

# EDMONTON PUBLIC SCHOOLS

September 11, 2001

TO: Board of Trustees

FROM: A. McBeath, Acting Superintendent of Schools

SUBJECT: Results from the Audit of the HLAT Writing Task: 2001

ORIGINATOR: Marion de Man, Department Head

RESOURCE

STAFF: Anne Mulgrew, Lorie Welk

## INFORMATION

### Overview

- A total of 5101 pieces of student writing from the HLAT administration were audited.
- Overall, 93.0 per cent of these papers stayed at the same grade level of achievement in the audit process as the grade level of achievement submitted by the classroom teacher.
- When both grade level of achievement and performance scores are considered, 74.8 per cent of the papers were found in the audit process to match the teacher-awarded scores, which speaks to the common understanding of writing standards across the district.
- The vast majority of teachers involved in the audit process indicated that it had been an incredibly valuable professional development experience, and that they had learned a great deal which they would be able to share with colleagues at their schools.

### Detailed Report

During the week of April 23 to 27, 2001 all students registered in grades 1, 2, 4, 5, 7, and 8 wrote the highest level of achievement test in writing. Table 1 provides a summary of the number of students selected for audit by enrolment grade.

**TABLE 1  
DISTRIBUTION OF STUDENT PAPERS SELECTED FOR AUDITING**

| Enrolment Grade   | Papers Audited |             | Exempt     |            | Absent     |            | Papers Illegible or Not sent |            | Total       |
|-------------------|----------------|-------------|------------|------------|------------|------------|------------------------------|------------|-------------|
|                   | N              | %           | N          | %          | N          | %          | N                            | %          |             |
| 1                 | 845            | 94.5        | 30         | 3.4        | 18         | 2.0        | 1                            | 0.1        | 894         |
| 2                 | 873            | 95.9        | 15         | 1.7        | 21         | 2.3        | 1                            | 0.1        | 910         |
| 4                 | 898            | 95.4        | 24         | 2.6        | 15         | 1.6        | 4                            | 0.4        | 941         |
| 5                 | 921            | 95.8        | 17         | 1.8        | 19         | 2.0        | 4                            | 0.4        | 961         |
| 7                 | 764            | 93.7        | 17         | 2.1        | 34         | 4.2        | 0                            | 0.0        | 815         |
| 8                 | 800            | 93.7        | 15         | 1.7        | 35         | 4.1        | 4                            | 0.5        | 854         |
| <b>2001 Total</b> | <b>5101</b>    | <b>94.9</b> | <b>116</b> | <b>2.2</b> | <b>144</b> | <b>2.7</b> | <b>14</b>                    | <b>0.2</b> | <b>5375</b> |
| 2000 Total        | 4908           | 94.4        | 75         | 1.5        | 173        | 3.3        | 42                           | 0.8        | 5198        |
| 1999 Total        | 4983           | 92.6        | 100        | 1.9        | 158        | 2.9        | 141                          | 2.6        | 5382        |

At the time of writing, 5375 students (three per homeroom) were randomly selected to be included in the audit of writing scores. Schools were requested to submit a legible photocopy of these students' responses to the writing task. The audit process was conducted from July 9 to 11, 2001. At each enrolment grade, three classroom teachers and a group leader (consultants from consulting services and student assessment) re-scored each of 5101 samples of writing. After undergoing a marking consistency session, the audit process began. When the re-scoring matched the two scores initially submitted by the classroom teacher, the paper was considered complete. For papers where either the grade level of achievement or the performance score was different from the score submitted by the teacher, the student's paper was set aside for a third reading by a team of at least two teachers at that grade level.

Table 2 provides a summary of the audit scores for grade level of achievement in relation to the grade level of achievement submitted by the classroom teacher.

