# Bridging the Transition:
## How the transition from Measurements of Student Progress (MSP) to Smarter Balanced Assessments affected Student Growth Percentiles

## Normative Growth

Student Growth Percentiles (SGPs) measure normative growth since students are being compared to their academic peers. Growth is not being calculated relative to individual performance on a test. Because of this, it's possible to calculate growth reliably even with changing tests and scales from year to year.

## 2013-2014: Smarter Balanced Assessments (SBA) Field Test and Baseline SGPs

In 2013-14, approximately 30 percent of Washington students participated in the Smarter Balanced field test and did not receive valid test scores. Since selection into the field test was not random, the pool of academic peers in the same year was potentially biased. To avoid this potential bias, baseline SGPs were introduced. With the baseline method, a student's academic peers include Washington students from past years. In other words, the most recent or current cohort is compared to the previous cohort(s).

## 2014-2015: First Year of SBA and the Return of Cohort SGPs

Due to the change in tests, the only potential comparison for students in the 2014-15 school year was academic peers using the Smarter Balanced test. Hence, OSPI returned to calculating cohort-referenced SGPs, where students are compared to their academic peers in the same year.

## Cohort vs. Baseline

The cohort-referenced SGPs differ in interpretation from baseline SGPs. For example, if Anthony, a 5th grader in 2015, has an SGP of 65 using the cohort method, we would interpret his score this way: Anthony has performed better than 65% of his academic peers, where his academic peers are students in 5th grade in 2015 who have at least two years of scores. Anthony's baseline SGP of 65 still means that he scored better than 65% of his academic peers. However, his academic peers also include 5th graders from past years.

## For more information

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