Coming Together to Raise Achievement:

The Plans and the Potential of the Six Federally-Funded Assessment Consortia

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Driving Advances in K–12 Assessment
Presentation Outline

• The Six Federally Funded Assessment Consortia
  – The Two Comprehensive Assessment Consortia
  – The Two Alternate Assessment Consortia
  – The Two English Language Proficiency Assessment Consortia

• State Roles and Commitments as Consortia Members

• The Larger Inflection Point

• Questions
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Federal Requirements for the Comprehensive Assessment System Consortia

2010 RTTT Assessment Program grants for development of next-generation assessment systems by 2014-15 that:

• Assess **shared standards** in mathematics and ELA/literacy for college- and career-readiness and set **common cut scores**

• Measure **individual growth as well as proficiency**;

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

• Provide **information that is useful** in informing:
  - Teaching, learning, and program improvement;
  - Determinations of school effectiveness and of principal and teacher effectiveness for use in evaluations and support; 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
The Partnership for the Assessment of Readiness for College and Careers (PARCC)

English Language Arts/Literacy 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

**MID-YEAR ASSESSMENT**
Mid-Year Performance-Based Assessment (Potentially summative)

**PERFORMANCE-BASED ASSESSMENT**
- ELA/literacy tasks
- Math tasks

**END-OF-YEAR ASSESSMENT**
- ELA/literacy
- Math

Flexible timing

Retake Option

Optional Assessments to inform instruction

Required but not summative, not used for accountability

Summative assessment for accountability

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

Developed by The Center for K–12 Assessment & Performance Management at ETS, version 5, March 22, 2012. For detailed information on PARCC, go to [http://PARCConline.org](http://PARCConline.org).
PARCC: Supports and Timeline

Plans as of winter 2013

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

Spring 2013
- More prototype items & tasks released
- Partnership Resource Center launches
- Item tryouts begin

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
The Smarter Balanced Assessment System

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

**Performance Tasks**
- 1 ELA/Literacy Task
- 1 Math Task

**Computer Adaptive Assessment**
- ELA/Literacy
- Math

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

**DIGITAL LIBRARY** of formative tools, processes and exemplars; released items and tasks; model curriculum units; educator training; professional development tools and resources; practice tests; scorer training modules; and teacher collaboration tools.

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

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 winter 2013

Winter/Spring 2013
- Teacher cadres from each member state formed
- Pilot testing in sample of schools
- Continued development, procurement and review of materials to populate the Digital Library

Summer/fall 2013
- Teacher cadres trained in use of formative tools and PD modules; review materials
- Field testing of items and tasks
- Exemplary instructional modules released

Spring 2014
- Second phase of field testing of items and tasks (March)

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
PARCC and Smarter Balanced: Comparison of Features

Similarities

- Two summative components given during final weeks of school year
- Online delivery
- Mix of item types
- Use of both electronic and human scoring, with results expected within 2 weeks
- Approximate cost of $20 per student per year for summative assessments
- Professional development modules and tools online
- Support for technology infrastructure planning
- Retake option when locally approved
PARCC and Smarter Balanced: Comparison of Features

Differences

• PARCC: fixed test forms; optional interim Diagnostic and Mid-year assessments
• Smarter: adaptive delivery; optional adaptive interim assessment system with locally determined number, scope and timing

Unique Elements

• PARCC: K-2 tasks, College-readiness tools for Grade 12
• Smarter: Customizable interim system; Exemplary instructional modules
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• Questions
The Alternate Assessment Consortia

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 four-year grants awarded in late 2010

- **Dynamic Learning Maps**: 14 states, $22 million
- **National Center and State Collaborative**: 27 states, $45 million
Graphic of map from DynamicLearningMaps.org
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 50 to 150 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.

END-OF-YEAR ADAPTIVE ASSESSMENT

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.

Developed by The Center for K–12 Assessment & Performance Management at ETS. For detailed information on DLM, go to [www.dynamiclearningmaps.org](http://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

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Federal Enhanced Assessment Grant (EAG) Requirements:

- **Common English language development standards** and definition of English learner across member 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

**Two four-year EAG grants awarded**

- **ASSETS** - 30 states plus DC, in collaboration with WIDA, $10.5 million awarded in 2011
- **ELPA21** – 13 states, $6.3 million awarded in 2012
The ASSETS* English Language Proficiency Assessment System

English Language Proficiency, Grades 1–12

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.

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

**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](http://dpi.wi.gov/oea/assets.html).
The English Language Proficiency Assessment for the 21st Century Consortium (ELPA21)

**DIGITAL LIBRARY** of resources to be developed under grant and supplemental funds: formative resources based on learning progressions; administration and accommodation manuals; professional development resources and materials; sample test items and tasks; online reporting system.

Testing window set by state

**ON-DEMAND SCREENER**

**INTERIM ASSESSMENT**

**INTERIM ASSESSMENT**

As locally determined, interim assessments created from shared item bank.

**ANNUAL SUMMATIVE ASSESSMENT**

Optional interim assessments locally constructed from shared item bank

Summative assessment for accountability: initially 2 forms, but may become adaptive

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

Note: this summary is based on the EAGA21 proposal, but has not been reviewed for accuracy by the consortium.

Developed by The Center for K–12 Assessment & Performance Management at ETS. For detailed information on ELPA21, go to.
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State Roles and Commitments

- **Governance**: Each consortium is governed by member States

- **On-going administration, scoring and reporting** of assessments and consortium operations are to be paid for by member states after grants end

- **Accountability**: All member states agree to use all summative components and to the same cut scores for federal accountability and reporting purposes
State Roles and Commitments, cont’d

Members of the RTTT-funded Comprehensive Consortia, PARCC and Smarter Balanced:

• May **augment the CCSS** provided CCSS are at least 85% of the total

• 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
Major trends impacting education and learning:

- State-specific K-12 standards & tests ➔ CCSS and consortia = aggregated demand, increased innovation, investment, sharing, competition
- Silos of curriculum/assessment ➔ aligned and integrated systems to support learning
- Paper ➔ Digital (The Long Tail, C. Anderson, 2006)
- 1-size fits all ➔ Adaptive, personalized
- School days for learning ➔ Anytime, anywhere
- Rare and episodic feedback loops ➔ Continuous, embedded feedback loops to student, teacher, program, system (oli.web.cmu.edu)
The Larger Inflection Point: On Demand, Personalized Learning

- Open Learning Initiative: Transforming higher education through the science of learning.
- Coursera
- Udacity
- edX
- Khan Academy
- School of One
- Silicon Schools

Projects:
- The One Laptop Per Child Project
- The Hole in the Wall Project
Questions & Discussion
GUIDE TO THE ASSESSMENT CONSORTIA:
Coming Together to Raise Achievement:
New Assessments for the Common Core State Standards

Thank you.

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