NEW ASSESSMENTS AND THE COMMON CORE STATE STANDARDS

WISCONSIN STATE READING ASSOCIATION 2014
SESSION E17

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Agenda 2017

Standards & Instruction
- *What and how should kids learn?*

Assessments and Data Systems
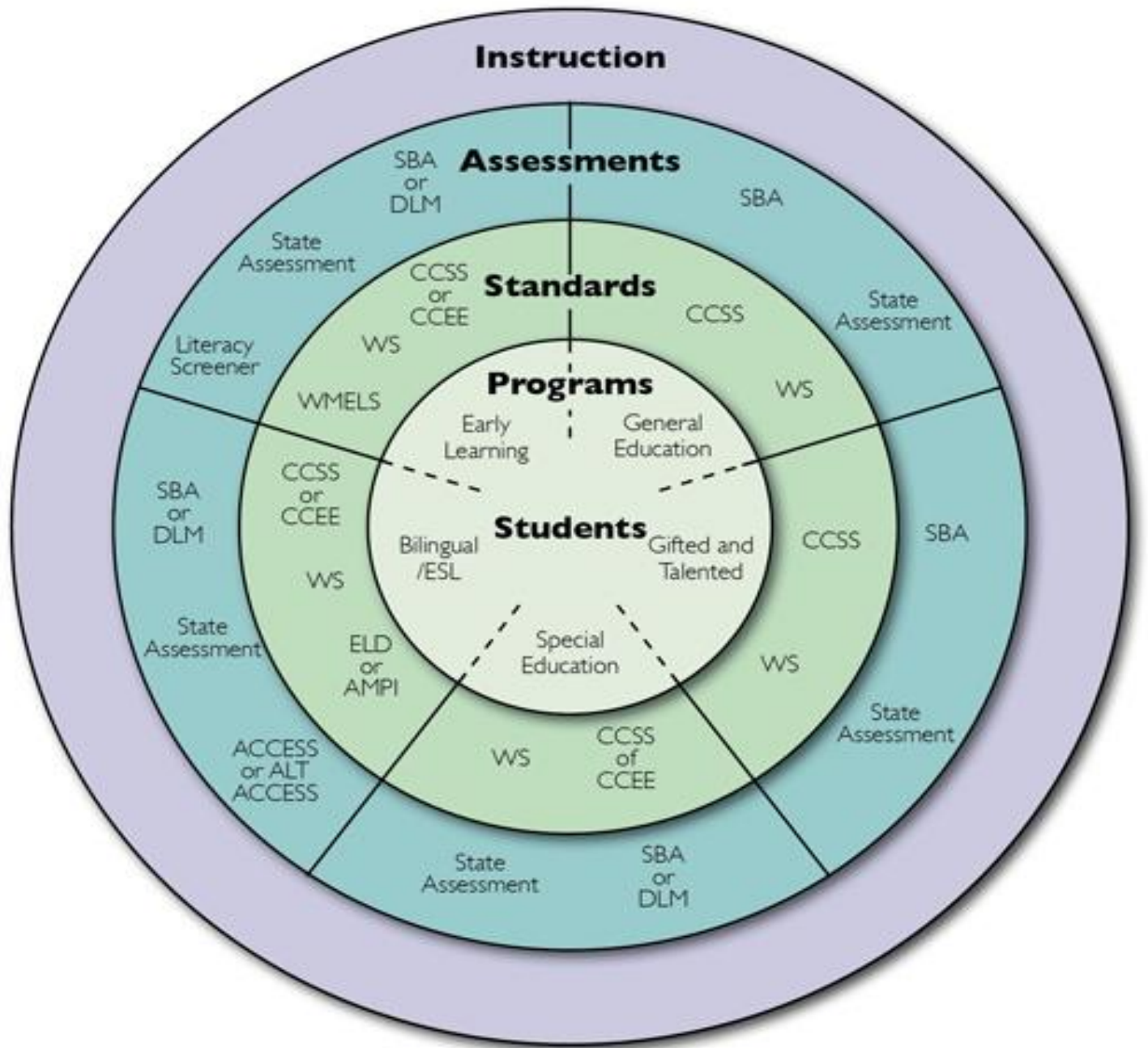- *How do we know if they learned it?*

School and Educator Effectiveness
- *How do we ensure that students have highly effective teachers and schools?*

School Finance Reform
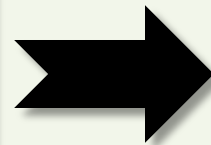- *How should we pay for schools?*

The Assessment Challenge

How do we get from here...   **...to here?**

Common Core State Standards specify K-12 expectations for college and career readiness

➡

All students leave high school college and career ready

...and what can an assessment system do to help?

