Standardized Tests as Measurements of Achievement: Does the High School Assessment Program (HSAP) Measure Up?

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September 30, 2008

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Statement of the Problem

Adrian, a high school senior at Berea High School in Greenville, South Carolina, will be taking the High School Assessment Program's High School Exit Exam (HSAP) this spring. His teachers are working after hours tutoring him in the hopes that he will pass the HSAP this time. Adrian's guidance counselor is crossing her fingers, his principal is praying for a miracle, and his parents are biting their nails worrying that their son may face the doom of not passing the exam. If he doesn't pass the mathematics portion this time, he will not receive a high school diploma. Instead, the principal of his school will hand him a "Certificate of Completion" indicating that he attended school and completed all of his necessary course work. This certificate, however, is not considered a diploma and cannot be listed on any applications or resumes as such.

Adrian will not be the only senior in the testing room this spring. He will be accompanied by several other classmates who have yet to pass the HSAP and are under the same pressure to pass on this final attempt. Some will need to pass the English portion while other will need a passing score on the Mathematics portion. Still, some will need to pass both parts in order to receive their high school diploma. The irony of the situation is that many of these students have successfully completed all of their required Carnegie units. They have passed all of the required Mathematics and English courses necessary for graduation, they have met the attendance requirements for each of their classes, and they may have even begun the application process for various institutes of higher learning.

Adrian and his peers have quite a situation on their hands. Their future depends on passing the HSAP. Adrian's school depends on his scores and the scores of his peers for accreditation and public approval. Eventually, schools like Adrian's may even lose federal and state funding. A school report card grade will be published in the local newspaper and on the South Carolina State Department webpage reporting the HSAP passage rate of Adrian's graduating class. Students not passing the test will be counted as a high school drop out as defined by South Carolina's legislators, but they will have completed all requirements for graduation with one exception – a passing score on a single standardized test. Clearly, Berea High School and, better yet, South Carolina has a problem on its hands. There appears to be a discrepancy between students' classroom successes and the accuracy of the HSAP as an assessment tool.

Upon review of current literature, the researcher has found that there is limited published research on the HSAP. While there appears to be ample research concerning other standardized tests (especially the Scholastic Aptitude Test), very few scholarly articles even mention the HSAP. No articles were found that analyze the efficacy of the HSAP as a measurement of student achievement. It is imperative that research concerning this topic be carried out and presented in order to validate this assessment as a judgment of student readiness for high school graduation. A discussion of the research that is available will be presented below.

Purpose of This Study and Justification

This study will determine the correlation between HSAP scores and various measures of classroom achievement such as overall GPA, End of Course Scores (EOC) and SAT scores of Berea High School students in the classes of 2006-2007 and 2007-

2008. These correlations will provide insight as to the efficacy of the HSAP as an assessment of student achievement. In doing so, this study may lead to improvements in the design and implementation of the HSAP as an assessment tool.

Research Questions and Hypotheses

The questions which the research intends to address are:

1. Is there a positive correlation between HSAP scores and overall GPA of Berea High School students?
2. Is there a positive correlation between HSAP Math scores and Algebra I and Physical Science EOC scores of Berea High School students?
3. Is there a positive correlation between HSAP scores and SAT scores of Berea High School Students?
4. What are teachers' perceptions of the HSAP as a measurement of achievement?

The researcher hypothesizes that the HSAP will have a positive correlation to all of the above mentioned variables on interest. However, the researcher believes that these correlations will all be weak to moderate and positive ($.5 < r < .7$).

Chapter 2

Review of Literature

High Stakes vs. Low Stakes Tests

Standardized tests may be classified as high stakes or low stakes. Low stakes tests are used as measures of student achievement, capability, growth, etc. These tests are used to give teachers, counselors, and administration insight into students' intellectual abilities. Teachers use these tests frequently to acquire baseline data and as informal assessments. Greene, Winters, and Forster (2004) note that test scores on these tests are rarely distorted because of the lack of incentive to adjust, cheat, or manipulate scores in any way.

On the contrary, high stakes tests are defined as tests which have consequences such as gain, loss, or maintenance of school accreditation, promotion or retention of grade level, teacher salary increase/decrease, etc. It has been hypothesized that these tests cause grade/score inflation because of the pressure to achieve a certain passage rate. However, Phelps (2006) indicates that these tests are actually more reliable because of the increased security surrounding these assessments. Regardless, these tests are among the majority of those being scrutinized. High stakes tests are frequently criticized in newspaper articles, magazines, and research articles. Some researchers consider the correlation between scores on high stakes tests and classroom achievement. Haney, as cited by Greene, finds a "weak correlation between Texas high-stakes results and classroom grades, from which he concludes that the Texas high-stakes test results lack credibility" (Phelps, 2006, p. 1127). Like the Texas tests mentioned here, many high

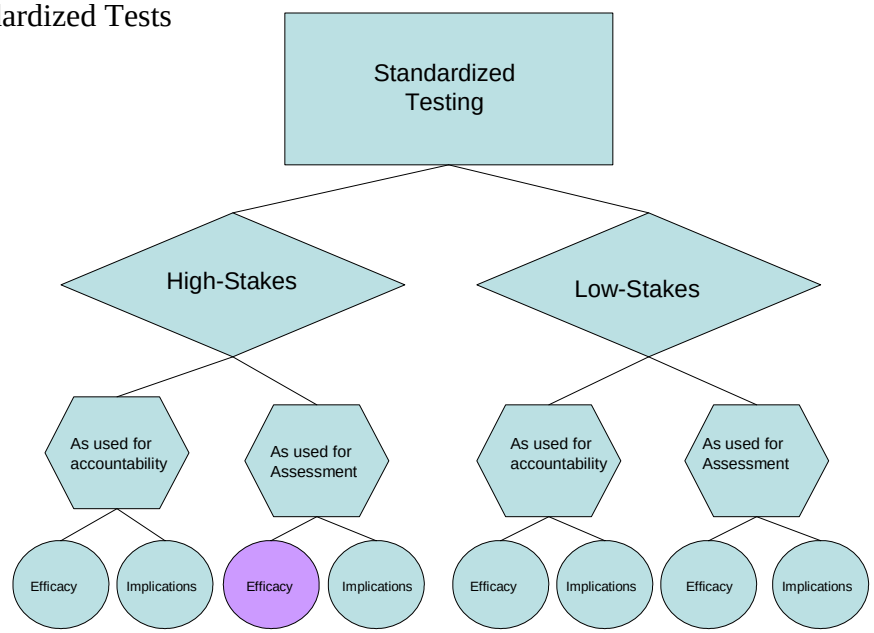
stakes tests have been criticized for their inability to accurately and fairly assess student learning. The tests are scrutinized based on several factors as outlined below.

The Efficacy and Implications of Standardized Tests

Standardized tests may be used for two purposes: accountability and assessment. With each purpose, the efficacy and implications must be examined. For instance, a researcher may examine the efficacy of high stakes tests as used for accountability purposes. Another effort may attempt to determine the implications of low stakes tests as used for assessment. For the purposes of this research, efficacy is to be defined as the accuracy with which a test measures what it is purposed to measure. Implications are the consequences and rewards that follow the results of standardized testing. These implications may be physical/extrinsic or understood/intrinsic in nature. For instance, an intrinsic implication of low-stakes tests as used for accountability may be the feeling of accomplishment a school administration has after receiving the results of a recent test. An extrinsic implication of a high stakes tests as used for assessment may be the retention of a student failing to meet the state standard on the HSAP.

