Assessing the Common Core: What to Expect

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Presentation Overview

1. Assessment consortia

2. Three assessment changes
   ➢ Items and tasks
   ➢ Digital
   ➢ Comprehensive system

3. Three next steps
## Standards: Three Types

<table>
<thead>
<tr>
<th>TYPE</th>
<th>DESCRIPTION</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Standards</td>
<td>What should students know?</td>
<td>CCSS</td>
</tr>
<tr>
<td>Performance Standards</td>
<td>How well do they need to perform on the assessment?</td>
<td>Assessment Cut Scores</td>
</tr>
<tr>
<td>Accountability Standards</td>
<td>How many students need to pass?</td>
<td>Percentage of Proficient Students</td>
</tr>
</tbody>
</table>
Cooperation via Consortia: Six Consortia

- Smarter Balanced Assessment Consortium (SBAC)
- Partnership for Assessment of Readiness For College and Career (PARCC)
- Dynamic Learning Maps (DLM)
- National Center And State Collaborative (NSCS)
- Assessment Services Supporting English Learners Through Technology Systems (ASSETS)
- English Language Proficiency Assessment for the 21st Century (ELPA21)
The Partnership for the Assessment of Readiness for College and Careers (PARCC)

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

The Smarter Balanced Assessment System (SBAC)

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

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

Summative assessment for accountability

Optional Interim assessment system — no stakes

Re-take option available

Performance Tasks:
- ELA / Literacy
- Math

Computer Adaptive Assessment and Performance Tasks:
- ELA/Literacy
- Math

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

* 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.
**Alternate Assessment System**

The Dynamic Learning Maps Assessment Consortium (DLM)

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

**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.

**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](http://www.dynamiclearningmaps.org).
Alternate Assessment System

The National Center and State Collaborative (NCSC)

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

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.

- 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.
**The ASSETS* English Language Proficiency Assessment System**

*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.**

Details on ASSETS can be found at [http://dpi.wi.gov/oea/assets.html](http://dpi.wi.gov/oea/assets.html).
# English Language Proficiency Assessment for the 21st Century (ELPA21)

## Participating States

<table>
<thead>
<tr>
<th>Participating States</th>
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<tbody>
<tr>
<td>Arkansas, California, Connecticut, Florida, Iowa, Louisiana, Kansas, Michigan, Nebraska, New York, Ohio, Oregon, South Carolina, Tennessee, Washington, West Virginia</td>
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## Key Features

<table>
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<tbody>
<tr>
<td>• Diagnostic screener</td>
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<tr>
<td>• 2 summative assessment forms</td>
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<tr>
<td>• ELP standards and descriptors</td>
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<tr>
<td>• Field test scoring</td>
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<tr>
<td>• Item banks</td>
</tr>
<tr>
<td>• Reporting structure</td>
</tr>
<tr>
<td>• Professional development</td>
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<tr>
<td>• Communication plan</td>
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English Language Proficiency Assessment for the 21st Century (ELPA21)

- Student receives ELP designation
- Diagnostic/Screener Assessment
- Student enters
- Classroom Instruction appropriate to ELP level and informed by formative assessment
- Interim benchmark assessment and re-leveling (Fall)
- Classroom Instruction appropriate to ELP level and informed by formative assessment
- Interim benchmark assessment and re-leveling (Winter)
- Summative Assessment (Spring)

ELPA 21 Project Narrative (2012)
Common Assessments Built on Common Goal:
College and Career Readiness and Success

Every student should have the opportunity and option to pursue post-secondary education & training

“...to develop a common set of K-12 assessments in English and math anchored in what it takes to be ready for college and careers.” (PARCC)

“... to develop next-generation assessments that accurately measure student progress toward college- and career-readiness.” (SBAC)
Three Assessment Changes

1. Different Item/Task types
   - Short constructed response
   - Extended constructed response
   - Innovative items
   - Performance tasks

2. Digital
   - Computer adaptive testing
   - Automated scoring
   - Online resources

3. Comprehensive System Supporting Insights
   - Defining End Goal
   - Connected performance standards
   - Internal/external benchmarks
Three Assessment Changes

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New Item/Task Types

Item Types
- Multiple Choice
- Short Constructed Response
- Extended Constructed Response
- Technology Enhanced

Item and Task Specifications
- PARCC
- SBAC

Examples
- PARCC
- SBAC
- New York
- CTB
What is a Performance Task?

