enroll, or succeed academically. These models typically include a variety of factors, including test scores, high school GPA, and course rigor. Institutions can apply the concordance tables in these prediction models.

What Are the Key Considerations and Limitations When Using the Concordance Tables?

Using SAT and ACT scores in a consistent, psychometrically appropriate way as one component of a holistic admission process will help ensure all students are treated fairly in the admission process. While the concordance tables can be used for a variety of purposes, higher education professionals should keep the following considerations and limitations in mind:

- **The ACT and the SAT are different tests.** The ACT and the SAT measure similar, but not identical, content and skills. A concorded score is not a perfect prediction of how a student would perform on the other test. Concorded scores should be interpreted as the scores with the same rank within a group of students who take the tests at approximately the same time.
- **Concordances are used to compare individual scores, not aggregate scores.** Users should avoid converting aggregate scores (e.g., mean, median, ranges) using concordance tables, as this could introduce additional sources of error.
- **Users should avoid making decisions based solely on a concorded score.** Admission and enrollment professionals should use multiple reliable and valid measures when making decisions to account for the many factors that impact academic performance in college.
- **Note the prediction error (more details below).** Users should consider this when using the concordance tables to predict how a student would have performed on the ACT or the SAT.
- **Concordances are sample-dependent.** While concordance results can vary by sample, the ACT/SAT concordance sample was statistically weighted to more closely reflect the demographics, school attributes, and high school GPA of the population of students who take the ACT, SAT, or both tests.
- **Institutions should not superscore across the SAT and ACT tests.** Superscoring across 2 different tests is an imprecise way of understanding whether a student meets a certain academic threshold. Combining scores from the ACT and the SAT in a single superscore is strongly discouraged.

Additional Notes and Technical Specifications

Like all concordance tables, the ACT/SAT concordance tables are somewhat dependent on the sample of students who took both tests. The concordance tables reported here were produced using data from 589,753 students who were graduating seniors in 2017 and who took the ACT and the new SAT test between February 2016 (for the ACT) or March 2016 (for the SAT) and June 2017. International students, students with disabilities who tested with special accommodations, and students who took the ACT or SAT under state or district testing programs were included. For students who took the ACT and/or the SAT more than once, their ACT and SAT scores from the closest test dates were used.

To produce the concordance, statistical weighting procedures were used to accomplish two goals. The first goal was to reflect the demographics, school attributes (size, locale, geographic region, public/private affiliation, and percentage eligible for free or reduced-price lunch), and high school GPA of the students taking the ACT only, the SAT only, or both tests (i.e., the entire population of test takers). The second goal was to minimize the time between students' ACT and SAT testing and also ensure the students who took the ACT before the SAT and the students who took the SAT before the ACT were counterbalanced. The ACT and SAT scores were linked using equipercentile methods on the weighted ACT and SAT score distributions. To the extent that the goals for the statistical weighting were accomplished, the concordance tables are representative of graduating seniors who took either test or both tests.

As mentioned above, concordance tables should not be expected to provide perfect predictions of a student's SAT score from their ACT score, or their ACT score from their SAT score. To convey the uncertainties associated with use of the table for predicting SAT or ACT scores that are close in time, we provide error intervals for the SAT and ACT scales. These error intervals reflect the variability of students' ACT scores from the SAT-to-ACT concordance, and the variability of students' SAT scores from the ACT-to-SAT concordance. The size of these error intervals depends on the correlation of the ACT and SAT scores and the reporting scale ranges of the ACT and the SAT.

- When using the SAT Total and ACT Composite concordance table to estimate a student's proximal ACT Composite score from their SAT Total score, the estimates in the table have a standard error of approximately ± 2.26 (2) ACT Composite score points on its 1–36 point scale. When using this table to estimate a student's proximal SAT Total score from their ACT Composite score, the estimates have a standard error of approximately ± 79.57 (80) SAT Total score points on its 400–1600 point scale.
- When using the SAT Math and ACT Mathematics concordance table to estimate a student's proximal ACT Mathematics score from their SAT Math score, the estimates in the table have a standard error of approximately ± 2.65 (3) ACT Mathematics score points on its 1–36 point scale. When using this table to estimate a student's proximal SAT Math score from their ACT Mathematics score, the estimates have a standard error of approximately ± 50.33 (50) SAT Math score points on its 200–800 point scale.
- When using the SAT ERW and ACT English+Reading concordance table to estimate a student's proximal ACT English+Reading score from their SAT ERW score, the estimates in the table have a standard error of approximately ± 5.93 (6) ACT English+Reading score points on its 2–72 point scale. When using this table to estimate a student's proximal SAT ERW score from their ACT English+Reading score, the estimates have a standard error of approximately ± 46.66 (50) SAT ERW score points on its 200–800 point scale.