WISCONSIN ASSESSMENTS

An Overview

Assessments Timeline
(Dates indicated are approximate)

	Fall 2013-14	Spring 2013-14	Fall 2014-15	Spring 2014-15
PALS	K4, K & 1	K4, K & 1	K4, K, 1 & 2	K4, K, 1 & 2
WKCE & WAA-SwD	Last full administration		Social Studies & Science only	
Smarter Balanced		Field test, selected districts & schools		Full implementation
ACCESS for ELLs	ACCESS & Alternate ACCESS		ACCESS & Alternate ACCESS	2.0 field test
Dynamic Learning Maps	Pilot, selected districts & schools	Field test		Full implementation
ACT suite			Aspire Early HS, 9th only	Aspire Early HS, the ACT, & WorkKeys
NAEP		Selected schools		Selected schools

Assessments and Grade Levels

Assessment	Grade Level Given
ACCESS for ELLs & Alternate ACCESS for ELL	K through 12, Alt Access 1-12
ACCESS 2.0 for ELLS	K-12 (begin 15-16)
ACT Aspire™ Early High School 9-10	9-10 (begin 14-15)
The ACT®	11 (begin 14-15)
ACT WorkKeys®	11 (begin 14-15)
Dynamic Learning Maps (1% pop.)	3 through 8 and 11 (begin 14-15)
NAEP	4, 8, and 12

Assessments and Grade Levels

Assessment	Grade Level Given
PALS	K4, K, 1, and (begin 14-15) 2
Smarter Balanced	3 through 8 (begin 14-15)
WKCE & WAA-SwD, ELA and Mathematics	3 through 8 and 10 (last year 13-14)
WKCE & WAA-SwD, Social Studies and Science	4, 8, and 10

ACT SUITE OF ASSESSMENTS

Wisconsin High Schools

High School Assessments

Grade	Assessment	Calendar
9	ACT Aspire™ Early High School	Fall and Spring
10	ACT Aspire™ Early High School	Spring
11	The ACT® Plus Writing	Spring
11	ACT WorkKeys®	Spring

ACT Suite of Assessments

The ACT: High School accountability

Growth will be reflected in high school

ACT Aspire™ Early High School 9-10 will replace Explore and Plan

Aspire migration website: http://www.act.org/migrate/

Finalizing contract with ACT

ACT Aspire™
Early High School 9-10

- English, Writing, Mathematics, Reading, and Science

- Predicted ACT score for each subject area and Composite

- Computer-based

Benefits

- Identify gaps within a student
- Identify students in need of intervention
- Identify students in need of academic challenges
- Determine college and career readiness
- Map student growth

ACT Aspire™ 9-10 Summative Reporting

Student Longitudinal Growth charts showing personalized progress

Predicted ACT Scores for each subject and Composite

National Median Scores to provide Grade Level Context

National Norms

ELA Combined Score (English, Reading & Writing)

Reading Text Complexity Scores

STEM Combined Score (Science & Math)

Work Readiness Measure

The ACT® Plus Writing

- High school accountability
- Paper and Pencil

Tests	Questions	Minutes
English	75	45
Math	60	60
Reading	40	35
Science	40	35
Writing	1	30

ACT Benchmarks

- Scores on the ACT subject-area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses.
- These college courses include English composition, college algebra, introductory social science courses, and biology.

WorkKeys®

WorkKeys assessments measure **"real world"** workplace skills critical to job success.

Approximately **15 million** WorkKeys assessments been administered.

ACT WorkKeys®

- Areas tested:
  - Applied Mathematics
  - Locating Information
  - Reading for Information
- Paper and Pencil
- Skills necessary for every type of employment including professional, technical, and managerial.

