




The New Common Core State Standards Assessment Systems



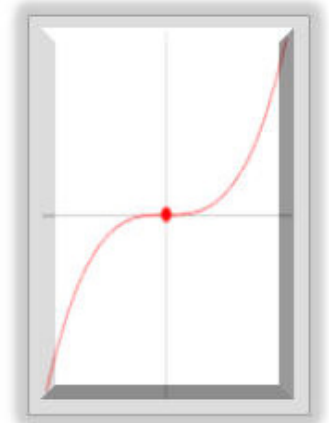
By Pascal (Pat) D. Forgione, Jr., Ph.D. and Nancy Doorey
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The Uniqueness of this Moment

- **Thomas Friedman in “The World is Flat” points out the importance of “inflection points” in history.**

Concerning the launch of Netscape:



“We went from a world where value was created in vertical silos of command and control to one in which value is created horizontally on this platform by who you connect and collaborate with...”

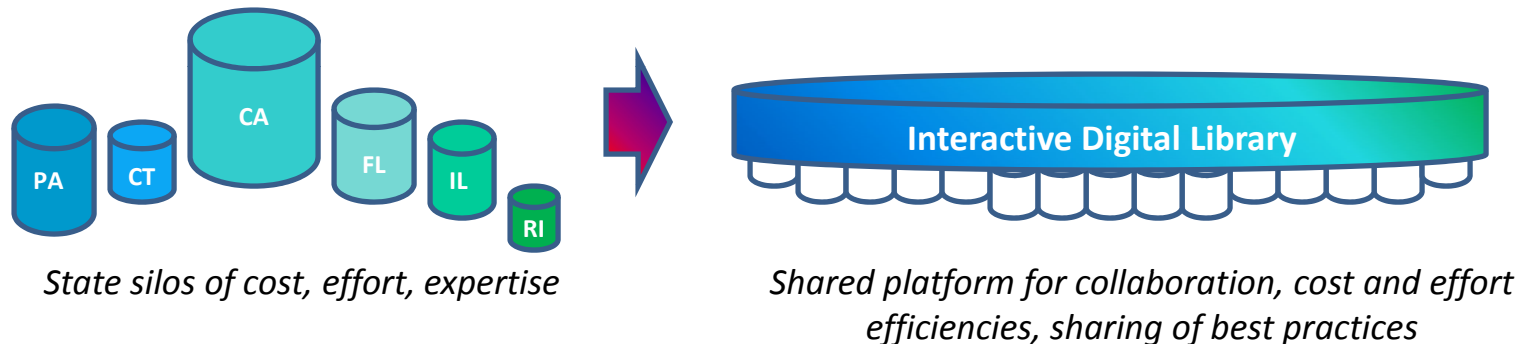
I would argue that shift from command-and-control to connect-and-collaborate is the mother of all inflection points. ... It is the biggest event, I would argue, to change human beings and how they interact, since Guttenberg invented the printing press.”

Thomas Friedman, 2010

Inflection Point

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- 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.



- **The next critical steps:**
 - Developing common performance standards and assessment systems that measure proficiency and individual growth
 - Developing an interactive, online digital library that accelerates the identification and sharing of best resources, tools and practices

RTTT Assessment Requirements for Comprehensive Systems

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Requirements within the RTTT Assessment Program:

- Build upon **shared standards** for college- and career-readiness;
- Measure **individual growth** as well as proficiency;
- Measure 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;
- 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.

The Assessment Proposals

The Process:

- Proposals were due from multi-state consortia on June 23, 2010
- Awards were made in September, 2010
- New Consortia tests to replace current state NCLB tests in 2014-2015

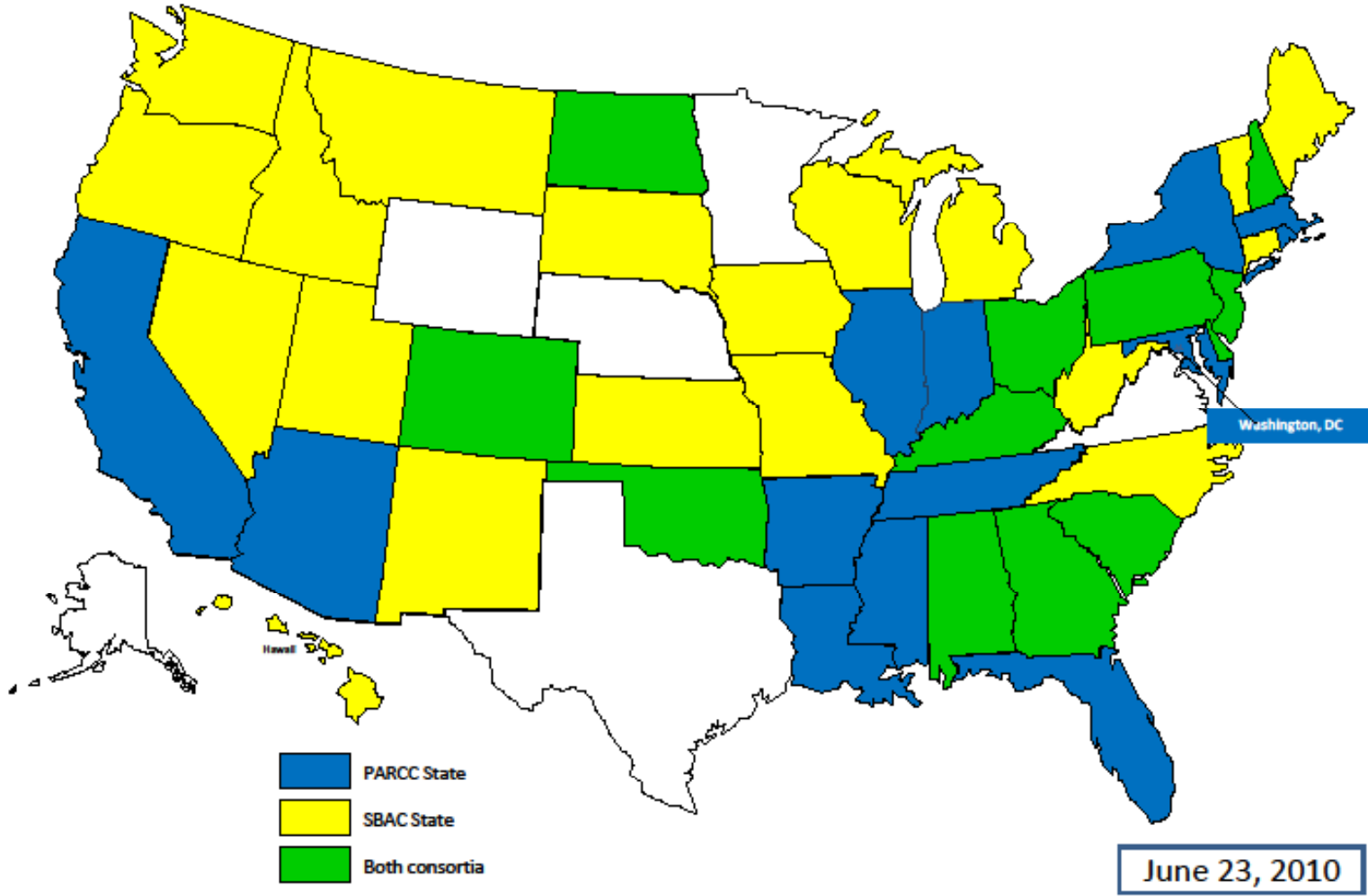
Two Comprehensive Assessment System Proposals Funded:

- ▶ Partnership for Assessment of Readiness for College and Careers (**PARCC**)
 - ▶ 26 states, 31 million students K-12
- ▶ SMARTER Balanced Assessment Consortium (**SBAC**)
 - ▶ 31 states, 21 million students K-12

Note: 12 states currently in both, and 6 states in neither

The Comprehensive Consortia

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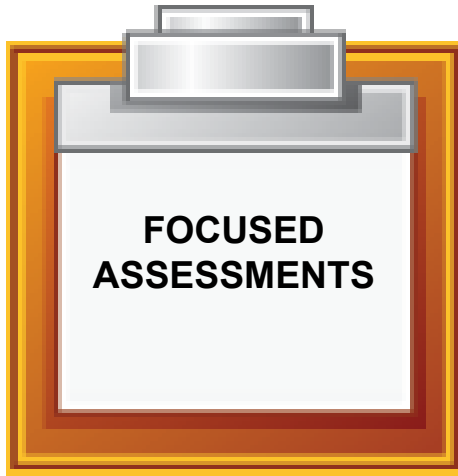


June 23, 2010

Partnership for the Assessment of Readiness for College and Career:

PARCC

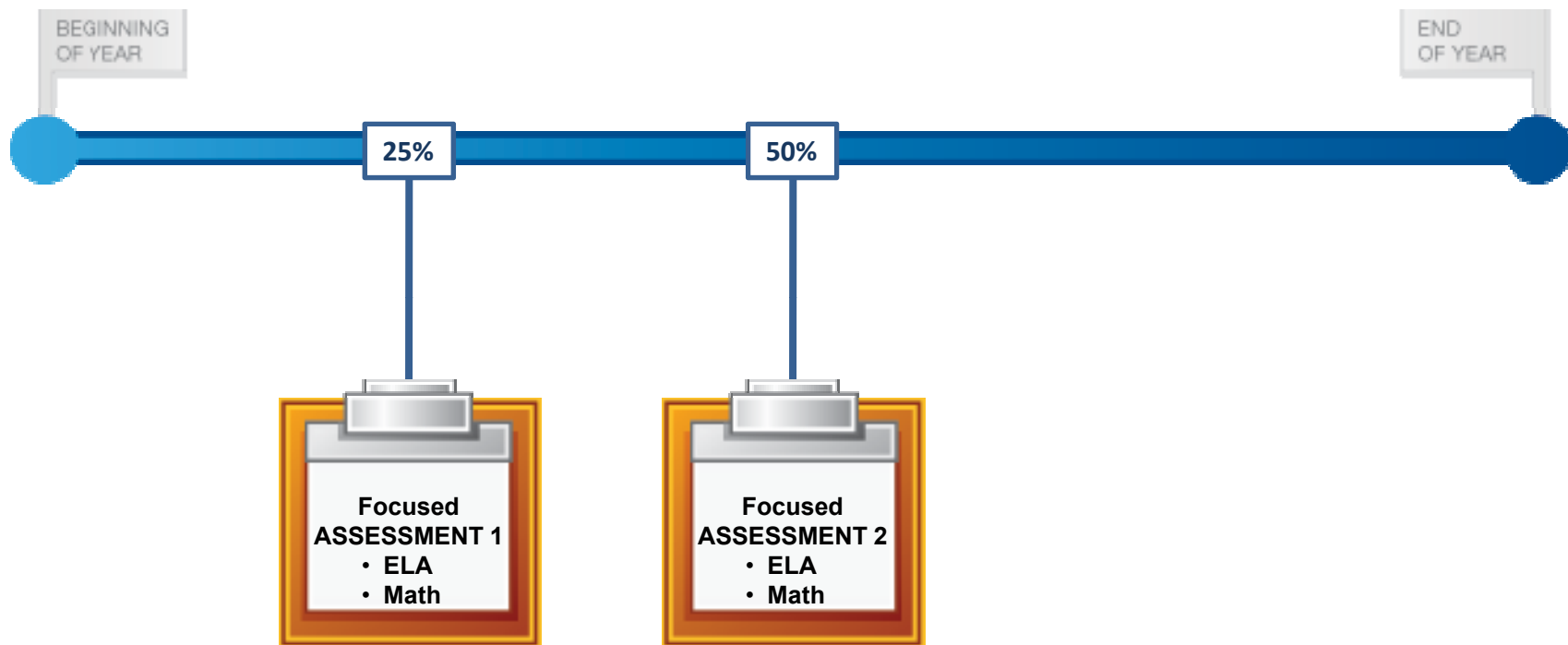
PARCC: Two Types of Summative Tests



- One to three tasks that assess a few “keystone” standards/topics
 - Given at three points during the school year, near the end of quarters
 - Results within 2 weeks to inform instruction and intervention
- Taken on computer, with mixed item types
 - Scored entirely by computer for fast results
- Scores from focused assessments and end-of-year test will be combined for annual accountability score.

