




Webinar for Policymakers and Education Leaders

Designs, Tradeoffs and Challenges in the Comprehensive Consortia Assessment Systems: Introduction



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April 4, 2010

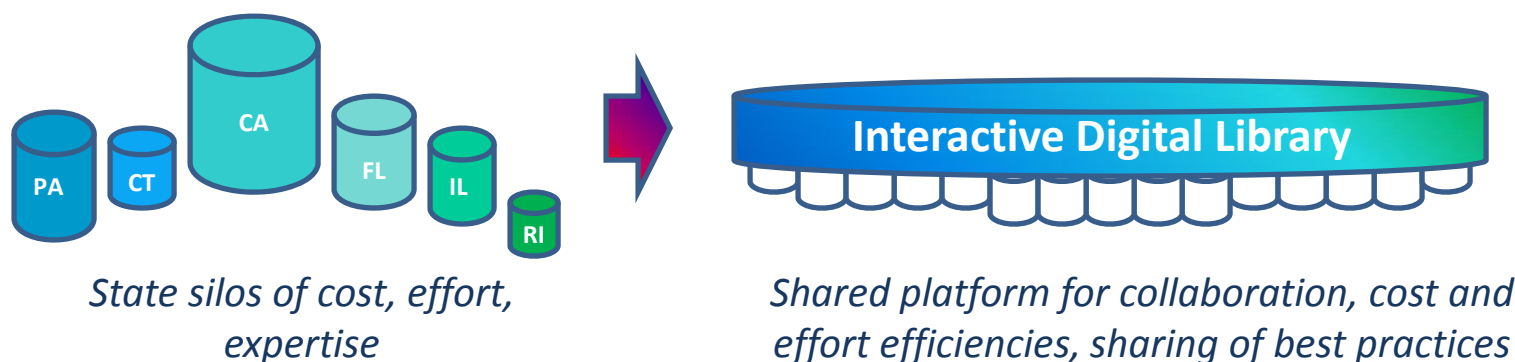
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The Uniqueness of This Moment: Inflection Point

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- Thomas Friedman in “The World is Flat” points out the importance of “inflection points” in history.
- The **Common Core State Standards** (CCSS) can become an “inflection point” for American public education - establishing a common foundation for building excellence and equity for all students.



Race to the Top Assessment Program Requirements

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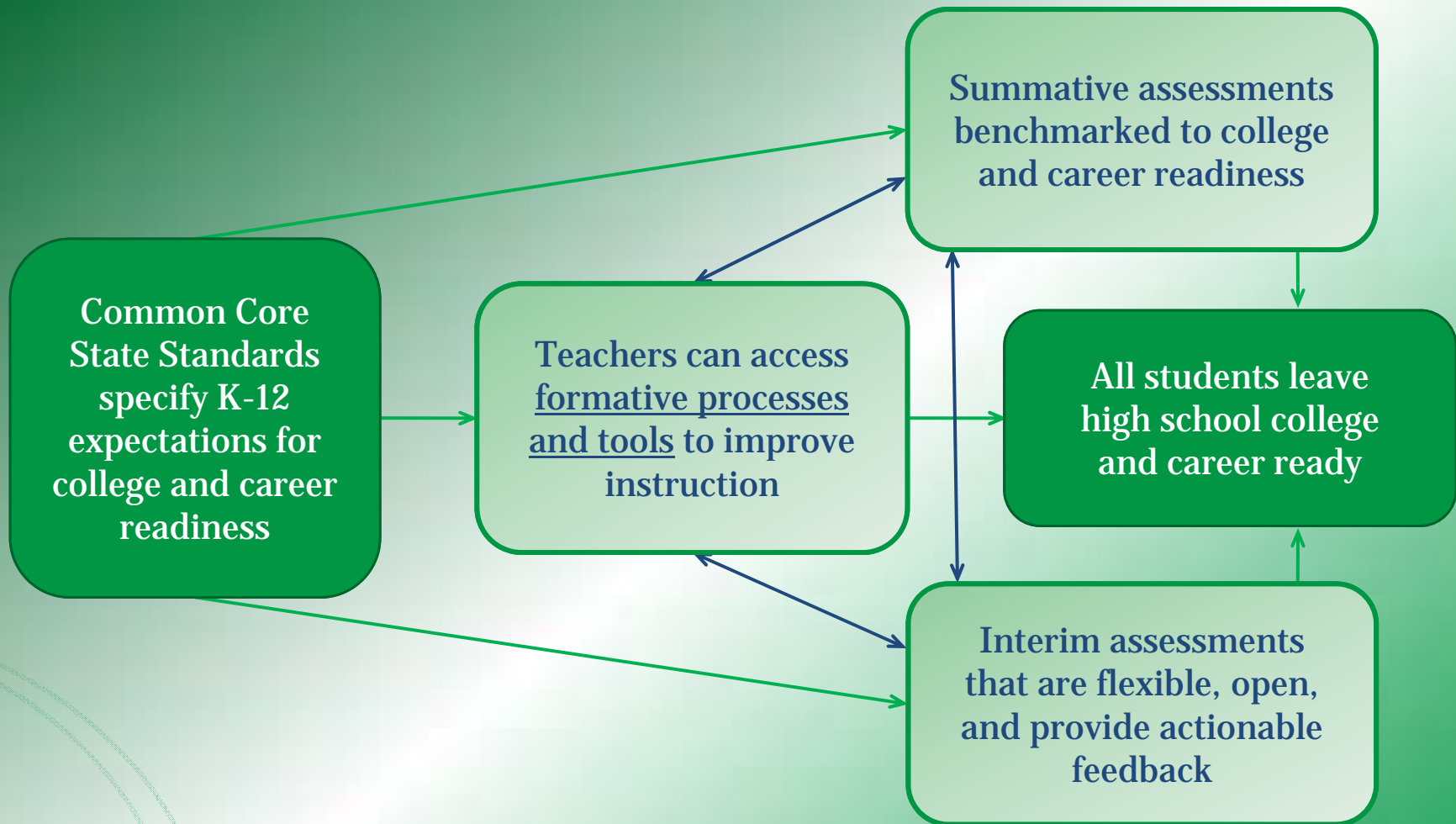
- Builds upon **shared standards** in mathematics and English language arts (ELA) for college- and career-readiness;
- Measures **individual growth** as well as proficiency;
- Measures the extent to which each student is on track, at each grade level tested, toward **college or career readiness** by the time of high school completion and;
- Provides **information that is useful** in informing:
 - Teaching, learning, and program improvement;
 - Determinations of school effectiveness;
 - Determinations of principal and teacher effectiveness for use in evaluations and the provision of support to teachers and principals; and
 - Determinations of individual student college and career readiness, such as determinations made for high school exit decisions, college course placement to credit-bearing classes, or college entrance.