The organization of these definitions may be seen in Figure 2.1. The proposed research will examine the efficacy of high-stakes testing (specifically the HSAP) as noted by the darker circle in the diagram.

Figure 2.1: The Categories, Purposes, Efficacy and Implications of Standardized Tests



Exploring the Implications of High Stakes Testing

In 2006, Washington administered the Washington Assessment of Student Learning for the first time to high school sophomores. Students failing to pass this test, like those failing the HSAP in South Carolina, fail to graduate. Trotter (2006) notes that "the long-awaited testing has caused anxiety across the state, as hopes that Washington will enter a new era of educational accountability are balanced by fears of turmoil if large numbers of 10th graders are unable to pass the tests" (p. 1). It is interesting to note that 24 states require students to pass exit exams or end-of-course exams before graduating. According to Jack Jennings, president of the Center on Education Policy, "the states have had a lot of difficulty holding to these [high-stakes testing] policies" (Trotter, 2006, p. 2).

Also in 2006, California faced funding summer school for more than 47,000 students failing to pass the state's graduation exam (Hoff, 2006). Of the remaining 22 states requiring a graduation exam, 15 require that schools offer remedial programs for

students failing the exam. Eleven more (not including California) require that the state government fund such programs. California alone has budgeted $50 million dollars for after-school classes, summer school, and other remedial programs for these students (Hoff, 2006). South Carolina could potentially be facing the same problems in the coming years.

In addition to the costs of funding remedial programs, states like California and South Carolina face the impending doom of failing to meet Annual Yearly Progress (AYP) as defined by No Child Left Behind (NCLB). Exit Exams like those mentioned above, are used in part by states to determine schools failing to meet AYP. Studier, Frey, and Perry (2006) point out that schools not meeting AYP must exert extra energy (and funds) to improve their standing or face loss of accreditation. Also, dropout rates could potentially be significantly increased in states requiring such an exam. These states then face the economic stress of increased poverty rates. However, Studier et al. (2006) notes that diplomas from states requiring students to pass a graduation exam appear more valuable than diplomas dependent entirely on internal judgment of student achievement. Students graduating with diplomas from these states could potentially hold better jobs; therefore, the economy of the state could be improved.

There seems to be some level of discrepancy between passing rates of various ethnicities. In 2005, 90% of Caucasian students and 89% of Asian students in California had passed the California High School Exit Exam (CAHSEE) while only 68% of Hispanic students and 63% of African American Students had passed (Studier et al., 2006). States face lawsuits, such as the Coachella Valley Unified School District v. California case in which 10 California School Districts sued the state claiming that the

test was unfair to students without English proficiency because the students are not allowed to take the test in their native language (Studier et al., 2006). Such suits can become costly and time consuming, and such funds and efforts may be better used for other services.

A side note worth mentioning is best illustrated through the eyes of the students. To them, these tests are "taking away the real meaning of school," as a Kentucky seventh-grader stated. (Guisbond, 2004, p. 12). This, perhaps, is the worst implication of all. When student assessment destroys student learning, the system has (in this researcher's opinion) entirely failed.

Efficacy of Standardized Testing

The efficacy of standardized tests could be defined as the reliability of a test as an "assessment of learning" – that is how well the test works as summative assessment. The Assessment Reform Group [AFR] (2002) defines assessment of learning as "the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there."

Researching the Efficacy of High Stakes Testing

In June 2003, New York's Regents Math A Exam (one portion of the New York graduation requirement) was found to be flawed and scores had to be completely discounted (Hursh, 2005). Perhaps, the benefit for the students taking this test (and retaking it) was the admission of the state's costly error. Another example from New York is Rochester's Wilson Magnet High School. All 300 students taking the graduation

exam failed the test. However, the school is ranked 49th in the nation by *Newsweek* (Hursh, 2005).

Examination of Similar Non-Exit High Stakes Tests

While the research proposed will examine an exit exam, there is great insight to be gained from similar research conducted on other high stakes tests. Much research has been conducted to study the efficacy and implications of tests such as the SAT and ACT. For instance, the National Research Council [NRC] (1999) indicated that 90% of institutes of higher education required applicants to submit scores for one of these tests. Most institutions require a minimum score on one of said tests. Thus, it is imperative to ensure via thorough investigation that these tests fairly assess student ability. The NRC (1999) claims a correlation between both tests and first year undergraduate success of .45 to .55. While noting that neither tests measure the broad range of skills necessary for academic success, the NRC (1999) maintains that both the ACT and SAT "cover relatively broad domains that most observers would likely agree are relevant to the ability to do college work" (p. 22).

Other research indicates that the SAT (specifically) may not give such an accurate picture of the capability of students to perform successfully in undergraduate programs. For example, Smith and Garrison (2005) found that "64% of those with extremely low SAT scores (less that 900 combined) are still successful" (p. 637). On the other hand, researchers found a positive correlation between graduate rate and combined SAT score. (Smith & Garrison, 2005).

The Lack and Urgency of This Research

There appears to be a vast ocean of information regarding the aforementioned high-stakes tests. And, due to the low-key nature of low-stakes tests, the need for research concerning these tests is seemingly unimportant. However, there are many tests that have little research supporting or undermining them. South Carolina's HSAP is among this group of tests.

Since the test's introduction in 2005, numerous students in South Carolina have agonized over the HSAP. Many of these students, like Aaron, receive a certificate of completion in lieu of a legitimate diploma. Educators across the state spend countless hours remediating these students; administrators spend valuable time training educators on the ins and outs of these tests; and state employees crunch numbers and report potentially inaccurate images of educational progress. The general public perceives these reports as truth, sometimes a vicious one, and makes decisions concerning their children, community, and state utilizing this information. If the test is not reliable, these hours spent and decisions made become a futile effort to better the state of South Carolina.

Like Texas' and Washington's Graduation Exams, CAHSEE, Regents Exam, SAT and ACT, it is beyond necessary to examine the efficacy of the HSAP. No one, even the state's superintendent of education, Jim Rex, is denying this. In a January 1, 2008, televised interview on *Upstate*, Rex indicated the drawback of relying on standardized tests for accountability. While indicating a necessity for such accountability, he emphasized that perhaps such high-stakes tests fail to adequately determine the efficiency of the public education system. Only upon sufficient

examination can the SDE (state department of education) determine the efficacy of the HSAP.

Because of the large emphasis placed on HSAP scores for student graduation and school evaluation, South Carolina's SDE is in need of validation of its accountability system and the HSAP. However, it is not because of the lack of knowledge that this test must be evaluated that it has undergone very little examination. The HSAP is a relatively new test in South Carolina, as it has only been used since 2005. Because the test is still in its infant stage, little research has been conducted. It is time, however, to conduct research on the reliability of the HSAP as a measurement of student achievement.

Chapter 3

Methods

Participants

The individuals participating in this study consisted of current Berea High School [BHS] teachers. Also, data will be aggregated from the records of BHS alumni (graduating classes of 2006-2007 and 2007-2008). These classes were chosen because of the availability of test data. In order to randomize this study, the researcher alphabetized the students in each class, numbered them, and chose 50 students from each class using a random number generator. No treatment was applied during this study.

