

Next Generation Assessment Stakeholder Meeting



September 15, 2016

Agenda

- Every Student Succeeds Act Engagement Opportunities
- Test Integrity Reminders
- PARCC Results 2016 and PARCC Workshops
- ESSE Professional Development Opportunities
- NAEP Updates



Every Student Succeeds Act Engagement Opportunities

Every Student Succeeds Act (ESSA)

- ESSA reauthorizes the Elementary and Secondary Education Act (ESEA) and includes provisions for:
 - Consistent, state-adopted **standards**
 - Statewide annual **assessments** aligned to statewide standards
 - Statewide **accountability** systems
 - Richer public **reporting**
 - Resources to support **teachers and leaders**
 - Continued targeting of federal **funding** to highest poverty schools and districts

OSSE's ESSA State Planning Timeline

December 2015	Spring 2016	Summer 2016	Fall 2016	Winter 2017	June 2017	2017-18 School Year
ESSA signed into law	<p>Foundational planning and awareness:</p> <ul style="list-style-type: none"> • introduction to ESSA requirements • development of accountability principles • launch of ESSA webpage <hr/> <p>May 2016: Department of Education begins to release ESSA regulations</p>	OSSE gathers initial feedback on potential accountability frameworks and measures	<p>OSSE hosts focus groups to inform state plan and accountability development</p> <hr/> <p>Final regulations released by the Department of Education</p>	<p>DC's comprehensive draft plan finalized</p> <hr/> <p>Jan. 2017 - Feb. 2017: Public comment period and community ward meetings</p> <hr/> <p>March 6, 2017: DC submits plan to the Department of Education</p>	DC receives feedback/approval from the Department of Education	DC begins implementation of ESSA plan, including statewide accountability system

Request for Feedback on ESSA Transition

- **Take a survey** to share your thoughts on what is important (due 9/16)
 - **Accountability Measures Survey:**
<https://www.surveymonkey.com/r/6R2WVDM>
 - **Vision for DC Education:** <http://bit.ly/2b0APaw>
- **Attend a meeting** to learn about ESSA requirements and give input from 9/28 - 10/26: <http://bit.ly/2bdeZUn>
- **Stay informed** by bookmarking and visiting OSSE's ESSA webpage: <http://osse.dc.gov/essa>

OSSE's Transition to ESSA

- ESSA reauthorizes the Elementary and Secondary Education Act (ESEA) and includes provisions for:
 - Consistent, state-adopted **standards**
 - Statewide annual **assessments** aligned to statewide standards
 - Statewide **accountability** systems
 - Richer public **reporting**
 - Resources to support **teachers and leaders**
 - Continued targeting of federal **funding** to highest poverty schools and districts

ESSA: General Assessment Requirements

- Many assessment provisions remain unchanged
- States must continue annual statewide tests that are valid and fair in:
 - Reading/language arts and mathematics to all students in grades 3-8 and once in high school
 - Science at least once in each of grades 3-5, 6-9, 10-12

ESSA: General Assessment Requirements

- Additional requirements for assessments:
 - Developed using **universal design** for assessment
 - **Aligned** with the full breadth/depth of State content standards
 - Measure student achievement based on **challenging CCR State academic achievement standards**
 - Involve **multiple up-to-date measures**
- State flexibility:
 - States have flexibility in the **format** of the assessment
 - States must be able to disaggregate assessment data and **produce ISRs**
 - States can use **computer-adaptive** assessments
 - States must provide understandable **information to parents**

ESSA: Nationally Recognized HS Assessments

- Each state has the discretion to allow an LEA to administer **one nationally recognized high school assessment** in lieu of the statewide assessment in high school.
- States must review assessments for technical quality, standards alignment, and equivalent or greater rigor compared to statewide tests.
- Tests must allow for appropriate **accommodations**.

ESSA: Advanced 8th Grade Mathematics

- Students taking advanced math coursework in 8th grade may take the **end-of-course test** typically used for high school if the student takes another more advanced math test in high school for accountability and reporting.
- State must describe strategies to provide all students the opportunity to be prepared for and take advanced math coursework in middle school.

ESSA: Inclusion of All Students

- States must provide for the assessment **participation of all students**, including students with disabilities, English learners, and highly mobile students.
- States must ensure use of accommodations does not deny students the opportunity to fully participate in the assessment.
- ESSA includes a **State-level 1% cap** on AA-AAAS. If exceeded, State can request a waiver.
 - There is no LEA-level cap for accountability, but LEA justifications are still needed.

