K-12 Center
at ETS

A Unique Moment in Time: Common Core State Standards and Aligned Common Assessments

What Do They Mean For States and School Districts?

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Center for K-12 Assessment & Performance Management at ETS

Presentation to Kansas Learning First Alliance
Topeka, KS
March 14, 2013

Driving Advances in K–12 Assessment

K-12 Center

Presentation Outline

- A Look Back at Standards-Based Reforms and Recent Game Changers
- Review of the Designs and Features of the Two Comprehensive Assessment Consortia
- State Roles and Commitments as Consortia Members
- The Larger Inflection Point: Opportunities and Challenges

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Part One

- **A Look Back at Standards-Based Reforms and Recent Game Changers**
- Review of the Designs and Features of the Two Comprehensive Assessment Consortia
- State Roles and Commitments as Consortia Members
- The Larger Inflection Point: Opportunities and Challenges

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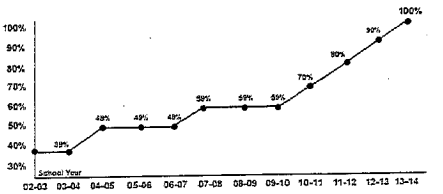
A Look Back at Standards-Based Reforms

- **1990's**
  - Each state developed their own content standards, performance standards, and assessments
  - State legislatures placed "high stakes" on assessments



- **2001: NCLB Passed**
  - Required universal proficiency by 2013-14, with Annual Measurable Objectives
  - Significantly increased the amount of testing, and State costs

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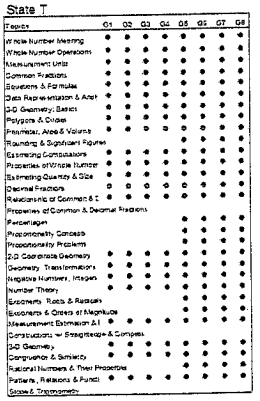
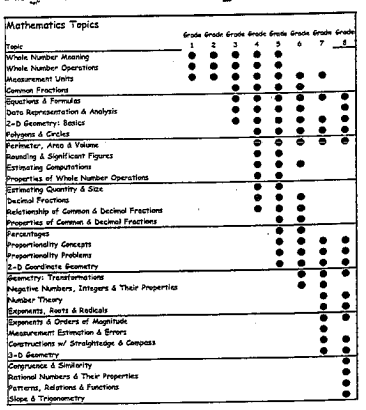
A Look Back at Standards-Based Reforms

An international study by Bill Schmidt (2008) found greater focus, coherence, rigor, and exposure time in top-performing countries.

Typical State's Standards



Highest Performing Countries



Focus in the Mathematics Curriculum: A Symptom or a Cause." Presented by William H. Schmidt Education Policy Center, Michigan State University. The Brooking Institution Presentation, January 23, 2008.

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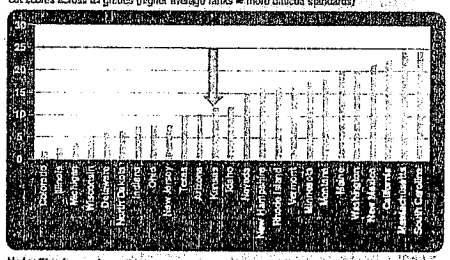
A Look Back at Standards-Based Reforms

- **Problems:**
  - Standards vary by state, and often are "too many, too low"
  - Proficiency-based system is blind to progress of students and schools at either end of spectrum
  - Tests, rather than instruction, gained "center stage"
  - Financial strain on states
  - **Improvements in achievement were inadequate, given the need. Other countries were surpassing the U.S.**

"The Proficiency Illusion," The Fordham Institute, 2007

Figure 6 – Average ranking of states according to the difficulty of their mathematics proficiency cut scores across all grades (higher average ranks = more difficult standards)



Note: This figure shows the average rank in math across all grades measured within a state, where a high rank denoted a high proficiency cut score. Colorado's math cut scores had the lowest average rank, while South Carolina's cut scores had the highest average rank.

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Game Changer #1: Common Core State Standards Initiative

In 2009, NGA and CCSSO launched the **Common Core State Standards Initiative** to, "provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them."

- 48 states joined the initiative in 2009-10
- 45 states have adopted the CCSS, as of September 30, 2011

National Governor's Association and Council of Chief State School Officers. "Common Core State Standards Initiative." www.corestandards.org/assets/Common-Core-State-Standards-March-2010.ppt March 2010.

The Uniqueness of This Moment: Inflection Point

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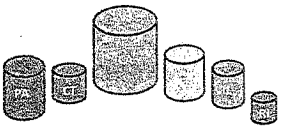
- Thomas Friedman in "The World is Flat" points out the importance of "inflection points" in history, such as the invention of the printing press.

- The **Common Core State Standards** (CCSS) may become an "inflection point" for American public education - establishing a common foundation for building excellence and equity for all students.



State silos of cost, effort, expertise

Shared platform for collaboration, cost and effort efficiencies, sharing of best practices

"New" Competencies Measured in CCSS for ELA and Mathematics

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"Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others."

(ELA Anchor Standard, Writing)

"New" Competencies Measured in CCSS for ELA and Mathematics

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"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."

(ELA Standard, Science and Technical Subjects)

10

"New" Competencies Measured in CCSS for ELA and Mathematics

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"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)

11

Advanced Organizer #1:
An Implementation Heuristic

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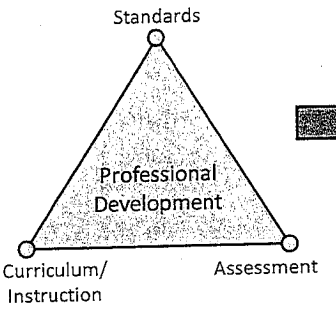
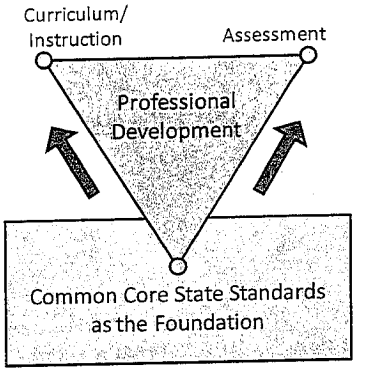
- **A "multi-leg stool" for approaching the implementation challenges that your state and district will face**

My Version



A More Accurate View



12

Game Changer #2:
RTTT Assessment Program Requirements

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Groups of 15 or more states could apply for a grant to develop online, next-generation assessment systems 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)

13

The Comprehensive Assessment System Proposals

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Two Comprehensive Assessment System Proposals Funded to design, develop and pilot test the next-generation assessment systems

Partnership for Assessment of Readiness for College and Careers (PARCC)

- 21 states and DC (with 18 Governing states and DC)
- about 24 million students in K-12
- $186 million funding

SMARTER Balanced Assessment Consortium (Smarter Balanced)

- 24 states (with 21 Governing states)
- about 20 million students in K-12
- $176 million funding

NON-MEMBER STATES (7): Alabama, Alaska, Minnesota, Nebraska, Texas, Utah & Virginia