Research Design

The quantitative/historical aspect of this study was conducted during Spring, 2008. The student records were accessed at the BHS records vault with permission from the school's principal, William F. Roach, Jr. (see Appendix A). The following data were collected for each student: HSAP Math score, HSAP English score, Overall GPA, SAT Math score, SAT Verbal score, Algebra I End of Course score, and Physical Science End of Course score. The qualitative aspect was conducted during the same period. Surveys were distributed to all current BHS teachers (See Appendix B). These surveys were designed to determine teachers' perspectives of the HSAP as a measurement of BHS students' achievement.

The researcher used the students' scores to determine correlation between HSAP scores and the other measures collected. Each pair of student scores was treated as a coordinate point and graphed on a Cartesian plane. Linear regression equations were calculated and correlation coefficients were determined for each relationship. For the

purposes of this study, HSAP scores were always used as the dependent variable. However, the assignment of independent and dependent variables did not affect the value of the correlation.

Validity

To ensure the validity of the teacher survey, a Modified Delphi technique was applied. The researcher used input from an expert group (see Appendix C) which was comprised of individuals trained in educational research. The expert group worked together to ensure that the survey presented no bias and that the questions asked what they were intended to ask. After meeting with the expert group, the researcher completed the final draft of the survey which was used to collect qualitative data concerning teachers' perceptions.

Terminology

HSAP: High School Assessment Program (South Carolina's high school exit exam)

SAT: Scholastic Aptitude Test (Not all students took this test as it is a college admissions test.) – This test has three portions: Math, Verbal, and Written. Only Math and Verbal scores were used in this study. The Written portion of the test is a recent addition and may not have been a valid measure of student achievement at the time of this research.

Overall GPA: Grade Point Average as calculated according to South Carolina grading policy

EOC: End of Course (state tests administered at the end of a course)

Chapter 4

Results

This chapter shows the results of a quantitative study on the correlations between HSAP and various other measures of student achievement of Berea High School graduating classes of 2006-2007 and 2007-2008. In addition, this chapter discusses the results of a qualitative study of teacher dispositions towards the HSAP. The research was conducted

HSAP in Comparison to Other Measures of Student Achievement

The correlations presented in Table 4.1 were calculated from individual scores of all students participating in each particular testing. Both GPA versus HSAP correlations are calculated from all individuals in the graduating class. HSAP scores were reported as the last HSAP score received per individual. In most cases, students took the HSAP only once. However, for those individuals who failed to meet the required score for graduation, the researcher used the last score the individuals received. Scatter plots with linear regression equations and lines of best fit for each correlation can be seen in Appendix D.

Table 4.1: HSAP in Comparison to Other Measures of Student Achievement

	Correlation	
	2006-2007 Graduates	2007-2008 Graduates
GPA v. HSAP Math	0.609	0.598
GPA v. HSAP ELA	0.710	0.521
SAT Math v. HSAP Math	0.882	0.760
SAT Verbal v. HSAP ELA	0.726	0.703
Algebra 1 EOC v. HSAP Math	0.713	0.785
Physical Science EOC v. HSAP Math	0.792	0.685

Teacher Dispositions towards HSAP

The researcher asked 60 teachers at Berea High School to answer seven survey questions concerning their attitudes towards the HSAP. Of those teachers, 14 responded. Tables 4.2 – 4.8 show each question and the responses received.

For survey question 1, "The HSAP is a valid assessment of all students," a plurality of the teachers responded negatively. Of the 14 respondents, 14.3% responded positively, 14.3% responded neutrally, and 71.4% responded positively. (See Table 4.2.)

Table 4.2: Survey Question 1 - The HSAP is a valid assessment of all students.

Number of Responses	% Favorable	% Neutral	% Unfavorable
14	14.3	14.3	71.4

For survey question 2, “Student scores on the HSAP are typically what I would expect,” a plurality of the teachers responded positively. Of the 14 respondents, 50% responded positively, 21.4% responded neutrally, and 28.6% responded positively. (See Table 4.3.)

Table 4.3: Survey Question 2 – Student scores on the HSAP are typically what I would expect.

Number of Responses	% Favorable	% Neutral	% Unfavorable
14	50	21.4	28.6

For survey question 3, “HSAP scores are comparable to scores on other standardized tests,” a plurality of the teachers responded neutrally. Of the 14 respondents, 14.3% responded positively, 50% responded neutrally, and 35.7% responded negatively. (See Table 4.4.)

Table 4.4: Survey Question 3 – HSAP scores are comparable to scores on other standardized tests.

Number of Responses	% Favorable	% Neutral	% Unfavorable
14	14.3	50	35.7

For survey question 4, “The HSAP tests the skills that students need to have mastered before high school graduation,” teachers responded equally positive and

negative. Of the 14 respondents, 35.7% responded positively, 28.6% responded neutrally, and 35.7% responded negatively. (See Table 4.5.)

Table 4.5: Survey Question 4 – The HSAP tests the skills that students need to have mastered before high school graduation.

Number of Responses	% Favorable	% Neutral	% Unfavorable
14	35.7	28.6	35.7

For survey question 5, "HSAP scores are comparable to classroom grades," a plurality of the teachers responded negatively. Of the 14 respondents, 21.4% responded positively, 2.14% responded neutrally, and 57.1% responded negatively. (See Table 4.6.)

Table 4.6: Survey Question 5 – HSAP scores are comparable to classroom grades.

Number of Responses	% Favorable	% Neutral	% Unfavorable
14	21.4	21.4	57.1

For survey question 6, "I know how to prepare students for the HSAP," a plurality of the teachers responded positively. Of the 14 respondents, 50% responded positively, 28.6% responded neutrally, and 21.4% responded negatively. (See Table 4.7.)

Table 4.7: Survey Question 3 – I know how to prepare students for the HSAP.

Number of Responses	% Favorable	% Neutral	% Unfavorable
14	50	28.6	21.4

For survey question 7, "Students should be required to pass the HSAP before graduation," a plurality of the teachers responded positively. Of the 14 respondents, 42.8% responded positively, 28.6% responded neutrally, and 28.6% responded negatively. (See Table 4.8.)

Table 4.8: Survey Question 7 – Students should be required to pass the HSAP before graduation.

Number of Responses	% Favorable	% Neutral	% Unfavorable
14	42.8	28.6	35.7

Of the teachers who responded to the survey, three wrote comments on their survey. I have noted these below:

"I have never really seen HSAP questions."

"I hardly understand what is on the test, let alone know how to prepare [the students] for it. Even if I did know, it would be hard to find time because of the EOC I'm trying to prepare them for."

"Occupational diploma students are required to take the test but never to pass it. Yet, their scores are reported on our school report card."

"Sure, I can teach to the test, but that is not what I had hoped to accomplish."

"I think we need to devise multiple assessment choices. A menu of exit test choices."

Chapter 5 will present a discussion of these findings and their impact on instruction and assessment at Berea High School. The researcher will submit conclusions concerning the correlations presented in this chapter and will make recommendations for future study.

Chapter 5

Discussion

The findings of this study were used to provide a descriptive analysis of the validity of the HSAP as a measurement of student achievement of Berea High School students in the classes of 2006-2007 and 2007-2008. The researcher has collected quantitative data and found the correlation between the HSAP and various other measures of student achievement. In addition, the researcher conducted a survey to assess the dispositions of Berea High School teachers towards the HSAP. This chapter discusses those findings and makes recommendations for further research.

HSAP in Comparison to Other Measures of Achievement

The researcher's hypothesis was that all correlations will be weak to moderate and positive ($.5 < r < .7$). The actual range of correlations was 0.521 – 0.882. All correlations were stronger than expected. The quantitative aspect of this study presents three interesting trends. Perhaps the most notable trend is found in comparing correlations for GPA to correlations for tests.

