

Common Core State Standards Assessment Consortia

Introduction

At this meeting, representatives of the PARCC and SBAC Common Core State Standards (CCSS) Assessment Consortia will discuss several topics on which they are working that are of interest to the Governing Board. This discussion will be in a moderated question and answer format. After introductory presentations, an opportunity for questions from Board members will be provided.

The Partnership for Assessment of Readiness for College and Careers (PARCC) will be represented by Jeff Nellhaus, PARCC's Director of Policy, Research, and Design.

The SMARTER Balanced Assessment Consortium (SBAC) will be represented by Joe Willhoft, SBAC's Executive Director.

ATTACHMENTS

Attachment A provides background information on the establishment of the two Common Core State Standards Assessment Consortia.

Attachment B is a map showing current consortia states as recently published in the *Education Week Curriculum Matters* blog by Catherine Gewertz. The complete blog post can be found at http://blogs.edweek.org/edweek/curriculum/2014/06/tennessee_quits_parcc.html.

Attachment C includes the bio for the PARCC presenter, Jeff Nellhaus, and the slides for his presentation.

Attachment D includes the bio for the SBAC presenter, Joe Willhoft, a summary of the recently complete SBAC Field test, and a description of the plans for SBAC online Achievement Level Setting, including facts and FAQs.

Background

The Race to the Top Assessment Program, authorized under the American Recovery and Reinvestment Act of 2009 (ARRA), provided funding to consortia of States to develop assessments that are valid, support and inform instruction, provide accurate information about what students know and can do, and measure student achievement against standards designed to ensure that all students gain the knowledge and skills needed to succeed in college and the workplace. These assessments are intended to play a critical role in educational systems; provide administrators, educators, parents, and students with the data and information needed to continuously improve teaching and learning; and help meet the President's goal of restoring, by 2020, the nation's position as the world leader in college graduates.

In September of 2010, the U.S. Department of Education awarded two Comprehensive Assessment Systems grants to the Partnership for Assessment of Readiness for College and Careers (PARCC) Consortium and the Smarter Balanced Assessment Consortia (SBAC). The consortia are to develop and implement assessment systems by the 2014-2015 school year. In addition, PARCC and SBAC were each provided a supplemental grant award to support the work in their approved application and to successfully transition to the new standards and assessments. Each received a supplemental grant award to include activities that focused on:

- Developing gap analyses between current and new standards, curriculum analysis tools, professional development related to the new standards and assessments including support for educators to better understand the content of the new standards, state and local assessment audits to determine what assessments will no longer be needed.
- Enhancing technology to be used in the assessments systems, including assessment delivery.
- Supporting educator understanding and use of assessment results, and other steps needed to build the professional capacity to implement more rigorous common standards.

On January 7, 2011, PARCC and SBAC each entered into a Cooperative Agreement with the Department regarding these grants. The agreement is intended to provide for substantial communication, coordination, and involvement between the Department and the grantee to ensure the success of the grant.



Partnership for Assessment of Readiness for College and Careers (PARCC)

<http://www.PARCCOnline.org>

Biography of Jeffrey Nellhaus, PARCC Director of Policy, Research, and Design

Jeffrey Nellhaus serves as the Director of Policy, Research and Design for the PARCC assessment consortium. PARCC (Partnership for the Assessment of Readiness for College and Careers) is one of two state consortia that received Race to the Top Assessment Grants to design and develop next generation student assessment systems based on the Common Core State Standards in English Language Arts & Literacy and Mathematics.

Before joining PARCC, Mr. Nellhaus spent nearly 25 years with the Massachusetts Department of Elementary and Secondary Education (MA DESE) where held the positions of Deputy Commissioner, Acting Commissioner, and Associate Commissioner for Curriculum and Assessment. While at the MA DESE, Mr. Nellhaus directed the design, development and implementation of the Massachusetts Comprehensive Assessment System (MCAS), and the development of the Massachusetts Curriculum Frameworks, which include the Common Core State Standards. For his work on MCAS he was awarded the Manuel Carballo Governor's Award for Excellence in Public Service.

