



Public Schools of North Carolina

Collaborative Conference for Student Achievement

SBE Task Force on Summative Assessment
Proposed Assessment Models

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NCDPI/Test Development Section

Purpose of SBE Task Force on Summative Assessment

- Explore options for the state summative standardized tests
- Through a thorough examination of the purpose of federal, state, and local assessment requirements, provide recommendations on a best course of action in **maximizing instructional time and measuring student learning**
- Study the costs and benefits associated with options for state summative assessment through the current state-developed testing program, a state-consortium, or commercially-developed assessment system
- Report recommendations no later than July 2015



Basic Purposes of Summative Assessment

- End-of-year global judgement on student performance (proficiency) as it relates to the NC *Standard Course of Study* and *Essential Standards*
- Allows the State to monitor educational policies and expenditures
- Fulfill state and federal reporting and accountability requirements



Task Force Discussion

- Reduce the number of tests administered to students
- Shorten test length, especially in grades 3-5
- Spread summative testing over multiple administrations
- Provide immediate student-level, standard-level feedback to guide instruction
- Pilot 2015-16



Some Current Parameters to Keep in Mind (State and Federal Law)

- Must assess on-grade level using same instrument
- Must work across all districts and charter schools
- Must assess all ELA/reading and math content standards must be assessed and the test must be aligned to NC standards
- Must provide at least three achievement levels including proficiency; define descriptors
- Must have a college and career readiness indicator
- Must be a valid and reliable instrument
- Alternate assessment must be available

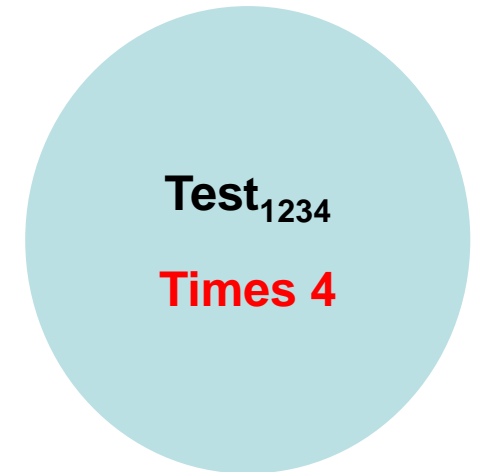
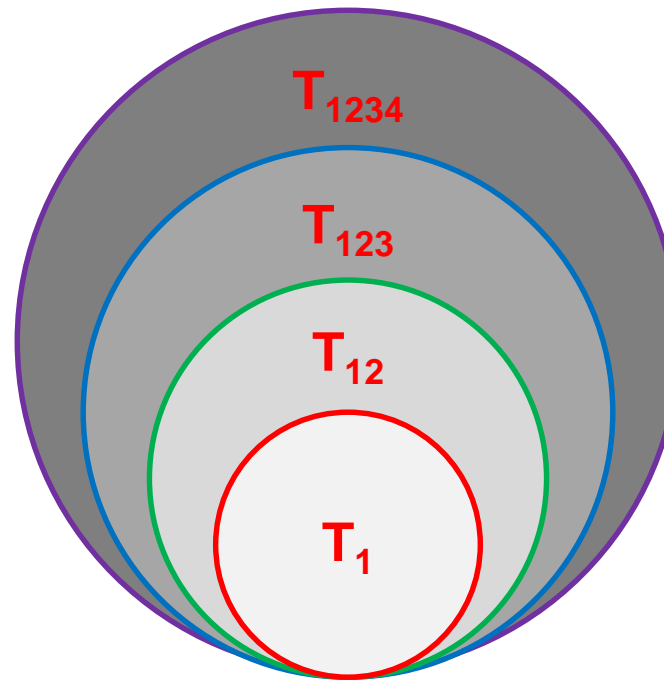
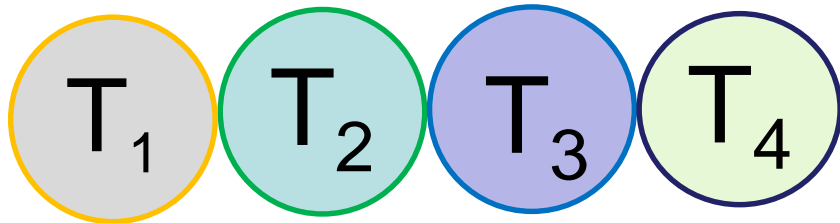
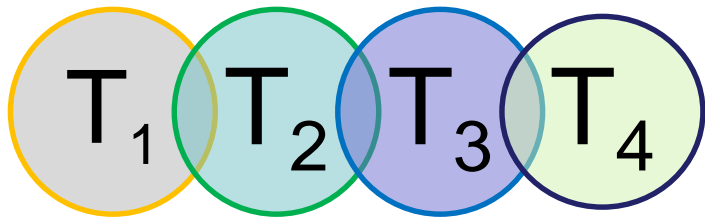


Task Force Proposal for Grades 3-8

- Use interim assessments to generate a summative score for student proficiency
 - Aligned to NC content standards
 - Provide student-level, standard-level information to guide instruction



- Multiple options for a new assessment model
- What will be assessed on each interim assessment?
- Which assessments will be high stakes?