Alignment of ACT and CCSS

- Wisconsin is a CCSS state.

- The Alignment of Common Core and ACT's College and Career Readiness System, June 2010:
  http://www.act.org/commoncore/pdf/CommonCoreAlignment.pdf

- 3rd party independent study of the alignment of ACT Aspire with the Common Core State Standards

College and Career Readiness

ACT	Wisconsin
• The knowledge and skills a student needs to be ready to enroll and succeed—without remediation —in credit-bearing first-year courses at a postsecondary institution (such as two or four year college, trade school, or technical school). *Workplace readiness demands the same level of knowledge and skills as college readiness.	• The knowledge, habits, and skills, needed to succeed without remediation in postsecondary education and/or training. This includes two-or four-year institutions, technical/vocational programs, or community colleges, participation in apprenticeships or significant on-the-job training; and/or enlistment in the military. These habits, skills and knowledge come from a rigorous, rich, and well-rounded curriculum and effective schools.

College and Career Readiness

ACT

- The **knowledge and skills** a student needs to be ready to enroll and **succeed— without remediation** —in credit-bearing first-year courses at a **postsecondary institution** (such as **two or four year college, trade school, or technical school**). *****Workplace readiness** demands the same level of knowledge and skills as college readiness.

Wisconsin

- The **knowledge, habits, and skills**, needed to **succeed without remediation** in **postsecondary education and/or training**. This includes **two-or four-year institutions, technical/vocational programs, or community colleges, participation in apprenticeships or significant on-the-job training; and/or enlistment in the military**. These habits, skills and knowledge come from a rigorous, rich, and well-rounded curriculum and effective schools.

PALS

Literacy Screener

Phonological Awareness Literacy Screener (PALS)

- Screener at K last year.
- Extended to K4 and Grade 1 this year.
- Grade 2 in 2014-2015
- Two purposes:
  - Identify students at risk of reading failure for intervention
  - Provide formative information on individual students.
- Part of statewide assessment system but not a summative assessment!

PALS and the Common Core State Standards

- Align with both the Common Core State Standards in English (CCSS) and the Wisconsin Model Early Learning Standards (WMELS).

- WMEL alignment with CCSS: http://ec.dpi.wi.gov/files/ec/pdf/elsalign.pdf

SMARTER BALANCED

Wisconsin Grades 3 - 8

Smarter Balanced supports Wisconsin's vision of encouraging all students to aim high while giving all educators the tools to help them

| Wisconsin's aspirations	How Smarter Balanced helps fulfill…
Increase expectations for all students, simultaneously raising academic standards, graduation rates, and student achievement	▪ Aligns with rigorous current [state] standards ▪ Assesses ability to solve complex problems and interpret and synthesize data from multiple sources
Prepare students for today's world by emphasizing career and college readiness and using technology to inform instruction	▪ Emphasizes skills valued by employers and higher education ▪ Enables more precise assessment, faster reporting, and different item types via computer-adaptive assessments
Provide teachers, parents, and students with timely and actionable information that allows them to personalize instruction to best meet the needs of individual learners	▪ Measures individual student achievement with greater precision using computer-adaptive assessment that tailors tests to students as they take them ▪ Online system dramatically speeds scoring/reporting ▪ Perfectly aligns interims with summative ("no surprises")
Improve accessibility for special student populations, including English-language learners and students with disabilities	▪ Employs "universal design" principles to maximize item comprehension across all student groups ▪ Enables greater investment in accommodation (e.g., item translation) than would be feasible for a single state by leveraging the multi-state consortium
Give all districts the ability to adopt high-quality student growth measures at the lowest-possible cost	▪ Minimizes additional cost of interim assessments by allowing districts to leverage the same system used for year-end state tests
Provide teachers and teacher training programs with tools to promote best-practice instruction	▪ Includes easy-to-access library of formative tools and professional development material for both current and future teachers

