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# Building or Buying Assessments

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## WEBINAR #3



May 10, 2013

# Agenda and Speakers

- Introduction: U.S. Department of Education
    - Victoria Hammer, Christine Pilgrim
  - Overview of Approach (with Q&A):
    - Marianne Lemke, Center on Great Teachers and Leaders at AIR
  - Implementation of Approach (with Q&A):
    - Jennifer Peterson, North Carolina Department of Public Instruction
    - Michelle Worrell and Todd Clark, Florida Department of Education
    - General Q&A
  - Wrap-Up
-

## Webinar Series: Three Approaches to Measuring Growth for Non-Tested Grades and Subjects

- Schoolwide growth or value-added scores
- Student learning objectives (SLOs)
- **Building or buying assessments to measure student growth**

Each webinar will include a short presentation on the topic by a representative of the Center on Great Teachers and Leaders and by State and/or district leaders using the approach.

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## Timeline for the Webinars

- **Schoolwide growth or value-added scores**
  - Friday, April 26, 2013, from 2:00 to 3:15 p.m. ET
  
- **Student learning objectives**
  - Thursday, May 2, 2013, from 3:45 to 5:00 p.m. ET
  
- **Developing additional assessments to measure student growth**
  - Friday, May 10, 2013, from 2:00 to 3:15 p.m. ET

**Recorded webinars posted to:**

<http://www2.ed.gov/policy/elsec/guid/esea-flexibility/resources/index.html>

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# Building or Buying Assessments to Measure Student Growth

Mariann Lemke

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May 2013

Center on  
**GREAT TEACHERS & LEADERS**

at American Institutes for Research ■

**AIR**<sup>®</sup>  
AMERICAN INSTITUTES FOR RESEARCH<sup>®</sup>

# Measuring Student Growth in Untested Grades and Subjects for Educator Evaluation

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- States and school districts are searching for new ways to build educator evaluation systems that include multiple measures. Recent reforms have pushed states and school districts to consider student growth as one of these measures.
- Challenge: About 69 percent of all teachers cannot be accurately assessed with current models based on test scores, such as value-added models (Prince et al., 2009).

# Building or Buying Assessments to Measure Student Growth

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# Center on Great Teachers and Leaders: Mission

The mission of the Center on Great Teachers and Leaders (GTL Center) is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.

# What Is the Approach?

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- Creating lists of approved assessments for use in the State
  - Colorado, New York, Ohio
- Developing new statewide assessments using internal teams or vendors
  - North Carolina, Delaware, Florida
- Providing guidance for local assessment development
  - Massachusetts, Colorado

# Colorado Department of Education

<http://www.coloradopl.org/assessment/assessments>



## CDE Resource Bank

- Home
- Posts
- Announcements
- Events
- Assessments
- Documents
- Members

CONTENT KNOWLEDGE KEYWORD(S)

CONTENT AREA

- Career & Technical Education
- Comprehensive Health
- Dance
- Drama
- Math
- Music
- Physical Education
- Reading, Writing, and Communicating

CAREER AND TECHNICAL EDUCATION  
<Any>

GRADE LEVEL

- Pre-K  K  1
- 2  3  4
- 5  6  7
- 8  9  10

### Assessments

To effectively understand why assessments are recommended or partially recommended and the process to determine this, please review [Determining High-Quality Content Assessment](#) and the [Assessment Review](#). Colorado Academic standards have recommended assessments. To find what assessments were reviewed, go to the Posts tab and choose the category of "Assessment Inventory Reports".

| <u>Title</u>   | <u>Grade Level</u>           | <u>Content Area</u> | <u>Level of Recommendation</u> ▼ |
|--|------------------------------|---------------------|----------------------------------|
| <a href="#">Auralia</a>  | 4, 5, 6, 7, 8, 9, 10, 11, 12 | Music               | Recommended                      |
| <a href="#">Connecticut Arts Assessment: 2nd Grade Solo Improvising</a>              | 2                            | Music               | Recommended                      |
| <a href="#">Connecticut Arts Assessment: 2nd Grade Solo Singing</a>                  | 2                            | Music               | Recommended                      |
| <a href="#">Connecticut Arts Assessment: 5th Grade Composing and Self Evaluation</a> | 5                            | Music               | Recommended                      |