GPA versus HSAP – The Weak Link

For both graduating classes, the researcher found that the weakest correlations were that of GPA versus HSAP Math and GPA versus HSAP ELA. This suggests that there may be an inadequacy in the grading procedures of teachers at Berea High School. Further examination is needed to determine whether this inadequacy follows a trend such

as grade inflation. It is possible, however, that no trend is present and that grades are representative of factors other than student achievement. A question of the purpose of grades must be raised by Berea High School teachers and administration. Are grades indicators of student ability? That is, should grades be indicative of how well a student is expected to perform on standardized tests? Or, should grades include factors such as effort, task commitment, and punctuality? In addition to these questions, one must consider students who fail to work to potential in class and do well on standardized tests or are very good students but do not take standardized tests seriously. Any of these factors could result in a lower correlation value for GPA versus HSAP scores.

From One Year to the Next

Also, it is interesting to note the differences between classes. Correlations for graduates from 2006-2007 in both GPA and SAT categories are higher than those for 2007-2008 graduates. A historical study could be beneficial towards the understanding of this change. Such a study might provide insight into what made one year seemingly better than the other. However, correlations for EOC's for 2007-2008 graduates are higher than those for 2006-2007 graduates.

HSAP Math a More Valid Assessment than HSAP ELA

The strongest correlation for the class of 2006 – 2007 was SAT Math versus HSAP Math ($r = 0.882$). The strongest correlation for the class of 2007 – 2008 was Algebra 1 EOC versus HSAP Math ($r = 0.785$). In both cases the strongest correlation involves the HSAP Math scores. This may suggest that the Mathematics portion of the

HSAP is a more valid assessment than the English Language Arts portion. Research should be conducted to make this association. The researcher suggests an evaluation of more classes to examine this trend.

Teacher Dispositions towards HSAP

While the majority of teacher respondents indicated that the HSAP is not a valid measurement of all students, half of these teachers feel that student scores are what they would typically expect. There appears to be a contradiction in these responses. It is interesting to note that the first statement, "The HSAP is a valid measurement of all students," is directly associated with the HSAP, while the second statement, "Student scores on the HSAP are typically what I would expect," involves the teacher. Perhaps teachers are more willing to speak unfavorably towards a third party, in this case the HSAP, than towards themselves.

When comparing the HSAP to other measures of standardized tests, respondents responded neutrally. Perhaps this indicates a general lack of knowledge of other standardized tests. When comparing the HSAP to classroom grades, respondents responded unfavorably. This indicates that teachers are already aware of the weak link present between GPA and HSAP scores. The researcher suggests a qualitative investigation into the reasons for these dispositions. Such a study would serve as a foundation for correcting this weak link or for defining grades as separate from measurement of achievement.

In addition to the survey items, many teachers gave further insight by making additional comments. Some of these comments centered on the idea that teachers felt ill-prepared to teach students how to do well on the test. The researcher suggests a quasi-experimental investigation to determine the effects of teacher training on HSAP scores.

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Appendix A

Letter to Principal

Mr. William F. Roach, Jr. May 8, 2008

Berea High School

Greenville, SC 29617

Dear Mr. Roach,

As you know, I am working towards my Masters's Degree at Southern Wesleyan University. One requirement for fulfillment of this degree program is completion of a research project. I would like to study the HSAP, SAT, and EOC scores of graduates of the classes of 2006-2007 and 2007-2008. I will be comparing these scores to one another and to GPA for each student. No names will be used and all records will remain in the records room. In addition, I would like to survey teachers about their attitudes towards the HSAP. Again, no names will be used.

Because this research will not directly affect anyone involved, I have not requested parental permission. However, because I will be submitting a paper about this research, I am seeking your permission to use Berea High as my research field. Thanks in advance for your cooperation.

Thank you,

Amy Ray

Appendix B

Survey to Teachers

Dear Teachers,

I am conducting research about the High School Assessment Program (HSAP). Please place a check in the appropriate box for each statement. Please place completed surveys in my box.

Thanks,
Amy Ray

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The HSAP is a valid assessment of all students.					
Student scores on the HSAP are typically what I would expect.					
HSAP scores are comparable to scores on other standardized test.					
The HSAP tests the skills that students need to have mastered before high school graduation.					
HSAP scores are comparable to classroom grades.					
I know how to prepare students for the HSAP.					
Students should be required to pass the HSAP before graduation.					