Smarter Consortium – Member States
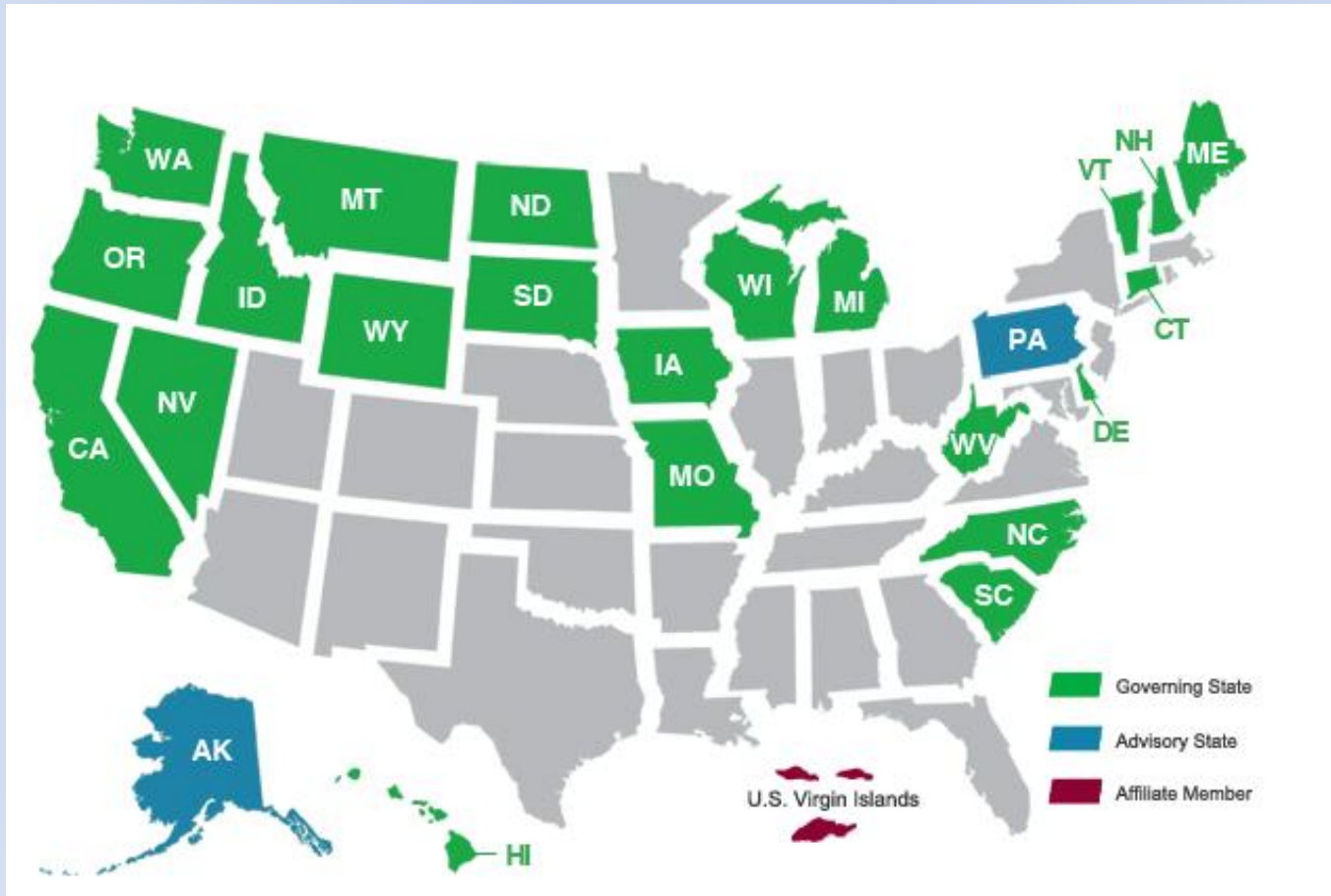
Smarter Assessment System

ELA/Literacy and Mathematics, Wisconsin Grades 3-8

| School Year | Last 12 weeks of the 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.

Optional Interim Assessment
Computer Adaptive Assessment and Performance Tasks

➔

Optional Interim Assessment
Computer Adaptive Assessment and Performance Tasks

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Summative Assessment for Accountability

Performance Tasks
- ELA/Literacy
- Mathematics

Computer Adaptive Assessment
- ELA/Literacy
- Mathematics

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

Re-take option available

*Time windows may be adjusted based on results from the research agenda and final implementation decisions.