# New York State Education Department

<http://usny.nysed.gov/rttt/teachers-leaders/assessments/approved-list.html>

**Note that regardless of what the Service Summary states, ONLY the assessment products explicitly listed in the Table below are approved for the purposes of the APPR.**

**UPDATE – 11/26/12:** All reviews have been completed and the lists of approved assessments (CTE and non-CTE) are now finalized. Please see our [RFQ](#) page for information on future Assessment Request for Qualifications for 3rd party assessments to be used in teacher and principal evaluation.

| Assessment Name / Vendor Name | Teacher(s) of:                           | Can this assessment be used for the growth subcomponent? | <b>Service Summary*</b><br>*Please be sure to check the service summary for detailed information related to each approved assessment. |
|-------------------------------|--|--|---|
| <b>Explore</b><br>ACT Inc.    | <b>Grades: 8-9</b><br>ELA, Math, Science | No   | <a href="#">Service Summary</a><br> (45 KB)      |
| <b>PLAN</b><br>ACT Inc.       | <b>Grade: 10</b><br>ELA, Math, Science   | No   | <a href="#">Service Summary</a><br> (45 KB)      |
| <b>The ACT</b>                | <b>Grades: 11-12</b>                     |  | <a href="#">Service Summary</a>   |

# Ohio Department of Education

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1230&ContentID=125742>

| Assessment Name / Vendor Name       | ODE Approved Assessments: Grade(s) / Subject(s)                        | Services Summary   |
|-------------------------------------|--|--|
| STAR Early Literacy Renaissance     | Gr PK-3<br>ELA   | <a href="#">STAR Early Literacy Enterprise Submission.pdf</a>                        |
| STAR Math Enterprise Renaissance    | Gr 1-3, 9-12<br>Math   | <a href="#">STAR Math Enterprise Submission.pdf</a>                                  |
| STAR Reading Enterprise Renaissance | Gr 1-3, 9-12<br>Reading  | <a href="#">STAR Reading Enterprise Submission.pdf</a>                               |
| Stanford 10<br>Pearson              | Gr K-12<br>Science, Social<br>Studies<br><br>Gr K-3, 9-12<br>Math      | <a href="#">Pearson Stanford ODE T P Eval RFQ Response.pdf</a>                       |
| AIMSweb<br>Pearson                  | Gr K-3, 9-12<br>ELA, Math  | <a href="#">Pearson aimsweb ODE T P Eval RFQ Response.pdf</a>                        |
| Stanford Aprenda 3<br>Pearson       | Gr K-12<br>Science, Social<br>Studies<br><br>Gr K-3, 9-12<br>Math      | <a href="#">Pearson Stanford ODE T P Eval RFQ Response.pdf</a>                       |
| Terra Nova 3<br>CTB                 | Gr K-12<br>Science, Social<br>Studies<br><br>Gr K-3, 9-12<br>Math, ELA | <a href="#">CTBMcGraw-Hill Submission for 12.7.2012 OH Teacher Principal RFQ.pdf</a> |

# Developing and Selecting Appropriate Assessments

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- Does the assessment:
  - Align with what students are expected to learn and teachers are expected to teach?
    - Content standards and course content
    - Complexity
  - Measure growth?
    - Student learning at different levels
    - Progression of skills and content

# Developing and Selecting Appropriate Assessments Con't

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- Have evidence of validity and reliability?
  - Reliability: administration and scoring procedures, sufficient items to assess desired content
  - Fairness
  - Consistency with other measures, relevance for its purpose

# Resources: Measuring Growth in Untested Grades and Subjects

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Goe, L., & Holdheide, L. (2011). *Measuring teachers' contributions to student growth for nontested grades and subjects*. Retrieved from <http://www.tqsource.org/publications/MeasuringTeachersContributions.pdf>

