Assessment of Student Learning:
Implications of the Five Assessment Consortia Designs for Teacher Preparation

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Driving Advances in K-12 Assessment
Presentation Outline

- The Five Federally Funded Assessment Consortia
  - The Two Comprehensive Assessment Consortia
  - The Two Alternate Assessment Consortia
  - The English Language Proficiency Assessment Consortium
- State Roles and Commitments as Consortia Members
- Implications for Teacher Preparation
- The Larger Inflection Point
- Questions
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Federal Requirements for the Comprehensive Assessment System Consortia

RTTT Assessment Program grants for development of next-generation assessment systems by 2014-15 that:

• Assess **shared standards** in mathematics and English language arts (ELA) for college- and career-readiness;

• Measure **individual growth**, proficiency and **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;

• **Utilize technology** to the maximum extent appropriate; and

• Provide **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)
The Two State-Led Comprehensive Assessment Consortia

**PARCC**
- 22 states & DC (with 18 Governing states & DC)
- About 24 million students
- IHEs receiving ~90% of states’ students signed on

**Smarter Balanced**
- 25 states (with 21 Governing)
- About 20 million students
- IHEs receiving ~75% of states’ students signed on

**Both:**
- Alabama, North Dakota, Pennsylvania

**Neither:** Alaska, Minnesota, Nebraska, Texas, Utah, Virginia

Map showing the states in each consortium and the states that are neither.
The Partnership for the Assessment of Readiness for College and Careers (PARCC)

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

Comprehensive Assessment System

PARTNERSHIP RESOURCE CENTER: Digital library of released items; formative assessments; model content frameworks; instructional and formative tools and resources; student and educator tutorials and practice tests; scoring training modules; professional development materials; and an interactive report generation system.

DIAGNOSTIC ASSESSMENT

- Returns information about student strengths and weaknesses to inform instruction, supports, & professional development
- Flexible timing

MID-YEAR ASSESSMENT

- Mid-Year Performance-Based Assessment (Potentially summative*)
- Flexible timing

PERFORMANCE-BASED ASSESSMENT

- ELA/literacy
- Math
- Optional Assessments to inform instruction

END-OF-YEAR ASSESSMENT

- ELA/literacy
- Math
- Required but not summative, not used for accountability

* After study, individual states may consider including this as a summative component.

PARCC: Supports and Timeline

Plans as of spring 2012

**Summer 2012**
- K-16 Educator Leader Cadres launched (24 per state)
- Prototype items & tasks released
- Draft college-ready determination released for comment

**Spring 2013**
- Partnership Resource Center launched
- Limited pilot/field testing begins

**Fall 2013**
- Online professional learning modules released

**Winter 2014**
- Full-scale pilot/field testing begins
- Optional formative tasks for K-2 released
- Field test of performance-based assessments conducted

**Spring 2014**
- College readiness tools released
- Field test of end-of-year assessments conducted

**Fall 2014**
- Diagnostic assessments released

**Spring 2015**
- First administration of summative assessments

**Summer 2015**
- Final achievement levels adopted
**Comprehensive Assessment System**

**The Smarter Balanced Assessment System**

**English Language Arts/Literacy and Mathematics, Grades 3 – 8 and High School*\

**DIGITAL LIBRARY**
- Formative tools, processes, and exemplars
- Released items and tasks
- Model curriculum units
- Educator training
- Professional development tools and resources
- Scorer training modules
- Teacher collaboration tools

**INTERIM ASSESSMENT**
- Computer Adaptive Assessment and Performance Tasks

**INTERIM ASSESSMENT**
- Computer Adaptive Assessment and Performance Tasks

Scope, sequence, number, and timing of interim assessments locally determined

**PERFORMANCE TASKS**
- ELA / Literacy
- Math

**COMPUTER ADAPTIVE ASSESSMENT**
- ELA/Literacy
- Math

**Optional Interim assessment system — no stakes**

**Summative assessment for accountability**

* Summative and interim assessments for grades 3 – 8 and 11, with additional supporting assessments for grades 9 and 10.