PARCC: Focused Assessments 1 and 2

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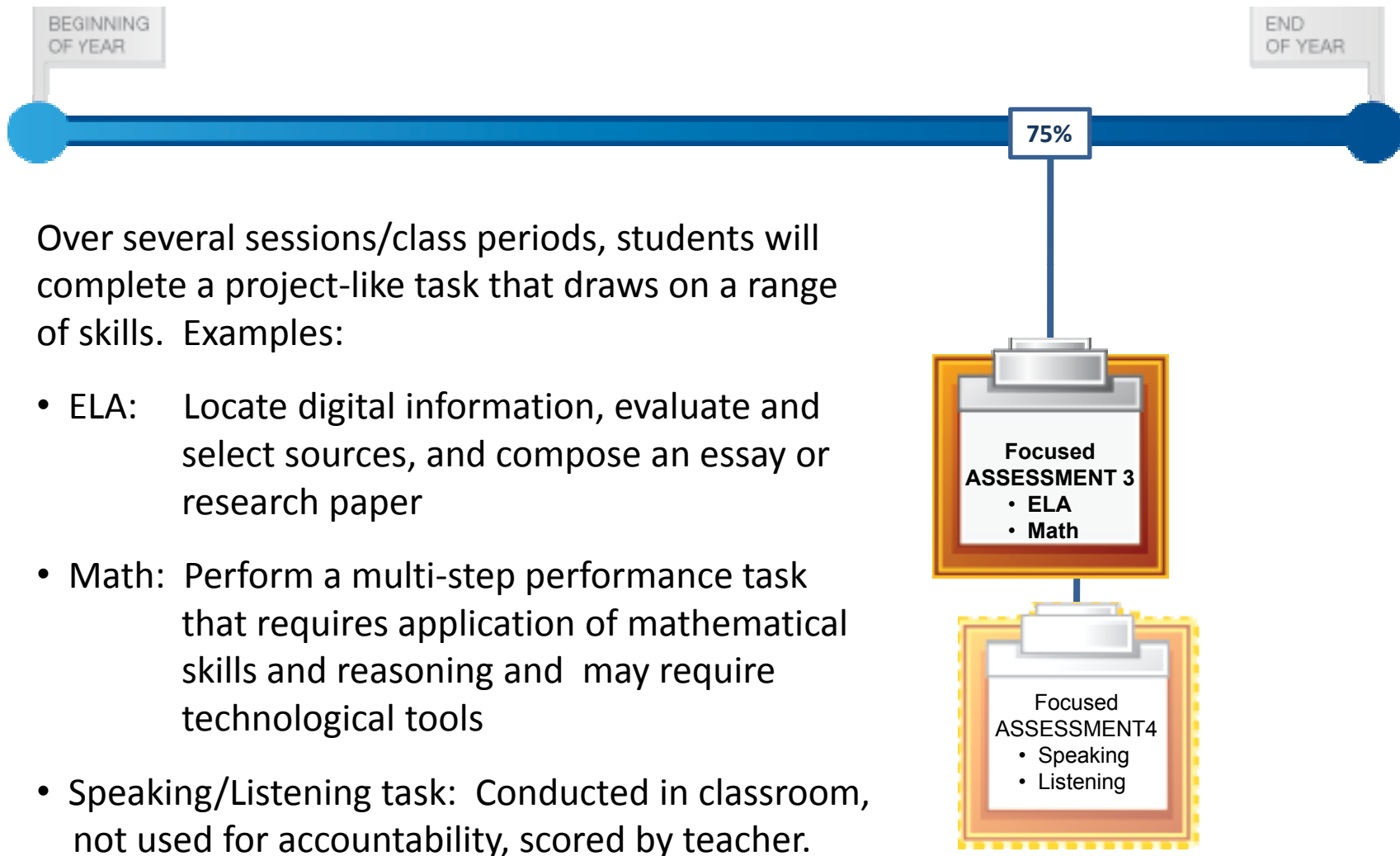


In a single session/class period, students in grades 3 - 11 will:

- ELA: Read texts, draw evidence to form conclusions, and prepare a written analysis
- Math: For each of 1 or 2 essential topics (standards or clusters of standards), complete 1 to 3 constructed response tasks