Appendix C

Expert Group

Meagan Blackwell

Sonja Bryant

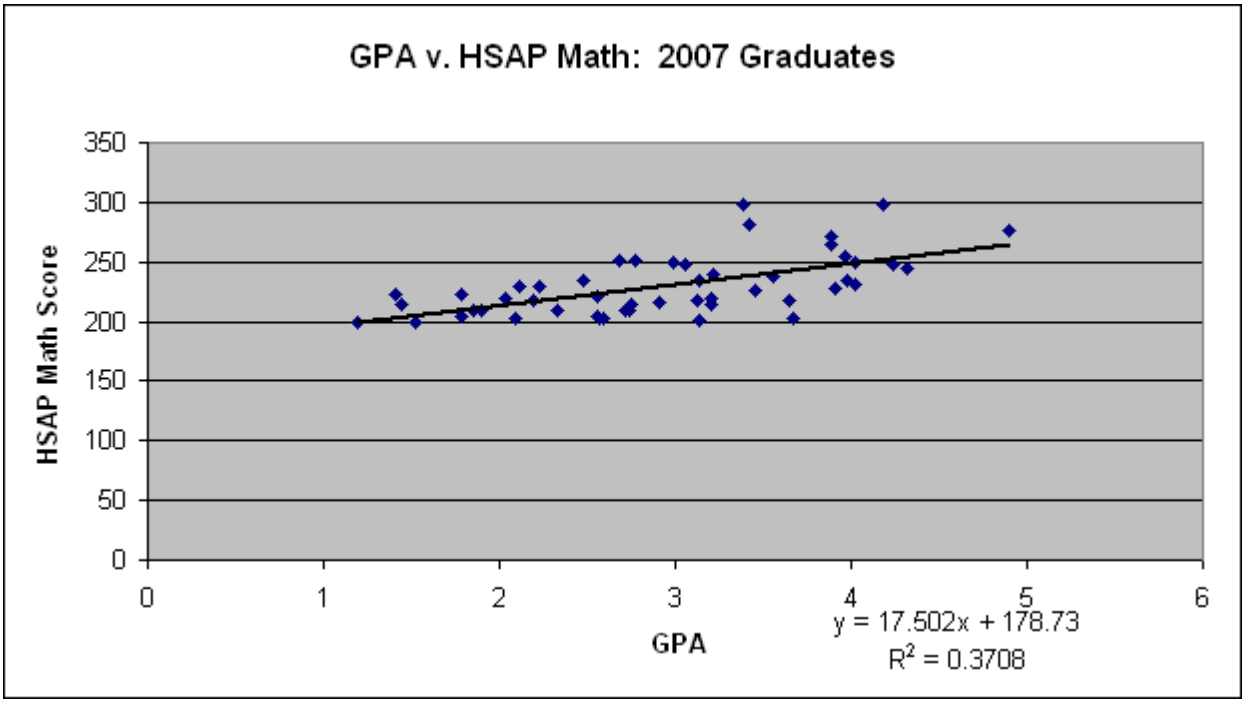
Dave Parker

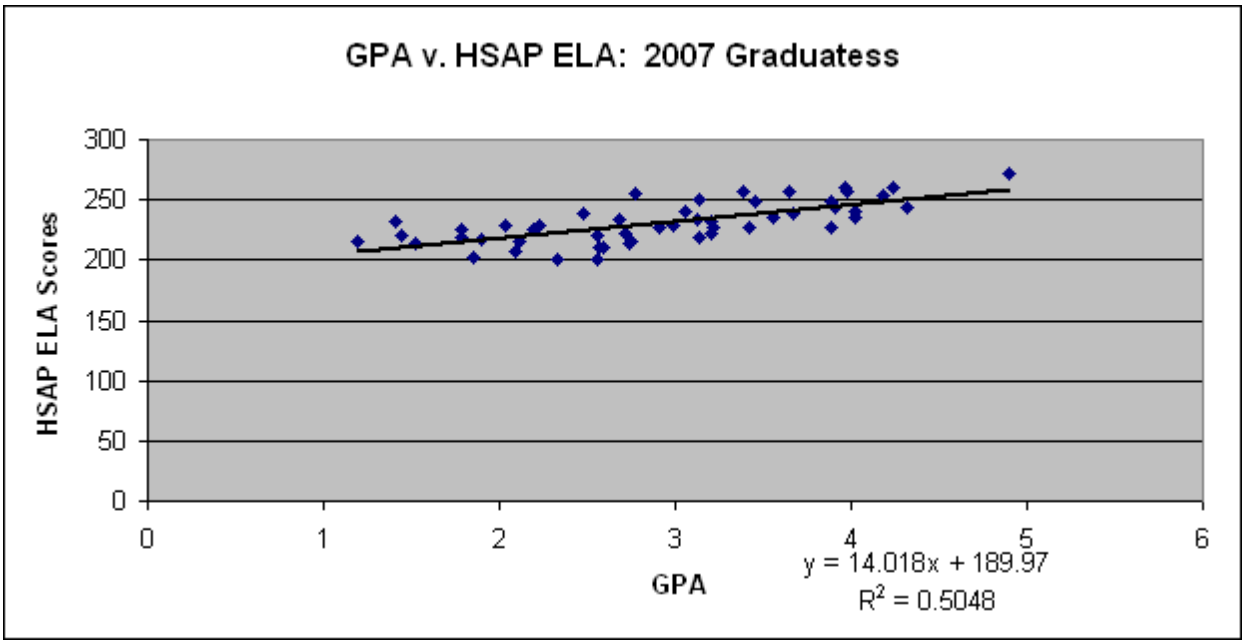
Amanda Vernon

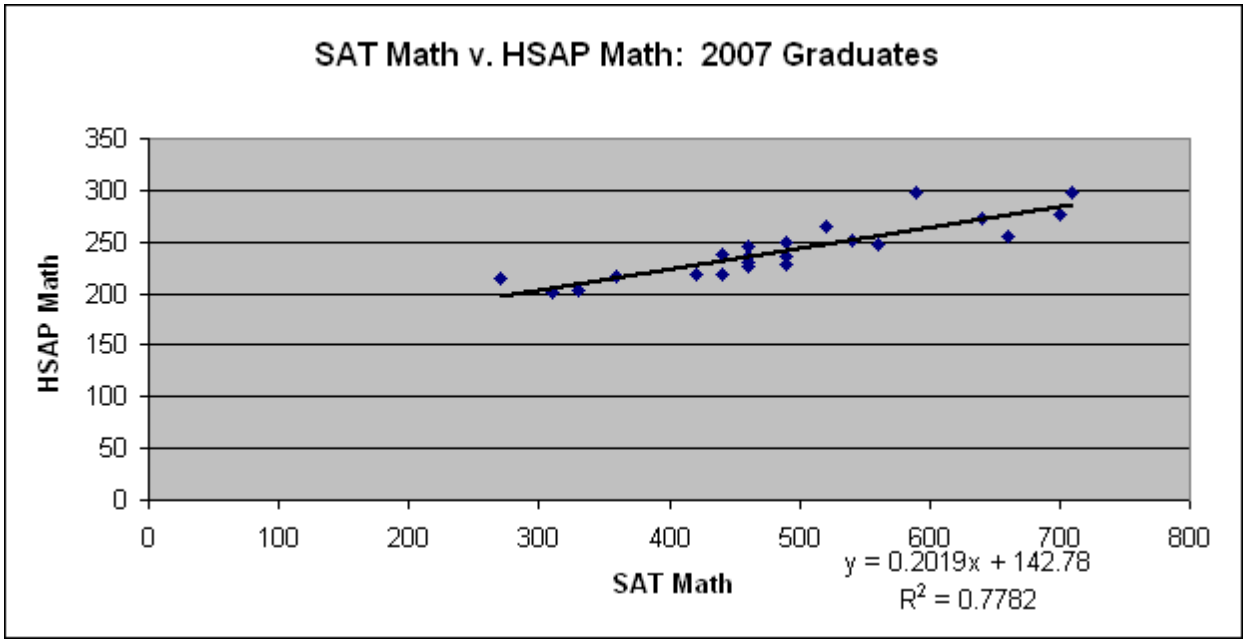
Effie Williams

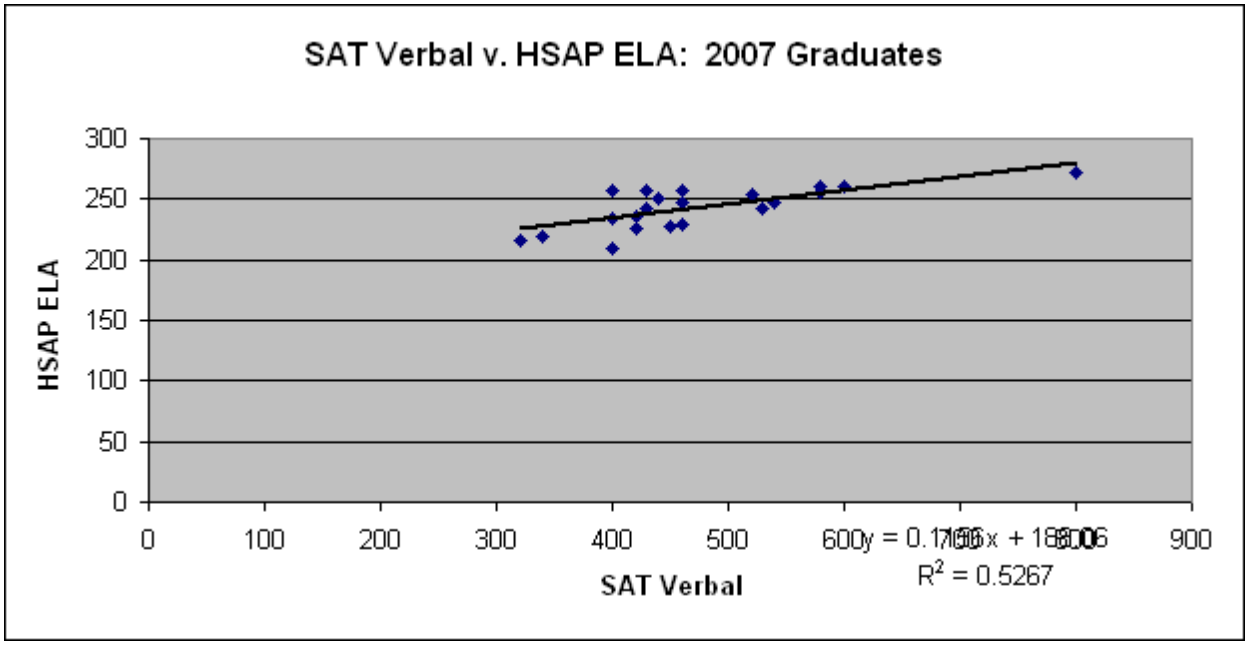
Appendix D

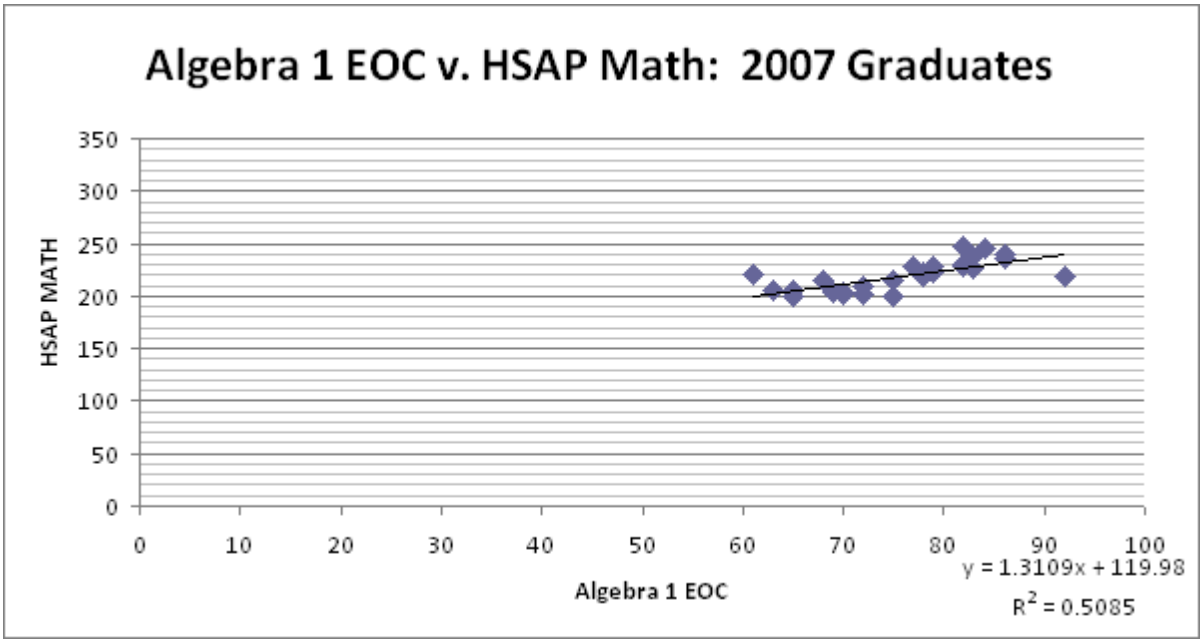
Scatter Plots

