PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS
Partnership’s Assessment System

1) Use of college and career readiness (CCR) as an anchor.

2) Measure rigorous content and students’ ability to apply that content.

3) Measure learning and provide information throughout the school year.

4) Leverage technology for innovation, cost efficiency and speed.
How PARCC Will Raise Achievement

1) Clear definition of CCR
2) Accountability
3) Useful data from assessment system
4) Sustain education reform
How PARCC Will Raise Achievement

1) Clearly define CCR and report achievement using those definitions.

2) The common assessment system will help make accountability policies better drivers of improvement.
How PARCC Will Raise Achievement

3) Teachers will have an assessment system that provides as much for them as it asks from them.

4) The common assessment system will help education leaders and policymakers make the case for improvement and for sustaining education reforms.
Membership in the Partnership

Differentiated State Roles Provide for:

1) Broad participation over 4 years, and

2) a governance structure.
Membership in the Partnership

Roles

1) Governing States
2) Participating States
3) Florida is Fiscal Agent & Funds Mgr.
Membership in the Partnership

Special Situations

1) Recommitment Requirement
2) Joining and Leaving the Partnership
Partnership Governance Decision-making Protocols

1) Governing Board
2) Design, Advisory and Working Committees
3) Biannual “General Assembly” meetings
4) Procurement Process
   A. Addendum 3
   B. Appendices (A) (1) – A – ii through xxvii
Theory of Action

State leaders in PARCC share one fundamental goal: building their collective capacity to dramatically increase the rates at which students graduate from high school prepared for success in college and the workplace.
Theory of Action

1) Assessment System Components
2) Through-Course Components
3) End-of-Year Assessment
Through-Course Components

1) Common Core State Standards (CCSS)
2) ELA/Literacy and Mathematics
3) “Focused” assessments @ 25% and 50% of instructional time (IT)
4) Extended Performance-based Task after 75% IT
End-of-Year Assessment

1) Streamlined, computer-enhanced assessments
2) After about 90% of IT
3) ELA/Literacy and Mathematics
4) Computer-scorable
5) Higher order knowledge skills
Combined Score

1) Evaluate pilot and field tests

2) Determine if a weighted “annual combined score” can be calculated rapidly and reported back to schools in time for report cards.
Intended Outcomes

1) Clear definition of CCR
2) Accountability
3) Useful data from assessment system
4) Sustain education reform
Achieving the Intended Outcomes

1) Teachers
2) School Leaders, District Administrators and State Officials
3) Higher Education
4) Parents, Students and the Public
Achieving the Goal of Increased Readiness

• By leveraging the collective intellectual resources and market power of 26 states,
• taking advantage of federal resources to invest in the development of innovative items and tasks and
• devoting resources to advancing state-of-the-art technology to administer and score assessments, ...
Details follow.
ELA/Literacy Assessments

Grades 3-11 Assessments

1) Two focused
2) Extended research/writing
3) Speaking and listening
4) End-of-year
5) Present Assessment #3 to Classmates
6) High School CCR – Higher Ed – Cut Scores
Measuring the Full Range

1) Literary Knowledge
2) Analyzing and Synthesizing Content in Diverse Forms
3) Writing Over Time
4) Speaking and Listening
5) Range of Genres
6) CCSS Reading Standards
7) CCSS Writing Standards
8) CCSS Language Standards
9) End-of-Year Component
Mathematics

1) Two focused on essential topics
2) Extended Mathematics Assessment
3) End-of-year
4) High School CCR – Higher Ed – Cut Scores
Measuring the Full Range

1) Mathematical Practices
2) Modeling
3) Measuring Essential Topics in Depth
4) CCSS Domains
5) End-of-Year Component
Formative Tools for Assessment

*Shavelson et al* – Formative assessment is continuous assessment conducted by the teacher, and it includes three distinct types of activities that can be placed on a continuum from informal and unplanned to formal and planned:

1) On-the-fly feedback
2) Planned-for interactions
3) Embedded assessments
Tools to be Developed

1) The Partnership Resource Center (PRC)
2) Text Complexity Diagnostic Tool
3) Options for Assessing K-2 Lit. and Math
Leveraging Partnership State Efforts

Sharing of Assessment Tools and Discoveries

1) Pennsylvania Department of Education
2) Tennessee adaptive resources
Scoring Components
(see Table 1, p. 60)

1) "...reliable, accurate and efficient scoring."
2) Research and field testing
3) Technology innovations
4) Quality training tools
5) Goal of providing fast feedback
6) Combination of computer and human scoring
Data and Reporting

1) Interactive Data Tool
2) CCR Performance Data
3) Data to Support Instruction, PD and Accountability
4) Student Achievement Results w/ CCR
5) Student Growth Measures
6) Item Analysis and Release Strategy
7) How and When Data will be Available
8) Periodic Feedback Reports
9) Annual Stakeholders Reports
Theoretical Approach to Assessment Development

1) Evidence-centered design (ECD)
2) Universal design
Approach to Developing the Assessment

1) Assessment Development Committees
2) Assessment Development Processes
   A. Content Analysis
   B. Test Blueprint Development
3) Procurement
4) Item Development and Review
5) Pilot and Field Testing
Approach to Accommodations

