K-12 Center
at ETS

Common Core Assessment Consortia:
Creating Next-Generation K-12 Assessments

Overview of the Five Assessment Consortia Designs, Timelines and Transition Supports

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July 12, 2012

Driving Advances in K–12 Assessment

K-12 Center
at ETS

Presentation Outline

- The Comprehensive Assessment Consortia

- The Alternate Assessment Consortia

- The English Proficiency Assessment Consortium

- State Roles and Commitments

- Beyond 2014-2015

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Presentation Outline

The Comprehensive Assessment Consortia

- The Alternate Assessment Consortia

- The English Proficiency Assessment Consortium

- State Roles and Commitments

- Beyond 2014-2015

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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** 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.
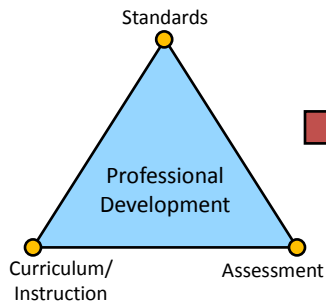
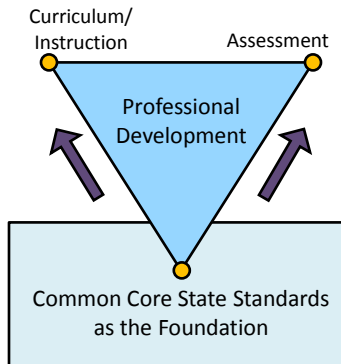4

(US Department of Education, 2009)

Advanced Organizer #1: An Implementation Heuristic

♦ **The "multi-leg stool" for approaching the implementation challenges that your district is facing**

▶ My Version

Standards

Professional Development

Curriculum/Instruction   Assessment

▶ A More Accurate View

Curriculum/Instruction   Assessment

Professional Development

Common Core State Standards as the Foundation

"New" Competencies Measured in CCSS for ELA and Mathematics

"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

"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)

"New" Competencies Measured in CCSS for ELA and Mathematics

"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)

The Two State-Led
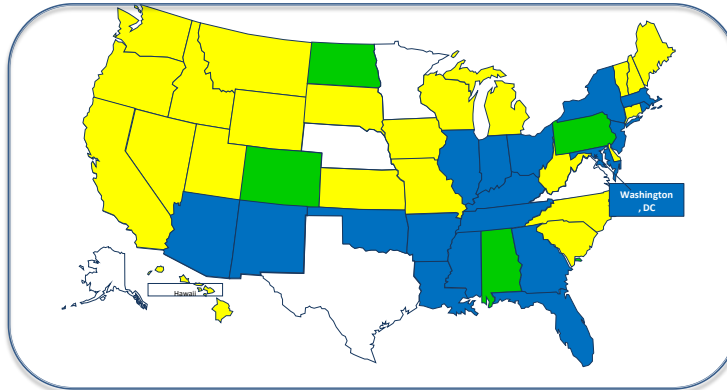**Comprehensive Assessment Consortia**

■ **PARCC**
- 22 states & DC (with 17 Governing states & DC)
- About 25 million students

□ **Smarter Balanced**
- 27 states (with 21 Governing)
- About 22 million students

■ **Both:**
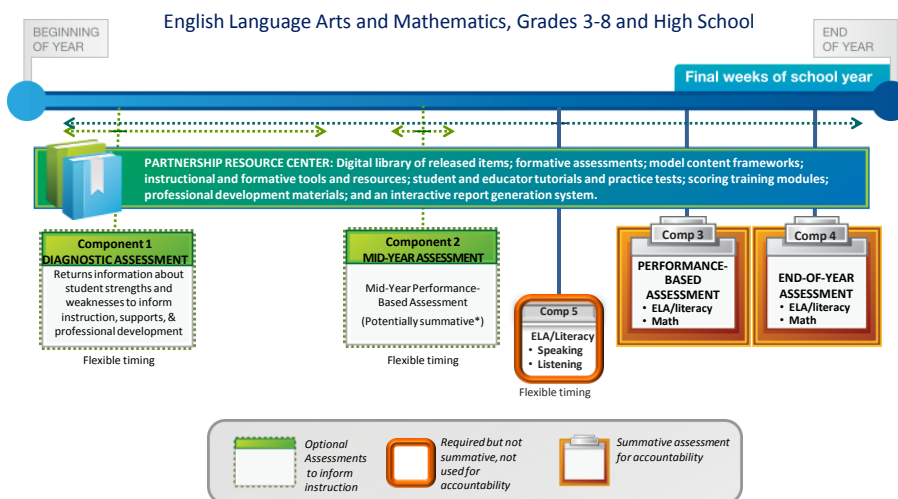Alabama, Colorado, North Dakota, Pennsylvania

Neither Consortium: Alaska, Minnesota, Nebraska, Texas & Virginia

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Comprehensive Assessment System

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

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

BEGINNING OF YEAR

END OF YEAR

Final weeks of school year

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.