Mr. Nellhaus has served on the National Validity Studies Panel to National Assessment of Education Progress (NAEP) and on Technical Advisory Committees for the states of Maine, Kentucky and Rhode Island. He has also served on the Technical Advisory Committee on Standard Setting for NAEP and on the Growth Model Peer Review Panel for the U.S. Department of Education.

Prior to joining the Massachusetts Department of Education, Mr. Nellhaus was a Peace Corps Volunteer in India, taught chemistry and mathematics in a public high school in Vermont, and directed a federally-funded educational program in Thailand for Cambodian and Laotian refugees preparing to resettle in the U.S.

Mr. Nellhaus holds a B.S. in Chemistry from the University of Massachusetts, a M.S. in Science Teaching from Antioch Graduate School of Education, and an Ed.M. in Administration, Policy and Planning from Harvard Graduate School of Education.

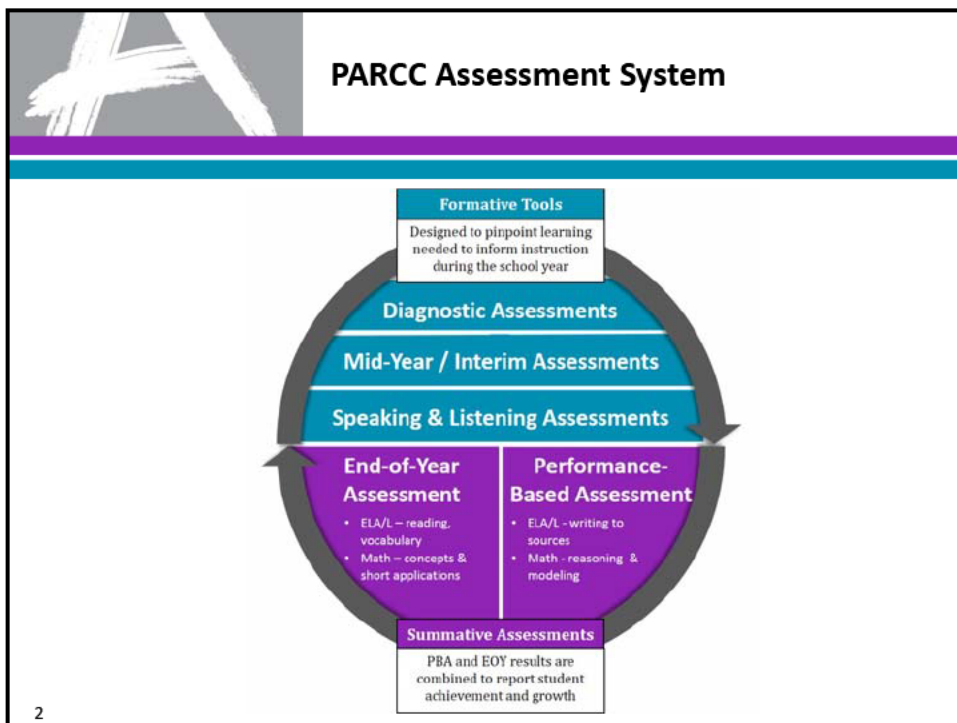
Attachment: PARCC Update for NAGB




Update for the National Assessment Governing Board

Jeffrey Nellhaus
Director of Policy, Research & Design
PARCC, Inc.