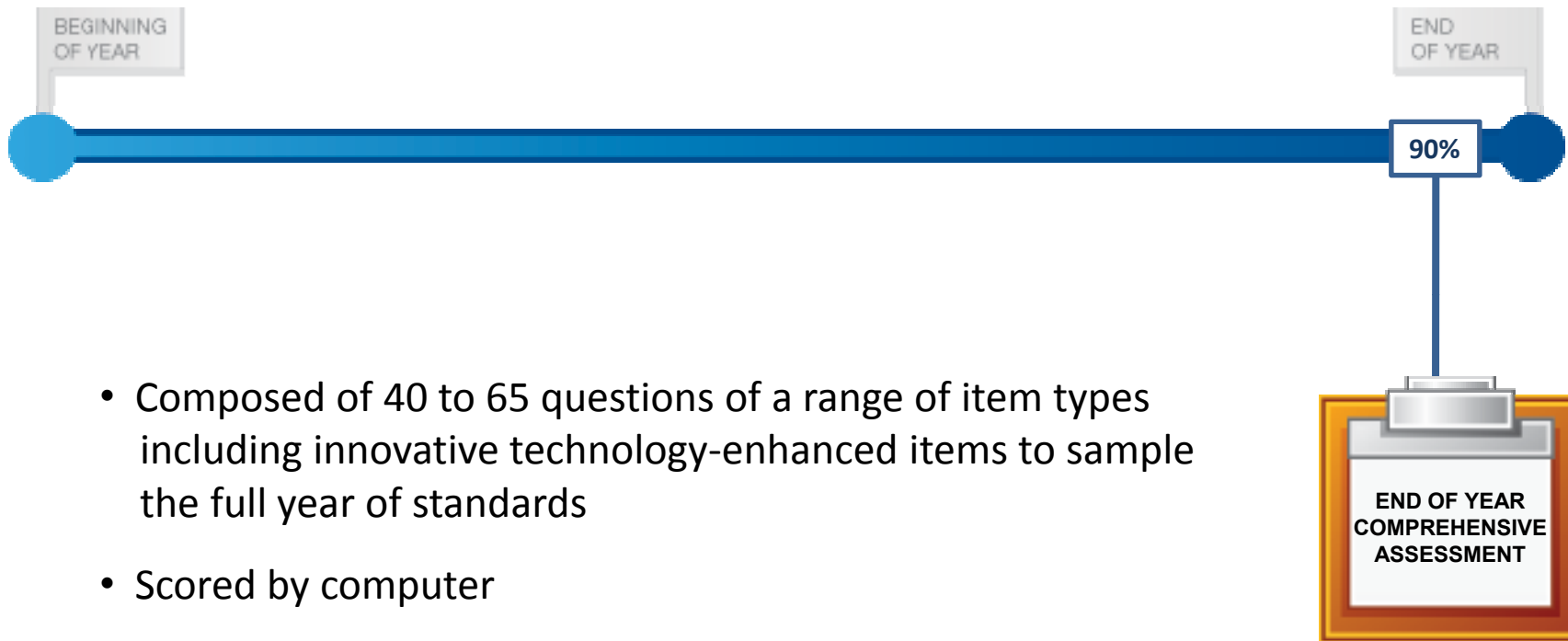
PARCC: Focused Assessment 3

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PARCC: End-of-Year Assessment

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- Composed of 40 to 65 questions of a range of item types including innovative technology-enhanced items to sample the full year of standards
- Scored by computer
- Will make major investment in enhanced item types
- To accurately assess high- and low-performing students, will include items above and below grade level, and may consider leveled or adaptive tests if needed

PARCC: Resources, Tools, Supports

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BEGINNING
OF YEAR

END
OF YEAR



PARTNERSHIP RESOURCE CENTER: Digital library of released items, formative assessments, model curriculum frameworks, curriculum resources, student and educator tutorials and practice tests, scoring training modules, and professional development materials

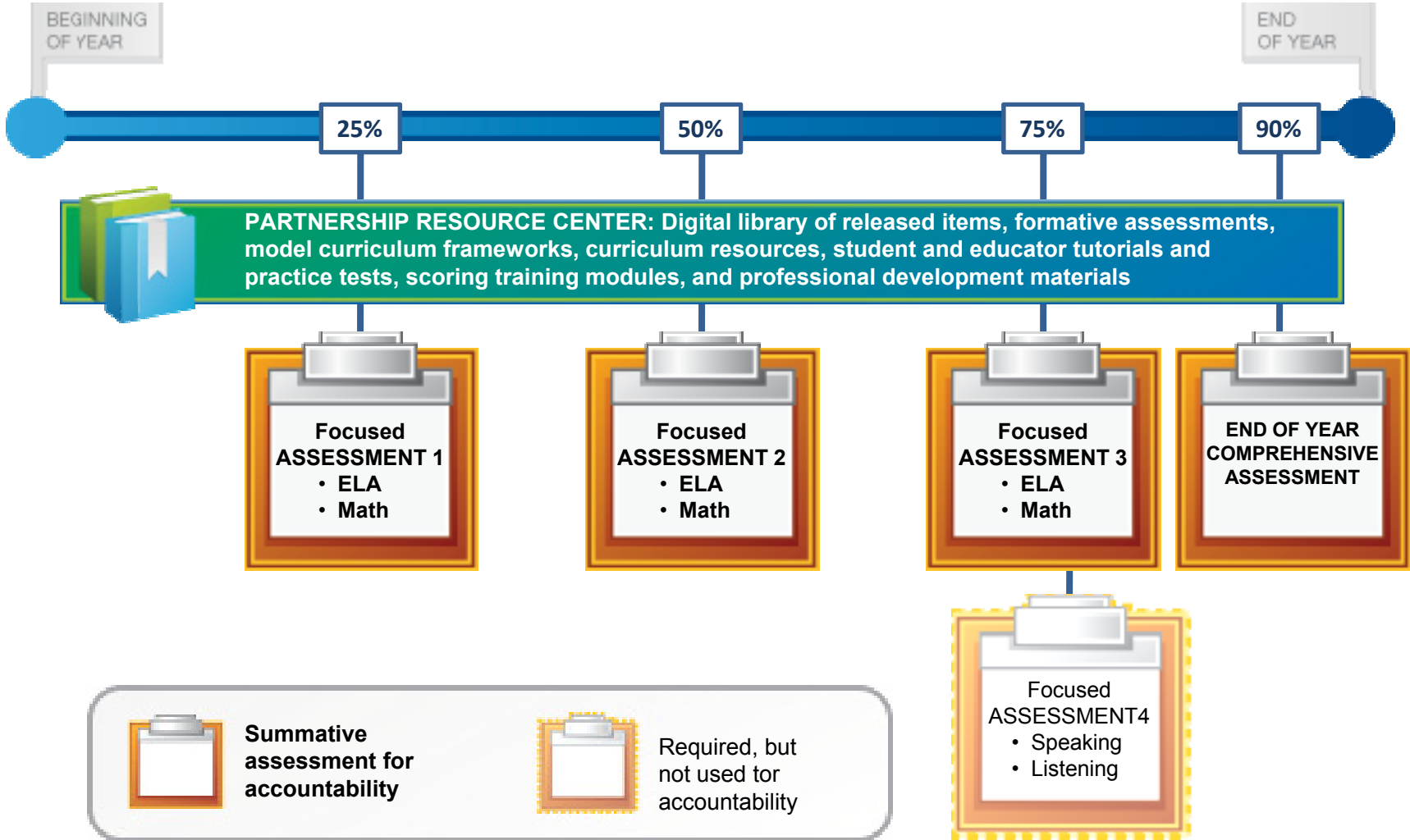
Partnership Resource Center:

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

The PARCC System

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English Language Arts and Mathematics, Grades 3 - 11

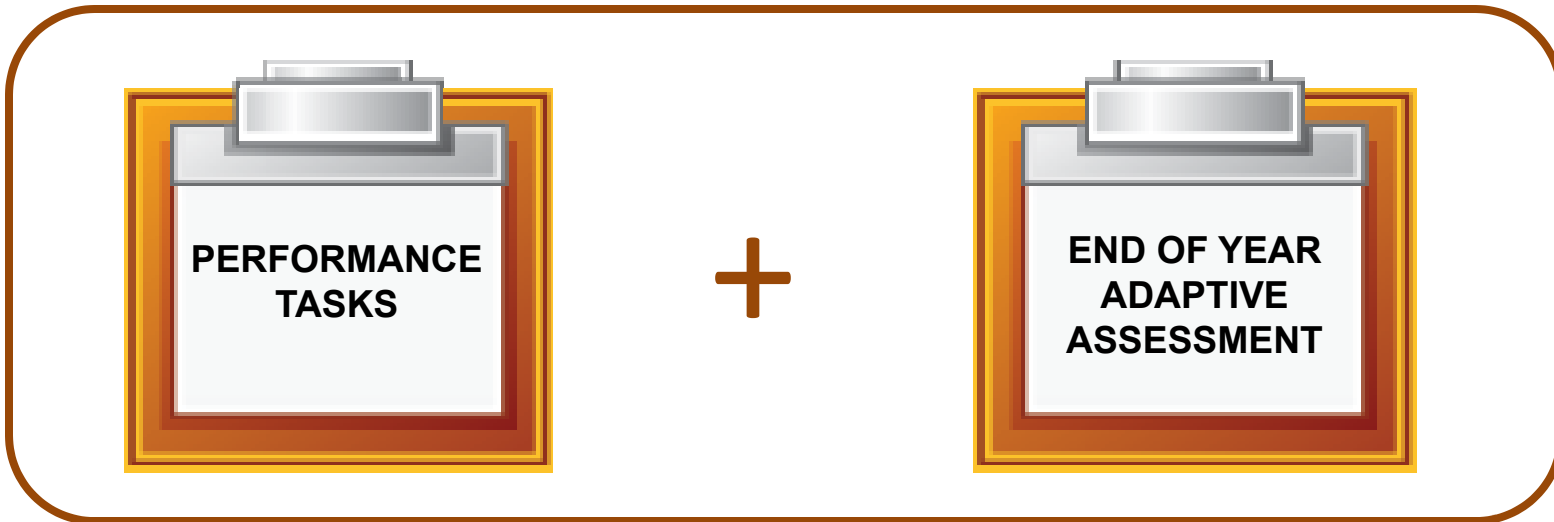


Smarter Balanced Assessment Consortium

SBAC

SBAC: Two Components of the Summative Assessment

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- One reading task, one writing task and 2 math tasks per year
- Measure the ability to integrate knowledge and skills, as required in CCSS
- Computer-delivered, during final 12 weeks of the school year*
- Scored within 2 weeks
- A computer adaptive assessment given during final weeks of the school year*
- Multiple item types, scored by computer
- Re-take option, as locally determined