Prince, C. D., Schuermann, P. J., Guthrie, J. W., Witham, P. J., Milanowski, A. T., & Thorn, C. A. (2009). *The other 69 percent: Fairly rewarding the performance of educators of nontested subjects and grades*. Washington, DC: Center for Educator Compensation Reform. Retrieved from <http://cecr.ed.gov/pdfs/guide/other69Percent.pdf>

Reform Support Network. (2012). *Measuring student growth for teachers in non-tested grades and subjects*. Retrieved from <http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/measuring-student-growth-teachers.pdf>

# Resources: Developing Assessments for Measuring Growth

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Herman, J. L., Heritage, M., & Goldschmidt, P. (2011). Developing and selecting assessments of student growth for use in teacher evaluation systems (extended version). Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

- Available at: [http://www.cse.ucla.edu/products/policy/shortTermGrowthMeasures\\_v6.pdf](http://www.cse.ucla.edu/products/policy/shortTermGrowthMeasures_v6.pdf)
- Related PowerPoint at: <http://www.aacompcenter.org/cs/aacc/print/htdocs/aacc/home.htm>

American Educational Research Association, American Psychological Association, and National Council on Measurement in Education. (1999). Standards for educational and psychological testing. Washington, DC: American Psychological Association. Retrieved from <http://teststandards.org>

National Council on Measurement in Education. (2013). Resource Center. Retrieved from <http://ncme.org/resource-center/>

# Join the Discussion Online

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- Follow our **live tweets** from the webinar:  
hashtag = **#other69%**
- Submit your **questions** via Twitter to **@GTLCenter**

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▶ *Advancing state efforts to grow, respect, and retain great teachers  
and leaders for all students*

Center on  
**GREAT TEACHERS & LEADERS**

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# We want your feedback!

Please complete this survey by accessing the link below:

<https://www.surveymonkey.com/s/Z5XC5S2>

▶ *Advancing state efforts to grow, respect, and retain great teachers and leaders for all students*



# NC Public Schools **READY** for Success

**The Measures of Student Learning:  
NC's Common Exams**

**Webinar on Measuring Student Growth  
in Non-Tested Grades and Subjects**

**May 10, 2013**



# Common Exams



- Common summative assessments used across LEAs and Race to the Top-funded charter schools
- Design process includes over 800 educators in two steps:
  - Blueprint creation
  - Item reviews
- Thirty MSLs implemented during 2012 – 2013 in grades 4 – 12 social studies, science, ELA, and mathematics



# Promising Practices



- Deep engagement of educators, not only as part of the design process but as key communicators
- LEA flexibility and ownership of administration
- Partnership with higher education and “trendsetter” LEAs
- Use of regional infrastructure for support and information



# Major Challenges



- Staffing and funding constraints (state- and LEA-level)
- Shifting to new standards at the same time as new assessments
- Perception of expanded “bubble tests” in all content areas and grades
- Data quality and integration
- Grounding work in better outcomes for students



# Continuous Improvement



- Formative feedback from Race to the Top evaluation team
- Meetings with LEA “Educator Effectiveness” teams
- Statistical analysis of scores
  - Distribution studies
  - Comparison of scores from different sections
  - Value-added modeling



# Resources



- 
- [Guide to Measuring Growth for Educator Effectiveness](#)
  - [Assessment Specifications](#)
  - [Released Constructed-Response Items](#)
  - [Overview of the Measures of Student Learning \(including Common Exams\)](#)

# Contact Information

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<http://www.ncpublicschools.org/effectiveness-model/measures/>