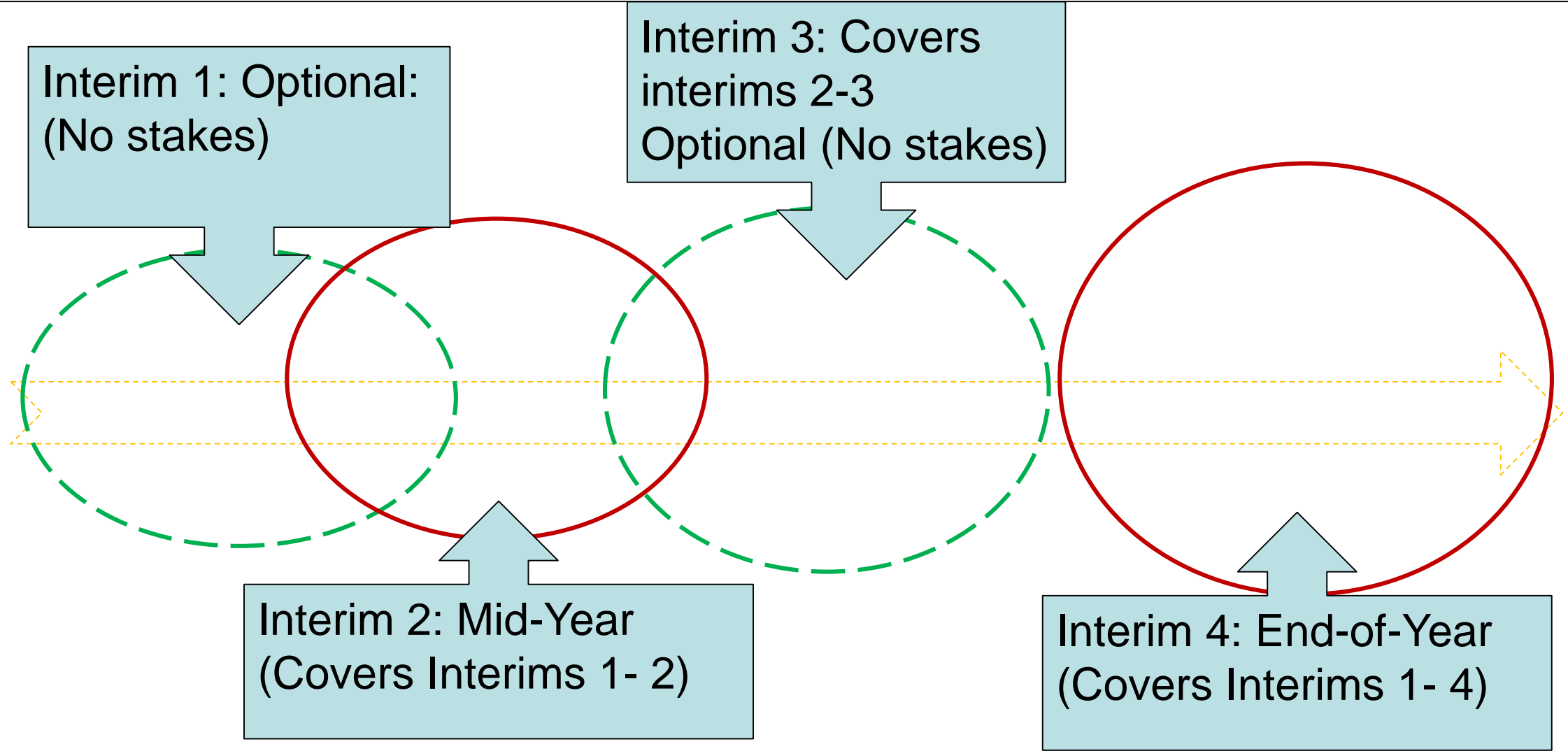


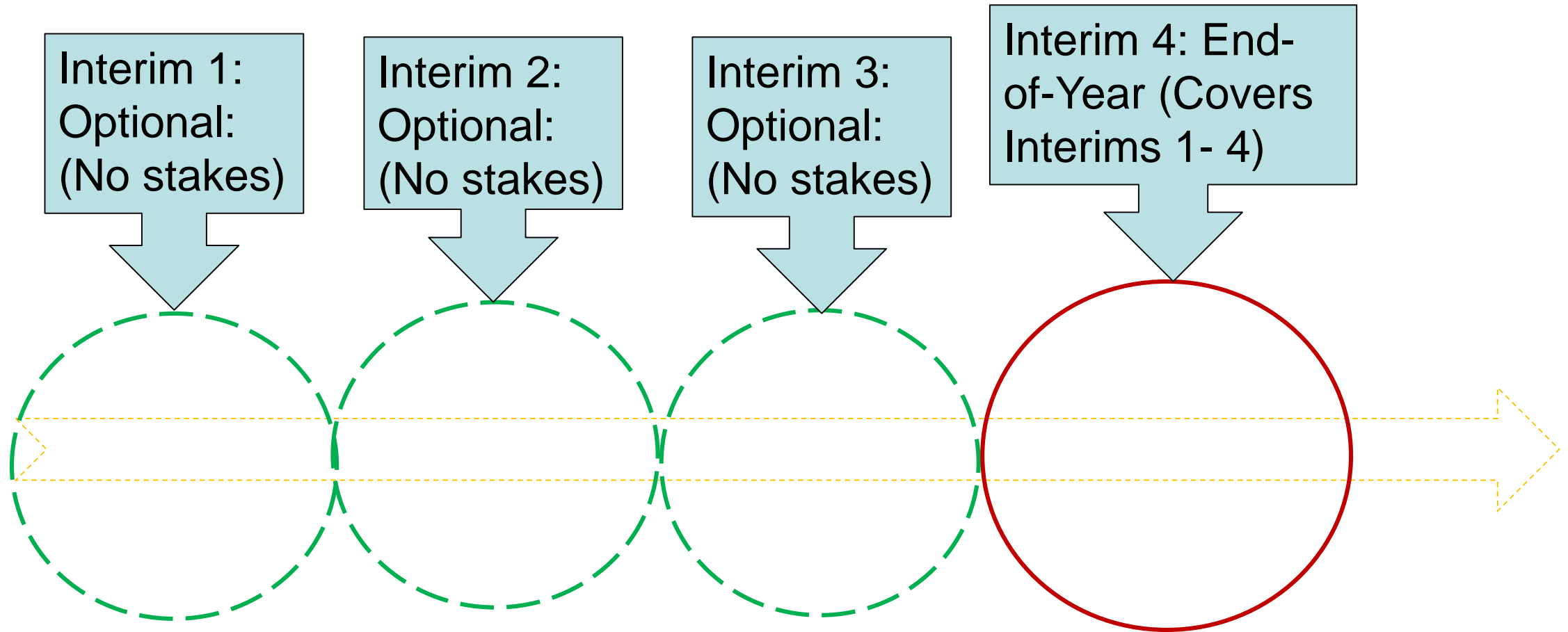
Grades 3-8 Discussion

- Three-four high stakes interim assessments
- Two optional interim assessments with 2 high stakes interim assessments
- Three optional interim assessments aligned to a high stakes end-of-year assessment
- Others...



Option: Two optional/no stakes interim assessments intertwined with two high stakes interim assessments. An overall summative score will be calculated from the two high stakes assessments.





Option: Two-three optional interim assessments aligned to a redesigned end-of-year summative test

Considerations

- State curriculum guide
- Determining the sequence of assessing standards
 - ELA, math and science present specific challenges
- Standards revision timeline
- Local scheduling (e.g., year round, mastery-based)
- Local infrastructure to support online delivery
- Student mobility
- Alternate assessment
- Local benchmark assessments



Pilot Framework–Grades 3-8

- Proof of concept
- Determine the feasibility of implementation
- Evaluate and refine concept
- Evaluate and refine content sequencing



Pilot Framework–Grades 3-8

Two pilot designs for year 1 are under discussion

I. Pilot a single assessment model to a random sample

II. Pilot multiple designs

- Request for Information (RFI)
- Request for Proposal (RFP)
- Administer End-of-Grade Tests during the pilot year (under discussion)



High School Proposal Discussion



Proposed High School Model

- End-of-Course Tests will be replaced with a general grade-level assessments at grades 9 and 10