The Two State-Led Comprehensive Assessment Consortia

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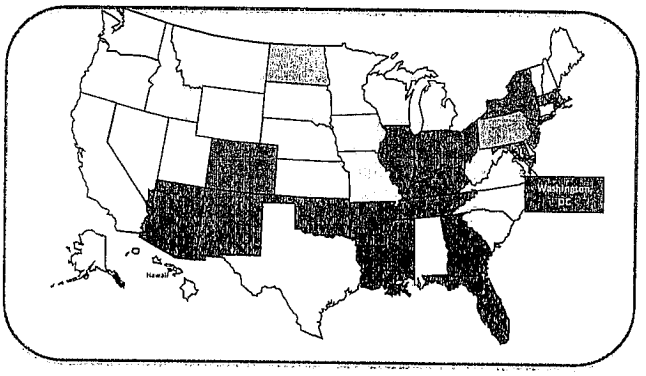
PARCC
21 states & DC

Smarter Balanced
24 states

Both:
North Dakota, Pennsylvania



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

Advanced Organizer #2: An Implementation Schedule

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- **A tool to stimulate implementation self-analysis – an illustrative exercise:**

Stages of the RTTT Reforms	Standards	Curriculum/ Instruction	Professional Development	Assessment
1. Preparation:				
• 2010-11				
• 2011-12				
• 2012-13				
• 2013-14				
2. Administration:				
• 2014-15 (Spring 2015)				✓
• 2015-16 (Spring 2016)				
3. Use and Reporting:				
• Post-Spring 2015 (Fall 2015)				✓
• 2015-16 (Spring 2016)				

K-12 Center at ETS

Part Two

- A Look Back at Standards-Based Reforms and Recent Game Changers
- Review of the Designs and Features of the Two Comprehensive Assessment Consortia
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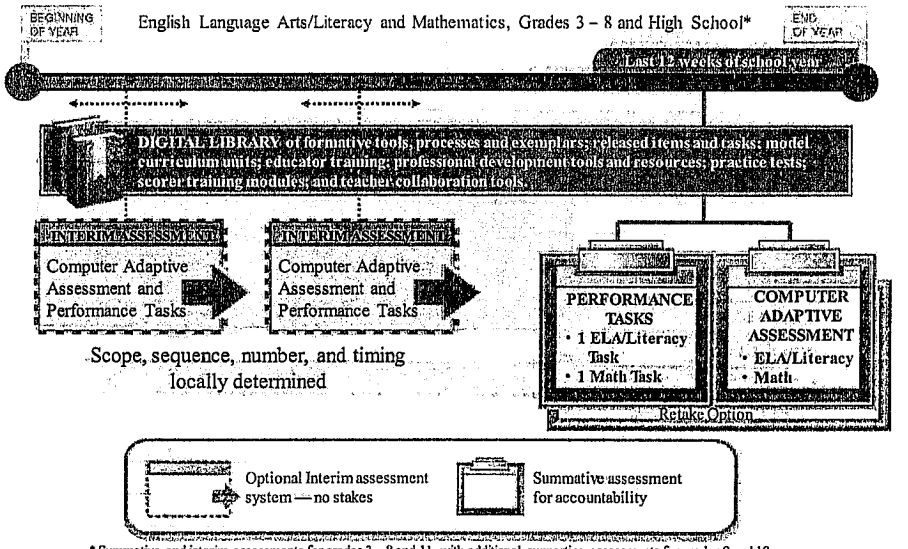
The Smarter Balanced Assessment System



* 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.

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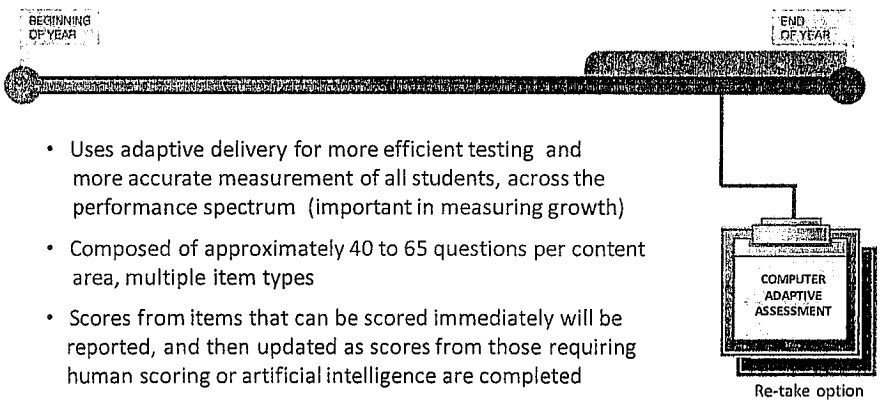
Smarter Balanced

Computer Adaptive Assessment



- Uses adaptive delivery for more efficient testing and more accurate measurement of all students, across the performance spectrum (important in measuring growth)
- Composed of approximately 40 to 65 questions per content area, multiple item types
- Scores from items that can be scored immediately will be reported, and then updated as scores from those requiring human scoring or artificial intelligence are completed
- Students who are approved to do so may take the assessment a second time, but will see a new set of items

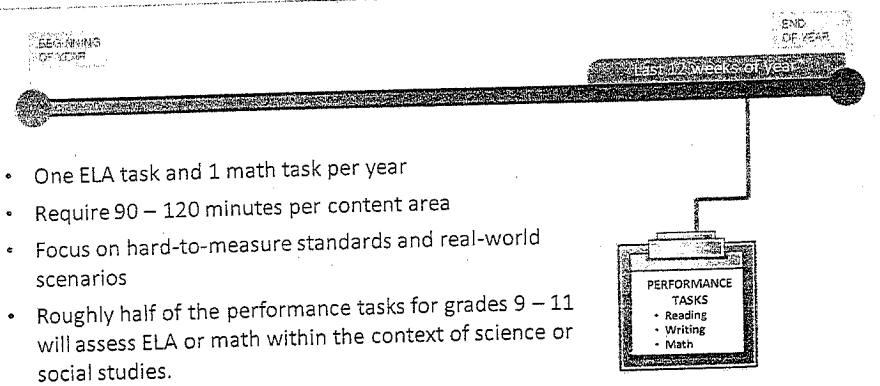
Smarter Balanced

Computer Adaptive Assessment: Your Feedback

- Does your state use online testing in your state testing program?
- Does your state currently use computer adaptive testing in the state testing program?
- Do any districts currently use computer adaptive testing in local testing?
- What will be the greatest implementation challenges?
- Resource: The "IT Readiness Tool" for PARCC and SBAC: This is a technology audit survey of member states, districts and schools (to be conducted in early 2012). See www.k12.wa.us/SMARTER/Jobs-Contracts.aspx

Smarter Balanced

Performance Tasks



- One ELA task and 1 math task per year
- Require 90 – 120 minutes per content area
- Focus on hard-to-measure standards and real-world scenarios
- Roughly half of the performance tasks for grades 9 – 11 will assess ELA or math within the context of science or social studies.
- May involve oral presentation, exhibit, product development or extended written piece
- Combination of machine and teacher/human scoring, with priority on teacher involvement
- Results within 2 weeks

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K-12 Center at ETS

Performance Tasks: Your Feedback

- Does your state currently administer performance tasks as part of your state testing program?
- Do these performance tasks count as part of the student summative test score? Including a student's AYP score?
- Do any districts currently administer performance tasks as part of their local testing?
- What will be the greatest implementation challenges?