** Time windows may be adjusted based on results from the research agenda and final implementation decisions.
Smarter Balanced: Supports and Timeline

Plans as of spring 2012

**Summer/Fall 2012**
- Online professional development modules for item and task writing released
- Teacher teams begin writing field test items and tasks

**Winter/Spring 2013**
- Pilot test in sample of schools

**Summer/fall 2013**
- Teacher cadres from each state trained in use of formative tools and PD modules
- Teacher cadres review curricular materials
- Field testing of items and tasks

**Spring 2014**
- Second phase of field testing of items and tasks

**Fall 2014**
- Comprehensive Electronic Platform, including Digital Library launched
- Smarter Balanced optional Interim assessments available

**Spring 2015**
- First administration of summative assessments

**Summer 2015**
- Final achievement standards adopted
<table>
<thead>
<tr>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two summative components given during final weeks of school year</td>
<td>PARCC: fixed test forms; optional interim Diagnostic and Mid-year assessments</td>
</tr>
<tr>
<td>Online delivery</td>
<td>Smarter: adaptive delivery; optional adaptive interim assessment system with locally determined number, scope and timing</td>
</tr>
<tr>
<td>Mix of item types</td>
<td>PARCC: K-2 tasks, College-readiness tools for Grade 12</td>
</tr>
<tr>
<td>Use of both electronic and human scoring, with results expected within 2 weeks</td>
<td>Smarter: Customizable interim system; Exemplary instructional modules</td>
</tr>
<tr>
<td>Approximate cost of $20 per student per year for summative assessments</td>
<td>Smarter has retake option and PARCC is developing a retake policy</td>
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<td>Professional development modules and tools online</td>
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<td>Support for technology infrastructure planning</td>
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<td>Smarter has retake option and PARCC is developing a retake policy</td>
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Unique Elements
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Federal Office of Special Education competitive grants for development of:

- **alternate academic achievement standards** for those students with the most significant cognitive disabilities (~1%), aligned to common college- and career-readiness standards

- **new summative alternate assessments** that fit cohesively within the comprehensive assessment systems

- **instructional supports and IEP team guidelines** and training materials

**Two grants awarded in late 2010**

- **Dynamic Learning Maps**: 14 states\(^\text{i}\), $22 million

- **National Center and State Collaborative**: 27 states\(^\text{ii}\), $45 million

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\(^\text{i}\) pending governing board approval of 1 application in September

\(^\text{ii}\) pending governing board approval of 3 applications in September
The Dynamic Learning Maps Assessment Consortium (DLM)
Alternate Assessment System

The Dynamic Learning Maps Assessment Consortium (DLM)

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

DIGITAL LIBRARY of learning maps; professional development resources; guidelines for IEP development and student selection for the alternate assessment; instructionally relevant tasks with guidelines for use materials, accommodations, and scaffolding; automated scoring (for most) and diagnostic feedback; and online reporting system.

EMBEDDED TASKS ASSESSMENTS

• A series of more than 100 items/tasks per year embedded within instruction, each with various forms and scaffolds to allow for customization to student needs. Each task typically requires one to five minutes for completion.

Two options for summative assessment**

Instructionally embedded tasks used with all DLM students. States may choose to use aggregate data for summative purposes (state decision).*

Summative assessment for accountability for those states that choose not to use the embedded tasks for accountability.

* Alternate assessment systems are those developed for students with the most significant cognitive disabilities and are based on alternate achievement standards.

** Research will be conducted to review the technical feasibility of using data from the tasks for summative accountability purposes.

Developed by The Center for K–12 Assessment & Performance Management at ETS. For detailed information on DLM, go to www.dynamiclearningmaps.org.
The National Center and State Collaborative (NCSC)

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

DIGITAL LIBRARY of curriculum, instruction, and classroom assessment resources; online professional development modules and support materials for state-level educator Communities of Practice to support teachers with the resources they need to improve student outcomes; guidelines for IEP teams to use in student participation decision making; training modules for assessment administration and interpretation of results; online assessment delivery, administration, and reporting.