(US Department of Education, 2009)



Assessment System

Assessment System Components



Assessment System Components

Assessment system that balances summative, interim, and formative components for ELA and mathematics:

- **Summative Assessment (Computer Adaptive)**

- Mandatory comprehensive assessment in grades 3–8 and 11 (testing window within the last 12 weeks of the instructional year) that supports accountability and measures growth
- Selected response, short constructed response, extended constructed response, technology enhanced, and performance tasks

- **Interim Assessment (Computer Adaptive)**

- Optional comprehensive and content-cluster assessment
- Learning progressions
- Available for administration throughout the year
- Selected response, short constructed response, extended constructed response, technology enhanced, and performance tasks

- **Formative Processes and Tools**

- Optional resources for improving instructional learning
- Assessment literacy

Summative Assessments

- Mandatory comprehensive accountability measures that include **computer adaptive assessments** and performance tasks
- Computer adaptive testing offers **efficient and precise measurement** and quick results
- **Assesses the full range of CCSS** in English language arts and mathematics

Summative Assessments

- Describes **current achievement and growth** across time, showing progress toward college and career readiness
- Provides **state-to-state comparability**, with standards set against **research-based benchmarks**
- Summative tests can be given **twice a year**

Interim Assessments

- Optional **comprehensive and content-cluster measures** that include **computer adaptive assessment** and **performance tasks**
- Provides **clear examples of expected performance** on common standards
- Helps **identify specific needs** of each student

Interim Assessments

- Grounded in cognitive development theory about how **learning progresses**
- Aligned to and reported on the **same scale as the summative assessments**
- Involves significant **teacher participation** in design and scoring
- **Fully accessible** for instruction and professional development

Formative Processes and Tools

- **Instructionally sensitive, on-demand tools and strategies** aimed at improving teaching, increasing student learning, and enabling differentiation of instruction
- Processes and tools are **research based**
- **Clearinghouse of professional development materials** available to educators includes model units of instruction, publicly released assessment items, formative strategies, and materials for professional development

Formative Processes and Tools

- **System Portal** contains information about Common Core State Standards, Consortium activities, web-based learning communities, and assessment results
- **Dashboard** gives parents, students, practitioners, and policymakers access to assessment information
- Reporting capabilities include **static and dynamic reports**, secure and public views
- Item development and scoring application support **educator participation in assessment**
- **Feedback and evaluation mechanism** provides surveys, open feedback, and vetting of materials

Key Features: Computer Adaptive Testing

- Comprehensively assesses the **breadth of the Common Core State Standards** while **minimizing test length**
- Allows **increased measurement precision** relative to fixed form assessments; important for providing accurate growth estimates
- **Testing experience is tailored** to student ability as measured during the test