- Performance assessment
  - Student constructs original response
  - Teacher/human observes or captured digitally
  - Observer or computer scores using standardized method (e.g., rubric)
  - Multiple criteria
  - Pre-defined standards

- Types
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Digital

Everything is amazing and nobody is happy

• Computer Adaptive Testing
  – Questions tailored to student’s performance
  – Efficient
  – Students take different test questions
Figure 1. Dichotomous CAT Test Administration.

From Linacre (2000)
Spoken Item Types
Oral Reading Fluency Demonstration

It was the first baseball game, and Jill was excited. She put on her uniform. The team had practiced hard, so Jill knew they were ready. Her team was called the Lions. Jill played first base. She could catch any ball that came her way. Batting was hard for her though. She sometimes struck out. When she did get on base, she could run fast.

Dad brought Jill to the game. When she got there, she saw her team warming up. Jill grabbed her glove. Dad gave her a hug and told her to have fun.

The other team was called the Bears. The Bears were first to bat. Jill was ready. The batter swung at the ball, and it went way up into the air. Jill watched the ball and got ready to catch it. She put up her glove, and the ball landed in her mitt. Hurray! She caught the first fly ball!

Soon it was the Lions’ turn to bat. The first three batters for

Assessment
• Oral reading rate
• Accuracy
• Expressiveness
A boy named Tom was at the bus stop. He was waiting for the school bus. There was no one there, but him. The bus was late. Tom began to talk to himself.

“Maybe the bus forgot me,” he said.

Then, Tom heard a dog barking. He looked up and saw his dog Spot running down the road. Spot ran to Tom. He was so happy to see Tom that he jumped into Tom’s arms. Just then, Tom heard the bus coming. He didn’t have time to take Spot home. There was no time to think. Tom grabbed Spot and hid him under his coat. The bus pulled up to Tom’s bus stop. Tom got on the bus and went to the back. His friend, Jack, had saved a seat for him. Just as Tom sat down a little yelp came from under his coat.

“What do you have under there, Tom?” Jack asked.

“If I tell you, do you promise not to tell?” replied Tom.

“You bet! I’m your best friend, aren’t I?” asked Jack.

Tom told Jack what had happened. He asked his friend what he should do. Jack had an idea.

“You can tell the teacher you have something very cool for show and tell. Then, you could call your mom and have her come and pick up Spot.”

Tom decided that’s what he would do. His teacher was surprised. His mom was mad, but Spot was very happy.
Three Assessment Changes

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Evidence Based Standard Setting

Start

Grade 11

Grade 10

Grade 9

Grade 8

Grade 7

Grade 6

Grade 5

Grade 4

Grade 3

College Students Take High School Assessments

Grade-to-Grade Linking Studies

National Comparisons

International Comparisons

Longitudinal Measures

Transparency

Clarity
Richer Score Interpretation

- Give high school assessment to college students
- Follow students over time, so scores inform about similar students’ later performance
- Compare student performance on common assessment to ACT/SAT
- Compare scores to student GPA
Three things you can do next/tomorrow?

1. Participate in/review a common **assessment webinar**
   - PARCC webinars
   - SBAC webinars
   - ASCD webinar
   - Pearson webinar series
   - International Center for Leadership in Educational
Three things you can do next/tomorrow?

2. Convene teacher teams to focus on student performance and design more opportunities for students to illustrate their knowledge through construction
   • Review common core assessment item and task samples
   • Grade level/instructional teams evaluate assessment types now, define where need to be, identify leaders to fill the gap.
   • Offer training on rubrics
Three things you can do next/tomorrow?

Join the Consortia Resource Teams

- **PARCC Partnership Resource Center**
  (http://www.parcconline.org/K12-educators)

- **SBAC State Network of Educators (FAQ 32)**
  (http://www.smarterbalanced.org/resources-events/faqs/)

- **Dynamic Learning Maps**
  (http://dynamiclearningmaps.org/assessment/whatisadlm.html)

- **NCSC Community of Practice**

- **ASSETS**
  (http://dpi.wi.gov/oea/dacnwltrs.html)
References


References

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“Do one thing every day that scares you.”
--Eleanor Roosevelt