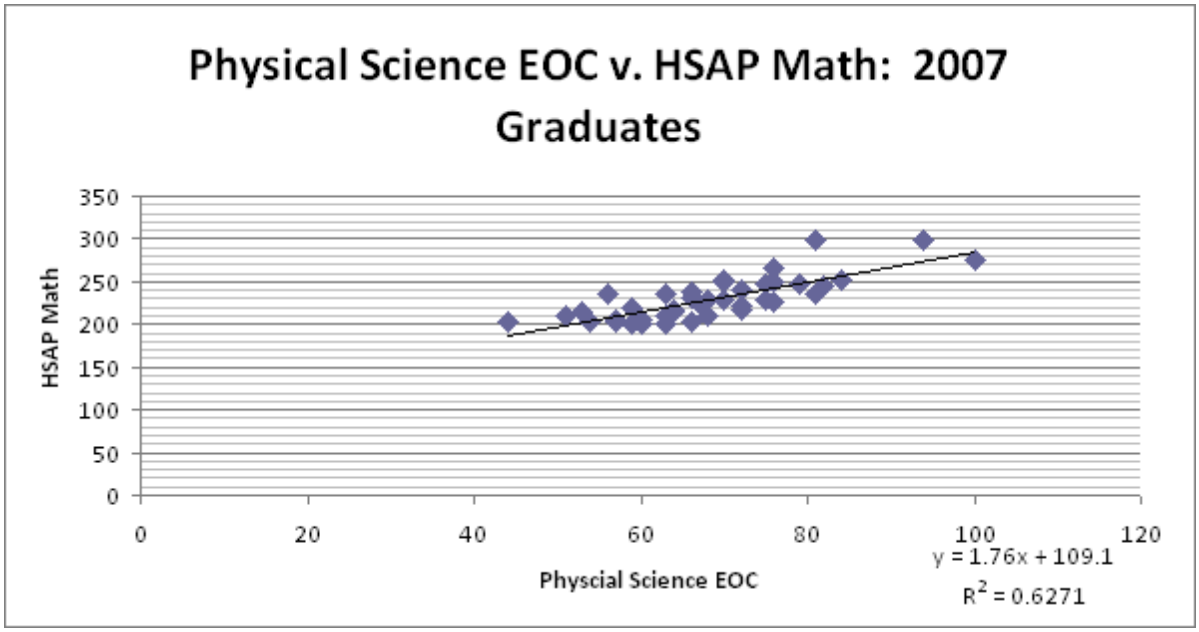

GPA v. HSAP Math: 2007 Graduates
HSAP Math Score
350
300
250
200
150
100
50
0
0
1
2
3
4
5
6
GPA
y = 17.502x + 178.73
R2 = 0.3708

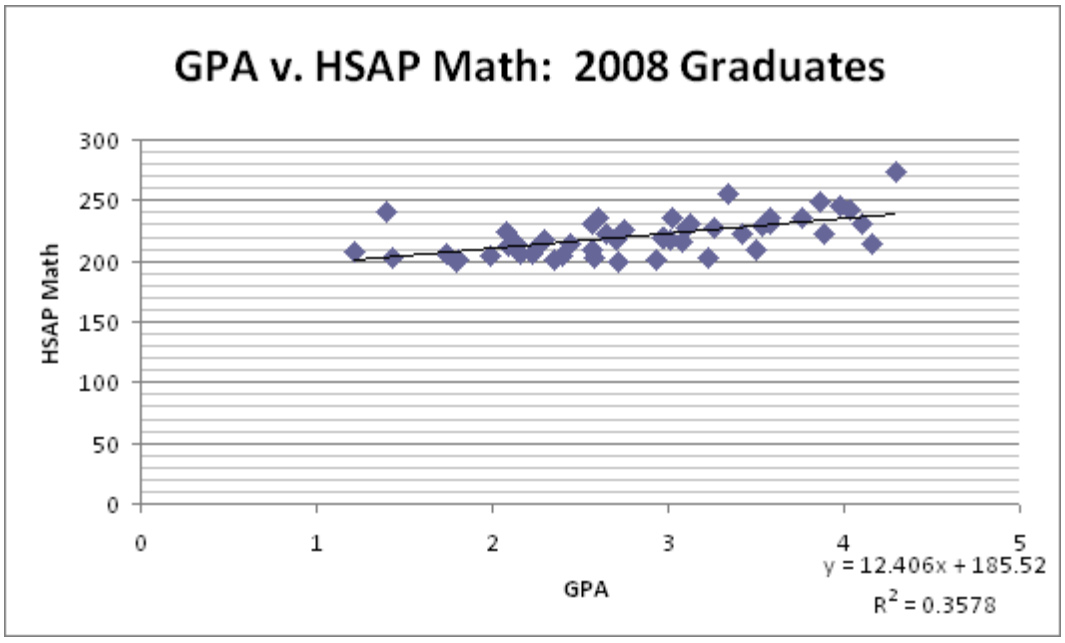

GPA v. HSAP ELA: 2007 Graduatess
HSAP ELA Scores
300
250
200
150
100
50
0
0
1
2
3
4
5
6
GPA
y = 14.018x + 189.97
R2 = 0.5048