Key Features: Tailored, Online Reporting

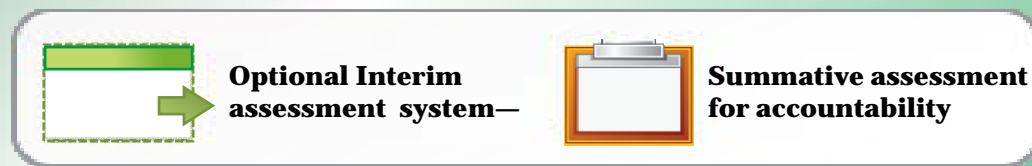
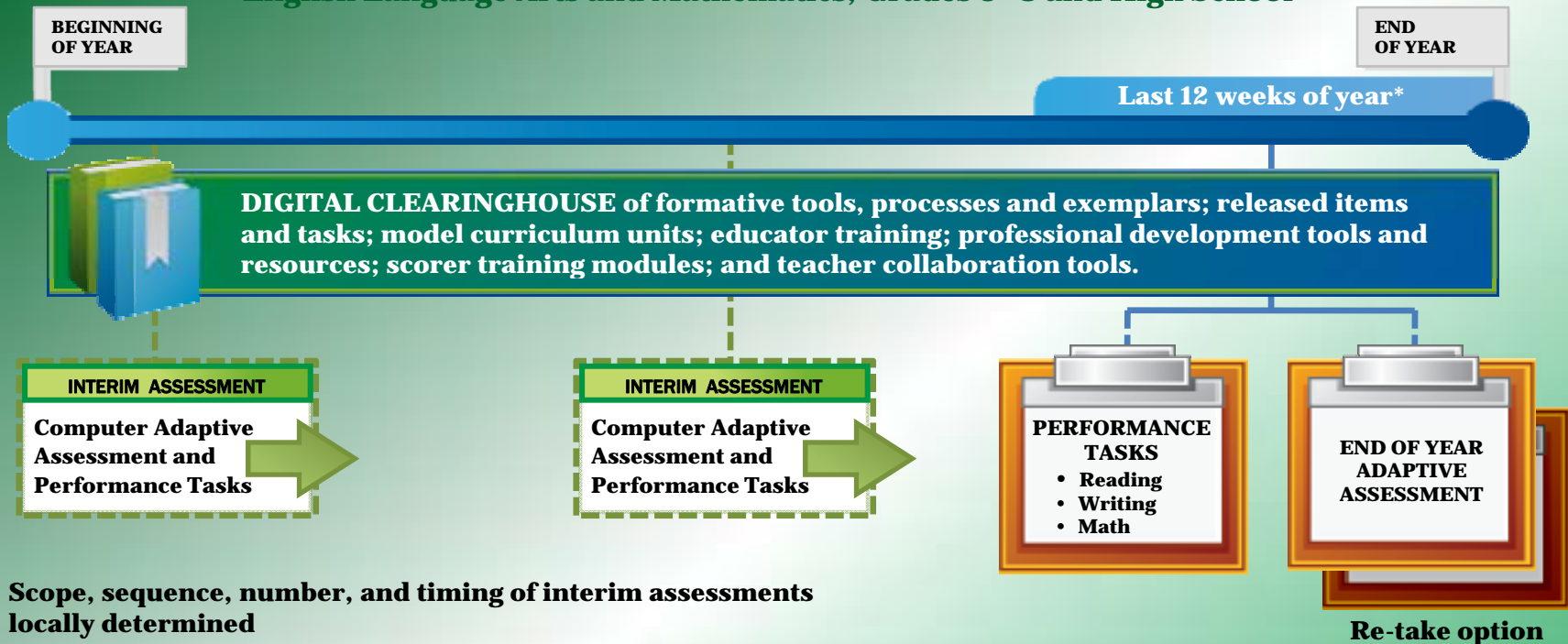
- Supports **access to information about student progress** toward college and career readiness
- Allows for exchange of **student performance history** across districts and states
- Uses a Consortium-supported backbone, while individual **states retain jurisdiction** over access and appearance of online reports
- Tied to **digital clearinghouse of formative materials**
- **Graphical display of learning progression** status (interim assessment)

Work Groups

1. Transition to Common Core State Standards
2. Technology Approach
3. Assessment Design: Item Development
4. Assessment Design: Performance Tasks
5. Assessment Design: Test Design
6. Assessment Design: Test Administration
7. Reporting
8. Formative Processes and Tools/Professional Development
9. Accessibility and Accommodations
10. Research and Evaluation