August 1, 2014

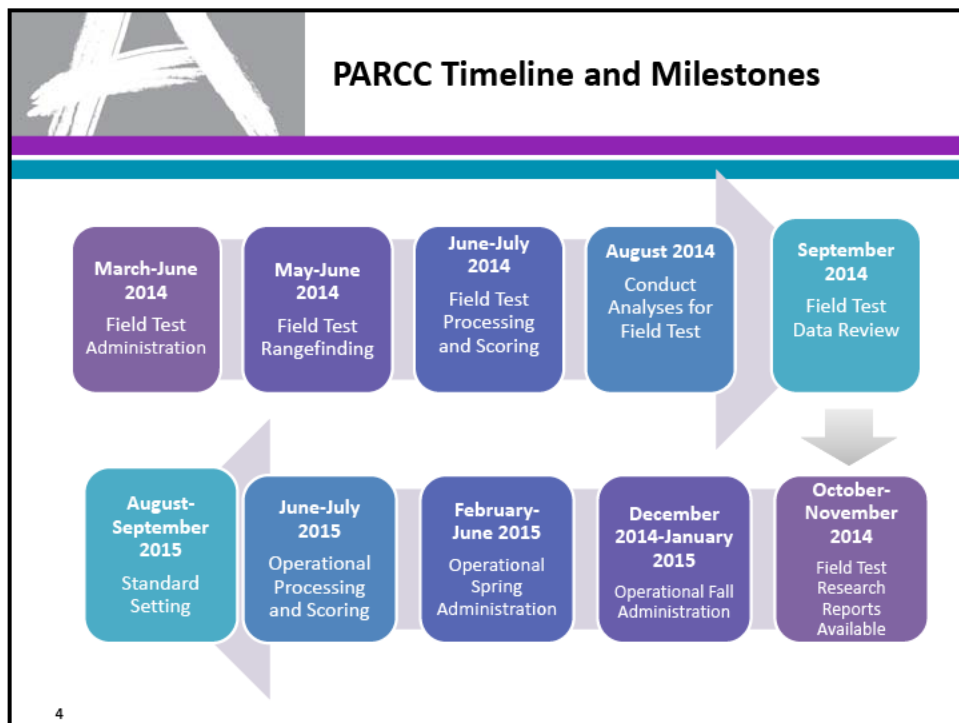




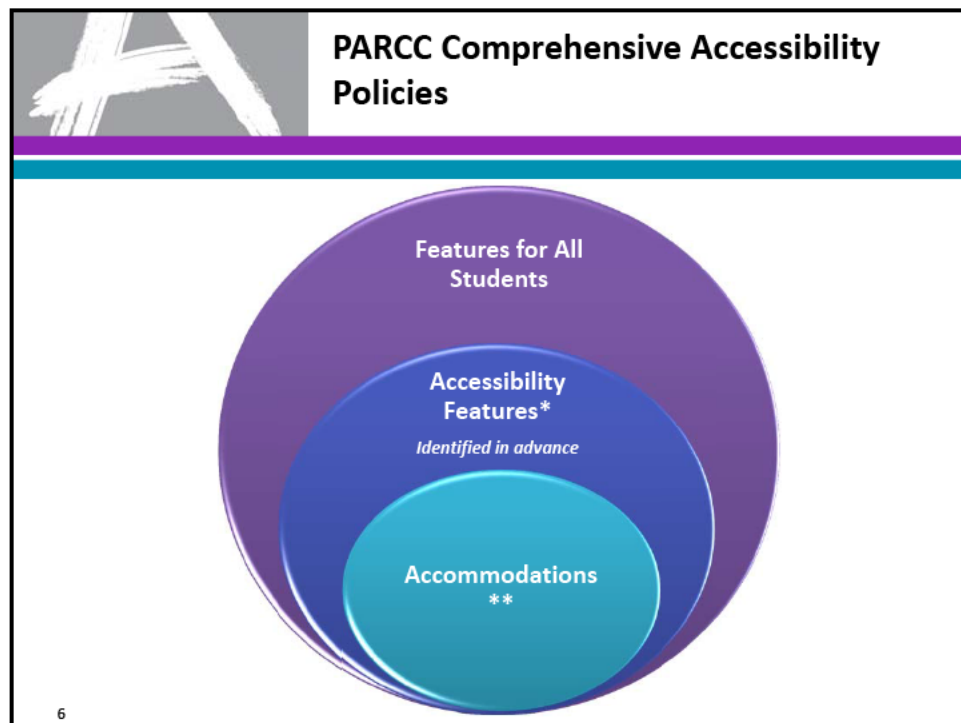
Highlights from the Past Year


- Executed contract for Operational Assessment Administration
- Conducted field test of summative assessments in 14 states and D.C.
- Launched development of formative assessments
- Released RFPs for Assessment Delivery System and Partnership Resource Center

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Accessibility and Accommodations in the PARCC Assessments






Select Computer-Based Accessibility Features

Accessibility Features for All Students
Audio Amplification
Eliminate Answer Choices
Flag Items for Review
Highlight Tool
Line Reader Tool
Magnification/Enlargement Device
NotePad
Pop-Up Glossary
Spell Checker
Writing Tools

Accessibility Features Identified in Advance
Answer Masking
Background/Font Color (Color Contrast)
General Masking
Text-to-Speech for the Mathematics Assessments