1) Review CCSS and develop test specifications and items
2) Analyze extant state accommodation policies
3) Identify constructs and research on possible new accommodations
4) Recommend a set of proposed accommodation policies for the assessment RFP
5) Draft a common *Partnership Accommodations Manual*
6) Ensure comparability in assessment administration
7) Oversee pilot tests and research studies
8) Monitor ongoing refinement of accommodations
9) Develop training modules for IEP teams and continue monitoring of accommodations
Approach to Scoring
(Tables 4 & 5, p. 188-9)

1) Field Testing – page 188
2) Operational Administration – page 189
3) Score Quality Assurance System
Approach to Reporting

1) Vendor Data Hub
2) Partnership and State Data Systems
3) Partnership and State Reporting Systems
4) Interactive Data Tool
Approach to Quality Controls

1) Review items, media and passages for content accuracy, alignment to standards and grade-level appropriateness;

2) Determine item suitability for use on assessments; and

3) Review materials for bias or sensitivity issues.

4) In addition, information based on recommendations published by the Council of Chief State School Officers’ Large Scale Assessment Group
Research Advisory Structure

1) Research Strategy Group
2) Technical Advisory Committee
3) Issue-Focused Task Forces
Cutting-Edge Research to Inform Assessment Development

1) Item Development
2) Artificial Intelligence Scoring
3) Effective, Efficient and Valid Scoring
4) Teacher Effectiveness and Evaluation
5) Text Complexity
6) Accessibility and Accommodations
7) Setting Standards
8) Vertical Scaling
Research Agenda

1) Research and Design
   A. Psychometric Strength of the Assessment Components and System
   B. Achievement Levels – Cut Scores -- CCR

2) Research and Evaluation
   A. Feasibility and Sustainability of the Assessment Design
   B. Impact on:
      I. Operational Feasibility
      II. Fiscal
      III. Technical
   C. Evaluating the Theory of Action
Professional Capacity—Building Plan

1) Building a leadership cadre of content experts
2) Training tools for implementation of assessment system
3) Training tools for interpreting and using assessment results
4) Additional Tools related to CCSS and the common assessments
Public Outreach and Stakeholder Engagement Plan

1) Partnershipwide and State-Level Communications Mechanisms
   A. Partnership Communications Committee
   B. Partnership State Communications Teams

2) Major Communications and Outreach Activities
   A. Public Outreach
   B. Targeted Coalition Building
   C. College-Ready Outreach Strategy for Students and Families
   D. Higher Education Engagement Strategy
Technology Vision

1) Importance of Integrated Modular Approach
2) Interoperability
Assessment System Applications and Tools

1) Item Development
2) Item and Assessment Management
3) Test Administration
4) Scoring
5) Data Management
6) Reporting
7) Data Availability
8) Professional Development
Types of Technologies To Be Used

1) Secure browser portal
2) Support 1 million users
3) Regularly scheduled backups
4) Automated core metrics for reporting performance of system
How Implementation Barriers Will Be Addressed

1) Technology and Network Infrastructure
2) Availability and Quality of Student, Teacher and Administrator Data
3) Computer-Based Test for Students with Disabilities
4) Devices
5) Communication with Districts and Schools
6) Test Security
7) Unexpected Natural Disasters
Project Management

1) Competitive Bidding Process

2) *Achieve* chosen as PM
   - A. The American Diploma Project network
   - B. ADP Assessment Consortium
   - C. ADP Alignment Institutes
   - D. College & Career-Ready Policy Institute

3) Preliminary Mgt. Plan is on page 244
Collaboration and Alignment with Higher Education

1) Partnership – 90% coverage

2) Illinois – 100% coverage of our public universities that receive freshmen.
Consortia

1) PARCC
2) Smarter Balanced
Smarter Balanced States

- Governing
- Advisory
Smarter Balanced

- SBAC will create state-of-the-art adaptive online exams, using “open source” technology. The online system will provide accurate assessment information to teachers and others on the progress of all students, including those with disabilities, English language learners and low- and high-performing students. The system will include:
  - the required summative exams (offered twice each school year);
  - optional formative, or benchmark, exams; and
  - a variety of tools, processes and practices that teachers may use in planning and implementing informal, ongoing assessment. This will assist teachers in understanding what students are and are not learning on a daily basis so they can adjust instruction accordingly.
The Partnership for the Assessment of Readiness for College and Careers (PARCC)
English Language Arts and Mathematics: Grades 3 – 11

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.

- Through-course assessment 1: ELA-1 and M-1
- Through-course assessment 2: ELA-2 and M-2
- Through-course assessment 3: ELA-3 and M-3
- Through-course assessment 4: ELA-4

Summative assessment for accountability
Required: not for accountability

BEGINNING OF YEAR

25%

50%

75%

90%

END OF YEAR
The SMARTER Balanced Assessment Consortium (SBAC)
English Language Arts and Mathematics: Grades 3 – 8 and High School

DIGITAL LIBRARY of formative assessments, released items and tasks, model instructional units, educator training and professional development tools and resources, scoring training modules, and teacher collaboration tools

INTERIM ASSESSMENTS
Scope, sequence, number, and timing of Interim assessments locally determined

PERFORMANCE ASSESSMENT (TASKS/EVENTS)
Reading, Writing, Math

END OF YEAR ASSESSMENT EOY
OPTIONAL

BEGINNING OF YEAR

Last 12 weeks of year

END OF YEAR

Optional
Interim/benchmark assessment — no stakes
Summative assessment for accountability