The System

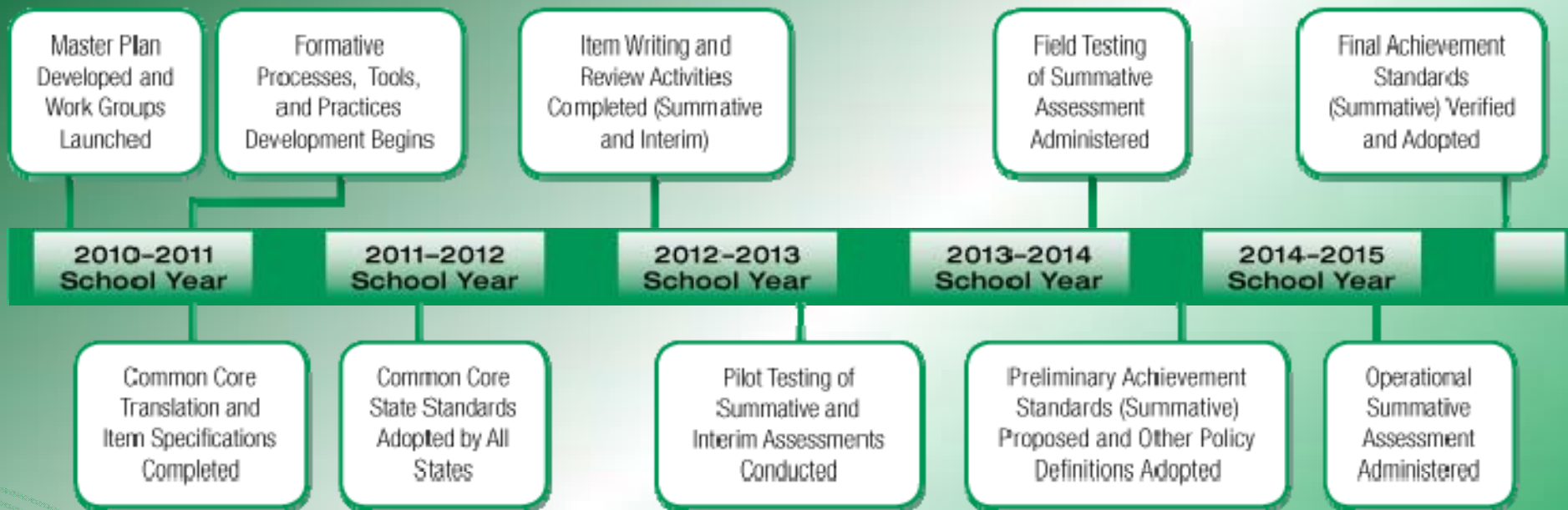
English Language Arts and Mathematics, Grades 3–8 and High School



*** Time windows may be adjusted based on results from the research agenda and final implementation decisions.**

Source: <http://www.ets.org>

Timeline



To find out more...

...the **SMARTER Balanced Assessment Consortium**
can be found online at

www.k12.wa.us/SMARTER



The Comprehensive Assessment Consortia:
Designs, Tradeoffs, and Challenges
PARCC Assessment Design