Component 1 DIAGNOSTIC ASSESSMENT
Returns information about student strengths and weaknesses to inform instruction, supports, & professional development

Flexible timing

Component 2 MID-YEAR ASSESSMENT
Mid-Year Performance-Based Assessment
(Potentially summative*)

Flexible timing

Comp 5
ELA/Literacy
- Speaking
- Listening

Flexible timing

Comp 3
PERFORMANCE-BASED ASSESSMENT
- ELA/literacy
- Math

Comp 4
END-OF-YEAR ASSESSMENT
- ELA/literacy
- Math

Optional Assessments to inform instruction

Required but not summative, not used for accountability

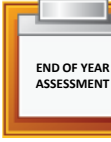*Summative assessment for accountability*

* 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.   10

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PARCC:
End-of-Year Assessment

BEGINNING OF YEAR

END OF YEAR

END OF YEAR ASSESSMENT

- 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
- Electronically scored, then aggregated with Performance-Based Assessment scores for accountability purposes
- Will include items across a range of cognitive demand

- 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.

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PARCC:
Performance-Based Assessments

BEGINNING OF YEAR

END OF YEAR

Final 12 weeks of school year

PERFORMANCE BASED ASSESSMENT
• ELA
• Math

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

- **2 ELA/literacy tasks** will focus on writing effectively when analyzing texts, using evidence drawn from the texts to support claims
    - One research simulation task using informational texts and one literature task based on texts

- **2 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.
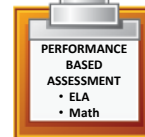
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Two Components of the Summative Assessment

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at ETS

In mathematics and in English language arts (ELA):

PERFORMANCE ASSESSMENT

+

END OF YEAR ASSESSMENT

- 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.

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Speaking/Listening Assessment

BEGINNING OF YEAR

END OF YEAR

ELA/Literacy
- **Speaking**
- **Listening**

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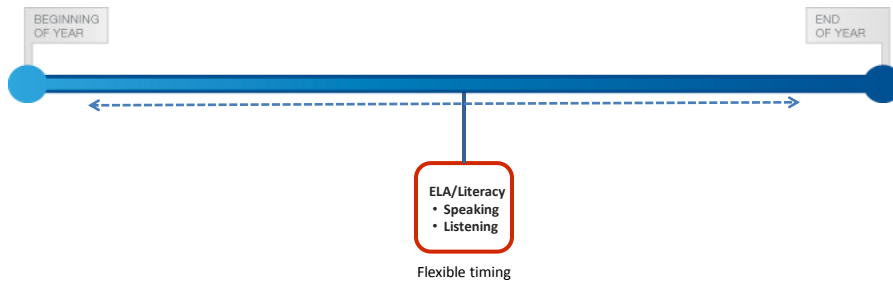
- Required assessment, but **not used for accountability**
- Administered in the ELA classroom, with flexible window for administration
- Scored by classroom teacher using standardized rubric
- Scores may be used within students' grades

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PARCC Supports:
Interim Assessments

BEGINNING OF YEAR

END OF YEAR

Final weeks of school year

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*)

Timing of formative components is flexible

* 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 will be given an 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

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PARCC Supports:
The Partnership Resource Center

BEGINNING OF YEAR

END OF YEAR

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

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

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Items and Tasks: ELA

- Examples given of potential innovations in the spring RFP for Item Tryouts*

  - Writing prompts that require students to **write using and analyzing texts**, using evidence from the texts to demonstrate reading comprehension

  - **Evidence-based selected response** (EBSR) items with scoring engines that allow for **partial credit**

  - **Authentic scenarios** for tasks in which the order to the items mirrors instructional opportunities for literary analysis or research