22

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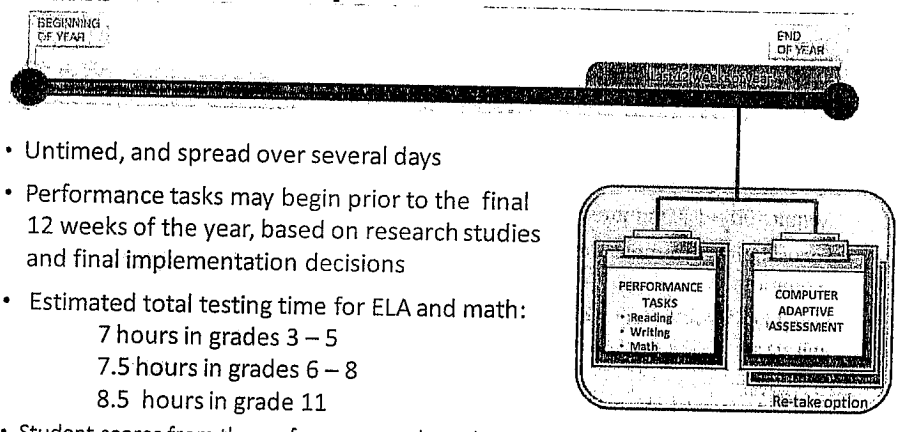
Summative Components

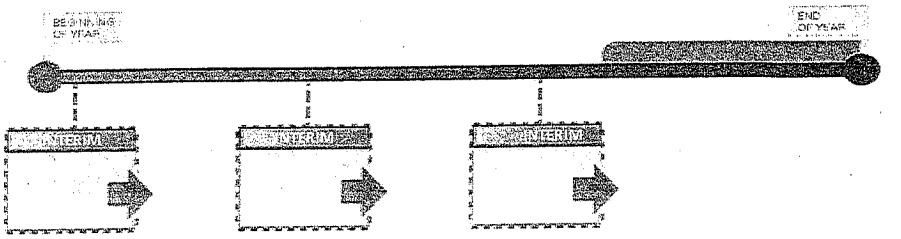


- Untimed, and spread over several days
- Performance tasks may begin prior to the final 12 weeks of the year, based on research studies and final implementation decisions
- Estimated total testing time for ELA and math:
  - 7 hours in grades 3 – 5
  - 7.5 hours in grades 6 – 8
  - 8.5 hours in grade 11
- Student scores from the performance tasks and end-of-year adaptive assessment will be combined for each student's annual score for accountability.
- Paper and pencil version to be offered for 3 years; thereafter as accommodation
- One retake option is available subject to local approval

23

Smarter Balanced Supports

Optional Interim Assessment System



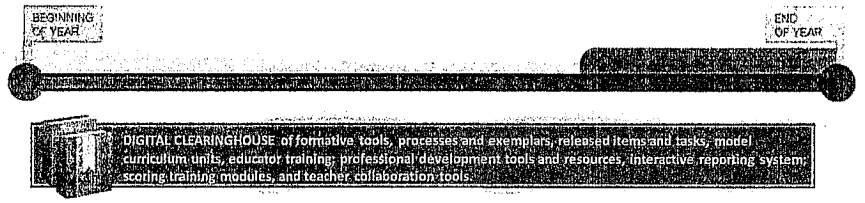
- Computer adaptive system
- Multiple item types, similar to the end-of-year summative assessment
- Number, timing, and standards assessed (full grade level or smaller clusters) can be customized based on the local curriculum
- Non-secure and fully accessible -- teachers will be able to see how their students responded to each item
- Reports of student results will link teachers to related student resources and teacher professional development resources

Smarter Balanced Supports

Interim Assessment Systems: Your Feedback

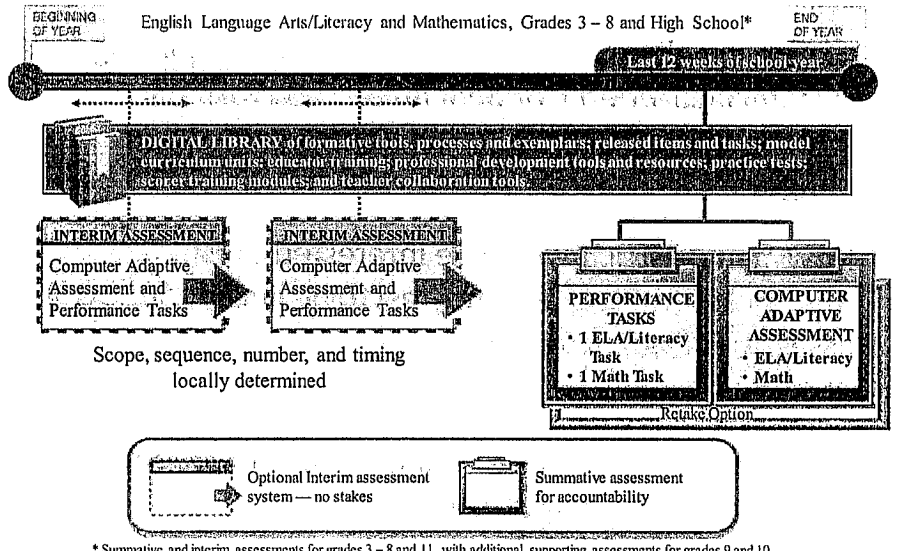
- How many districts would be interested in replacing current local interim or benchmark tests with the interim assessments as part of your local testing program?
- How many districts would be interested in using the interim assessment as a pre-test to be linked to the EOY assessment as a post-test for teacher evaluation purposes?
- Would your state envision using these components for pre- and post-testing of teachers?

Smarter Balanced Supports
The Digital Clearinghouse



- Reporting suite with differentiated tools available to students, educators, parents, and policymakers with visualization tools
- Item development/scoring training modules and tools
- Released performance tasks and rubrics
- Professional development modules and videos
- Vetted curriculum units and formative tools, processes and exemplars
- Research-based instructional strategies and interventions
- Issue-focused chat rooms for teachers

The Smarter Balanced Assessment System



* 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

- State teacher cadres 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

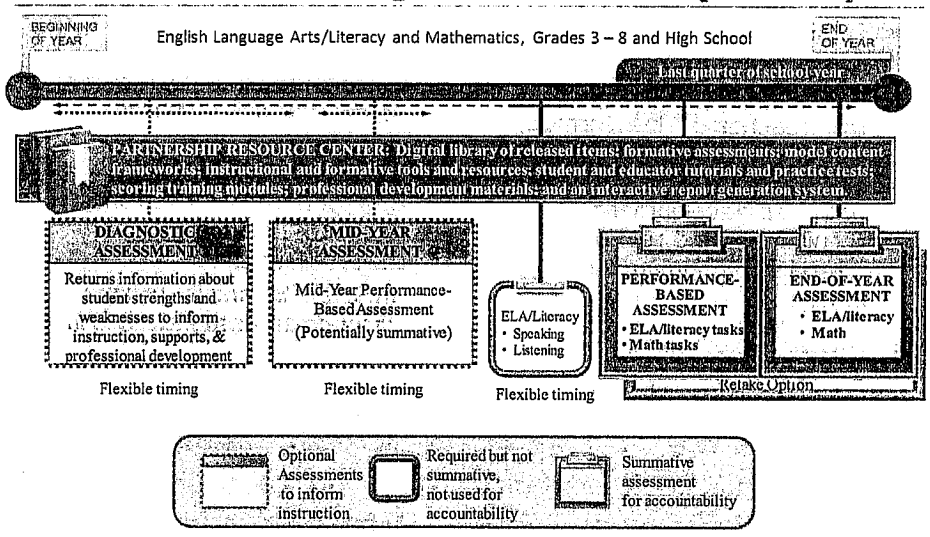
The Smarter Balanced Assessment System

Summary: Assessment System Components

- Two summative assessment components
  - Performance-based tasks
  - End-of-year assessment
- Optional assessments
  - Customizable computer-adaptive assessments
  - Open and accessible to teachers
- Digital Library with formative tools, professional development resources, and released items and tasks

The Partnership for the Assessment of Readiness for College and Careers (PARCC)

K-12 Center



* 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.