7 Refer to appendix slides for full list of accessibility features and accommodations available for PARCC assessments



Select Accommodations for Students with Disabilities: Presentation & Response


Content Area	Presentation Accommodations	Response Accommodations
ELA/Literacy	Text-to-Speech or Video of a Human Interpreter	Scribing or Speech-to-Text for constructed responses
	Closed-Captioning of Multimedia Passages	Word prediction (ELA/L Performance-Based Assessment)
	Descriptive Video	
Mathematics	Video of a Human Interpreter	Calculation Device and Mathematics Tools (on Non-calculator Sessions)
Both Content Areas	Additional Assistive Technology	Additional Assistive Technology
	Tactile Graphics	Braille note-taker
	Video of a Human Interpreter for Test Directions for a Student Who is Deaf or Hard of Hearing	Scribing or Speech-to-Text for the Mathematics assessments, and for selected response items on the ELA/L assessments

8 Refer to appendix slides for full list of accessibility features and accommodations available for PARCC assessments

Preparing for Computer-Based Assessments

Supports Provided to Local Educators to Implement Computer-Based Testing


- **How-to manuals and users' guides** for each process and component
- **Video walkthrough tutorials** available on-demand
- **Technology support conference calls** held weekly
- **SystemCheck Tool** checks that your devices meet minimum technology guidelines
- **Network Capacity Tool** checks how many students can test at once on your network
- **Infrastructure Trial tools** allow schools/districts to run a dress rehearsal
- **Call Center Help Desk** available throughout the assessment windows



Technology Requirements & Costs

- Most schools currently have sufficient devices to offer the assessment online
- A school does NOT need a computer or other device for every student
- Schools can use paper-and-pencil for the next several years
- Technology purchases should be made as part of a learning technology strategy, not just for assessments


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What Devices Can Students Use?

- **Desktop, Laptop, Netbook, and Thin Client/VDI Computers (Windows, Mac, Chromebook, Linux*)**
 - *Support for Linux will not be available until operational testing
- **Tablets (iPad, Windows, and Android*)**
 - Screen size must be 9.7 inches (10 inch class) or larger
 - External keyboards (wired or Bluetooth) are required for tablets
 - *Support for selected Android devices will be available for operational testing


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Proctor Caching as a Low Bandwidth Solution

- “Proctor Caching” software will be available to all PARCC schools as part of the Pearson TestNav 8 delivery platform.
- Caching involves pre-downloading as much of the encrypted test content prior to testing as possible, staging it on a computer (or multiple computers), and distributing it to student test-taking computers from the caching server on test day.
- Caching helps avoid potential bandwidth and network constraints that could be created due to high levels of testing traffic, shared internet connection, etc.

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Future Technology Planning

PARCC states and Pearson are working together to make significant updates to both PearsonAccess and TestNav8 to ensure an improved assessment experience based on field test feedback.

- **Lessons Learned**
 - Analyzed and compiled survey feedback
 - Reviewed Lessons Learned with State representatives
- **Planning Meetings**
 - Pearson held 4 days of Planning Meetings that were attended by State representatives and PARCC Inc. staff
 - Planning meetings are continuing on a weekly basis
- **Technology Road Map**
 - Pearson has developed a Road Map which captures future changes/updates and enhancements to TestNav and PearsonAccess

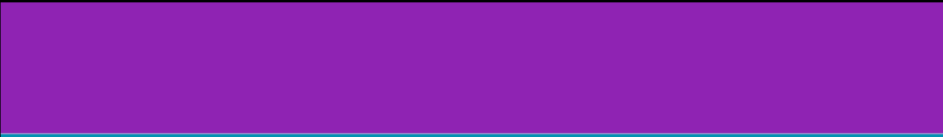
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Comparability of Computer- and Paper-Based Assessments

- Mode comparability study was conducted during the field test
- Will evaluate whether student performance on items is similar between computer- and paper-based administrations, and inform construction of operational tests
- Results available fall 2014

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Gathering Feedback on the Assessment Experience



Student Survey (Examples from Field Test)

- PARCC included a student survey on all test forms for the field test, which asked students...