  - Interpretation of **academic vocabulary** within texts, with partial credit

    * http://www.in.gov/idoa/proc/bids/rfp-12-109

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Items and Tasks: Mathematics

- Examples given of potential innovations in the spring RFP for Item Tryouts*

  - Items that **minimize common drawbacks** such as guessing, choice-elimination strategies, problems with a unique answer

  - **Practice-forward tasks** for which it is impossible or unlikely to earn full credit without engaging in the practice

  - Items/tasks to measure **conceptual understanding**, which may be computationally non-intensive but require conceptual understanding

  - **Integrative tasks** (one that may be coded to a cluster heading, domain heading, or other than is not a specific standard)

  - **Fluency**

  - Expressing **mathematical reasoning**, such as through written arguments, justifications or critiques

    * http://www.in.gov/idoa/proc/bids/rfp-12-109

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PARCC:
Supports and Timeline (as of Spring 2012)

Summer 2012
- Educator Leader Cadres launched
- Prototype items & tasks released

Spring 2013
- Partnership Resource Center launched
- Online professional learning modules released
- Limited pilot/field testing begins

Fall 2013
- Full-scale pilot/field testing begins

Winter 2014
- Optional formative tasks for K-2 released

Spring 2014
- College readiness tools released

Fall 2014
- PARCC optional Diagnostic assessments available

Winter 2015
- PARCC optional Mid-Year assessments available

Spring 2015
- First administration of summative assessments

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

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
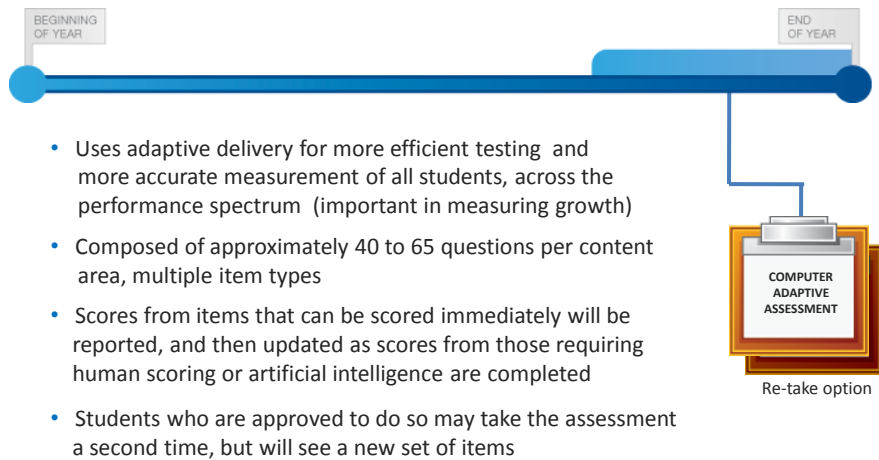
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The Smarter Balanced Assessment System

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

BEGINNING OF YEAR

END OF YEAR

DIGITAL LIBRARY of 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.

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

Re-take option available

Optional Interim assessment system — no stakes
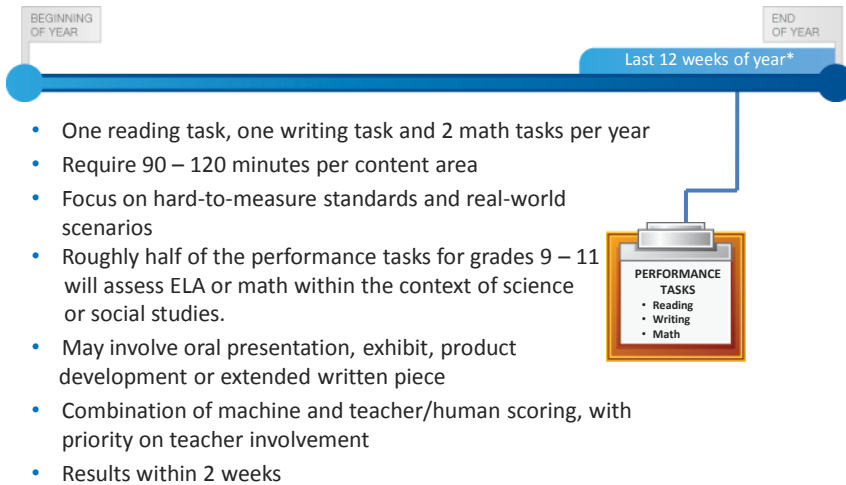
Summative assessment for accountability

* 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.