PARCC

End-of-Year Assessment

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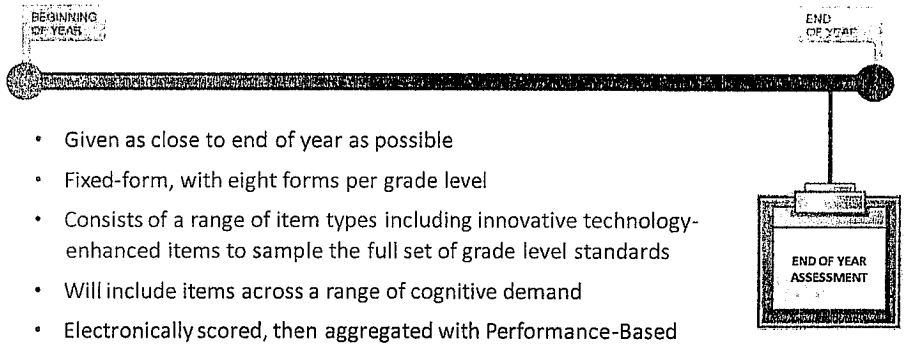


- Given as close to end of year as possible
- Fixed-form, with eight forms per grade level
- Consists of a range of item types including innovative technology-enhanced items to sample the full set of grade level standards
- Will include items across a range of cognitive demand
- Electronically scored, then aggregated with Performance-Based Assessment scores for accountability purposes

- While currently planned as a fixed-form test, PARCC will review the precision of scores for students at the tails of the performance distribution and, if needed, consider customizing for high- and low-performing students by either lengthening the test or using "staged" or "block" adaptive delivery.

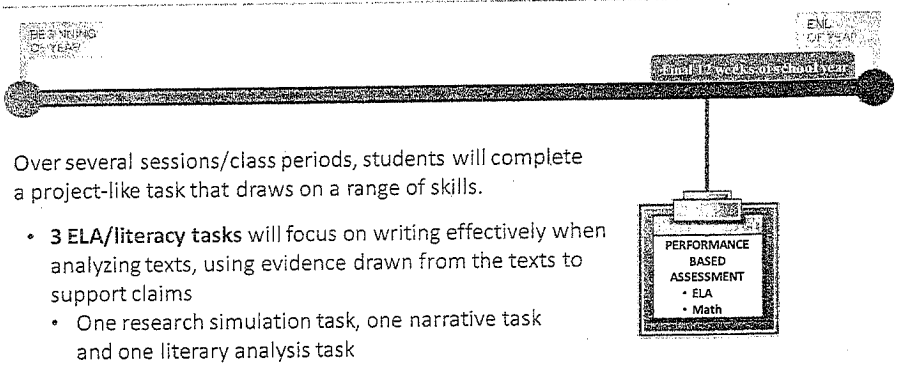
PARCC

End-of-Year Assessment: Your Feedback

- Does your state use online testing in your state testing program?
- How many districts currently use online computer testing in their local testing program?
- What will be the greatest implementation challenges?
- Resource: The "IT Readiness Tool" for PARCC and SBAC: This is a technology audit survey of member states, districts and schools (to be conducted in early 2012)
  - see www.k12.wa.us/SMARTER/Jobs-Contracts.aspx
  - State of Virginia has created a national model for helping schools make the technology transition to online testing: http://www.doe.virginia.gov/

PARCC

Performance-Based Assessments



Over several sessions/class periods, students will complete a project-like task that draws on a range of skills.

- **3 ELA/literacy tasks** will focus on writing effectively when analyzing texts, using evidence drawn from the texts to support claims
  - One research simulation task, one narrative task and one literary analysis task
- **Math tasks** will require students to apply key mathematical skills, concepts and processes to solve complex problems of the types encountered in everyday life, work and decision-making. Emphasis on mathematical practices.

Both will use distributed and electronic scoring, delivering results within 2 weeks.

PARCC

Performance Assessment: Your Feedback

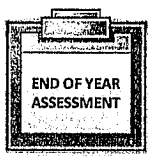
- Does your state currently administer performance tasks as part of your state testing program?
- Do these performance tasks count as part of the summative student test score? Including a student's AYP score?
- Do any districts currently administer performance tasks as part of their local testing program?
- What will be the greatest implementation challenges?

PARCC

Two Components of the Summative Assessment

In mathematics and in English language arts (ELA):

+



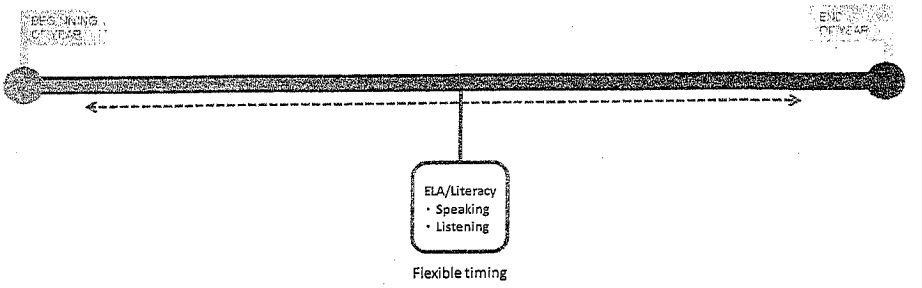
- Given primarily on computer or other digital devices
- Composed primarily performance tasks with emphasis on hard-to-measure standards
- Results returned within 2 weeks

- Given on computer (most students), with multiple item types and technological tools
- Scored entirely by computer for fast results

- Scores from the performance assessment and the end-of-year test will be combined for annual accountability scores.
- Subject to State policy, one retake available for grades 3-8 and up to three retakes for high school students.

PARCC

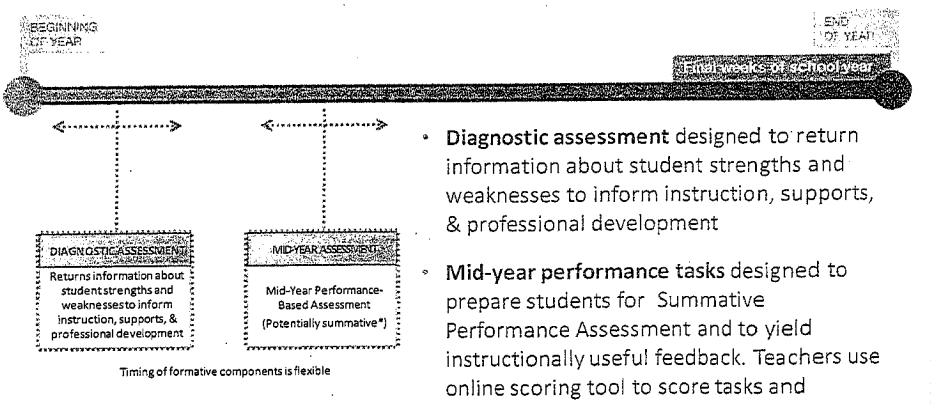
Speaking/Listening Assessment



- Required assessment, but **not used for accountability**
- Administered in the ELA classroom, with flexible window for administration
- Scored by classroom teacher using standardized rubric
- Scores may be used within students' grades

PARCC Supports

Interim Assessments



* Over time, states may consider using scores from these tasks in the summative/accountability scores.