 - Content areas: ELA, Math, Science, **Writing**
 - Used for growth (grade 9 serves as pre-test, grade 10 serves as post-test)
- Grade 11 – The ACT® or similar national assessment administered as a college readiness indicator
- ACT Workkeys® administered as career readiness indicator



Some Considerations

- Standards revision timeline
- Local scheduling (e.g., year round, mastery-based)
- Local infrastructure to support online delivery
- Alternate assessment
- School-wide teacher evaluation



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- Must be a valid and reliable instrument
- Alternate assessment must be available



Proposed High School Model–Pilot Framework

- 2015-16
 - Statewide pilot of grade-level assessment at grades 9 and 10;
 - For example: ACT Aspire™ administered as a predictor for success on The ACT®
 - Continue to administer The ACT® in grade 11
 - Continue to administer ACT Workkeys® in grade 12
- Administer End-of-Course Tests during the pilot year



GRADES 3-8 Proposal Discussion

- What is the content domain range for each assessment?
- Which assessments are high stakes?
- What do the score reports/feedback look like?



High School Proposal Discussion

- What are the advantages?
- What are the concerns?



What happens next?

- Possibly a request for information (RFI)
- The SBE Task Force on Summative Assessment will make a recommendation to the NC State Board of Education no later than July 2015
- Possibly a request for proposal (RFP)
- Funding source(s) to be defined