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K-12 Center at ETS

Smarter Balanced
Computer Adaptive Assessment

BEGINNING OF YEAR

END OF YEAR

- 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

COMPUTER ADAPTIVE ASSESSMENT

Re-take option

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Smarter Balanced
Performance Tasks

BEGINNING
OF YEAR

END
OF YEAR

Last 12 weeks of year*

- One reading task, one writing task and 2 math tasks 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

PERFORMANCE TASKS
- Reading
- Writing
- Math

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Smarter Balanced
Summative Components

BEGINNING
OF YEAR

END
OF YEAR

Last 12 weeks of year

- 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.

PERFORMANCE TASKS
- Reading
- Writing
- Math

COMPUTER ADAPTIVE ASSESSMENT

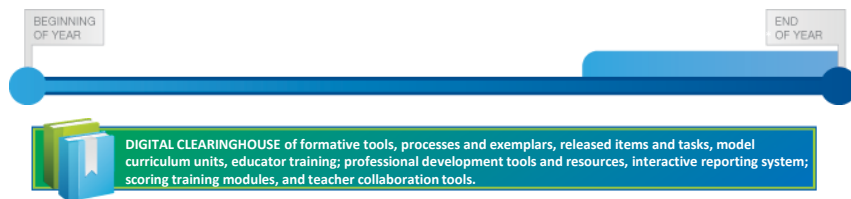Re-take option

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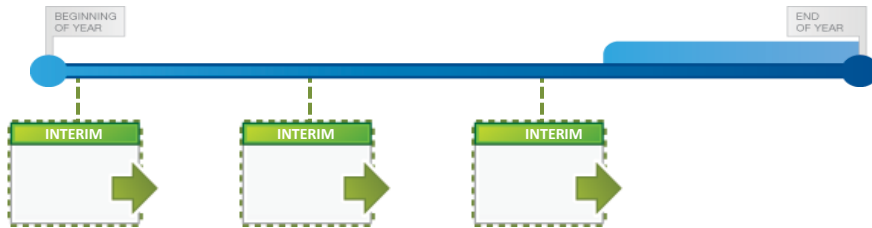
- Computer adaptive system
- Multiple item types, similar to the end-of-year summative assessment
- Number, timing, and standards assessed (full grade level or smaller clusters) can be customized based on the local curriculum
- Non-secure and fully accessible -- teachers will be able to see how their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

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Smarter Balanced Supports:
The Digital Clearinghouse

DIGITAL CLEARINGHOUSE of formative tools, processes and exemplars, released items and tasks, model curriculum units, educator training; professional development tools and resources, interactive reporting system; scoring training modules, and teacher collaboration tools.

- 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

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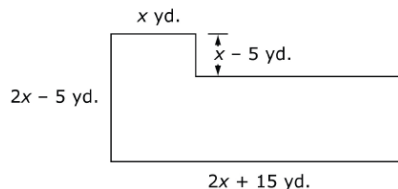
http://www.smarterbalanced.org/smarter-balanced-assessments/

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Smarter Balanced:
Example of Mathematics task, Grades 9-11

Claim: Communicating Reasoning
Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

Task: *A town council plans to build a public parking lot. The outline below represents the proposed shape of the parking lot.*

Write an expression for the area, in square feet, of this proposed parking lot. Explain the reasoning you used to find the expression.

x yd.

x – 5 yd.

$2x$ – 5 yd.

$2x$ + 15 yd.

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

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Smarter Balanced:
Supports and Timeline (as of Spring 2012)

Summer 2012 – Spring 2013
- Pilot test in sample of schools
- Development of exemplar modules of formative assessment tasks and tools
- Development of PD training modules

Summer/Fall 2013
- Teacher cadres from each state trained in use of formative and PD modules
- Teacher cadre review of 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

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Smarter Balanced (SB) Assessment Consortium

Summary: SB 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 and released items and tasks

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PARCC and Smarter Balanced:
Comparison of Features

Similarities

- Two summative components, both 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