**TABLE 2**  
**DISTRIBUTION OF GRADE LEVEL OF ACHIEVEMENT SCORES**  
**ASSIGNED DURING THE 2001 WRITING AUDIT**

| Teacher Assigned Grade Level of Achievement | Audit Grade Level of Achievement Remained the Same |             | Audit Grade Level of Achievement Increased |            | Audit Grade Level of Achievement Decreased |            | Number of Papers Audited |
|---|--|-------------|--|------------|--|------------|--------------------------|
|   | N  | %           | N  | %          | N  | %          |                          |
| Not yet 1                                   | 128  | 81.5        | 29   | 18.5       | --   | --         | 157                      |
| 1   | 818  | 97.0        | 14   | 1.7        | 11   | 1.3        | 843                      |
| 2   | 858  | 94.4        | 33   | 3.6        | 18   | 2.0        | 909                      |
| 3   | 151  | 74.0        | 41   | 20.1       | 12   | 5.9        | 204                      |
| 4   | 750  | 91.6        | 38   | 4.6        | 31   | 3.8        | 819                      |
| 5   | 758  | 95.9        | 10   | 1.3        | 22   | 2.8        | 790                      |
| 6   | 65   | 69.1        | 17   | 18.1       | 12   | 12.8       | 94                       |
| 7   | 629  | 96.0        | 6  | 0.9        | 25   | 3.1        | 655                      |
| 8   | 585  | 93.5        | 4  | 0.6        | 37   | 5.9        | 626                      |
| 9   | 1  | 25.0        | 0  | 0.0        | 3  | 75.0       | 4                        |
| <b>2001 Total</b>                           | <b>4743</b>  | <b>93.0</b> | <b>192</b>                                 | <b>3.8</b> | <b>166</b>                                 | <b>3.2</b> | <b>5101</b>              |
| 2000 Total                                  | 4593   | 93.6        | 176  | 3.6        | 139  | 2.8        | 4908                     |
| 1999 Total                                  | 4638   | 93.1        | 130  | 2.6        | 215  | 4.3        | 4983                     |
| 1998 Total                                  | 4500   | 92.3        | 159  | 3.3        | 217  | 4.4        | 4876                     |
| 1997 Total                                  | 4370   | 91.6        | 209  | 4.4        | 190  | 4.0        | 4769                     |

The information in Table 2 indicates that overall, 93.0 per cent of the papers stayed at the same grade level of achievement in the audit process as the grade level of achievement submitted by the classroom teacher. This represents a decrease of 0.6 per cent from the 2000 results. The lowest percentage of matches were on papers judged by classroom teachers to have been at grade 3, 6, or 9 levels of achievement. These are papers that were judged by teachers to be at a grade level of achievement different from the enrolment grade of the students because students enrolled in grades 3, 6 and 9 did not complete the writing component of HLAT.

Table 3 provides information on how grade level and performance scores changed during the audit process.

**TABLE 3**  
**SUMMARY OF CHANGES TO WRITING SCORES**  
**AS A RESULT OF THE AUDIT PROCESS: JULY 2001**

| Audit Score                  | Percentage Distribution of Audited Papers Based on Teacher Assigned Grade Level of Achievement |      |      |      |      |      |      |      |      |      | Total |
|------------------------------|--|------|------|------|------|------|------|------|------|------|-------|
|                              | N  | 1    | 2    | 3    | 4    | 5    | 6    | 7    | 8    | 9    |       |
| Grade and Performance same   | 81.5   | 74.1 | 78.9 | 70.0 | 71.1 | 78.0 | 63.8 | 77.2 | 70.1 | 25.0 | 74.8  |
| Grade Same, Performance Up   | 0.0  | 7.8  | 3.3  | 0.5  | 1.7  | 5.4  | 2.1  | 3.4  | 1.1  | 0.0  | 3.6   |
| Grade same, Performance Down | 0.0  | 15.1 | 12.2 | 3.4  | 18.8 | 12.5 | 3.2  | 15.4 | 22.2 | 0.0  | 14.5  |
| Grade Up, Performance Same   | 17.8   | 0.9  | 2.1  | 10.8 | 2.8  | 0.8  | 8.5  | 0.6  | 0.2  | 0.0  | 2.3   |
| Grade Up, Performance Up     | 0.7  | 0.1  | 0.3  | 2.0  | 0.2  | 0.1  | 1.1  | 0.0  | 0.0  | 0.0  | 0.3   |
| Grade Up, Performance Down   | 0.0  | 0.6  | 1.2  | 7.4  | 1.6  | 0.4  | 8.5  | 0.3  | 0.5  | 0.0  | 1.2   |
| Grade Down Performance Same  | 0.0  | 1.3  | 1.1  | 3.9  | 2.9  | 1.5  | 9.6  | 2.6  | 4.5  | 25.0 | 2.4   |
| Grade Down Performance Up    | 0.0  | 0.0  | 0.7  | 1.5  | 0.7  | 0.8  | 0.0  | 0.0  | 0.3  | 25.0 | 0.5   |
| Grade Down, Performance Down | 0.0  | 0.0  | 0.2  | 0.5  | 0.1  | 0.5  | 3.2  | 0.5  | 1.1  | 25.0 | 0.4   |

When both writing scores, grade level of achievement and performance, are taken into consideration, 74.8 percent of the papers were found in the audit process to match the teacher-assigned scores. The most frequent change as a result of the audit process was for grade level to remain the same and performance scores to decrease (14.5 per cent of the papers.) This implies a tendency for teachers to judge some student papers more leniently in terms of performance than judgements by the auditors. In instances where grade either increased or decreased as a result of the audit process, the tendency was for performance to remain as it originally was.

Results from the 2001 audit will be returned to schools on August 20, 2001. Individual student scores that changed as a result of the audit process are not changed on the Student Information System (SIS) unless a school puts forth a request to have that done. The information on SIS reflects the score that was submitted by the school last spring.

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