- **Diagnostic assessment** designed to return information about student strengths and weaknesses to inform instruction, supports, & professional development
- **Mid-year performance tasks** designed to prepare students for Summative Performance Assessment and to yield instructionally useful feedback. Teachers use online scoring tool to score tasks and improve understanding of the CCSS expectations.
- For voluntary use, the timing of the administration is to be locally determined

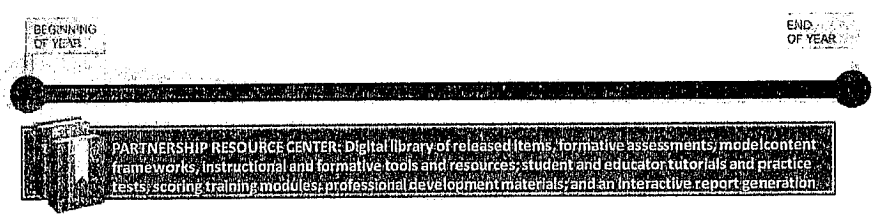
PARCC Supports

Interim Assessments: Your Feedback

- How many districts would be interested in replacing current local interim or benchmark tests with the PARCC early or end-of-year assessments as part of your local testing program?
- How many districts would be interested in using the PARCC EOY assessment as a pre-test to be linked to the PARCC EOY assessment as a post-test in the next year for teacher evaluation purposes?
- Would your state envision using the PARCC EOY assessments as pre- and post-testing for teacher evaluation?

PARCC Supports

The Partnership Resource Center

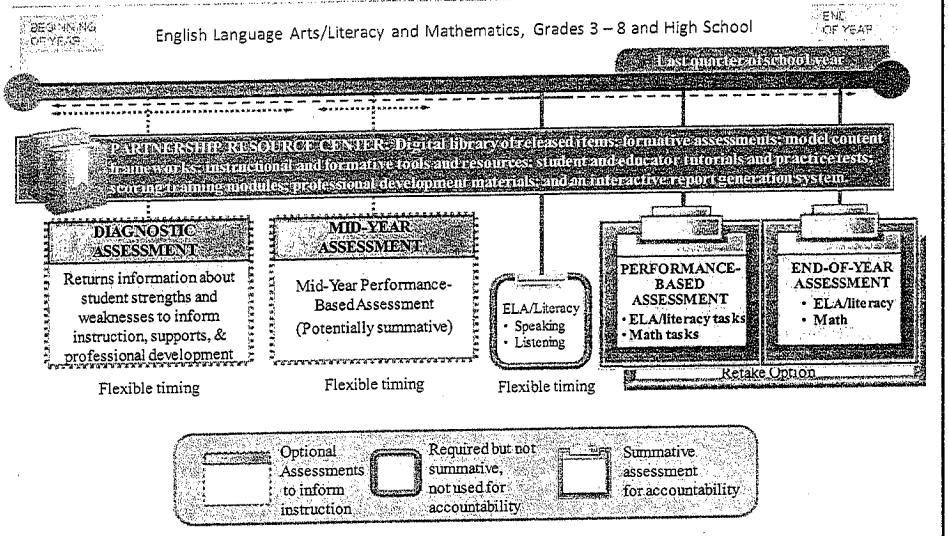


Partnership Resource Center:

- Interactive Data Tool for accessing data and creating customized reports
- Formative assessment items and tasks and online practice tests
- Professional development materials regarding instruction, test administration, scoring, and use of data
- Item development portal
- Tools and resources developed by Partner states
- Optional "ready-to-use" performance tasks for K-2

Comprehensive Assessment System

The Partnership for the Assessment of Readiness for College and Careers (PARCC)



* 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.

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)*

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 tasks

Spring 2014

- College readiness tools released
- Field test of EOY tests

Fall 2014

- Diagnostic assessments released

Spring 2015

- First administration of summative

Summer 2015

- Final achievement levels adopted

The Partnership for the Assessment of Readiness for College and Careers (PARCC)

K-12 Center at ETS

Summary: PARCC Assessment System Components

- Three summative assessment components
  - Performance-based tasks
  - End-of-year assessment
  - Speaking/listening component (not used for accountability)
- Two optional assessments
  - Diagnostic assessment
  - Mid-Year performance tasks
- Resource Center with formative and released items and practice tests

PARCC and Smarter Balanced

K-12 Center at ETS

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

44

Instructional Shifts in 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."

ELA Standard, Science and Technical Subjects

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

www.achievethecore.org

45

Smarter Balanced

Example of ELA task, Grades 9-11

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.*

[text of 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.*

http://www.smarterbalanced.org/smarter-balanced-assessments/

PARCC

Example of ELA task, Grade 10

Prompt: Use what you have learned from reading "Daedalus and Icarus" by Ovid and "To a Friend Whose Work Has Come to Triumph" by Anne Sexton to write an essay that provides an analysis of how Sexton transforms Daedalus and Icarus.

As a starting point, you may want to consider what is emphasized, absent, or different in the two texts, but feel free to develop your own focus for analysis.

Develop your essay by providing textual evidence from both texts. Be sure to follow the conventions of standard English.

http://www.parcconline.org/samples/english-language-artsliteracy/grade-10-elaliteracy

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Instructional Shifts in 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.

www.achievethecore.org 48

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Example of Mathematics Performance Task, Grade 6

Field Trip

	 Aquarium	 Science Museum	 Zoo
Distance from School (one way)	30 miles	10 miles	34 miles
Bus Charge	$6 per mile	$6 per mile	$6 per mile
Entrance fee	$6 per person	$10 per person	$2.50 per person

- The teacher and parent helpers do not pay an entrance fee.
- There are 30 students in the class.
- Only 1 bus is needed.
- The bus charge is for the entire busload of students (not for each student).
- Each student will pay the same amount.
- The school fund will pay the first $200 of the trip.

45

PARCC

Example of Mathematics Task, High School

43052

Tony is buying a used car. He will choose between two cars. The table below shows information about each car.

Car	Cost	Miles Per Gallon (MPG)	Estimated Immediate Repairs
Car A	$3200	18	$700
Car B	$4700	24	$300

Tony wants to compare the total costs of buying and using these cars.

- Tony estimates he will drive at least 200 miles per month.
- The average cost of gasoline per gallon in his area is $3.70.
- Tony plans on owning the car for 4 years.

Calculate and explain which car will cost Tony the least to buy and use.

Supplement on Alternate Assessment Consortium

- Overview of Dynamic Learning Maps Consortium (DLM)
- Lead Organization: University of Kansas Center for Educational Testing and Evaluation, led by Dr. Neal Kingston

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

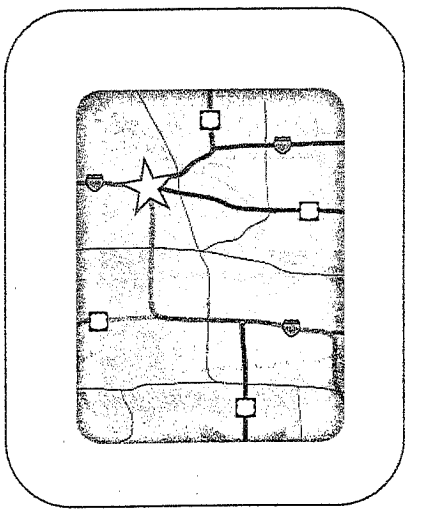
- Dynamic Learning Maps: 14 states, $22 million
- National Center and State Collaborative: 27 states, $45 million

52

$y = -x^2$

x	y
-4	-16
-2	-4
0	0
2	-4

The Dynamic Learning Maps Assessment Consortium (DLM)

