

Georgia's Student Assessment Program

2012 Winter GACIS Conference

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Today's Topics

- Transition of assessments to the CCGPS
- RT3 Assessment Resources
- Georgia Student Growth Model
- PARCC



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Assessment Transition to the Common Core Georgia Performance Standards (CCGPS)



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CCGPS Implementation: Georgia Student Assessment Program

- CCGPS: English Language Arts & Mathematics
- Georgia will continue to administer state assessments until PARCC is implemented in 2014-2015
- As the CCGPS is implemented in classrooms this school year (2012-2013), the state assessments will transition to measure the CCGPS.
 - The only former GPS content eligible to be assessed in ELA and Mathematics are the ‘transitional standards’ identified by GaDOE Curriculum.



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CCGPS Implementation: Georgia Student Assessment Program

- The following state assessments will transition to measure the CCGPS in 2012-2013:
 - ◆ GKIDS
 - ◆ GAA
 - ◆ CRCT
 - ◆ EOCT
 - ◆ CRCT-M
- **NOTE: EOCT**
 - In ELA, all grades transition to CCGPS (no phase in)
 - In Mathematics, grades K – 9 transition this school year (Coordinate Algebra), with grade 10 transitioning next school year (2013-2014: Analytic Geometry)



CCGPS Implementation: Georgia Student Assessment Program

- The Writing Assessments will remain as currently structured (on-demand prompts)
 - The attributes of effective writing remain the same regardless of what initiated the writing
- Connections Resource Guides detail alignment of the CCGPS and WA rubrics are posted

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Writing-Assessments.aspx>



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Transitional Standards

- What are transitional standards?
 - Those standards taught in one grade level under the GPS that are taught in a different grade level under the CCGPS
 - For example, a concept or skill that was in 5th grade under the GPS is now in 4th grade under the CCGPS. This year's 5th grade students would not receive exposure to this concept under the CCGPS.
 - GaDOE Curriculum & Assessment has identified these concepts and skill as transitional standards.



Transitional Standards: ELA

- Language Progressive Skills

Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, there are identified skills and understandings in Language standards 1 - 3 that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. These skills are subject to assessment.



Progressive Skills: ELA

Standard	Grade(s)					
	3	4	5	6	7	8
L.3.1f. Ensure subject-verb and pronoun antecedent agreement.	YES	YES	YES	YES	YES	YES
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	YES	YES	YES	YES	YES	YES
L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).		YES	YES	YES	YES	YES
L.4.3a. Choose words and phrases to convey ideas precisely.		YES	YES	YES		
L.4.3b. Choose punctuation for effect.		YES	YES	YES	YES	YES
L.5.1d. Recognize and correct inappropriate shifts in verb tense.			YES	YES	YES	YES
L.5.2a. Use punctuation to separate items in a series.			YES	YES	YES	YES
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.				YES	YES	YES

CRCT ELA Content Descriptions
– page 25.



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Transitional Standards: Math

Teachers should not teach both curricula!

- For example, in Grade 5:

Students are responsible for learning concepts that were included under the fifth-grade GPS but now reside in fourth-grade CCGPS. These concepts are referred to in the curricular documents as transition standards. They are incorporated in those documents to prevent gaps in learning and are subject to assessment.

As part of the grade-level curriculum:

Grade 4
Domain: Numbers & Operations
MCC4.OA.4

As a transitional standard:

Grade 5
Domain: Algebra
MCC4.OA.4



Big Ticket Considerations for the Assessment of CCGPS

- Reading
 - Text Complexity
 - One Resource: Lexile
 - See Appendix A of the *Common Core State Standards for English Language Arts* for suggested Lexile range by grade band.
 - Evidence Based
 - Beyond identifying to citing evidence from the text to support inferences and conclusions



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Consider using NAEP released items
(reading, writing, and mathematics)
as another resource.

Sample CRCT Item: ELA

In the grade 8 CC, students are expected to utilize and control the active and passive voices effectively and appropriately. Students will continue to evaluate tense and verb usage, as in the GPS; however, in the Grade 8 CC, analysis expands to include identification / correction of errors in voice and mood.

that the paragraph is consistently written in the active voice?

¹Daryl found a leaflet on the door of his house. ²A discount lawn care service was being offered to residents by a local landscaping company. ³Daryl always mowed the lawn for his family on the weekends, but he had never really thought of it as a way to earn extra money. ⁴Maybe he would make his own flyer and earn extra money cutting the lawns of his neighbors. ⁵He was sure his price would be less than that of the landscaping company, even with the discount.

- A. A local landscaping company was offering a discount lawn care service to residents.
- B. A discount lawn care service was being offered by a local landscaping company to residents.
- C. Residents were being offered a discount lawn care service by a local landscaping company.
- D. Being offered to residents by a local landscaping company was a discount lawn care service.