Laura Slover

Senior Vice President, PARCC

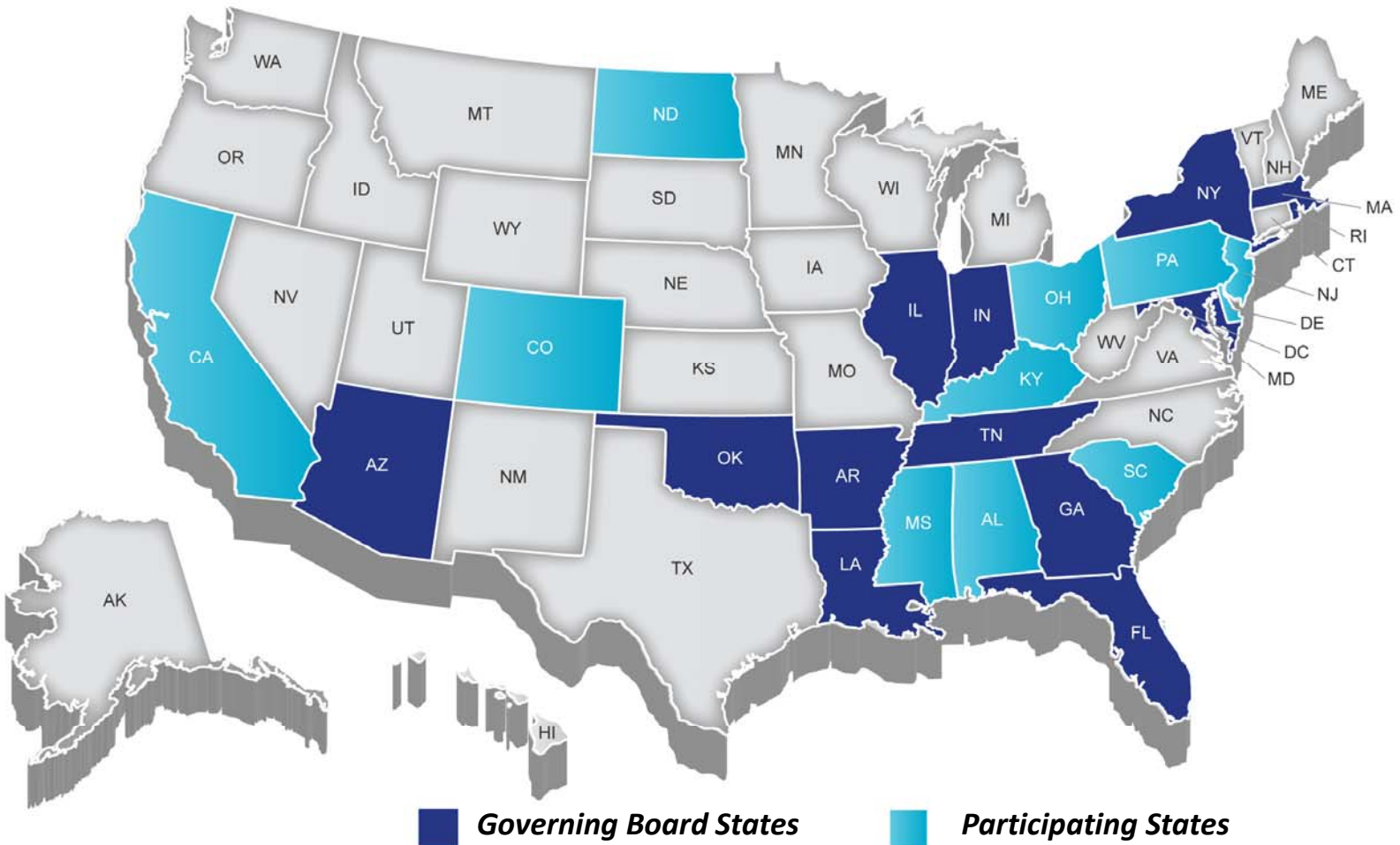
April 4, 2011



About PARCC

- PARCC is an alliance of 25 states working together to develop a common set of K-12 assessments in English and math anchored in what it takes to be ready for college and careers
- PARCC is state-led and a subset of PARCC states make up its Governing Board
- Collectively the PARCC states educate more than 31 million students — nearly 63% of K-12 students attending American public schools

PARCC States





PARCC Governing Board States

- Arizona
- Arkansas
- District of Columbia
- Florida (*Fiscal Agent*)
- Georgia
- Illinois
- Indiana
- Louisiana
- Maryland
- Massachusetts (*Board Chair*)
- New York
- Oklahoma
- Rhode Island
- Tennessee

14 Governing Board States

- Governing States will pilot and field test the assessment system components during the 2011–12, 2012–13 and 2013–14 school years, and administer the new assessment system during the 2014-15 school year
- Governing States will use the results from the PARCC assessments in their state accountability systems
- The chief state school officers of the Governing States serve on the PARCC Governing Board and make decisions on behalf of the Partnership on major policies and operational procedures



PARCC Participating States

- Alabama
- California
- Colorado
- Delaware
- Kentucky
- Mississippi
- New Jersey
- North Dakota
- Ohio
- Pennsylvania
- South Carolina

11 Participating States

- Participating States provide staff to serve on PARCC’s design committees, working groups, and other task forces established by the Governing Board to conduct the work necessary to design and develop PARCC’s proposed assessment system
- By 2014–15, any state that remains in PARCC must commit to statewide implementation and administration of the Partnership’s assessment system
- Any PARCC Participating State prepared to make the commitments and take on the responsibilities of a Governing State can become one



PARCC Project Management Partner

- PARCC selected Achieve as its Project Management Partner to play a key role in coordinating the work of the Partnership based on Achieve's deep experience:
 - Developing educational standards, including assisting the effort to develop the Common Core State Standards;
 - Facilitating multi-state assessment development efforts anchored in college- and career-ready goals; and
 - Convening a cross-section of state leaders around common issues and challenges.
- Achieve is a bipartisan, non-profit organization that helps states raise academic standards, improve assessments, and strengthen accountability to prepare all young people for postsecondary education, work, and citizenship
- Achieve's Board consists of Democratic governors, Republican governors and business leaders



PARCC Governance

Governing Board States	AZ, AR, DC, FL, GA, IL, IN, LA, MD, MA, NY, OK, RI, TN
Governing Board Chair	Massachusetts Commissioner Mitchell Chester
Fiscal Agent State	Florida USED award is to Florida on behalf of 25 states to oversee budget, procurement, and reporting functions
Project Management Partner	Achieve Laura Slover, Sr. Vice Pres, PARCC Jeff Nelhaus, Director, PARCC Assessment




The PARCC Vision



Why Common, Next-Generation Assessments?

- While the Common Core State Standards are a critical first step, they alone will not bring about the instructional changes necessary to improve student achievement and attainment
- Creating common assessments grounded in common standards is the logical next step to help ensure:
 - *All* students have access to the new standards
 - States get an accurate view of how they stack up against one another
- Assessments aligned to the Common Core will help ensure the new standards truly reach every classroom



Why Common, Next-Generation Assessments?

CURRENT ASSESSMENT SYSTEMS...

- Include **too many tests**, often with disconnected purposes (e.g., instructional improvement vs. accountability vs. college admissions), placing undue burden on teachers and students
- **Are not challenging enough to measure college and career readiness** and therefore have no currency with higher education (or most students)
- **Fail to generate information** for educators and students quickly enough or at all
- **Do not measure the full range of college- and career-ready knowledge and skills** (e.g., research, critical thinking, and collaboration)
- Are **widely inconsistent across states**, and impossible to compare

PARCC'S NEXT-GENERATION ASSESSMENT SYSTEM WILL...