Wisconsin Educator Involvement in Smarter Assessment Development

Approximately 150 Wisconsin educators participated in the following activities:

Pilot Test Range-Finding	Stimulus Content Review
Formative Digital Library	Stimulus Bias & Sensitivity Review
Reporting Focus Groups	Stimulus Accessibility Review
Alignment Study	Item Content Review
Item Writers	Item Bias & Sensitivity Review
Initial Achievement Level Descriptor Review	Item Accessibility Review

Technology Readiness

- Nov 2013 Assessment readiness Survey – **95.88% Completed**
- Device and Bandwidth Readiness (*Current n = 1787 sites*)

1642	91.9%	Number of schools/sites Device Ready = YES and Bandwidth Ready = YES
68	3.8%	Number of schools/sites Device Ready = YES and Bandwidth Ready = NO
52	2.9 %	Number of schools/sites Device Ready = NO but Bandwidth Ready = YES
25	1.4%	Number of schools/sites Device Ready = NO and Bandwidth Ready = NO

Please contact Stuart Ciske, DPI Technology Readiness Coordinator at Stuart.Ciske@dpi.wi.gov, regarding technology readiness related questions.

English Language Arts (ELA) Testing Time

WKCE

Reading

3-8	2 hours

Language Arts & Writing

3-8	1 hour

Smarter

ELA

3-8	4 hours

ELA Testing Time: Breakdown

Grades	Testing Time			Total Time
	Non-Performance Task Items	Performance Task - Classroom Activity Time	Performance Task - Student Test	
3-8	1:30	:30	2:00	4:00

Mathematics Testing Time

WKCE	Smarter
3-8 **Approximately 1 ½ to 2 hours**	**3-8** **Approximately 3 to 3 ½ hours**

Mathematics Testing Time: Breakdown

Grades	Testing Time			Total Time
	Non-Performance Task Items	Performance Task - Classroom Activity Time	Performance Task - Student Test	
3-5	1:30	:30	1:00	3:00
6-8	2:00	:30	1:00	3:30

ELA Blueprint (draft)

Claim/Score Reporting Category	Content Category		Items	
			CAT Items	PT Items
1. Reading	Literary	Literary (1 short set)	4-6	0
		Literary (1 long set)	4-6	
	Informational	Informational (1 short set)	4-6	
		Informational (1 long set)	4-6	
2. Writing	Organization/Purpose		1–2	1
	Evidence/Elaboration		3–4	
	Conventions		5	
3. Speaking/Listening	Listening		9	0
4. Research	Research		5	3

The PT includes two short text research items and one machine-scored research item with one essay that is scored across three traits: Organization/Purpose, Evidence/Elaboration, and Conventions. The short text items and the essay are hand scored.

Mathematics Blueprint (draft)

Claim/Score Reporting Category	Content Category	Minimum # Scored Tasks	
		CAT	PT
1. Concepts and Procedures	Domain 1. Priority Cluster	15-20	0
	Domain 2. Supporting Cluster	5-8	0
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving	3-5	1
	Modeling and Data Analysis		3
3. Communicating Reasoning	Communicating Reasoning	5-7	2

Universal Tools

Breaks

English Dictionary (for ELA performance task full writes)

English Glossary (only for Mathematics)

Expandable passages (for ELA performance tasks)

Global notes

Highlighter

Mark for review

Spell check (for selected assessment targets)

Strikethrough

Writing tools - (i.e., bold, italic, bullets, undo/redo) available for student-generated responses

Zoom

Universal Tools

Smarter Accommodations and Accessibility manual:
http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced_Guidelines_091113.pdf
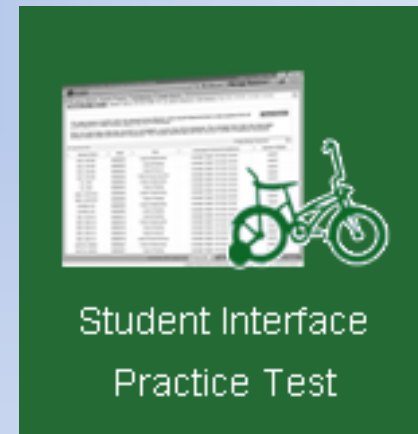
Translation