Differences

- PARCC: fixed test forms
- Smarter: adaptive delivery

Unique Elements

- PARCC: K-2 tasks, College-readiness tools for Grade 12
- Smarter: Retake option for summative assessment; Customizable interim system; Exemplar instructional modules
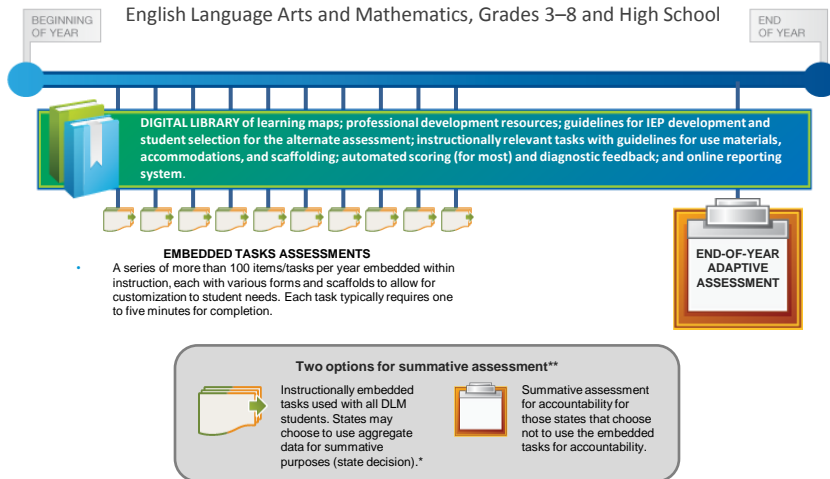
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Presentation Outline

- The Comprehensive Assessment Consortia

> **The Alternate Assessment Consortia**

- The English Proficiency Assessment Consortium
- State Roles and Commitments
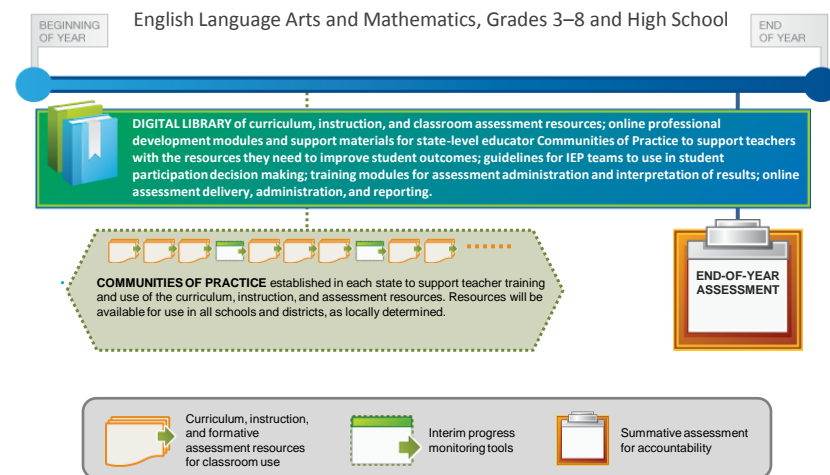- Beyond 2014 - 2015

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The Dynamic Learning Maps Assessment Consortium (DLM)

K-12 Center at ETS

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

BEGINNING OF YEAR

END OF YEAR

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.

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.

* 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.

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The National Center and State Collaborative (NCSC)

K-12 Center at ETS

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

BEGINNING OF YEAR

END OF YEAR

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.

END-OF-YEAR ASSESSMENT

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.

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DLM and NCSC:
Comparison of Features

K-12 Center at ETS

Similarities

- One summative components, given during final weeks of school year

- Online delivery to the extent possible/appropriate

- Mix of item types

- Use of both electronic and human scoring, with results expected within 2 weeks

- Instructional modules to be provided

- Professional development modules and tools online

- Guidance regarding student eligibility and IEP development

Differences

- **DLM:** computer adaptive delivery

- **NCSC:** teacher selects items to be administered within parameters (certification required)

Unique Elements

- **DLM:** Unique "learning map" generated for each student; Potential option of using 100+ items/task embedded in instruction for accountability, instead of end-of-year test

- **NCSC:** State level Communities of Practice; Communication triage tools; teacher and principal evaluation tools

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K-12 Center at ETS

Presentation Outline

- The Comprehensive Assessment Consortia

- The Alternate Assessment Consortia

> **The English Proficiency Assessment Consortium**

- State Roles and Commitments

- Beyond 2014 - 2015

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Assessment Services Supporting English Learners Through Technology Systems (ASSETS)