SAT and ACT Item Counts and Test Content Descriptions

Content experts at ACT and the College Board jointly agreed that the SAT Math Test and the ACT Mathematics Test are sufficiently similar in what they are measuring to justify a concordance. An additional criterion for concordance is the strength of the relationship between two such measures: our research demonstrates that the correlation between ACT and SAT math scores for the concordance sample was 0.885, which met this criterion (i.e., a correlation of 0.866 or higher). The content similarity and score correlations provide sufficient evidence to support a concordance between the math tests.

The experts at the two organizations also jointly agreed that the SAT Reading Test and SAT Writing and Language Test are sufficiently similar to the ACT Reading Test and the ACT English Test to justify a concordance. The correlations between the combined tests, SAT Evidence-Based Reading and Writing and ACT Reading and English, was 0.884.

The table below provides the item counts for each of the concorded tests. Additional descriptions of the test content for the SAT can be found at collegeboard.org/SATtestcontent. Additional descriptions of test content for the ACT can be found at act.org/theACTcontent.

Concorded Components	Item Counts	
	ACT	SAT
Total/Composite*	ACT Composite Score is the average of the four ACT test scores (215 items total): <ul style="list-style-type: none"> ▪ English Test ▪ Reading Test ▪ Mathematics Test ▪ Science Test 	SAT Total Score is based on the three SAT test scores (154 items total): <ul style="list-style-type: none"> ▪ Reading Test ▪ Writing and Language Test ▪ Math Test
Reading and Writing**	ACT English Test (75 items) ACT Reading Test (40 items)	SAT Evidence-Based Reading and Writing <ul style="list-style-type: none"> ▪ Reading Test (52 items) ▪ Writing and Language Test (44 items)
Math	ACT Mathematics Test (60 items)	SAT Math Test (58 items)

*Concordance tables for the ACT Composite were derived from concordances of the ACT sum score (i.e., the sum of the English, Reading, Mathematics and Science Tests).

**Does not include the optional ACT Writing Test or the optional SAT Essay



Karen B. Salmon, Ph.D.
State Superintendent of Schools

TO: Members of the State Board of Education
FROM: Karen B. Salmon, Ph.D.
DATE: December 4, 2018
SUBJECT: Basic Academic Skills Assessment: Scholastic Aptitude Test (SAT)
TEST POLICY APPROVAL

PURPOSE:

The purpose of this item is to request the approval of an updated qualifying score on the redesigned Scholastic Aptitude Test (SAT) for those candidates who present this assessment to satisfy the basic academic skills assessment requirement.

HISTORICAL BACKGROUND:

Since 1987, the Maryland State Department of Education (MSDE) has required state certification tests to assess basic skills, content knowledge, and pedagogy. These tests provide validation that teacher candidates have entry level skills to begin their professional careers. Currently, Maryland certification candidates must present passing scores on the Praxis Core Academic Skills for Educations (CORE) battery; however, if a candidate has met the established minimum score requirement on the SAT, American College Testing (ACT), or Graduate Record Exam (GRE), the CORE is not required.

In 2016, the College Board published a redesigned version of the SAT, which included content, format, and scoring changes to the assessment. The new SAT structure includes two components: Evidence-Based Reading and Writing and Math, whereas the old version had three components: Critical Reading, Writing, and Math. Currently, candidates in Maryland must present a minimum combined score of 1100 in the Critical Reading and Math subtests to be exempt from taking the Praxis CORE. Given the new structure of the 2016 SAT, and subsequent scoring changes, Maryland must adopt a new minimum required score, should the SAT continue to be an approved basic academic skills option for Maryland candidates.

To establish a minimum required score on the 2016 SAT, the MSDE used the ACT/SAT concordance table, published by College Board and ACT in 2018, as the required Maryland minimum score for the ACT assessment remains current. The concordance tables are based on ACT and SAT tests that cover similar content and show a strong statistical relationship between scores.

According to the ACT Composite to SAT Total concordance table, a SAT range of 1160-1190 is aligned with an ACT score of 24. A score of 1180 is recommended as the most appropriate score when choosing to concord an ACT score to a single SAT score point.

EXECUTIVE SUMMARY:

Given the 2016 redesign of the SAT, the current qualifying score required to exempt a certification candidate from taking the Praxis CORE is no longer appropriate. The purpose of this item is to request the approval of an updated qualifying score on the redesigned SAT for those candidates who present this assessment to satisfy the basic academic skills assessment requirement.

ACTION:

I am requesting that the State Board of Education approve an updated qualifying score on the 2016 redesigned SAT, as well as, determine the recommended implementation date.

Test Name	Qualifying	Score Range	Effective Date
SAT	1180	1160-1190	1/1/2019

Attachment: Guide to the 2018 ACT/SAT Concordance

KBS:sds/kem

Certification Tests: Establishment of Qualifying Scores



STATE BOARD MEETING

December 4, 2018

Purpose

Requirements for Reading/Literacy Assessment

Approve the Teaching Reading: Elementary Education assessment for all early childhood, elementary, English as a second language, and special education teachers.