ESSA: Inclusion of English Learners (ELs)

- States must ensure use of **accommodations** does not deny an EL the opportunity to fully participate in the assessment.
- States must **define “languages other than English** that are present to a significant extent in the participating student population.”
- States **identify native languages assessments** and those that are needed.
- ELs may be **assessed in reading/language arts in a native language** for no more than 3 years (timeline may be extended by 2 years, per LEA decision)

ESSA: Innovative Assessments

- ESSA provides new flexibility for States or consortia of States to **pilot innovative approaches to assessments**.
- States must continue administering statewide assessments in all schools in any grade/subject in which it is not developing an innovative test.
- A State may apply for demonstration authority to scale its innovative assessment over a period of 5 years.
- States have up to 8 years to implement statewide.

Opportunities for Feedback

- **October 27, 2016 NGA LEA Meeting**
 - Deep dive on each major component of the assessment section of ESSA
 - Opportunities for small group conversations
 - Guiding questions and format for feedback will be shared in advance
- **Virtual feedback**





Test Integrity Reminders

Updates to Test Integrity Timeline

August – September 2016	Data Forensics Analysis Caveon Data Forensics uses statistical analyses of test-response data to detect anomalous test response data for schools, classrooms and students.
October – mid November 2016	2016 School Investigations and Follow-up to 2015 OSSE will notify LEAs and Caveon will conduct additional investigations in schools identified based on 2016 assessments, as well as follow-up investigations at some of the 2015 schools if warranted.
December 2016 – January 2017	Reports and Appeals At the end of December, LEAs will receive full test integrity reports from OSSE for all 2015 and 2016 investigations, including any findings, and have the opportunity to review and appeal those results. There will be two levels of appeal: first with OSSE and second with the Deputy Mayor for Education’s office.
Early 2017	Public Release LEAs will receive final determination from appeals. OSSE will publicly release redacted copies of investigation reports and final findings.

Getting Ready for Test Integrity Interviews

- The purpose of investigating test integrity is to ensure **validity** of our test results.
- The aim of every investigation is to better **understanding the data in context**.



Logistics for Onsite Interviews

- **Notification:** Email will be sent to impacted school and its LEA one full business day prior to onsite interviews
- **Details:**
 - Four individuals onsite for interviews (two interviewers per room)
 - Interviews are typically 30 minutes
 - For student interviews, a staff member not involved in the testing process may sit in
- **Onsite needs:**
 - Two rooms to conduct interviews
 - Internet access and Wi-Fi
 - Interview time with key building members
 - Sub coverage during interviews with classroom teachers (will provide details in the LEA notification email)



PARCC Results 2016 and PARCC Workshops

PARCC Results 2016 and PARCC Workshops

OSSE would like to support LEAs by offering on-site workshops on understanding the PARCC assessment.

Topics include:

- PARCC Individual Student Reports (ISR)
- PARCC Test Design
- PARCC Released Items and Instructional Resources
- PARCC Data User Guide

Individual Student Reports

English Language Arts & Literacy

Scott Testtaker

Anywhere Middle School

7th Grade Assessment Results

DC Public Schools

About This Assessment

Score took the INBCC (Partnership for Assessment of Readiness for College and Career) in English Language Arts/Literacy (ELA) in spring 2016. INBCC asks students to think critically, solve problems, and respond to questions that measure the knowledge and skills needed for success in the grade or course, and ultimately in college and careers. These results are one of several ways to understand Scott's needs and strengths. Based on this information, families may work with teachers and schools to identify resources to provide their child support. Schools may use the information in this report to better plan instruction and enrichment for students in the coming year.

If you have questions about this report, please talk to Scott's teacher or principal, or contact DCPS at (202) 823-4567. If you have questions about the INBCC test, please contact OSSE at (202) 719-6500.

How Can You Use This Report?

This report will help you answer questions about the development of Scott's skills:

- How did Scott score?
- What are Scott's strengths and weaknesses in this subject?
- How did Scott's score compare to that of other students?

How Did Scott Perform On This ELA Assessment?

This section shows your student's overall score on the assessment. The score determines which performance level your student is in.