K-12 Center at ETS

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
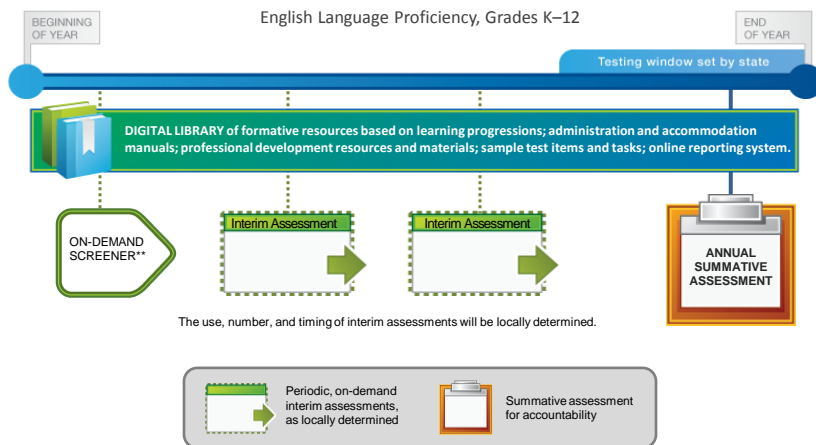- Use technology to the maximum extent appropriate to develop, administer and score

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

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English Language Assessment System

The ASSETS* English Language Proficiency Assessment System

K-12 Center at ETS

English Language Proficiency, Grades K–12

BEGINNING OF YEAR — END OF YEAR

Testing window set by state

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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Presentation Outline

- The Comprehensive Assessment Consortia

- The Alternate Assessment Consortia

- The English Language Proficiency Assessment Consortium

> **State Roles and Commitments**

- Beyond 2014 - 2015

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Roles and Commitments of States in PARCC or Smarter Balanced

GIVENS

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

- **On-going Administration, Scoring and Reporting** of assessments, starting spring 2015, is the responsibility of the individual States

- **Implement the Consortia Summative Assessments** in 2014-15 and use the results for federal accountability purposes

OPTIONS

- **Adopt/Augment the Standards:** Determine whether the State will augment the Common Core State Standards (CCSS must constitute at least 85% of the total)

- **Alternate Assessments:** Either join a consortium or align your State alternate assessment with the CCSS

- **Determine**:
  - Other subjects to be tested in the State
  - Any changes to State high school graduation or promotion requirements
  - If/how assessment data is to be used for educator evaluations and/or school/district accountability

- **Membership:** States may change from one Consortium to another, or could drop out provided federal assessment and accountability requirements are met

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See page 14 of the Guide

State Memberships in Assessment Consortia

Table 1

State	Comprehensive Assessment Consortia		Alternate Assessment Consortia		English Language Proficiency Consortium
	PARCC (24)	Smarter Balanced (27)	DLM (13)	NCSC (19)	ASSETS (29)
Alabama	Participating	Advisory			Member
Alaska				Member	
Arizona	Governing			Member	
Arkansas	Governing				
California		Governing			
Colorado	Participating	Advisory			
Connecticut		Governing		Member	
Delaware		Governing			Member
District of Columbia	Governing			Member	Member
Florida	Governing			Member	
Georgia	Governing			Member	
Hawaii		Governing			
Idaho		Governing			Member
Illinois	Governing				Member
Indiana	Governing			Member	
Iowa		Governing	Member		
Kansas		Governing	Member		
Kentucky	Participating				
Louisiana	Governing			Member	
Maine		Governing			Member
Maryland	Governing				Member
Massachusetts	Governing			Member	Member
Michigan		Governing	Member		
Minnesota					Member
Mississippi	Governing		Member		Member
Missouri		Governing	Member		Member
Montana		Governing			Member

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Beyond 2014–2015:
Trends Driving the Evolution of Assessment

- Convergence on a set of shared academic standards = increased innovation and investment in K-12

- More complex skills, including non-cognitive skills, are fundamental to post-secondary success and citizenship

- Cognitive science contributing new insights

- Rapid developments in data mining techniques

- Societal demand for choice, personalization and immediacy, and move-when-ready educational delivery

- Powerful, connected, nearly ubiquitous digital devices
  - Learning is now anytime, anywhere, for free

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K-12 Center at ETS

GUIDE TO THE ASSESSMENT CONSORTIA:
*Coming Together to Raise Achievement:
New Assessments for the
Common Core State Standards*

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