- Translated glossaries will be available only for mathematics in different languages and dialects including:

    - Spanish, Vietnamese, Arabic, Tagalog, Ilokano, Cantonese, Mandarin, Korean, Punjabi, Russian, and Ukrainian

Practice Test

- A Practice Test available for:

  - Grades 3-8

  - ELA and Mathematics

Accessible through Smarter Balanced website:
http://www.smarterbalanced.org/practice-test/

Practice Test Description

- Composed of a range of quality Items from Pilot Test pool

- Fixed form

Performance Tasks

- Challenge students to apply knowledge and skills to respond to real-world problems.

- Collections of questions and activities that are coherently connected to a single theme or scenario.

- Measure capacities such as depth of understanding, research skills, and complex analysis, which cannot be adequately assessed with selected or constructed response items.

  – In English Language Arts/Literacy, tasks require students to integrate research and writing.

  – Each Smarter Balanced assessment in a content area, ELA or Mathematics, will contain one performance task.

Classroom Activity

Takes place before the student engages in the performance task on the test.

Provides context-setting information so that all students, regardless of their backgrounds and experiences, will be able to demonstrate understanding of the content.

Looks and feels a lot like a typical classroom lesson where the teacher might lead a discussion or engage students in informal group work when they are introduced to a new unit or lesson.

Although students participate in the **classroom activity** together, the performance task that follows is an individually administered task that **does** contribute to a student's overall score.

Wisconsin Participation in Smarter Pilot Test

Approximate Participation

- 30,000 students
- 330 schools

Wisconsin Participation in Smarter Field Test

Approximate Wisconsin Selection for Participation

- 60,000 students
- 400 schools

Field Test Student Data Upload

- State uploads the student data for participating schools and grades in the Smarter Test Information Distribution Engine (TIDE)

- DACS check for accuracy, update the student information, and include accessibility features based on Smarter accessibility manual

- For information on updating student settings, refer to the *TIDE User Guide* on the portal. http://sbac.portal.airast.org/

Training Test

- The consortium developed a training test at each grade band for the schools who will be participating in the field test.

- This tool provides a "training opportunity" for students to experience most features, functionality, and items types included on the field test.

- It is designed to provide students with an opportunity to quickly become familiar with the software and interface features that will be used in the field test.

- Training test is available at http://sbac.portal.airast.org/

Field test Trainings and Manuals

- **Online Field Test Administration Manual (TAM)** - policies and procedures for the Smarter Balanced Field Test as well as screenshots and step-by-step instructions on how to administer the Online Field Tests.

- **Technology Specifications Manual for Online Testing (TSM) -** technical specifications for online testing for technology coordinators, including information about Internet and network requirements, hardware and software requirements, secure browser installation, and text-to-speech function. http://sbac.portal.airast.org/wp-content/uploads/2013/07/SmarterBalanced_TechnicalSpecificationsManual.pdf

Field Test Trainings and Manuals

- **Test Information Distribution Engine (TIDE) User Guide Manual -** information on how to allow authorized personnel to create user accounts and manage students' test settings for the Field Test administration.

- **Test Administration User Guide (TA) Manual** - detailed information about the test delivery system.

- **Usability, Accessibility, and Accommodations Guidelines** -These Guidelines describe the Smarter Balanced universal tools, designated supports, and accommodations available for the Smarter Balanced assessments at this time.

Smarter Assessment Status

DPI Office of Student Assessment developed an RFP regarding Smarter Assessment implementation in Wisconsin

Wisconsin Department of Administration (DOA) is currently reviewing the RFP

After DOA approval, RFP will be issued and a contract will be in place

Customized trainings and manuals specific to WI will be made available after the beginning of the contract

DYNAMIC LEARNING MAPS (DLM)

Wisconsin Alternative Assessment

DYNAMIC LEARNING MAPS CONSORTIUM

Students with Significant Cognitive Disabilities

Students

(1) who are within one or more of the existing categories of disability under the IDEA [Individuals with Disabilities Education Act] (e.g., autism, multiple disabilities, traumatic brain injury, etc.)