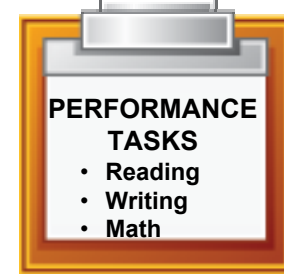
SBAC: Performance Tasks

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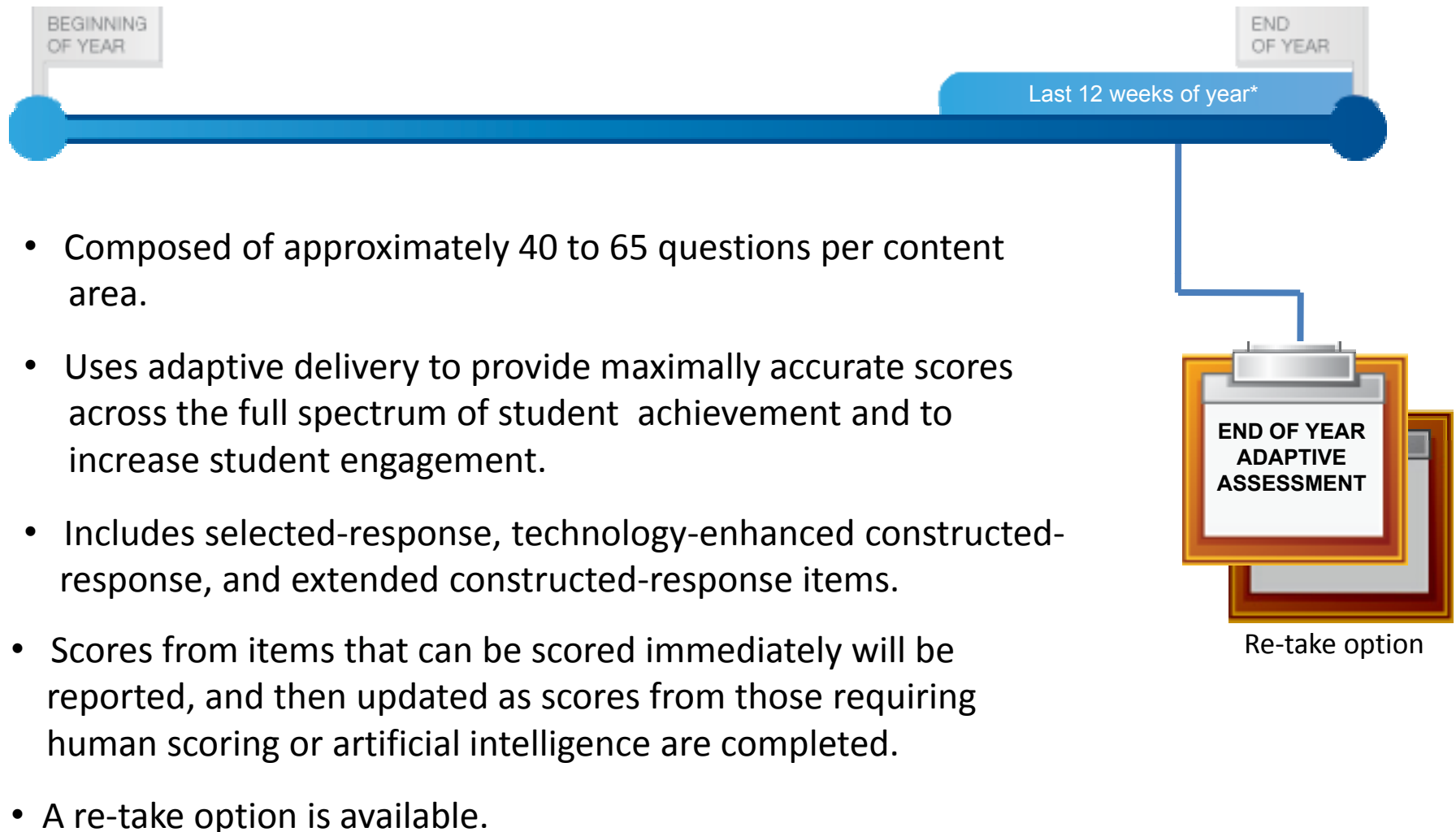
Sample performance tasks:

- ELA: Select texts on a given theme, synthesize the perspectives presented, conduct research, and write a reflective essay.
- Math: Review a financial document and read explanatory text, conduct a series of analyses, develop a conclusion, and provide evidence for it.
- Roughly half of the performance tasks for grades 9 through 11 will assess ELA or math within the context of science or social studies.