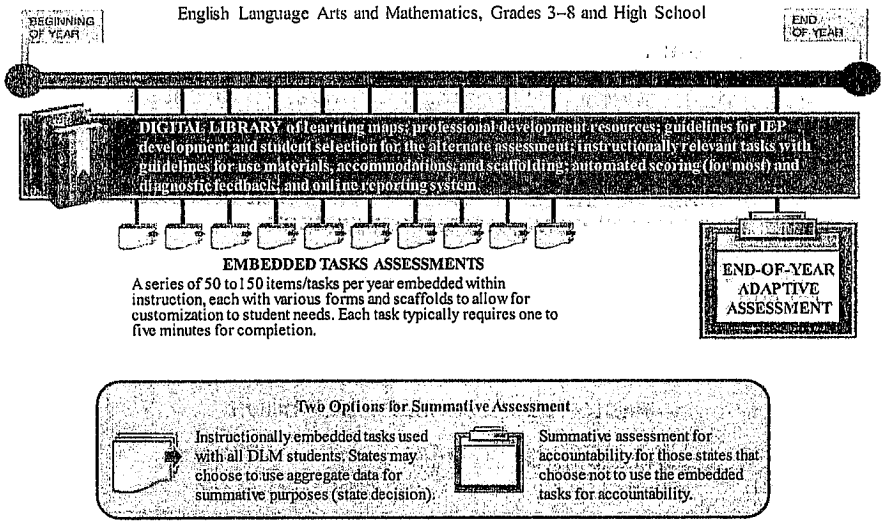


Graphic of map from DynamicLearningMaps.org

53

The Dynamic Learning Maps Assessment Consortium (DLM)

K-12 Center at ETS



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

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Part Three

- A Look Back at Standards-Based Reforms and Recent Game Changers
- Review of the Designs and Features of the Two Comprehensive Assessment Consortia
- State Roles and **Commitments** as Consortia Members
- The Larger Inflection Point: Opportunities and Challenges

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 whether/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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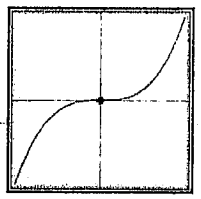
Part Four

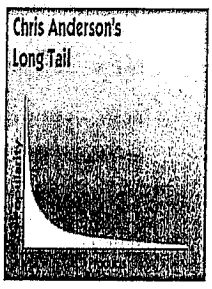
- A Look Back at Standards-Based Reforms and Recent Game Changers
- Review of the Designs and Features of the Two Comprehensive Assessment Consortia
- State Roles and Commitments as Consortia Members
- **The Larger Inflection Point: Opportunities and Challenges**

The Larger Inflection Point



Major trends impacting education and learning:

State-specific K-12 standards	➡	CCSS and consortia = aggregated demand, increased innovation, investment, sharing, competition
silos of teaching/ assessment	➡	aligned, 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

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Open Learning Initiative
Transforming higher education through the science of learning.

coursera

UDACITY

edX

KHAN ACADEMY

school of one

SiliconSchools

The One Laptop Per Child Project

The Hole in the Wall Project

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Questions & Discussion

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For More Information...

- *Copies of these slides and additional information about next generation assessment systems:*

  www.k12center.org

- *Coming in May-June:*

Next edition of the guide to the assessment consortia

New publication about sample items and tasks

- *Sign up for notices about new resources from the K-12 Center:*

  www.k12center.org/subscribe

62

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Thank you.

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Driving Advances in K–12 Assessment

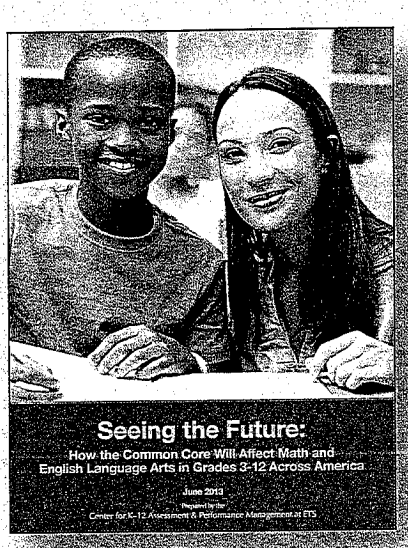
63

Advancing K–12 Assessment Through Collaboration

Check out our free, concise guides to the next-generation assessment systems now under development by six consortia of states.

Inside you'll find brief overviews of the PARCC and Smarter Balanced assessment systems.

Available in June at **www.k12center.org**.



Teachers and content experts from across the country discuss, in grade-level groups, the changes they expect to see in the classroom and the new assessments.

Updated overviews of the PARCC and Smarter Balanced systems, as well as the two Alternate Assessment Consortia and the two English language Proficiency Consortia.

Sign up on the email list to receive these two new publications at **www.k12center.org/subscribe**.

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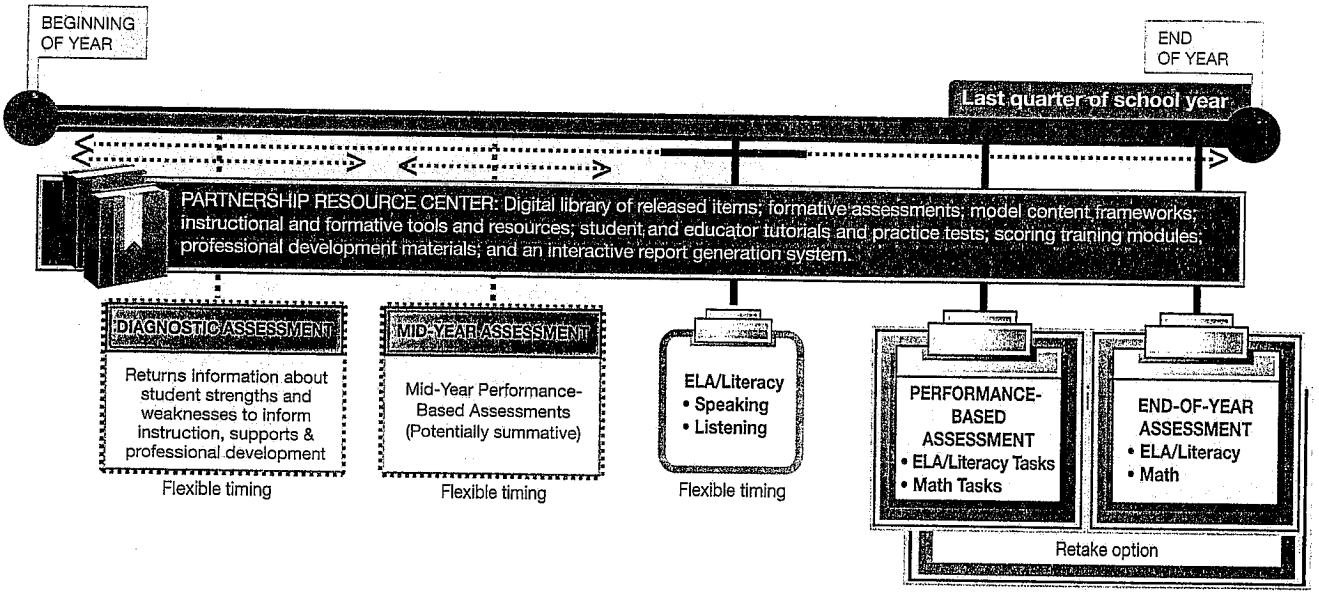
Partnership for the Assessment of Readiness for College and Careers (PARCC)



Features of the PARCC Assessment System

Optional Assessment Components:

Diagnostic Assessment: Designed to return useful information concerning student knowledge and skills so that instruction, support and professional development can be tailored to student needs.