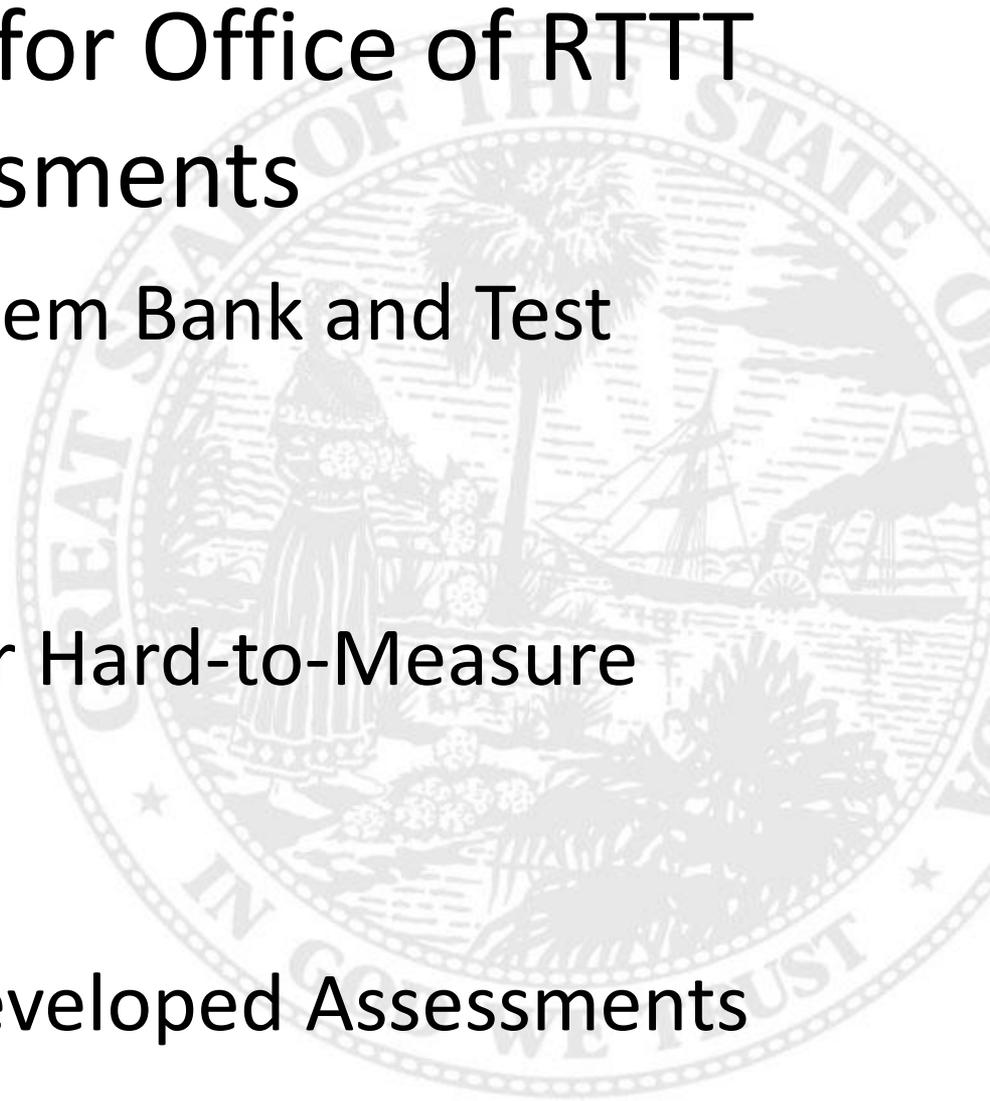
# Race to the Top Assessments

May 10, 2013



# Responsibilities for Office of RTTT Assessments

- Interim Assessment Item Bank and Test Platform
- Item Development for Hard-to-Measure Courses
- Support of District-Developed Assessments



# Primary Documentation – Florida's RTTT Phase 2 Application

• **Using a competitive procurement process to provide LEAs and schools with interim assessment item banks/test platforms** for K-8 mathematics, Algebra I, Geometry, and Algebra II; Grades K-12 English/Language Arts; Grades K-8 Science, Biology, Earth/Space Science, Physics, and Chemistry; Grades K-8 Social Studies, U.S. history, World History, U.S. Government, and Economics; and Spanish. Florida will contract out to develop these banks/test platforms and involve representative groups of educators and other citizens in the design and item development/review process. The technology-based system will include item/task banking, test builder, fixed form or adaptive test-delivery; and computer or paper-based functionality. This system will be available to state and regional Differentiated Accountability leaders to develop common interim assessments for use in struggling schools. LEAs may also employ this system in designing pre- and post-test measures for use in teacher evaluation systems as evidence of effectiveness.