...about the quality of directions:

- Example: *Did you understand all of the directions read by the person who gave you the test?*

...about exposure to CCSS:

- Example: *How many questions asked you about things you have not learned in school this year?*

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Student Survey (Examples from Field Test)

...about experience with technology:


- Examples: *How many times did you practice on a computer or tablet to get ready for this test? How often do you use a computer or tablet in school?*

...about functionality on online system:

- Examples: *Was it easy to flip back and forth between pages to find the story or passage that belonged to a question? Was it easy to use the highlighter?*

Full surveys are available at www.parcconline.org/field-test


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Educator Surveys

- PARCC also conducted surveys for:
 - School/district test coordinators
 - School/district technology coordinators
 - Test administrators
- PARCC received almost **9,000** total survey responses

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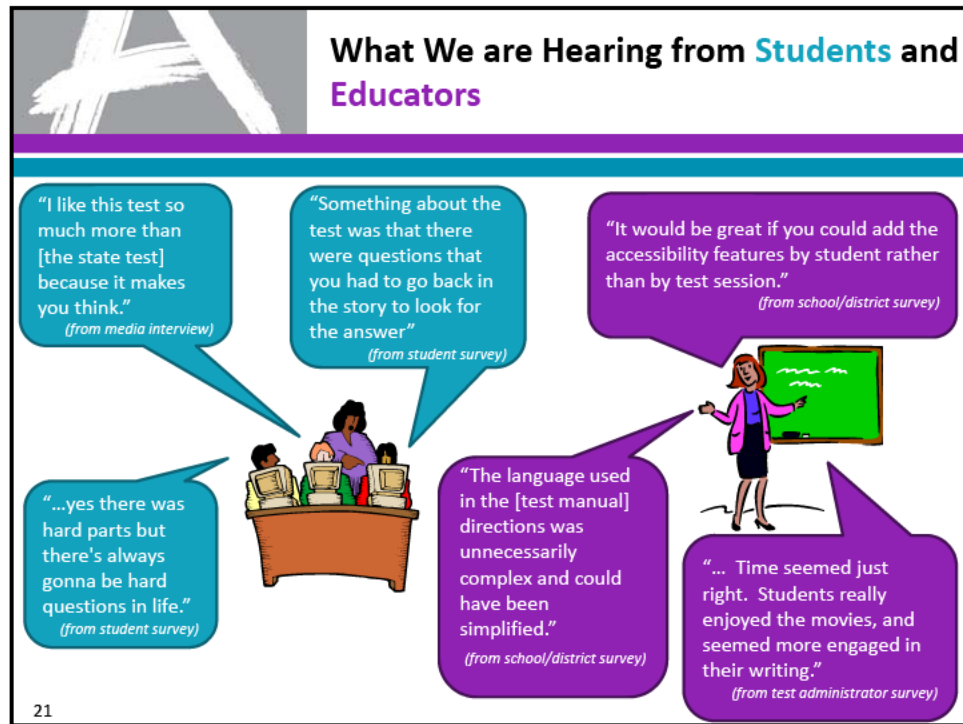


Educator Surveys

- The surveys ask educators for feedback on:
 - **PARCC Training and Resources**, including training modules, computer-based student tutorial, and PARCC Support Center.
 - **Technology**, including technical user guides, the process of registering students to take the test, and the navigation of the computer-based test delivery platform.
 - **Test Administration**, including the test coordinator manuals, testing policies and procedures, and tasks completed before, during, and after testing.

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What We are Hearing from **Students** and **Educators**



Students' Feedback:

- "I like this test so much more than [the state test] because it makes you think."
(from media interview)
- "Something about the test was that there were questions that you had to go back in the story to look for the answer"
(from student survey)
- "...yes there was hard parts but there's always gonna be hard questions in life."
(from student survey)

Educators' Feedback:

- "It would be great if you could add the accessibility features by student rather than by test session."
(from school/district survey)
- "The language used in the [test manual] directions was unnecessarily complex and could have been simplified."
(from school/district survey)
- "... Time seemed just right. Students really enjoyed the movies, and seemed more engaged in their writing."
(from test administrator survey)

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Standard Setting and Supporting Research