- Include several “through-course” assessments in each grade in addition to the **more streamlined** end-of-year tests to produce a more complete picture of student performance
- **Provide a common measure of college and career readiness**, and will include a college-ready cut score to signal readiness for credit-bearing, college-level coursework
- Leverage new technologies in assessment and reporting to get **actionable student data to educators and parents in real time**
- Include a range of item types that allow for the **assessment of higher-order skills** and measure the CCSS in full
- Measure students’ mastery of Common Core State Standards, and **mitigate challenges associated with student mobility** by ensuring students will have the same expectations wherever they live



The PARCC Vision

1. Build a pathway to college and career readiness for ***all*** students
2. Create high quality 21st century assessments that measure more sophisticated, authentic student performances
3. Support educators in the classroom
4. Advance accountability at all levels

Goal #1: Build a Pathway to College and Career Readiness for All Students

K-2 formative assessment being developed, aligned to the PARCC system

Real-time student achievement data showing students, parents and educators whether ALL students are on-track to college and career readiness

College readiness score to identify who is ready for college-level coursework

Targeted interventions & supports:

- 12th-grade bridge courses
- PD for educators

K-2

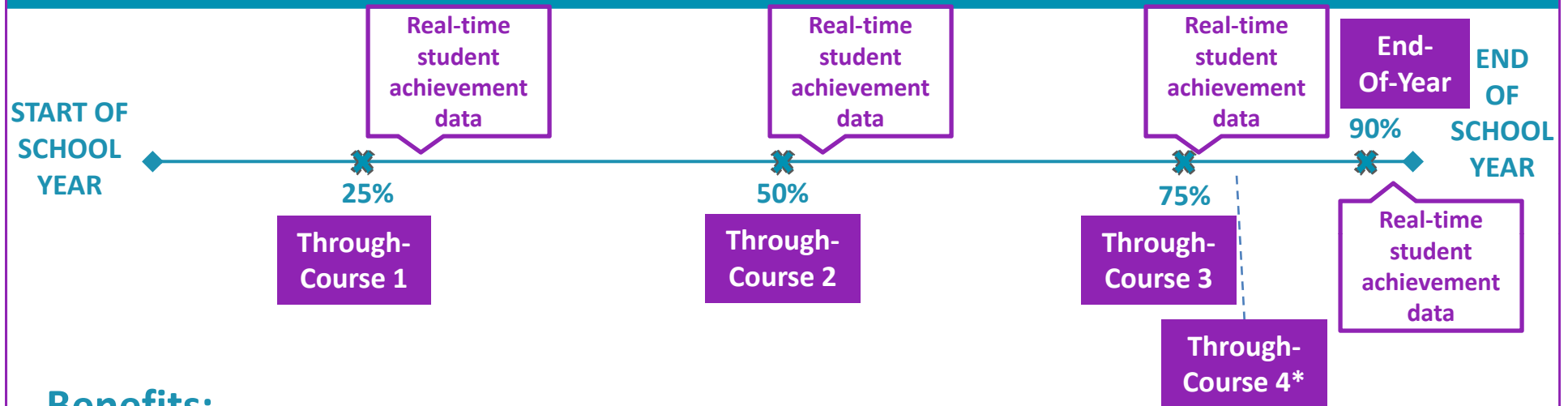
3-8

High School

SUCCESS IN FIRST-YEAR, CREDIT-BEARING, POSTSECONDARY COURSEWORK

ONGOING STUDENT SUPPORTS/INTERVENTIONS

Goal #2: Create Better Assessments



Benefits:

- Assessment is distributed across the year to provide teachers information on their students performance at key points during the year, allowing them to adjust instruction and target interventions before it's too late
- Results will be returned quickly so they are useful to schools
- Assessments will measure more sophisticated, authentic performances

* Through-Course 4 is only in ELA, and will assess Speaking/Listening. This will be required but not part of summative score – could be used for course grades.

Source: Graphic adapted from a representation prepared by the Center for K-12 Assessment & Performance Management



Goal #3: Support Educators in the Classroom

INSTRUCTIONAL TOOLS TO SUPPORT IMPLEMENTATION

- Content frameworks
- Prototypes of through-course assessments
- Model instructional units

PROFESSIONAL DEVELOPMENT MODULES

- **Common Assessment 101-103:** PD focused on the implementation the new assessments
- **Common Assessment 201-204:** PD focused on how to interpret and use the assessment results


K-12 Educator

REAL-TIME STUDENT ACHIEVEMENT DATA

- Aligned performance-based assessments given throughout year
- Data reports will be available, designed with teacher use in mind

EDUCATOR-LED TRAINING TO SUPPORT “PEER-TO-PEER” TRAINING

- Training for cadres of K-12 educators around the instructional tools AND around training their peers to use the instructional tools



Goal #4: Advance Accountability at all Levels

- Many PARCC states intend to use the next generation assessments to inform accountability
- The assessments will measure student mastery of critical knowledge and skills critical for building towards readiness for success in college and careers (e.g. the ability to write an essay using evidence from sources, to perform a multi-step math problem addressing complex issues) in a way that many current assessments do not, allowing states to develop robust accountability systems that value and promote college and career readiness