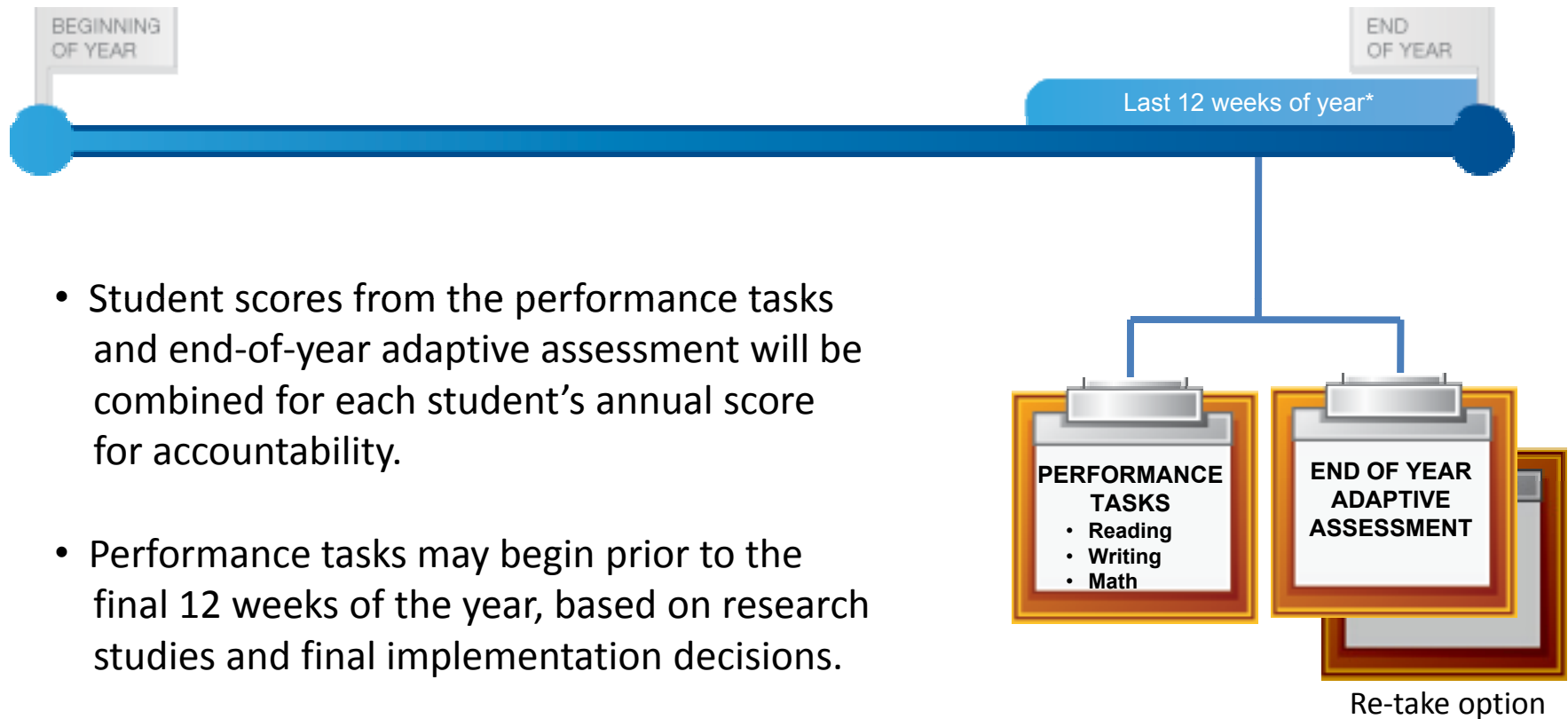
SBAC: End-of-Year Assessment

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SBAC: Summative Components

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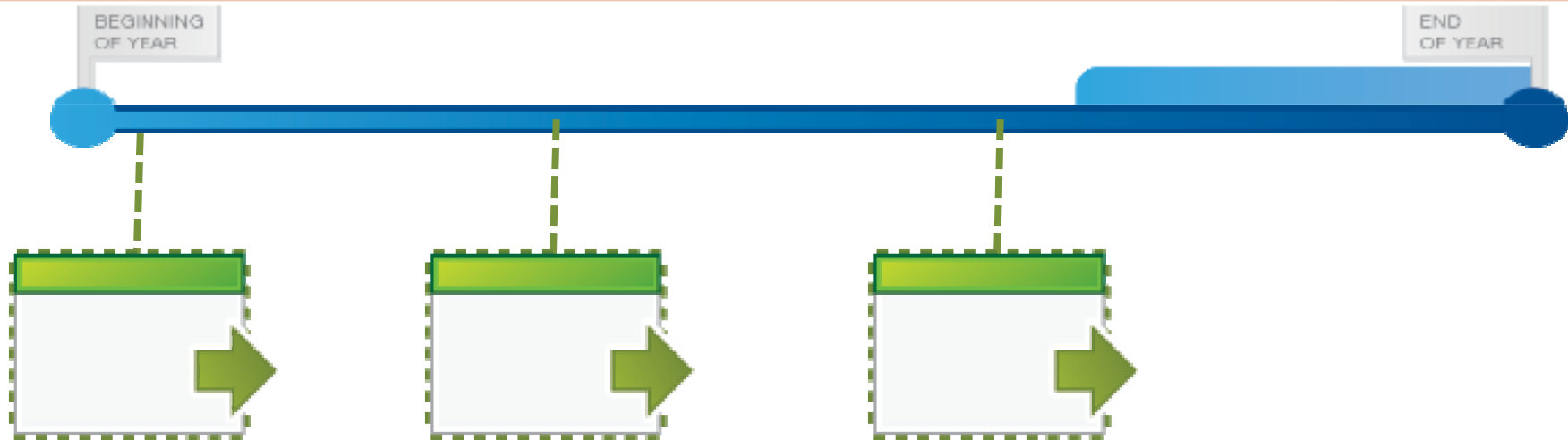


- Student scores from the performance tasks and end-of-year adaptive assessment will be combined for each student’s annual score for accountability.
- Performance tasks may begin prior to the final 12 weeks of the year, based on research studies and final implementation decisions.

Note: This Consortium will also investigate an alternative summative format in which the end-of-year adaptive assessment is replaced with a series of adaptive assessments, each of which assesses a smaller block of standards.

SBAC Supports: Interim Assessment System

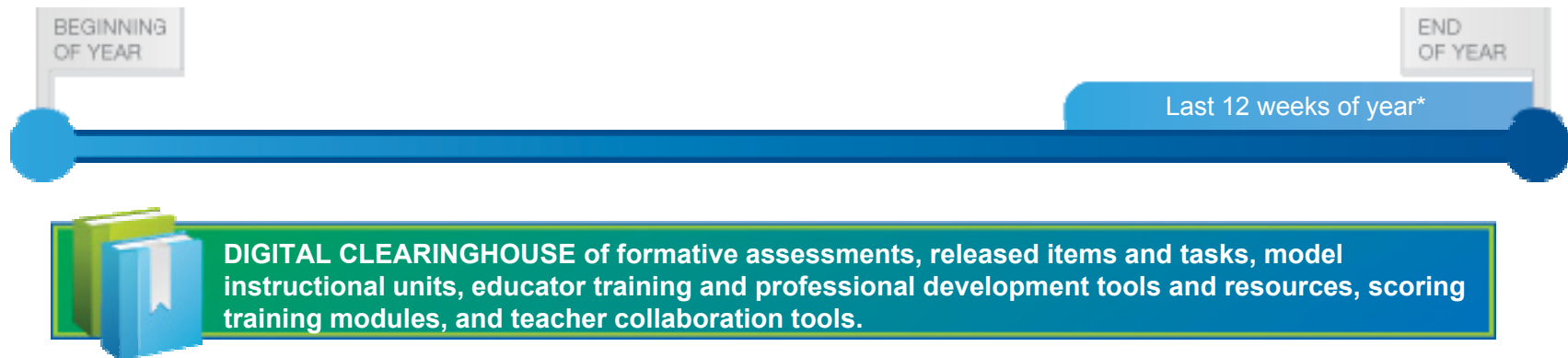
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- Optional system of computer adaptive assessments
- The number, timing, and standards assessed (full grade level or smaller clusters) can be customized based on the local curriculum
- Multiple item types, similar to end-of-year summative assessment, including performance tasks (delayed scoring)
- Reports of student results will link teachers to related student resources and teacher professional development resources