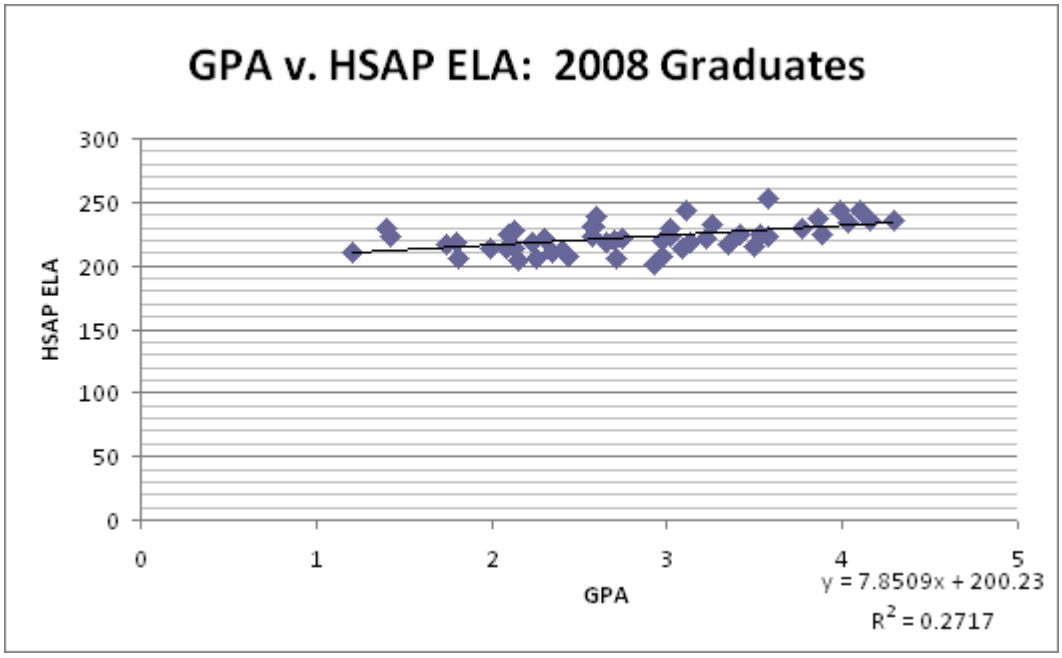

SAT Math v. HSAP Math: 2007 Graduates
HSAP Math
SAT Math
y = 0.2019x + 142.78
R2 = 0.7782
0
50
100
150
200
250
300
350
0
100
200
300
400
500
600
700
800

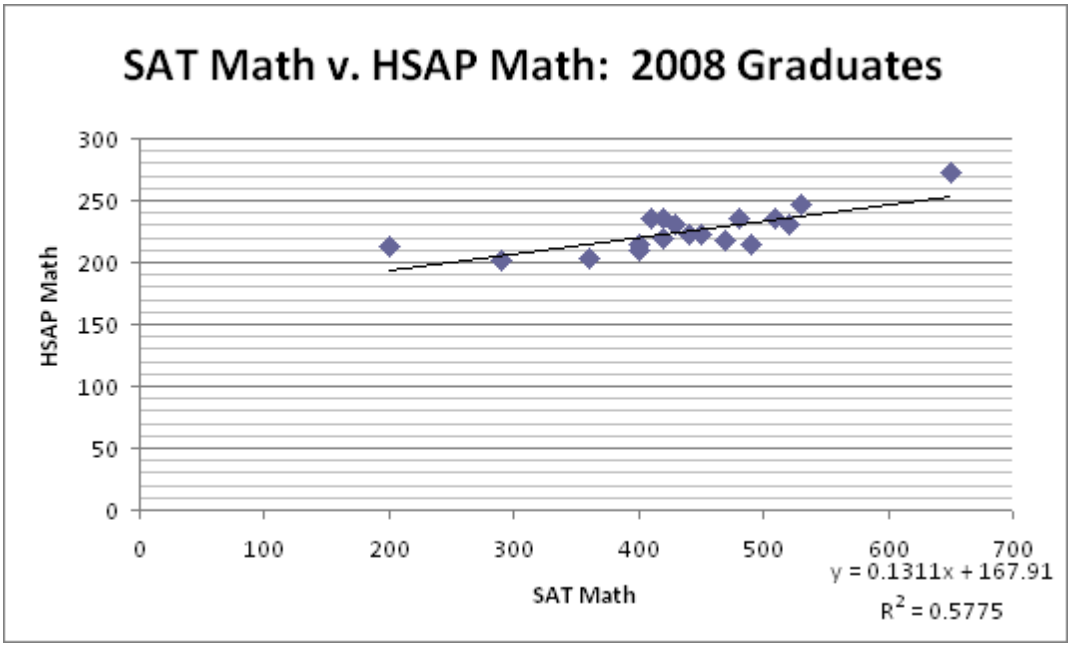

SAT Verbal v. HSAP ELA: 2007 Graduates
HSAP ELA
SAT Verbal
R2 = 0.5267
0
50
100
150
200
250
300
0
100
200
300
400
500
600
900

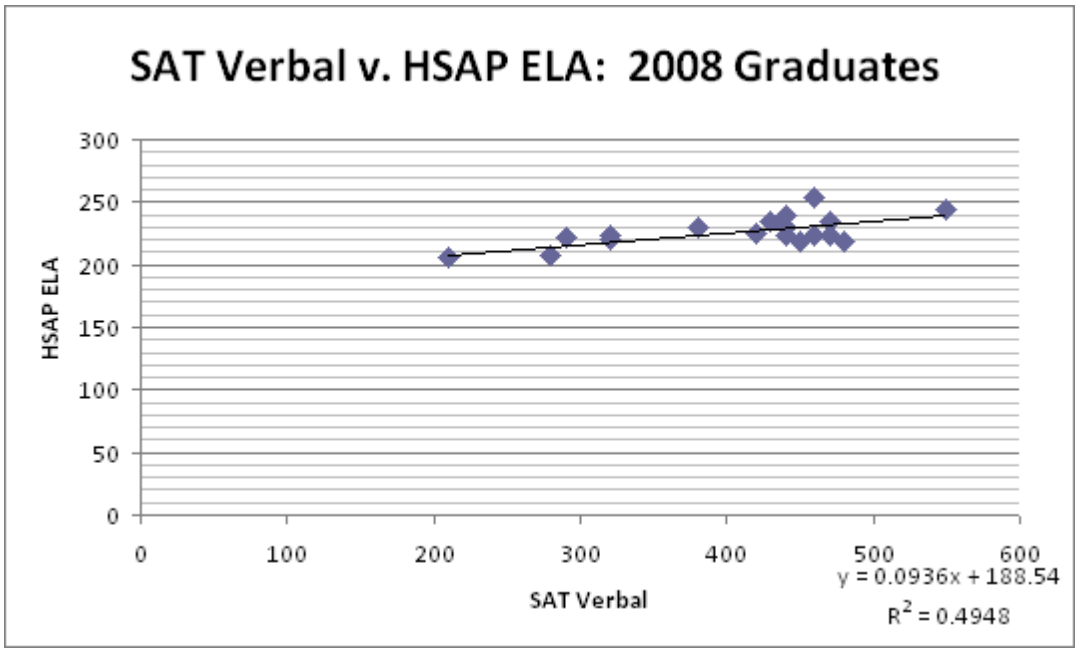

Algebra 1 EOC v. HSAP Math: 2007 Graduates
HSAP MATH
350
300
250
200
150
100
50
0
0
10
20
30
40
50
60
70
80
90
100
Algebra 1 EOC
y = 1.3109x + 119.98
R2 = 0.5085