Standard Setting Milestones	
Milestone	Timeline
Standard Setting Planning Meeting	July 2, 2014
Research to inform cut scores conducted	June 2014 through January 2015
Research results informing cut scores reviewed and evaluated	April 2015
Field trial of standard setting (dry-run)*	May 2015
Standard setting panels meet and identify cut scores	Late-July to late-August 2015
Governing Board and ACCR consider and vote on recommended cut scores for high school assessments	Mid-August 2015
Governing Board considers and votes on recommended cut scores for other grades	Late-August to Early-September 2015

23 *pending procurement

PARCC Performance Standards and CCR	
How is PARCC planning to align performance standards to college and career readiness?	
1.	Standard setting panels will include higher education faculty and technical/vocational educators
2.	Both empirical data and content expert judgment will be used in setting the standards <ul style="list-style-type: none"> ○ Benchmark Study ○ Postsecondary Educators' Judgment Study
3.	PARCC will conduct a longitudinal validity study to examine whether the CCR cut scores predict postsecondary success


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Benchmark Study

- Gather data from external benchmarks to estimate what percent of students across PARCC states may be college- and career-ready
- Benchmarks include:
 - NAEP assessments
 - SAT/ACT
 - Current state assessments focusing on college and career readiness


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Postsecondary Educators' Judgment Study

- Ask instructors and/or professors how an academically ready student would perform on day one of their classes
 - 300 professors or instructors currently teaching:
 - College English Composition or Literature
 - College Algebra
 - Introductory College Statistics
 - Technical courses requiring reading, writing or mathematics
 - Selected from two-year and four-year institutions, as well as institutions of vocational or technical instruction
- Cut points will be estimated based on participants' judgment on individual items on intact forms


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Continued Validity Research



- **Longitudinal Study of External Validity of the PARCC Performance Standards**
 - Examine the relationship between student performance on PARCC and their course grades in entry-level, credit-bearing courses
- Students who complete the grade 11 ELA/L, and Algebra II or Integrated Math III assessments in spring 2015 will be matched with their course performance in entry-level classes at postsecondary institutions during the 2016 fall semester
- Analysis will focus on whether performing at the CCR cut score level predicts a 0.75 probability of earning a C or better in entry-level, credit-bearing courses

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For More Information:


 jnellhaus@parcconline.org

 [@parccplace](https://twitter.com/parccplace)  parcconline.org

Appendix: Full List of PARCC Accommodations

	Accessibility Features for All Students	
	Accessibility Features for All Students	
	Audio Amplification	
	Blank Paper <i>(provided by test administrator)</i>	
	Eliminate Answer Choices	
	Flag Items for Review	
	General Administration Directions Clarified <i>(by test administrator)</i>	
	General Administration Directions Read Aloud and Repeated <i>(by test administrator)</i>	
	Highlight Tool	
	Headphones	
	Line Reader Tool	
	Magnification/Enlargement Device	
	NotePad	
	Pop-Up Glossary	
	Redirect Students to Test <i>(by test administrator)</i>	
	Spell Checker	
	Writing Tools	


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Accessibility Features Identified in Advance

Accessibility Features Identified in Advance
Answer Masking
Background/Font Color (Color Contrast)
General Masking
Text-to-Speech for the Mathematics Assessments

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Accommodations for Students with Disabilities: Presentation

Content Area	Presentation Accommodations
ELA/Literacy	Text-to-Speech or Video of a Human Interpreter, including items, responses options, and passages
	Braille Edition (Hard-copy braille tests and refreshable braille displays)
	Closed-Captioning of Multimedia Passages
	Descriptive Video
Mathematics	Video of a Human Interpreter for a Student Who is Deaf or Hard of Hearing
	Braille Edition (Hard-copy braille tests)
Both Content Areas	Additional Assistive Technology
	Tactile Graphics
	Video of a Human Interpreter for Test Directions for a Student Who is Deaf or Hard of Hearing
	Paper-and-Pencil Edition

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Accommodations for Students with Disabilities: Response	
Content Area	Response Accommodations
ELA/Literacy	Scribing or Speech-to-Text (i.e., Dictation/Transcription or Signing) for constructed responses Word prediction on the ELA/Literacy Performance-Based Assessment
Mathematics	Calculation Device and Mathematics Tools (on Non-calculator Sessions of Mathematics Assessments)
Both Content Areas	Additional Assistive Technology Braille note-taker Scribing or Speech-to-Text (i.e., Dictation/Transcription or Signing) for the Mathematics assessments, and for selected response items on the English Language Arts/Literacy assessments

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Accommodations for Students with Disabilities: Other	
Category	Accommodation
Timing & Scheduling	Extended Time
Setting	Many settings that were once considered accommodations are now consider accessibility features for all students and will be included in the test administrator manual. These include – separate location, small group testing, specified area or seating, time of day, and frequent breaks.