Mid-Year Assessment: Performance tasks that provide instructionally useful feedback and prepare students for the performance tasks in the summative assessment. Tasks will focus on hard-to-measure standards and will be scored by teachers via an online tool. Pending studies, states may opt to include the mid-year assessment in their students' summative scores.

Summative Assessment Components:

Performance-Based Assessments: Composed primarily of performance tasks and taken over several sessions/class periods, the three English Language Arts (ELA) tasks will focus on writing effectively when analyzing text and the two or more mathematics tasks will require students to use key math concepts to solve real-world problems. Scores to be returned within two weeks.

End-of-Year Assessments: These comprehensive, computer-based assessments will consist of innovative, machine-scorable item types. High School: in mathematics, both traditional and integrated math sequences will be supported; and in ELA, literacy skills in ELA, science and social studies will be assessed, as defined in the Common Core State Standards (CCSS).

Total testing time for both components and subjects is expected to be 8–9.5 hours, depending on the grade level.

Scoring: Scores for the two summative components will be combined for the student's annual accountability score.

Speaking/Listening Assessment: (Required, not used for accountability) This component can be given at any time and is to be scored by the teacher using a rubric.

Partnership Resource Center: A digital library of optional resources to support teachers and students in grades K–12: released items; 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.

Implementation: Field testing in 2013–2014; Operational by Fall 2014.

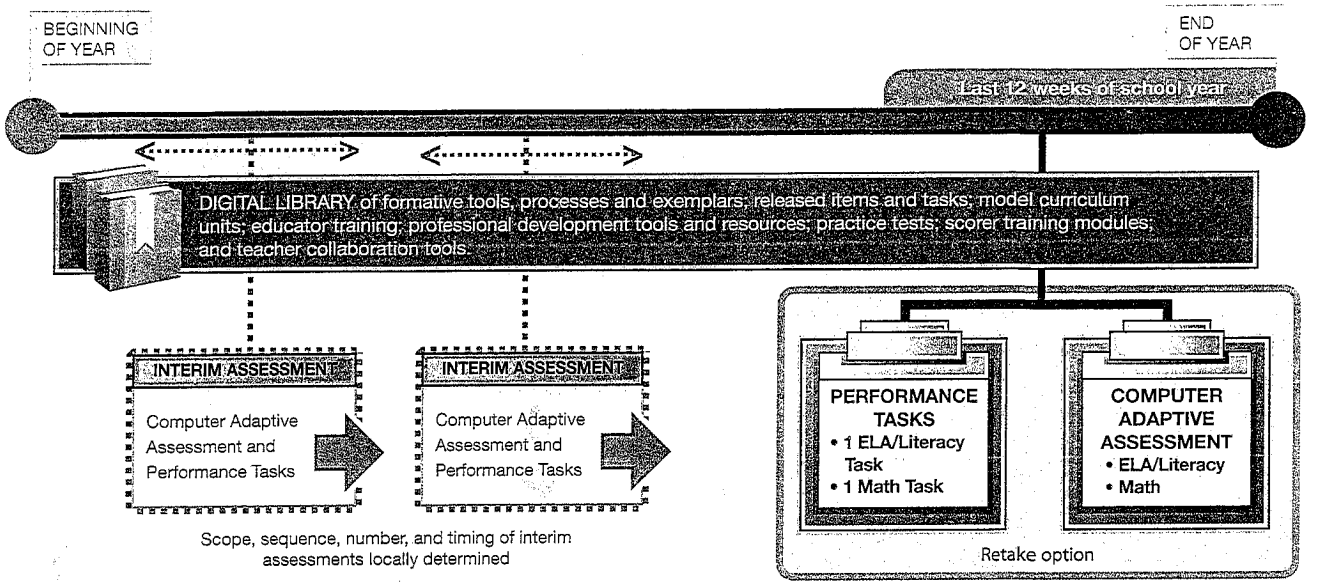
PARCC TIMELINE

2012–2013	Educator Leadership Cadres of 24 K–16 educators per state continue training Item tryouts and cognitive labs conducted (Spring/Summer 2013)
2013–2014	Online professional learning modules released (Fall 2013) Optional formative tasks for K–2 available (Winter 2014) Full scale field test of Performance-Based Assessments (Winter 2014) and End-of-Year Assessments (Spring 2014) College-readiness tools available (Spring 2014)
2014–2015	Diagnostic assessments available (Fall 2014) Full operational administration of PARCC assessments (Spring 2015) Set achievement levels, including college-ready performance levels (late spring 2015, post-administration)

Sample items and performance tasks can be found at **www.parcconline.org**

These plans are subject to modification as development work continues.

Smarter Balanced Assessment Consortium



Features of the Smarter Balanced Assessment Consortium

Optional Interim Assessments:

These optional computer-adaptive assessments can be customized to local curricula and information needs. This flexible system can assess either the full set of grade-level standards or a smaller set of standards at a deeper level. Teachers will have access to items and student responses. Reports will link teachers to appropriate formative strategies and professional development resources.

Summative Assessments:

Performance Tasks (PT) will be completed annually (one in English Language Arts/literacy and one in mathematics) during consortium-defined testing windows. Tasks will generally require 90–120 minutes to complete and will focus on hard-to-measure standards and real-world scenarios.

Computer Adaptive Assessments (CAT) will consist of approximately 40–65 questions per content area and include selected-response, constructed-response and technology-enhanced items. Most items will be scored immediately, although some teacher/human scoring may be included. A retake option will be available, as locally determined.

Total testing time for both components and subjects is expected to be 7–8.5 hours, depending on the grade level.

Scoring: Final scores to be used for accountability purposes will merge PT and CAT scores and be reported on a vertical scale in grades 3–11. Both machine and teacher scoring will be used, with results to be returned within two weeks. One retake opportunity for grades 3–8 and up to three retakes for high school will be available, subject to local approval.

Digital Clearinghouse: A digital library of optional resources to support teachers and students, grades K–12: formative tools, processes and exemplars; released items and tasks; model curriculum units; educator training; professional development tools and resources; scorer training modules; and teacher collaboration tools.

Implementation: Field testing in 2013; Operational by January 2015.

SMARTER BALANCED TIMELINE

2012–2013	Teacher cadres from each member state formed (Winter 2013) Pilot test summative and interim assessment items and tasks in a sample of schools (Winter/Spring 2013)
2013–2014	Teacher cadres trained in use of formative tools and PD modules (Summer/Fall 2013) Exemplary instructional modules released (Summer/Fall 2013) Field test items and tasks (Spring 2014)
2014–2015	Training materials available for all users on interpreting interim and summative assessment reports, searching resources and using collaboration tools in the Digital Library (Summer/Fall 2014) Launch Comprehensive Electronic Platform, including Digital Library (Fall 2014) Smarter Balanced optional interim assessments available (Fall 2014) First administration of summative assessments (Spring 2015) Verify and adopt final achievement standards for the summative assessments (Summer 2015)