Physical Science EOC v. HSAP Math: 2007 Graduates
HSAP Math
350
300
250
200
150
100
50
0
0
20
40
60
80
100
120
Physcial Science EOC
y = 1.76x + 109.1
R2 = 0.6271

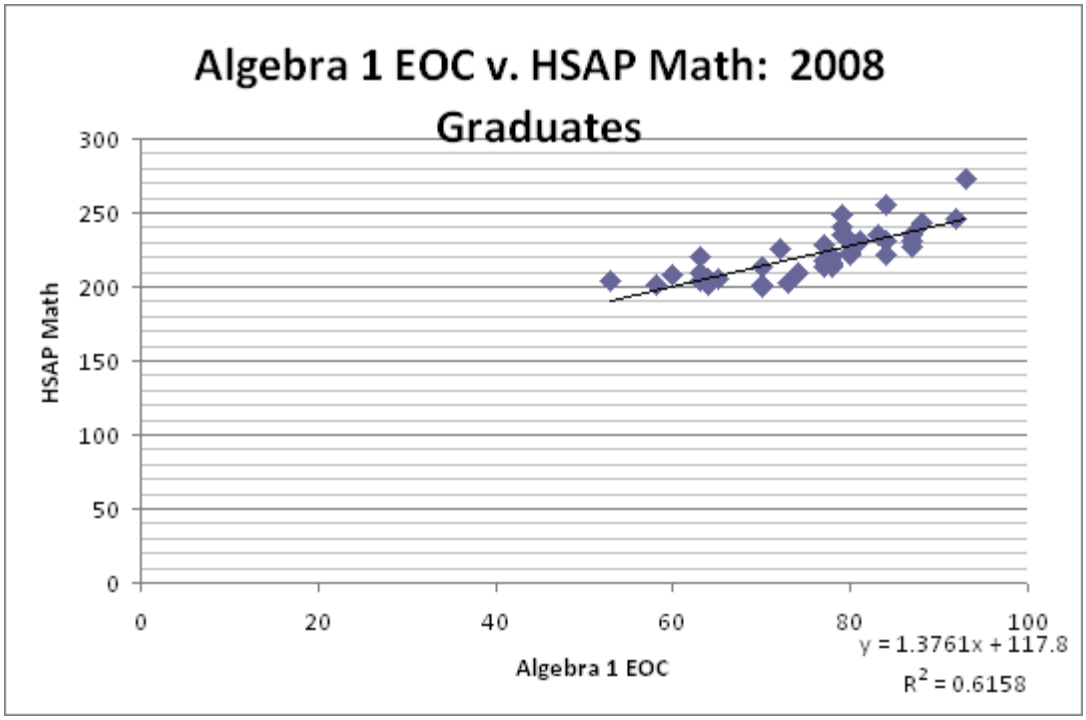

GPA v. HSAP Math: 2008 Graduates
HSAP Math
300
250
200
150
100
50
0
0
1
2
3
4
5
GPA
y = 12.406x + 185.52
R2 = 0.3578

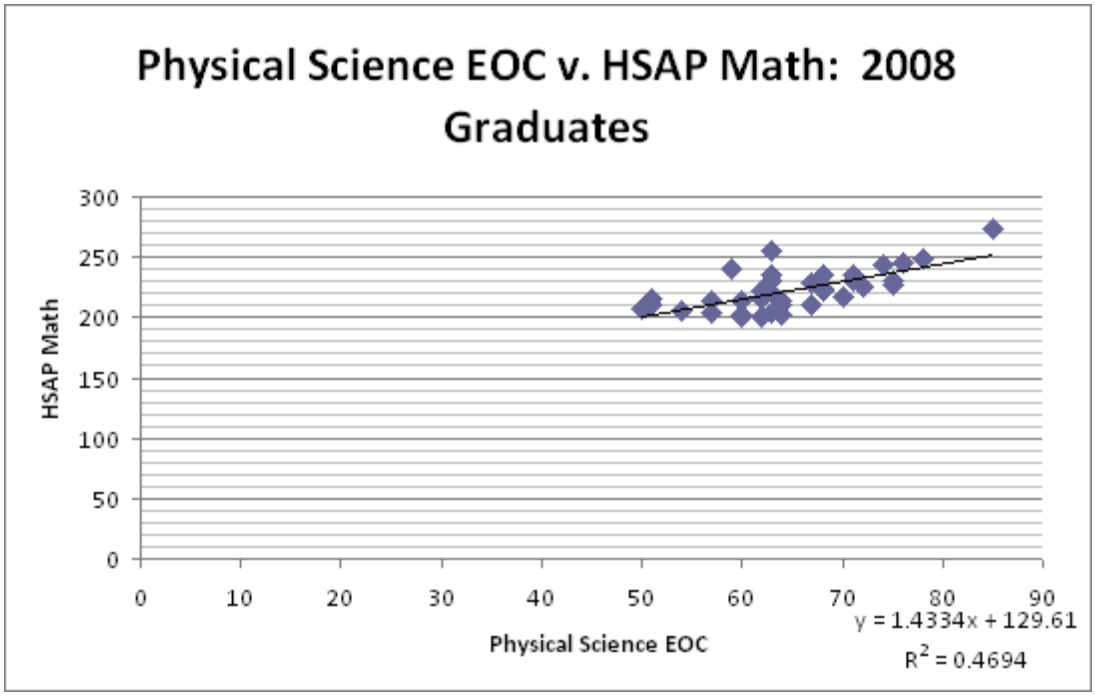

GPA v. HSAP ELA: 2008 Graduates
HSAP ELA
300
250
200
150
100
50
0
0
1
2
3
4
5
GPA
y = 7.8509x + 200.23
R2 = 0.2717


SAT Math v. HSAP Math: 2008 Graduates
HSAP Math
SAT Math
0
50
100
150
200
250
300
0
100
200
300
400
500
600
700
y = 0.1311x + 167.91
R2 = 0.5775


SAT Verbal v. HSAP ELA: 2008 Graduates
HSAP ELA
SAT Verbal
0
50
100
150
200
250
300
0
100
200
300
400
500
600
y = 0.0936x + 188.54
R2 = 0.4948

r = .703


Algebra 1 EOC v. HSAP Math: 2008 Graduates
HSAP Math
300
250
200
150
100
50
0
0
20
40
60
80
100
Algebra 1 EOC
y = 1.3761x + 117.8
R2 = 0.6158


Physical Science EOC v. HSAP Math: 2008 Graduates
HSAP Math
300
250
200
150
100
50
0
0
10
20
30
40
50
60
70
80
90
Physical Science EOC
y = 1.4334x + 129.61
R2 = 0.4694