COMMUNITIES OF PRACTICE established in each state to support teacher training and use of the curriculum, instruction, and assessment resources. Resources will be available for use in all schools and districts, as locally determined.

Curriculum, instruction, and formative assessment resources for classroom use
Interim progress monitoring tools
Summative assessment for accountability

* Alternate assessment systems are those developed for students with the most significant cognitive disabilities and are based on alternate achievement standards.

Developed by The Center for K–12 Assessment & Performance Management at ETS. For detailed information on NCSC, go to [www.ncscpartners.org](http://www.ncscpartners.org).
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Federal Enhanced Assessment Grant (EAG) Requirements:

- **Common definition of English learner** across consortium of 15 or more states
- Include **screener and summative assessments** across domains of reading, writing, speaking and listening
- Results indicate **readiness to participate in academic instruction** in English
- Use **technology** to the maximum extent appropriate to develop, administer and score

**One grant awarded: ASSETS**

- State-led by 28 states plus DC, in collaboration with WIDA
- Serves 1 million English language learners K - 12
- $10.5 million EAG grant for development, 2011 - 2015
The ASSETS* English Language Proficiency Assessment System

English Language Proficiency, Grades K–12

DIGITAL LIBRARY of formative resources based on learning progressions; administration and accommodation manuals; professional development resources and materials; sample test items and tasks; online reporting system.

ON-DEMAND SCREENER**

Interim Assessment

Interim Assessment

ANNUAL SUMMATIVE ASSESSMENT

The use, number, and timing of interim assessments will be locally determined.

Periodic, on-demand interim assessments, as locally determined

Summative assessment for accountability

*ASSETS stands for Assessment Services Supporting English Learners Through Technology Systems and is a collaborative of the Wisconsin Department of Public Instruction, member states, and World-Class Instructional Design and Assessment (WIDA).

**The screener is to be given when a student enters a school or is first identified as potentially needing English learner services.

Developed by The Center for K–12 Assessment & Performance Management at ETS. For detailed information on ASSETS, go to http://dpi.wi.gov/oea/assets.html.
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State Roles and Commitments

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State Roles and Commitments

- **Governance**: Each consortium is governed by member States
- **On-going administration, scoring and reporting** of assessments, starting spring 2015

**Members of the RTTT-funded Comprehensive Consortia:**

- May augment Common Core State Standards (CCSS) provided CCSS are at least 85% of the total
- Must implement the Consortia summative assessments in 2014-15 and use the results for federal accountability purposes
- May establish their own high school graduation policies
- May determine how assessment data are used for educator evaluations
- May change from one Consortium to another, or could drop out provided federal assessment and accountability requirements are met
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Implications for Teacher Preparation: Teaching and Testing the Common Core

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

From the Standards:

“Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.”

Instructional shifts:

• Building knowledge through content-rich nonfiction and informational texts

• Reading and writing grounded in evidence from text

• Regular practice with complex text and its academic vocabulary

ELA Standard, Science and Technical Subjects

www.achievethecore.org
Stimulus text: The following excerpts are from the speech delivered by President John F. Kennedy for his inauguration on January 20, 1961. This speech was delivered during the heart of the Cold War while there was significant tension over the nuclear arms race between the United States and the former Soviet Union. Read the excerpts and then answer the question that follows.

[excerpts from inaugural address]

Prompt: In paragraph 5, President Kennedy states “those who foolishly sought power by riding the back of the tiger ended up inside.” Analyze what Kennedy means and how this metaphor relates to his argument. Support your response using information from the passage.
Implications for Teacher Preparation: Teaching and Testing the Common Core

Mathematics

From the Standards:

“When making mathematical models, [proficient students] know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. ... They are able to use technological tools to explore and deepen their understanding of concepts.”