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Accommodations for English Learners			
<p>KEY for Table 5 below:</p> <ul style="list-style-type: none"> ● Highly recommended for use by English learners at this English language proficiency level ⊙ Recommended for use by English learners at this English language proficiency level ○ May not be appropriate for students at this ELP level 			
Accommodation	Beginning	Intermediate	Advanced
Extended Time	●	●	●
General Administration Directions Clarified in Student's Native Language (by test administrator)	●	⊙	○
General Administration Directions Read Aloud and Repeated as Needed in Student's Native Language (by test administrator)	●	⊙	○
Scribe or Speech-to-Text: Responses Dictated for Mathematics Assessment in English	●	⊙	○
Word-to-Word Dictionary (English/Native Language)	○	●	●

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SMARTER Balanced Assessment Consortium (SBAC)

<http://www.smarterbalanced.org/>

Biography of Joe Wilhoft, SBAC Executive Director

Mr. Willhoft is the Executive Director of the SMARTER Balanced Assessment Consortium, one of two federally-funded consortia that are developing a new generation of state assessment systems aligned to the Common Core State Standards. Prior to this appointment he was the assistant superintendent for assessment and student information for the state of Washington. His responsibilities included design and implementation of Washington's assessment program and collection and reporting of student information for the state's longitudinal data system. Before working at the state level, Joe directed assessment and evaluation activities at the district level for more than twenty years, primarily in Tacoma Public Schools in Washington and in Maryland.

Joe earned his doctorate in educational measurement and statistics from the University of Maryland. He is past president of the Maryland Assessment Group, the Washington Educational Research Association, and the American Educational Research Association Classroom Assessment Special Interest Group. He has been involved in multiple collaborative data and assessment efforts, including having served on technical advisory committees in several states and the Technical Work Group for the most-recent congressionally-mandated evaluation of the National Assessment of Educational Progress (NAEP). He previously served as co-chair of the NAEP Policy Advisory Task Force, a collaborative effort of the National Assessment Governing Board and the Council of Chief State School Officers.

Other Attachments:

SBAC Field Test Report

SBAC Online Panel for Achievement Level Setting

Maintaining test security in the age of social media can be a challenge

- Smarter Balanced worked with states to develop a successful process for finding test questions posted online by students.
- District Test Coordinators, administrators, and teachers focused on strengthening test security, and the numbers of postings decreased dramatically.

Ongoing communication is essential

- Smarter Balanced provided schools with communications materials to reach out to parents and respond to media inquiries about the Field Test.
- After identifying areas that caused confusion in some schools, the Test Administration Manual and test system user guides were edited for clarity.
- Smarter Balanced will continue to improve these documents as we collect feedback from schools.

"[Students] think it's way cooler to take the test online rather than the old bubble-in multiple choice."

- Superintendent and principal, California

All students can participate in online assessments

- Students could access an unprecedented number of language supports, including interactive glossaries in 10 languages and multiple dialects, as well as full Spanish translations of the math assessment.
- Students who are deaf or hard of hearing received tests in American Sign Language, signed by recorded human interpreters.
- Refreshable Braille keyboards and real-time embossers allowed students who are blind to receive their online tests in Braille.



Next Steps

Information from the Field Test will be used this fall to establish achievement levels for the assessment system. Achievement level setting is the process for establishing one or more cut scores on an assessment, making it possible to create categories of performance. In addition, Smarter Balanced will:

- ✓ Review question responses and flag questions for editing or deletion
- ✓ Review the directions for test items and performance tasks to ensure that they are clear for teachers and students
- ✓ Analyze teacher and student surveys conducted by states and publish a report later this summer
- ✓ Launch a Usability, Accessibility, and Accommodations Guidelines Committee to review additional universal tools, designated supports, and accommodations for inclusion in the operational assessments

FACTS & FAQ

Achievement Level Setting for Smarter Balanced

**Make your voice heard on new Common Core assessments
Register today for the Smarter Balanced Online Panel**

The Smarter Balanced Assessment System

The Smarter Balanced Assessment Consortium has developed an assessment system in both English language arts/ literacy and mathematics aligned to the Common Core State Standards.