Performance Level

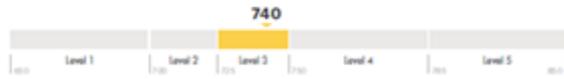
Level 3

Students who score in Level 3

approached expectations

for 7th grade learning standards.

Score
740



- Level 1 Did Not Yet Meet Expectations
- Level 2 Partially Met Expectations
- Level 3 Approached Expectations
- Level 4 Met Expectations*
- Level 5 Exceeded Expectations*

Want to Know More?

Turn to the next page to learn how Scott performed on key areas of the assessment, and how Scott's results compare to those of other students.

*Levels 4 & 5 indicate being on-track for the next grade level and on-track to leave high school college and career ready.

How Did Scott Perform On This ELA Assessment?

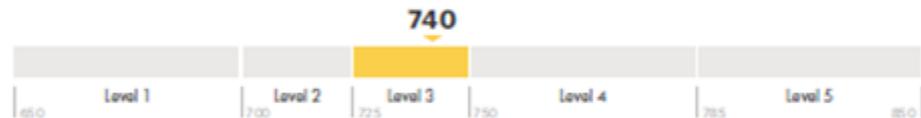
This section shows your student's overall score on the assessment. The score determines which performance level your student is in.

Performance Level

Level 3

Students who score in Level 3
approached expectations
for 7th grade learning standards.

Score
740



- Level 1 Did Not Yet Meet Expectations
- Level 2 Partially Met Expectations
- Level 3 Approached Expectations
- Level 4 Met Expectations*
- Level 5 Exceeded Expectations*

Want to Know More?

Turn to the next page to learn how Scott performed on key areas of the assessment, and how Scott's results compare to those of other students.

*Levels 4 & 5 indicate being on-track for the next grade level and on-track to leave high school college and career ready.

Individual Student Reports

Grade 7 ELA Details Performance Level
Level 3

How Did Scott Perform in Key Parts of the Assessment?
Students who performed at Level 4 overall on this assessment met learning expectations and are likely prepared for the next grade or course. This section shows, by key part of the assessment, if your student performed as well, nearly as well, or not as well as this group of students.

Literary Text	Informational Text	Vocabulary	Writing Expression	Use of Language
Meets or Exceeds Read/analyze fiction, drama, and poetry	Nearly Meets Read/analyze non-fiction history, science, and arts	Below Use context to determine the meaning of words and phrases	Below Compose well-developed writing using details from texts	Meets or Exceeds Compose writing using rules of standard English

Meets or Exceeds Expectations Nearly Meets Expectations Below Expectations

How Did Scott's Performance Compare?

Score scored better than **60%** of students in Anywhere US who took the Grade 7 ELA test.

Score scored better than **50%** of students in DCPS who took the Grade 7 ELA test.

Score scored better than **70%** of students in DC who took the Grade 7 ELA test.

By comparison, on last year's Grade 4 ELA test, Score scored better than **65%** of students in DC.

What is Next?

Bring this report to your next conference with your student's teacher. You can ask Scott's teachers:

- What a Score learning in ELA this year?
- How is Score doing?
- How can I use this information to work with Score this year?
- What resources should I use to support Scott?

Where can you find more information?

- How Score's school and other schools scored: Visit Results.OSSA.DC.gov or call DCPS (202) 456-7900
- How the test is designed and what it measures: Visit PACCOnline.org or call OSSA (202) 719-6500
- How do families, educators, and schools use these reports: Visit OSSA.DC.gov/facts or call OSSA (202) 719-6500

Grade 7 ELA Details Performance Level
Level 3

How Did Scott Perform in Key Parts of the Assessment?
Students who performed at Level 4 overall on this assessment met learning expectations and are likely prepared for the next grade or course. This section shows, by key part of the assessment, if your student performed as well, nearly as well, or not as well as this group of students.

Literary Text	Informational Text	Vocabulary	Writing Expression	Use of Language
Meets or Exceeds Read/analyze fiction, drama, and poetry	Nearly Meets Read/analyze non-fiction history, science, and arts	Below Use context to determine the meaning of words and phrases	Below Compose well-developed writing using details from texts	Meets or Exceeds Compose writing using rules of standard English

Meets or Exceeds Expectations Nearly Meets Expectations Below Expectations

PARCC Test Design

Claims Structure*: Grade 3

Master Claim: On-Track for college and career readiness. The degree to which a student is college and career ready (or “on-track” to being ready) in mathematics. The student solves grade-level /course-level problems in mathematics as set forth in the Standards for Mathematical Content with connections to the Standards for Mathematical Practice.