Standards for Mathematical Practice

Instructional shifts:

- **Focus** on fewer topics per grade level, to deeper levels of mastery
- Build on **coherence** of progressions across grades and connections within
- **Rigor**: in major topics pursue:
  - conceptual understanding,
  - procedural skill and fluency, and
  - application with equal intensity.

24

www.achievethecore.org
Select all of the statements that accurately represent the relationship between the number of inches and the number of centimeters.

- The ratio of centimeters to inches is 1 to 2.54.
- The ratio of centimeters to inches is 2.54 to 1.
- \(i = 2.54c\), where \(i\) represents the number of inches and \(c\) represents the number of centimeters.
- \(c = 2.54i\), where \(i\) represents the number of inches and \(c\) represents the number of centimeters.
- For every centimeter, there are 2.54 inches.
- For every inch, there are 2.54 centimeters.
Implications for Teacher Preparation: Updated Teaching Standards

- The *InTASC Model Core Teaching Standards: A Resource for State Dialogue*, based on the CCSS and current research on teaching *proactice*, were released in April 2011 by CCSSO; NCATE participated in development.

- Key themes of these updated teaching standards:
  - Personalized Learning for Diverse Learners
  - A Stronger Focus on Application of Knowledge and Skills
  - Improved Assessment Literacy
  - A Collaborative Professional Culture
  - New Leadership Roles for Teachers and Administrators
Implications for Teacher Preparation:
Recommendations from The Leadership Collaborative (TLC)

• TLC is an initiative of the Association of Public and Land-Grant Universities

• Recommendations for teacher education departments:

1. Increase selectivity and proactive recruitment into teacher prep

2. Alter the content of disciplinary courses and professional preparation courses: create task forces to “interrogate the content of the preparation of teachers to ensure its effectiveness in preparing teachers to teach the CCSS”

3. Identify, nurture and sustain high quality field experiences for all future teachers, placing with effective teachers of the CCSS

4. Design and maintain a data collection system committed to continuous improvement

• Create research groups across departments and institutions to understand the implementation of the CCSS

(www.teacher-imperative.org)
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The Larger Inflection Point

Major trends impacting education and learning:

• State-specific K-12 standards & tests → CCSS and consortia = aggregated demand, increased innovation, investment, sharing, competition

• paper → digital (The Long Tail, C. Anderson, 2006)

• 1-size fits all → adaptive, personalized

• silos of curriculum/assessment → aligned and integrated systems to support learning

• school days for learning → anytime, anywhere

• rare and episodic feedback loops → continuous, embedded feedback loops to student, teacher, program, system (oli.web.cmu.edu)

• adequate (?) funding → reduced budgets with increased demands
“Without a complete revolution...in our approach to teaching...we cannot go beyond (current levels ) of productivity....” Baumol, 1967

The Larger Inflection Point
One Exemplar: Open Learning Initiative (OLI)

OLI develops web-based learning environments that integrate individual and group work on the computer with class work so as to better support student learning.

- OLI students **completed course in half the time** with half the number of in-person course meetings

- OLI students showed **significantly greater learning gains** (on the national standard “CAOS” test for statistics knowledge) and similar exam scores

- No significant difference between OLI and traditional students in the amount of time spent studying statistics outside of class

- No significant difference between OLI and traditional students in follow-up measures given 1+ semesters later

The learning revolution is happening now.

Who will prepare our teacher educators and teachers to lead it?
Questions & Discussion
Thank you.

Get Involved...

For more information about higher ed involvement with PARCC and Smarter Balanced -- and for your state’s contact person -- go to:

- PARCC: http://parcconline.org/postsecondary
- Smarter Balanced: www.smarterbalanced.org/higher-education/

And Stay Informed...

Sign up to receive our periodic updates:
www.k12center.org
GUIDE TO THE ASSESSMENT CONSORTIA:

Coming Together to Raise Achievement: New Assessments for the Common Core State Standards

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