The Common Core State Standards provide consistent, clear standards and will have a positive effect on students' ability to think critically and use reasoning skills. Smarter Balanced assessments will provide states with tools to accurately measure student achievement and progress toward college and career readiness.

An online panel (scheduled for October 6-17) will allow thousands of K-12 educators, higher education faculty, parents, and other interested parties to participate virtually in recommending a score for grade-level proficiency. This is an opportunity for educators and other interested members of the community to provide input and ensure that the results from these Common Core-aligned assessments are based on challenging, yet fair expectations for students.

Participating in the Online Panel will take up to three hours to complete an orientation, review test questions, and recommend a score. Panelists can complete the activity at any time during the two-day window, in one sitting or in multiple sittings. The Online Panel requires the use of a personal or office computer or tablet.



Visit SmarterBalanced.org/OnlinePanel to register and complete these four simple steps:

- ✓ **Step 1** - Select a content area and grade level
- ✓ **Step 2** - Enter your email address and contact information
- ✓ **Step 3** - Check your email for a message and confirm your email address
- ✓ **Step 4** - Select a two-day window between October 6 and 17, 2014

“...an unprecedented opportunity to engage thousands of educators and interested stakeholders across member states, raising awareness about the importance and rigor of the assessments.”

Register Online:

Visit SmarterBalanced.org/OnlinePanel to get started.

Learn More:

Visit SmarterBalanced.org to learn more about the next generation of assessments.

FACTS & FAQ

Frequently Asked Questions (FAQ) About the Online Panel

Q. What Is the Online Panel?

A. Participants will complete a short orientation and offer input on achievement levels by reviewing actual test items, ordered by difficulty, for up to three hours through a secure website.

Panelists will recommend an achievement level score that determines how much students should know and be able to do in order to be considered proficient at the grade- level standards. Panelists will have access to the relevant Common Core standards and Achievement Level Descriptors created by educators for each grade and content level.

Q. How will input from the Online Panel affect the final scoring on these assessments?

A. Recommendations from the Online Panel will be shared with groups who will meet face to face to consider achievement levels for each subject and grade and later with groups who will meet to consider achievement levels across all grades (3 – high school). Policymakers in governing states will have access to recommendations from both online and in-person panels.

Q. When will the online session occur?

A. The online session will require up to three hours of a participant's time during a two-day window of his or her choice between October 6 and 17, 2014.

Q. Where will the sessions be held?

A. The sessions will be held online. Virtually any computing device that connects to the Internet, including tablets, will provide participants with access. However, Smarter Balanced does not recommend using 'smart phones' because of screen size limitations.

Q. Will participants' information be shared publicly?

A. No. Contact information of individual participants will not be released to the public and will only be used to remind participants as their selected session time approaches. Smarter Balanced also will use information about participants' role (K-12 teacher, higher education faculty, etc.) to summarize recommendations by sub-group.

Q. Are there any qualifications or requirements for participating in the Online Panel?

A. The Online Panel is open to the public. Smarter Balanced is particularly interested in participation by K-12 educators and higher education faculty.

Q. How will participants register for the panel?

A. For more information and to register, visit SmarterBalanced.org/OnlinePanel. Registrants will be asked to choose the grade and content area (English language arts/literacy or mathematics) in which they want to participate. Registrants will provide an email address, role, and demographic information. Registrants will then be asked to verify their email address and select a two-day participation window.

Q. How will panelists know if they are registered to participate in a session?

A. Panelists will receive an email confirming their participation time slot upon completing registration. Participants also will receive a reminder email before their two-day window.

Q. Is there a cost for participation?

A. No. Participation is free.

Q. How much time can participants expect to spend on this project in total?

A. The total time commitment will be up to three hours over a two-day period. Participants can save their work and log out, and then log back in to complete their session within the two-day window.