Sub-Claim A: Major Content¹ with Connections to Practices

The student solves problems involving the Major Content¹ for her grade/course with connections to the Standards for Mathematical Practice.

28 - 30 points

Sub-Claim B: Additional & Supporting Content² with Connections to Practices

The student solves problems involving the Additional and Supporting Content² for her grade/course with connections to the Standards for Mathematical Practice.

10 - 12 points

Sub-Claim C: Highlighted Practices MP.3,6 with Connections to Content³ (expressing mathematical reasoning)

The student expresses grade/course-level appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others, and/or attending to precision when making mathematical statements.

14 points

Sub-Claim D: Highlighted Practice MP.4 with Connections to Content (modeling/application)

The student solves real-world problems with a degree of difficulty appropriate to the grade/course by applying knowledge and skills articulated in the standards for the current grade/course (or for more complex problems, knowledge and skills articulated in the standards for previous grades/courses), *engaging particularly in the Modeling practice*, and where helpful making sense of problems and persevering to solve them (MP. 1), reasoning abstractly and quantitatively (MP. 2), using appropriate tools strategically (MP.5), looking for and making use of structure (MP.7), and/or looking for and expressing regularity in repeated reasoning (MP.8).

12 points

**Total Exam
Score Points:
66 points**

¹ For the purposes of the PARCC Mathematics assessments, the Major Content in a grade/course is determined by that grade level’s Major Clusters as identified in the *PARCC Model Content Frameworks v.3.0* for Mathematics. Note that tasks on PARCC assessments providing evidence for this claim will sometimes require the student to apply the knowledge, skills, and understandings from across several Major Clusters.

² The Additional and Supporting Content in a grade/course is determined by that grade level’s Additional and Supporting Clusters as identified in the *PARCC Model Content Frameworks v.3.0* for Mathematics.

³ For Grades 3-8, Sub-Claim C includes only Major Content.

PARCC Test Design

How Did Scott Perform in Key Parts of the Assessment?

Students who performed at Level 4 overall on this assessment met learning expectations and are likely prepared for the next grade or course. This sections shows, by key part of the assessment, if your student performed as well, nearly as well, or not as well as this group of students.



✓ Meets or Exceeds Expectations • Nearly Meets Expectations — Below Expectations



Subclaim A



Subclaim B



Subclaim C



Subclaim D

PARCC Test Design

Overview of PARCC Mathematics Task Types

Task Type	Description	Reporting Categories	Scoring Method	Mathematical Practice(s)
Type I	conceptual understanding, fluency, and application	<p>Sub-Claim A: Solve problems involving the <u>major content</u> for the grade level</p> <p>Sub-Claim B: Solve problems involving the <u>additional and supporting content</u> for the grade level</p>	computer-scored only	can involve any or all practices
Type II	written arguments/justifications, critique of reasoning, or precision in mathematical statements	Sub-Claim C: Express mathematical <u>reasoning</u> by constructing mathematical arguments and critiques	computer- and hand-scored tasks	primarily MP.3 and MP.6, but may also involve any of the other practices
Type III	modeling/application in a real-world context or scenario	Sub-Claim D: solve real-world problems engaging particularly in the <u>modeling</u> practice	computer- and hand-scored tasks	primarily MP.4, but may also involve any of the other practices

Type I Item

A path has 10 rows of 4 bricks. How many bricks are on the path?

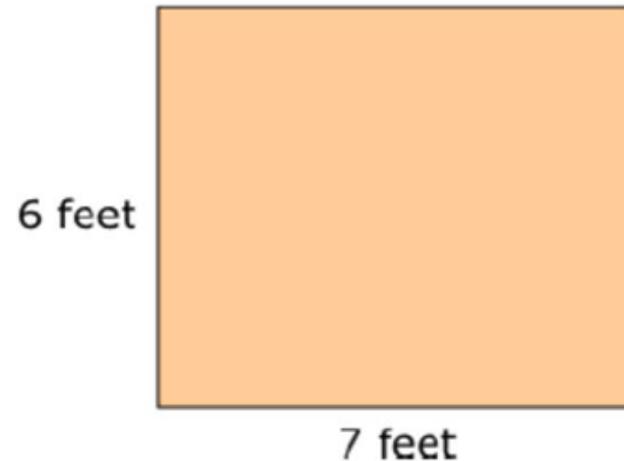
Explain your answer in the box.