Requirements for Blind/Visually Impaired Certification Assessment

Provide the State Board of Education (SBOE) members information on two certification assessments for braille proficiency and to determine the next steps for approving the assessment that best meets Maryland's needs.

Requirements for Basic Academic Skills Assessment

Request approval of an updated qualifying score on the redesigned Scholastic Aptitude Test (SAT).

Background

The Maryland State Department of Education (MSDE) requires certification tests to assess basic academic skills, content knowledge, and pedagogy

- Scholastic Aptitude Test (SAT) American College Testing Program (ACT), or Graduate Record Examination (GRE) may be used to fulfill this requirement

There are two primary test providers for certification tests; Education Testing Services (ETS) and Pearson

Maryland currently uses the ETS Praxis series for certification and supplements with the American Council on the Teaching of Foreign Languages (ACTFL) for certification of foreign language teachers

Multistate Standard Setting Process

ETS conducts two Multistate Standard Setting Studies for each test

- The cut scores from the two panels are averaged and converted to a scaled score which becomes the recommended qualifying score published by ETS
- ETS advises states to adopt a score that does not exceed a plus or minus two standard errors of measurement (SEM) from the recommended qualifying score

The use of two non-overlapping panels strengthens the technical quality of the recommended cut scores and provides validity evidence to assist states with making certification test decisions

Reading



Teaching Reading: Elementary Education

Purpose: Recommend that a separate reading test be required for the initial certification of Early Childhood, Elementary Education, ESOL, and Special Education Teachers (birth – grade 3, grades 1-8, and grades 6-12).

Issue: Maryland does not currently require a separate foundations of reading test; instead it is an option to be used in lieu of the literacy/reading coursework.

Teaching Reading: Elementary Education (5205 available July 1, 2019):

- Focuses on the knowledge and skills a beginning teacher must have to support reading and writing development.
- Uses the five essential components of effective reading instruction as identified by the National Reading Panel: phonemic awareness, phonics, vocabulary, fluency, and comprehension.
- Assesses understanding of the science of teaching reading, and the relationship between reading skills and writing instruction since receptive and productive literacy are interrelated.
- Acknowledges multiple approaches to pedagogy used in tandem with content.

Action

Require: A separate reading test for the initial certification for all Early Childhood, Elementary Education, ESOL, and Special Education Teachers (birth – grade 3, grades 1-8, and grades 6-12)

Adopt: New Teaching Reading: Elementary Education (5205) Assessment

- **Effective:** July 1, 2019
- **Qualifying Score:** To Be Determined after April 2019 Multistate Standard Setting Study

Require (if #5205 is not available): Current Teaching Reading: Elementary Education (5203)

- **Effective:** July 1, 2019
- **Qualifying Score:** 162

Blind and Visually Impaired



Current Test Options

Purpose: Provide the State Board of Education (SBOE) members information on two certification assessments for braille proficiency and to determine the next steps for approving the assessment that meets Maryland's needs.

Background: In 2014, the SBOE and PSTEB adopted certification regulations that require a teacher who holds a professional certificate in the area of Blind/Visually Impaired to pass a braille competency test prior to the first renewal. At the time of that regulatory change, an assessment was not adopted to satisfy this regulatory requirement.

Current Test Options:

- **National Certification in Unified English Braille (NCUEB):** Intended primarily for teachers, future teachers and other professionals whose responsibilities include teaching or producing braille.
- **Praxis: Braille Proficiency:** Measures the requisite braille knowledge and skills that the entry level teacher of visually impaired students or braille must possess.

Workgroup Recommendation: Adopt the (NCUEB)

Action

Decision 1: Amend the current regulations to align the assessment requirement with all certification regulations; to be taken prior to the issuance of a certificate.

-AND-

Adopt an assessment for initial certification assessment for Blind/Visually Impaired to align with all other certification assessments to be considered during the assessment overview presentation.

-OR-

Decision 2: Adopt the workgroup recommendation to approve the National Certification in Unified English Braille (NCUEB) as the required test for braille competency for teachers of the Blind/Visually Impaired to be used for the first renewal and approve the recommended implementation date and qualifying score as follows:

- **Effective:** March 1, 2019
- **Qualifying Score:** Pass with a minimum score of 75 on each subtest

Basic Academic Skills Assessment Policy Approval





SAT Qualifying Score

Purpose: Approve an updated qualifying score on the redesigned SAT for those candidates who present this assessment to satisfy the basic academic skills assessment requirement.

Background: In 2016, the College Board published a redesigned version of the SAT, which included content, format, and scoring changes to the assessment. To establish a minimum required score, the MSDE used the ACT/SAT concordance table, published by College Board and ACT in 2018. The concordance tables are based on ACT and SAT tests that cover similar content and show a strong statistical relationship between scores.

Action: Approve an updated qualifying score on the redesigned SAT, to include the recommended implementation date.

Test Name	Qualifying Score	Qualifying Score Range	Effective Date
SAT	1180	1160-1190	1/1/2019