PARCC System Design



The PARCC System Design Elements

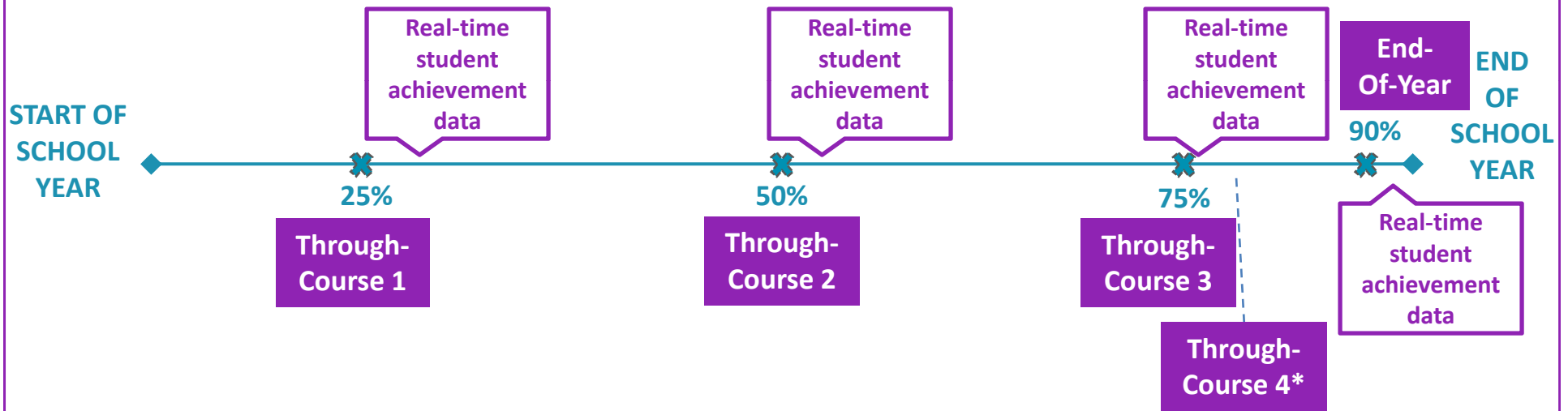
- Better reflect the sophisticated knowledge and skills found in the English and math ***Common Core State Standards***
- Be a ***distributed summative assessment*** for mathematics and English language arts (ELA), so students will have multiple opportunities to demonstrate mastery of knowledge and skills
- Have ***testing at key points*** throughout the year so teachers, parents and students get better information about whether students are on track or need additional support in particular areas (three through-course and one end-of-year course)



The PARCC System Design Elements

- Include a *mix of item types* (e.g., short answer, richer multiple choice, longer open response, performance-based)
- Make *significant use of technology* in administration and scoring
- Include optional *formative tools* for grades K-2

PARCC Design



* Through-Course 4 is only in ELA/literacy, and will assess Speaking/Listening. This will be required but not part of summative score – could be used for course grades.

Source: *Graphic adapted from a representation prepared by the Center for K-12 Assessment & Performance Management (www.k12center.org)*



Key Design Features of ELA/literacy Assessment

Most Current Tests	Next-Generation PARCC Assessments
Writing to decontextualized prompts	Responding in writing to high-quality authentic texts
Prompts kept secret	Prompts made public and visibly aligned to reading standards
One EOC writing assessment	Several writing assessments in order to get more reliable measure
Measures ELA only	Includes texts in English, History, Science & Technical Subjects
Assess writing in silo	Assess more complex, integrated performances that include reading, writing, listening and speaking
Research abilities untested	Measures research capabilities



Key Design Features of Mathematics Assessment

Assessments will align closely to Common Core State Standards

- **Focus** of assessments will match focus of Common Core State Standards
- The CCSS emphasize **coherence** at each grade level – making connections across content and between content and mathematical practices in order to promote deeper learning.
- The CCSS emphasize **progressions** across grades, with end of progression calling for *fluency* – performing calculations or solving problems quickly and accurately.



PARCC's Implementation Support

To support state efforts to implement and transition to the Common Core State Standards and next generation assessments successfully by the 2014-15 school year, PARCC will facilitate:

- Consortium-wide support for *strategic planning and collective problem solving* for the implementation of CCSS and PARCC assessments;
- Collaborative efforts to develop the highest priority *curricular and instructional tools*;
- Multi-state support to build *leadership cadres of educators* who are deeply engaged in the use of those tools, the CCSS and the PARCC assessments.