Type II Item

Part A

The length and width of the rectangular porch Jacob built are shown.

Porch Measurements



What is the area of the porch?

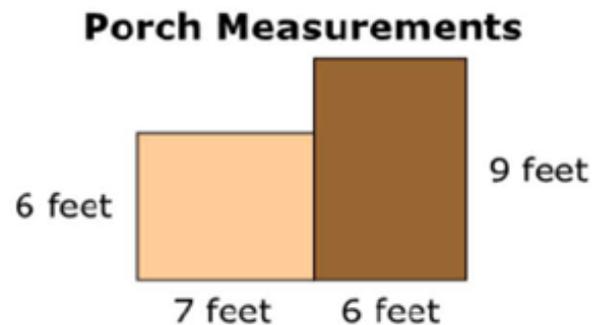
Enter your answer in the box.

square feet

Type II Item

Part B

Jacob adds another part to the porch.



What is the area, in square feet, of both parts of the porch all together? Show all your work or explain how you figured out the total area of the porch.

Enter your answer and your work or explanation in the space provided.

PARCC Results 2016 and PARCC Workshops

Please contact Cassie Lynott at cassie.lynott@dc.gov to request an on-site workshop for educators at your LEA.



Assessment and ESSE Professional Development Opportunities

NGSS Curriculum Alignment Training

- OSSE is hosting a two-day training led by Achieve Inc. in which participants will gain a deeper understanding of instructional and curricular alignment of the NGSS using the Achieve EQulP rubric.
- Details:
 - September 19-20 from 8:30 am - 4:00 pm
 - Carnegie Institute of Washington, 1530 P Street NW
 - Registration is limited to 50 people
- Participants will:
 - Learn how to apply the rubric to evaluate NGSS lessons and units;
 - Practice incorporating the use of the tool into PLCs; and
 - Connect with educators from across DC around implementation best-practices and strategies to support deeper engagement.
- For more information, email Maya Garcia (maya.garcia@dc.gov)



NAEP Updates

NAEP 2017 Assessment Timeline

- **Assessment window:** January 30 – March 10, 2017
- **Fall mailing sent to LEAs and schools:** September 30, 2017
 - MyNAEP School Management Database registration
 - Provide School Information Updates
- **School Coordinator Training:** November 2017
- **Selected Student Roster Available:** December 5, 2017
- **NAEP Representative Initial Contact:** December 8 – 19, 2017
- **New Student Roster Update:** January 2017

Importance of Inclusion on NAEP

- Responses of students with disabilities and English language learners on NAEP help inform best ways to meet the educational needs of all students
- NAEP's inclusive policies and practices extend to:
 - selection of students
 - participation in the assessment administration
 - valid and effective accommodations
- Accommodations and Universal Design features are employed to ensure an inclusive assessment
- **NAEP Inclusion Policy** available on MyNAEP in November

What's New for NAEP 2017

- Mathematics and Reading spiraled together
 - Digitally based assessment (DBA) and paper- and pencil assessment (P&P) in the same school in all jurisdictions
 - Continue to study mode effect at the jurisdiction level
- 80% Digitally based assessments on Surface Pro Tablets provided by NAEP
- DBA testing will occur across two sessions for those schools with student sample sizes > 25 students
- Pull-out model, students will be sent to testing rooms



Closeout

Upcoming Training Dates

- Alternate Assessment Eligibility Training Series
 - Sept. 29, Oct. 12
- English Learner Training
 - Sept. 21, Oct. 24, Dec. 12: EL Q&A Webinar
 - Nov. 14 & Nov. 15: ACCESS Prep for Test Coordinators/Administrators
 - Dec. 7: Assessment Accommodations for ELs Webinar
- NGSS Curriculum Alignment Training
 - Sept. 19-20
- PARCC Workshops
 - OSSE would like to support LEAs by offering on-site workshops on understanding the PARCC assessment. Please contact Cassie Lynott at cassie.lynott@dc.gov to request an on-site workshop for educators at your LEA.

Closeout

The next NGA meeting will be on Thursday, October 27 from 1-3 p.m.

Slides from this presentation will be posted on the [OSSE website](#).

Please direct questions to OSSE.Assessment@dc.gov.