# Primary Documentation – Florida’s RTTT Phase 2 Application

- Providing competitive awards to partnerships of LEAs for design and development of assessments for hard-to-measure content areas. While Florida provides support for assessment in primary academic areas, there is an increased interest in and need to expand access to high-quality and balanced assessment systems in other areas. Through guidance of the Governor’s Race to the Top Task Force and the Standards and Assessments Implementation Committee, criteria will be established and resources will be provided for LEAs that collaborate on well-designed proposals for design and development of assessments for such areas as health, music, and art that are more difficult to objectively measure. Florida has done this in the past by supporting the Florida Music Education Association in the creation of an elementary music test. A request for proposals will be released in 2011 with awards and work commencing in the fall of that year. Up to seven awards will be made for this work. Resulting measures would be ready for field testing in participating LEAs by 2013-2014.

## Responsibilities for Office of RTTT Assessments

### • Interim Assessment Item Bank and Test Platform

• Item Development for  
Hard-to-Measure Courses

- Vendor selected as the contractor for Item Bank and Test Platform (IBTP)
  - Contract awarded in June 2012
- Year 1 Specifications & Item Development
- Item Bank will be available for district read-only view in Spring 2013
- Test Platform will be used in Item Tryouts Fall 2013

## Responsibilities for Office of RTTT Assessments

- Interim Assessment Item Bank and Test Platform

- Item Development for Hard-to-Measure Courses

- IBTP will include tiered-level access to standards-based items for
  - Language Arts & Literacy and Math (based on CCSS)
  - Science, Social Studies, and Spanish (based on Florida's NGSSS)
  - Access Points (Social Studies & Science)
- Test Platform will assist users in test construction
- Both computer-based tests and paper / pencil tests

## Responsibilities for Office of RTTT Assessments

- Interim Assessment Item Bank and Test Platform

- Item Development for Hard-to-Measure Courses

- More than 600 FL Educators have been recruited to write and review items
- Vendor has provided training for writers, reviewers, and system users
- System will allow creation and use of locally-available and statewide-available items
- Year Two Item development & Item Tryouts

## Responsibilities for Office of RTTT Assessments

- Interim Assessment Item Bank and Test Platform

- Item Development for Hard-to-Measure Courses

- Communications with Districts

- Chancellor's Memo
- Webinars
- Spring 2014 Regional Trainings (site/webinars)
- Digital flyers

## Responsibilities for Office of RTTT Assessments

- Interim Assessment Item Bank and Test Platform
- Item Development for Hard-to-Measure Courses

- Competitive Awards for seven projects issued in August 2011
  - Year 1 (2011-12): Item Specifications & Item Development
  - Year 2 (2012-13): Item Development & Field Testing
  - Year 3 (2013-14): Item Try-outs

## Responsibilities for Office of RTTT Assessments

- Interim Assessment Item Bank and Test Platform
- Item Development for Hard-to-Measure Courses

| Project Letter | Content Areas                         | District Awardee |
|----------------|---------------------------------------|------------------|
| A              | Physical and Health Education, K - 8  | Miami-Dade       |
| B              | Physical and Health Education, 9 - 12 | Hillsborough     |
| C              | Performing Arts, Choral               | Polk             |
| D              | Performing Arts, Band and Orchestra   | Polk             |
| E              | Visual Arts                           | Miami-Dade       |
| F              | World Languages                       | Duval            |
| G              | Career and Technical Education        | Hillsborough     |

## Responsibilities for Office of RTTT Assessments

- Interim Assessment Item Bank and Test Platform
- Item Development for Hard-to-Measure Courses

- New Request for Proposals (RFP) posted to address Item Development for 47 additional courses
- Proposals were due May 1, 2013 and under review
- RFP posted online here:  
<http://www.fldoe.org/arra/procurements.asp>

## Responsibilities for Office of RTTT Assessments

- Interim Assessment Item Bank and Test Platform
- Item Development for Hard-to-Measure Courses
- Support of District-Developed assessments

## For More Information

- RTTT Assessments:  
<http://www.fldoe.org/arra/racetothetop/assessments/>
- RTTT Assessments:  
<http://www.fldoe.org/arra/RaceToTheTop/assessments/resources.asp>
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