(2) whose cognitive impairments may prevent them from attaining grade-level achievement standards, even with the very best instruction.

(U.S. Department of Education, 2005, p. 23)

Outcomes of the Consortium

New alternate achievement standards based on the CCSS for ELA and Math.

Learning maps will include tasks of various proficiency levels leading to formative assessment and tools for educators.

Annual summative assessment (used for accountability purposes), online, adaptive.

Professional development modules for teacher training.

Advanced feedback and reporting systems (including growth modeling).

Common Core Essential Elements

- The Common Core Essential Elements (CCEE) are specific statements of the content and skills that are linked to the Common Core State Standards (CCSS) grade level specific expectations for students with significant cognitive disabilities.

Wisconsin
Department of

Common Core Essential Elements

Links to grade level Common Core State Standards

Content and skills that provide grade differentiated expectations

Challenge and rigor appropriate for students with significant cognitive disabilities

ELA Example

Common Core State Standard RL 6.2	Common Core Essential Element EE RL 6.2
Determine a theme or central idea of a text and how it is conveyed through particular **details**; provide a summary of the text distinct from personal opinions or judgments.	**Determine the theme or central idea** of a familiar story and identify **details** that relate to it.

ACCESS 2.0
WKCE

ASSETS Grant: Background

- The ASSETS Grant is a USED $10.5 million Enhanced Assessment Grant from awarded to the Wisconsin Department of Public Instruction, along with WIDA, to develop an innovative, technology-based assessment system for English Learners

- Under the EAG funding, WDPI, WIDA, and ASSETS Project Partners will create the following:
  - Interim measures/benchmark assessments
  - Technology based summative assessment
  - Technology based screener

ASSETS and WIDA's ELD Standards

Social & Instructional Language	Language of Language Arts	Language of Mathematics	Language of Science	Language of Social Studies
Standard 1	Standard 2	Standard 3	Standard 4	Standard 5

Academic Language

Standards Connection (2012 Amplifications)

Provides a direct connection to grade-level content standards, including:
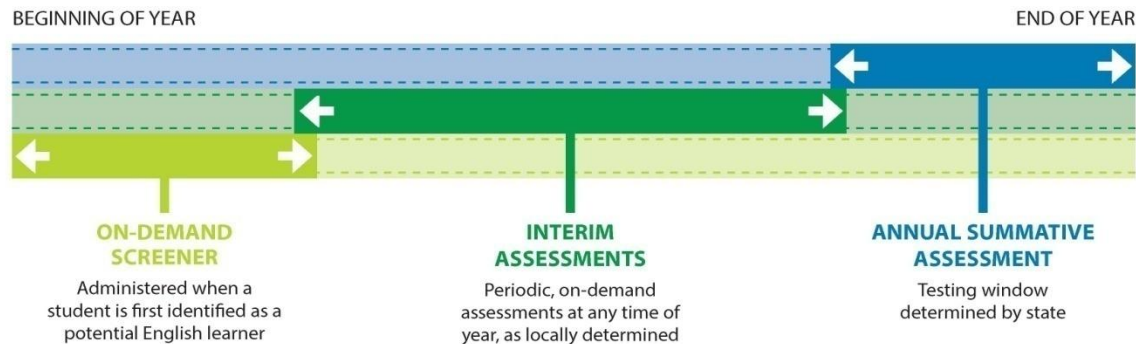
- The Common Core State Standards (CCSS)
- The Next Generation Science Standards
- Other state standards

Overview of the ASSETS Online Assessment System

WKCE

- Fall 2014: Grades 4, 8 and 10 for social studies and science.

- Next Generation Social Studies and Science standards have not been adopted by WI and no timeline or plan currently exists.

Resources

- www.smarterbalanced.org

- http://www.act.org/

- http://www.wida.us/index.aspx

- http://www.palswisconsin.info/index.html

- http://dynamiclearningmaps.org/

- Troy Couillard troy.couillard@dpi.wi.gov

- Peggy Roush margaret.roush@dpi.wi.gov

- Viji Somasundaram visalakshi.somasundaram@dpi.wi.gov