SBAC Supports: Comprehensive Electronic Platform

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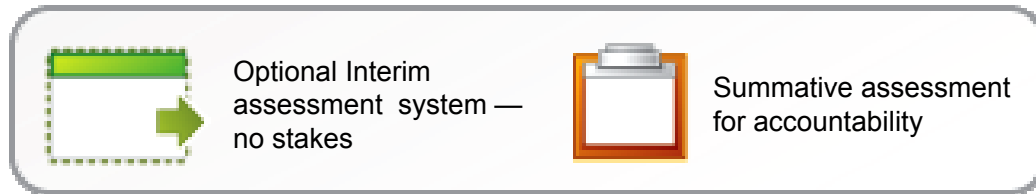
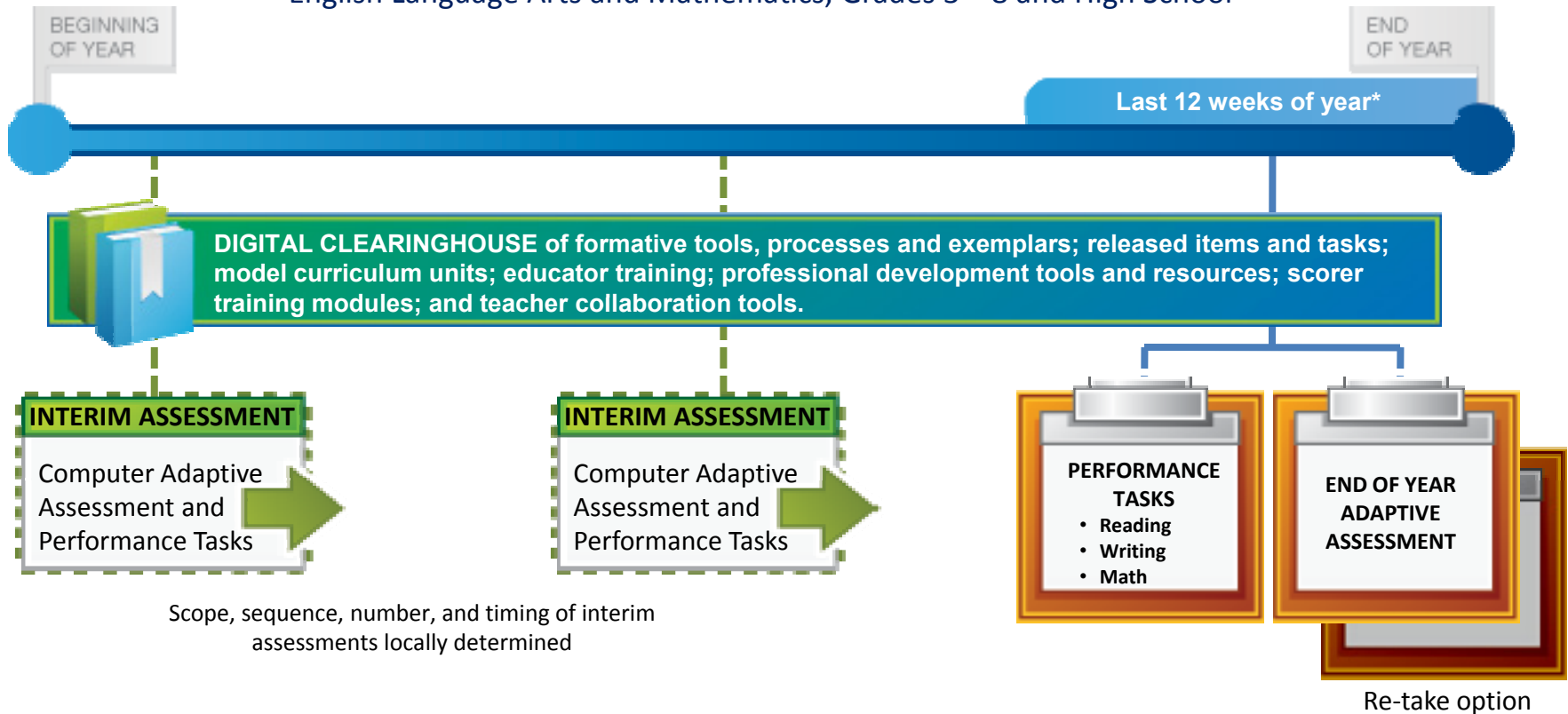
The system portal for information about the CCSS, SBAC, and assessment results:

- Reporting suite with differentiated tools available to students, educators, parents, and policymakers, with visualization tools
- Vetted instructional units and model curricula
- Research-based instructional strategies and interventions
- Issue-focused chat rooms
- Formative assessment items, released performance tasks, and rubrics
- Professional development modules and videos
- Item development/scoring training modules and tools

The SBAC System

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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.

Implementation Milestones

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SBAC

2010 – 2012	Development of formative tools, processes, practices, and professional development begins
2013	Review of screened state-owned item and development of new summative and interim items
2012	Interim item pool becomes available for use
2013	Field testing
January 2015	Operational summative assessments available
August 2015	Adoption of common achievement standards

PARCC

2010-2011	Development and approval by member states of common policies and procedures
2011-2012	Initial item and task development, piloting of components
2011 - 2012	Development of professional development resources and online platform
2012-2014	Field testing
2014-2015	New summative assessments in use
Summer 2015	Setting of common achievement standards

Will This Become an Inflection Point?

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Benefits:

- Fewer, clearer, next-generation standards
- Systems of high quality, aligned summative and formative assessments, with rapid results to teachers
- Online digital libraries for sharing of resources, identification of effective practices, etc.
- Leveraging of human and financial capital across states

Will This Become an Inflection Point?

Challenges

- **Measurement challenges:**
 - » Measuring individual growth and “on track”
 - » Use of individual student growth in determinations of teacher and principal effectiveness
 - » Equating and reliability of through-course assessments
- **Curricular Flexibility at the Local level:**
 - » Tension: Modular assessments given across the year require greater uniformity in sequencing of instruction, but place assessment closer to the time of instruction.
- **ESEA Reauthorization:**
 - » Will it align?
- **Political Will:**
 - » Will states that didn’t win State RTTT grants remain in Consortia? Will new Governors?
- **Information System:**
 - » Will it be possible to mine the data to identify “what works” and “what has worked” for similar students?

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Check the Center's website in January for a new 12-page guide to the coming assessment systems.

www.k12center.org