Instructional supports

PARCC, supported by resources provided by RTTT assessment and state funds, will create a set of high-quality instructional tools that will:

- Support good teaching
- Help teachers develop a deeper understanding of the CCSS and their instructional implications
- Be strategically selected to address priority standards for the through-course assessments, foundational standards, and standards that will require the greatest “stretch” for teachers and students
- Provide early signals about the types of student performance and instruction demanded by the PARCC assessments



Assessment System Design: Tools and Resources

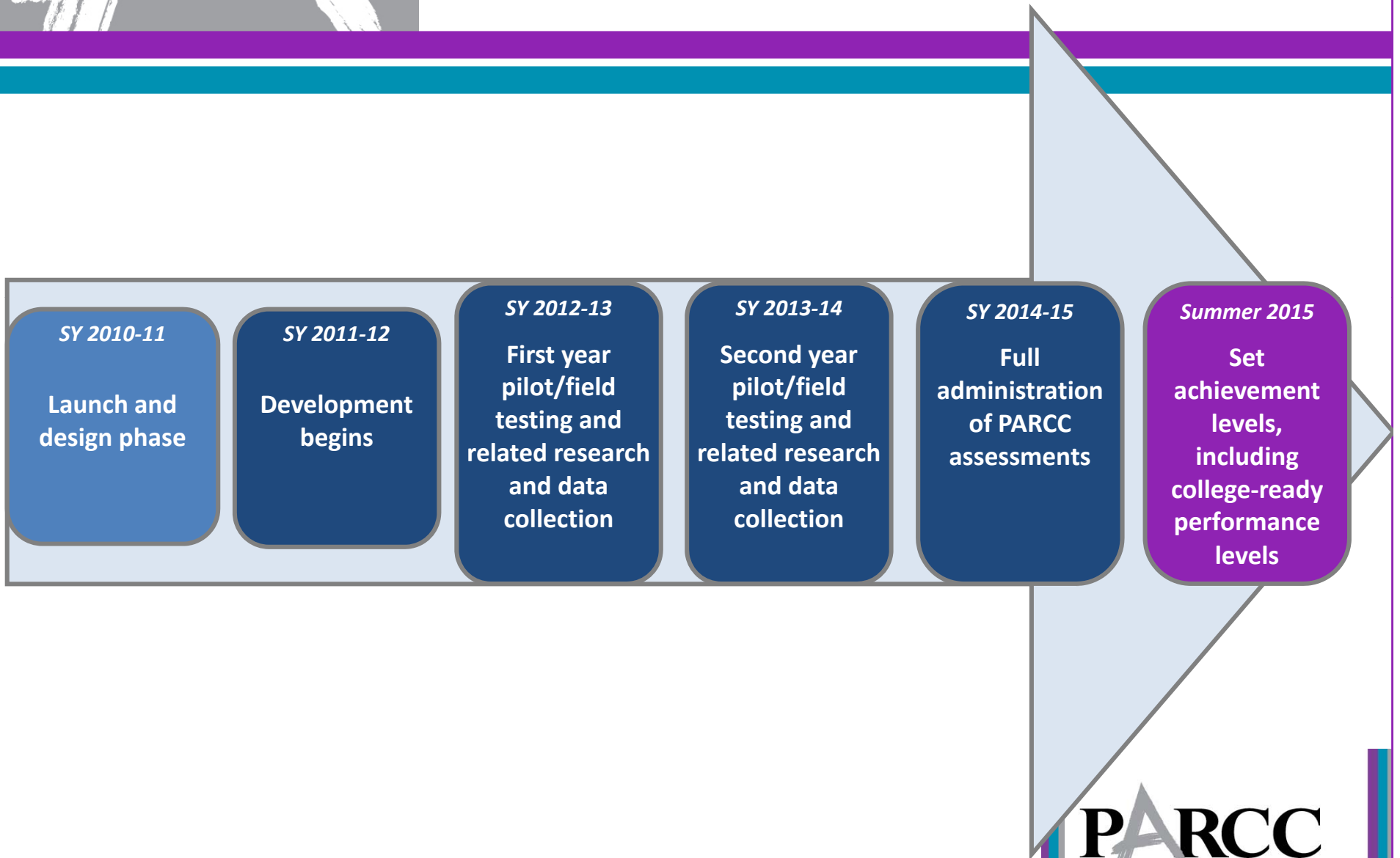
Supporting Formative Tools:

- ◆ **Text Complexity Diagnostic Tool:** a computer-adaptive tool to identify students' reading level and supply suggestions for appropriate texts for students to read to stretch their reading and put them on a growth path.
- ◆ **K-2 Assessments in ELA/Literacy and Mathematics**

Partnership Resource Center:

- ◆ Model content frameworks
- ◆ Sample assessment tasks
- ◆ Released items with item data, student work, and rubrics

PARCC Timeline





Key Challenges for PARCC

Technical Challenges


- Developing an interoperable technology platform
- Transitioning to an computer-based assessment system
- Developing and implementing automated scoring systems and processes
- Identifying effective, innovative item types

Implementation Challenges

- Estimating costs over time, including long-term budgetary planning
- Transitioning to the new assessments, including “through-course” components, at the classroom level
- Ensuring long-term sustainability

Policy Challenges

- Student supports and interventions
- Accountability
- High school course requirements
- College admissions/ placement
- How to change perceptions about what next-gen assessments can and will do



The Comprehensive Assessment Consortia:
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