Opportunities, Challenges, and Resources with Statewide Assessment

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Topics for Discussion

1. Opportunities and Challenges
   - Every student Succeeds Act (ESSA)
   - Assessment and Accessibility
   - Reporting
   - Responding and Revising

2. Resources
ESSA Consistent with Core Ideas or Pillars of the Law

Promotion of Educational Excellence and Equity

Standards
Assessment
Disaggregation, Transparency, and Accountability
School Support and Interventions
ESSA Shift in Balance of Power

State and Local Autonomy

Federal Authority
## What Remains the Same....

<table>
<thead>
<tr>
<th></th>
<th><strong>NCLB</strong></th>
<th><strong>ESSA</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading / Language Arts &amp; Mathematics Assessments</strong></td>
<td>Annual testing in reading or language arts and mathematics in each of grades three through eight and once in grades ten through twelve.</td>
<td>Annual testing in reading or language arts and mathematics in each of grades three through eight and once in high school.</td>
</tr>
<tr>
<td><strong>Science Assessments</strong></td>
<td>Annual testing in science once in grades three through five; once in grades six through nine; and once in grades ten through twelve.</td>
<td>Annual testing in science once in grades three through five; once in grades six through nine; and once in grades ten through twelve.</td>
</tr>
<tr>
<td><strong>Student Data Requirements</strong></td>
<td>States must provide disaggregated data of student performance.</td>
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# Participation Requirements

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<td>States must maintain an at least 95 percent participation rate on state assessments to meet “Adequate Yearly Progress” requirements.</td>
<td>States must maintain an at least 95 percent participation rate on state assessments and factor the participation rate into school ratings. States can pass opt-out laws regarding state testing participation. However, states must have an action plan to respond to the participation rate falling below 95 percent.</td>
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# Assessing Students With Disabilities

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<td>For students with disabilities, states must provide alternative assessments and accommodations as needed.</td>
<td>For each tested subject, there is a 1 percent cap on the number of students who can take an alternative assessment. States must ensure that students receive necessary accommodations to take state assessments.</td>
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# Assessing English Language Learners

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<tr>
<td>English language learner (ELL) students in kindergarten through grade twelve must be annually assessed for English proficiency, though these scores are not included in accountability calculations for AYP purposes.</td>
<td>ELL students in kindergarten through grade twelve must be annually assessed for English proficiency.</td>
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## What’s New…

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<td><strong>Assessment Types</strong></td>
<td>State assessments may include projects, portfolios, and extended-performance tasks.</td>
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<tr>
<td><strong>Piloting of Local Assessments</strong></td>
<td>Piloting of local assessments is allowed, with the potential for these to be used as state assessment, provided they are reliable, valid, and comparable (e.g., use of SAT or ACT as high school assessment).</td>
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<tr>
<td><strong>Piloting of Innovative Assessments</strong></td>
<td>Innovative assessment pilot allows up to seven states and a consortia (that does not exceed four states) to pilot new tests. These assessments may include competency- or performance-based tests, and removes the requirement for states to use annual state tests for accountability purposes.</td>
</tr>
<tr>
<td><strong>Grade eight Mathematics Exemption</strong></td>
<td>Grade eight students in advanced math courses (with an end-of-course exam) can take the associated exam in lieu of the grade eight mathematics test.</td>
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</table>
Improving Assessment and Accessibility in Smarter Balanced Assessments

• Request for proposal out for embedded calculator
• Use of illustrations to substitute for word glossaries
• Micro pilots of new performance tasks occurred Fall 2015 to build pool of PTs
• Increasing the number of interim assessment blocks (IABs)
• Project to connect IABs with digital library
Improving Reporting

• Possible specific item-level data for interim assessments
• Possible reporting of full-write
• Ways to connect information gained on interim assessments with digital library resources
• Evolving process
CDE Responding and Revising

- California Assessment of Student Performance and Progress (CAASPP) Institutes
- Post-test workshop – Connecting Assessment to Instruction
- Focusing on how to appropriately incorporate the summative assessments into the curriculum, instruction, and assessment planning cycle
- Listening to feedback to modify reporting structures
Understanding Proficiency

Develop a deeper understanding of the Common Core State Standards by learning from student work on performance tasks.

- Real student work from Smarter Balanced performance tasks
- Scores and annotations by practicing educators
- Tools and videos to support professional learning

ELA

MATH COMING SOON

Understanding Proficiency provides resources to help educators develop a deeper understanding of the Common Core State Standards by learning from student work on performance tasks.
WestEd Resources

Understanding Proficiency
Understandingproficiency.wested.org

Building Educator Assessment Literacy (BEAL)
Beal@wested.org