Sample items and performance tasks can be found at
www.smarterbalanced.org

Visit us at **www.k12center.org**

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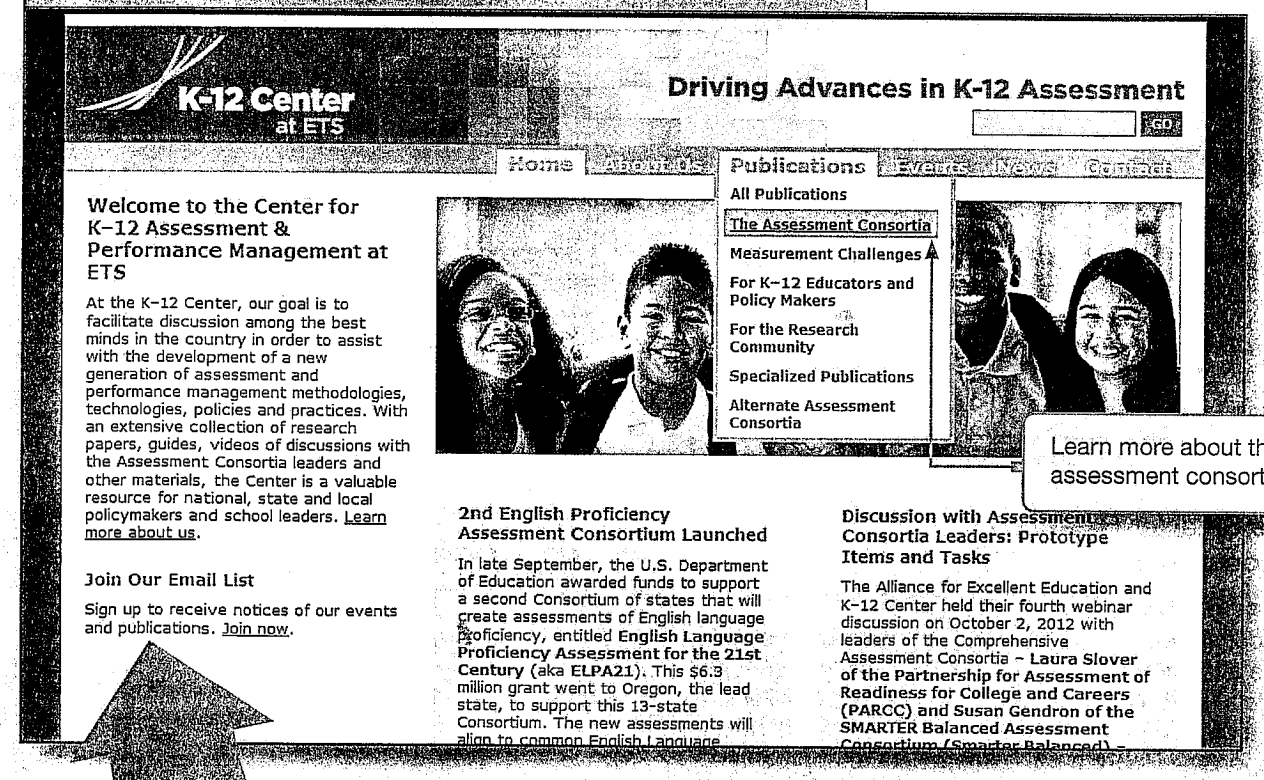


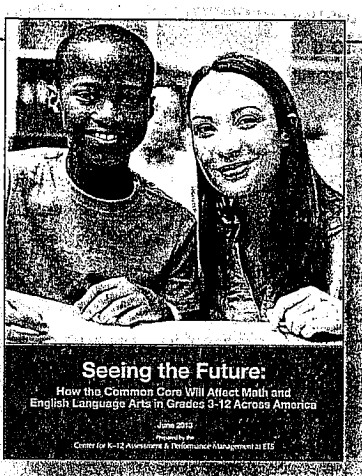
Learn more about the six assessment consortia

Join our mailing list and receive notices of new publications and resources such as our consortia-approved and periodically updated guide to the six federally funded assessment consortia.

In this guide, you'll find:

Brief summaries and illustrations of each of the six federally funded assessment consortia, plus descriptions of their implementation and support plans, approved for accuracy by each of the consortia

- The Comprehensive Assessment Consortia, **PARCC** and **Smarter Balanced**
- The two Alternate Assessment Consortia, **Dynamic Learning Maps** and the **National Center and State Collaborative**
- The two English Proficiency Assessment Consortium, **Assessment Services Supporting ELs through Technology Systems** (ASSETS) and the **English Language Proficiency Assessment for the 21st Century** (ELPA21)



In this new publication for policymakers and the public, see sample PARCC and Smarter Balanced assessment items; read educators' comments about what's new or different in the Common Core and coming assessments; and understand why these changes are important.

Created by Educational Testing Service (ETS) to forward a larger social mission, the K–12 Center at ETS has been given the directive to serve as a catalyst and resource for the improvement of measurement and data systems to enhance student achievement.

State Memberships in Assessment Consortia

Accurate as of February 2013

	Comprehensive Assessment Consortia		Alternate Assessment Consortia		English Language Proficiency Consortia	
State	PARCC (23)	SBAC (25)	DLM (14)	NCSC (27)	ASSETS (30)	ELPA21 (13)
Alabama					Member	
Alaska				Member		
Arizona	Governing			Member		
Arkansas	Governing			Tier II Partner		Member
California		Governing		Tier II Partner		Member
Colorado	Governing					
Connecticut		Governing		Member		
Delaware		Governing		Tier II Partner	Member	
District of Columbia	Governing			Member	Member	
Florida	Governing			Member		Member
Georgia	Governing			Member		
Hawaii		Governing				
Idaho		Governing		Tier II Partner	Member	
Illinois	Governing				Member	
Indiana	Governing			Member		
Iowa		Governing	Member			Member
Kansas		Governing	Member			Member
Kentucky	Participating					
Louisiana	Governing			Member		Member
Maine		Governing		Tier II Partner	Member	
Maryland	Governing			Tier II Partner	Member	
Massachusetts	Governing				Member	
Michigan		Governing	Member		Member	
Minnesota					Member	
Mississippi	Governing		Member		Member	
Missouri		Governing	Member		Member	
Montana		Governing			Member	
Nebraska						Member
Nevada		Governing		Member	Member	
New Hampshire		Governing			Member	
New Jersey	Governing		Member		Member	
New Mexico	Governing			Tier II Partner	Member	
New York	Governing			Member		
North Carolina		Governing	Member		Member	
North Dakota	Participating	Advisory		Member	Member	
Ohio	Governing					Member
Oklahoma	Governing		Member		Member	
Oregon		Governing		Tier II Partner		Member
Pennsylvania	Participating	Advisory		Member	Member	
Rhode Island	Governing			Member	Member	
South Carolina		Governing		Member	Member	Member
South Dakota		Governing		Member	Member	
Tennessee	Governing			Member	Member	Member
Texas						
Utah			Member		Member	
Vermont		Governing	Member		Member	
Virginia			Member		Member	
Washington		Governing	Member			Member
West Virginia		Governing	Member			Member
Wisconsin		Governing	Member		Member	
Wyoming		Advisory		Member	Member	
Virgin Islands (U.S.)				Tier II Partner		
PAC-6*				Member		

PARCC: Partnership for the Assessment of Readiness for College and Careers www.parcconline.org

SBAC: SMARTER Balanced Assessment Consortium www.smarterbalanced.org

DLM: Dynamic Learning Maps Assessment Consortium www.dynamiclearningmaps.org

NCSC: National Center and State Collaborative www.ncscpartners.org

ASSETS: Assessment Services Supporting ELs Through Technology System http://assets.wceruw.org

ELPA21: English Language Proficiency Assessment for the 21st Century website expected in January 2013

* PAC-6 consists of six entities: American Samoa, Commonwealth of the Northern Mariana Islands,, Federated States of Micronesia, Guam, Palau, and Republic of the Marshall Islands