Sample CRCT

Item:

ELA

In the grade 7 CC, students are expected to express ideas clearly and precisely, without using unnecessary, wordy, or redundant language. In the GPS students were expected to identify extraneous information; however, the grade 7 CC also measures students' ability to hone relevant language for precision and clarity.

59. Which of these MOST effectively revises the sentence to eliminate the unnecessary repetition of ideas?

Kevin explained to Mr. Robinson that the reason he was late was due to factors beyond his control and that from now on he would try to make it to class on time without being tardy in the future.

- A. Kevin told Mr. Robinson that the reason he was late was due to factors beyond his control and from now on he would try not to be tardy.
- B. Kevin explained to Mr. Robinson that he was late due to factors beyond his control and that in the future he would try to make it to class on time.
- C. Kevin told Mr. Robinson that he was late due to factors beyond his control and that from now on he would try to make it to class on time and not be tardy in the future.
- D. Kevin explained to Mr. Robinson that the reason he was late was due to factors that were beyond his control and that he would try from now on to make it to class on time in the future.



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Sample CRCT

Item:

Mathematics

In the grade 3 CC, students are expected to specifically recognize fractions that are equivalent to whole numbers. In the GPS, the focus was on understanding that fractions represent equal sized parts of a whole. This understanding is still a focus in the grade 3 CC as well, but goes beyond the specifics of GPS.

Which number line shows a point for the fraction $\frac{3}{3}$?

- A. 
- B. 
- C. 
- D. 



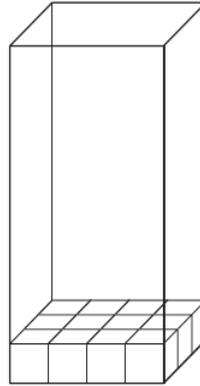
Sample CRCT

Item:

Mathematics

In the grade 6 CC, students are expected to find the volume of right rectangular prisms specifically with fractional edges. In the GPS, the focus in grade 6 was also on finding the volume of rectangular prisms but the fractional edge lengths was not the focus.

Tony used unit cubes with edge lengths of $\frac{1}{3}$ inch to line the base of a box as shown.



If the height of the box is 9 cubes, what is the volume, in cubic inches, of this box?

- A. 4
- B. 12
- C. 36
- D. 108



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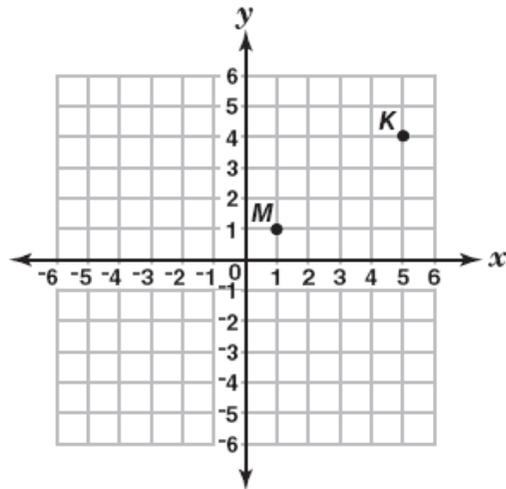
Sample CRCT

Item:

Mathematics

In the grade 8 CC, students are expected to apply the Pythagorean Theorem to find the distance between two points. In the GPS, the focus was on applying properties of a right triangle including the Pythagorean Theorem to find a missing part of a right triangle. The CC standard is more “abstract” and requires that the students recognize that they need to draw in the right triangle on the coordinate grid.

Look at points K and M on the graph.



What is the distance between points K and M ?

- A. 3 units
- B. 4 units
- C. 5 units
- D. 7 units



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RT3 Assessment Resources



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RT3 Assessment Resources

- CCGPS Formative Item Bank
- Interim Benchmarks
- Assessment Literacy/Formative Instruction Online Learning Modules



CCGPS Formative Item Bank

- Approximately 750 new ELA and mathematics items are now loaded into the Online Assessment System
- Another round of items will be piloted in February 2012 with availability scheduled for Fall 2013



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Key Findings from Phase I Pilot

- On open-ended items, preponderance of score points 1 and 2
 - Incomplete responses
 - Responses hampered by writing skills
 - Students did not show work in mathematics; did not cite evidence from text in ELA; and in general, could not explain why they did what they did
- Students should be earning 3s or 4s to demonstrate grade-level mastery of the standards



Implications for the Classroom

- Clearer directions for students so they understand the expectations of a good response
 - Complete sentences, good grammar and syntax
 - Connections
 - Explanations and rationales
- Student self-checklists to assist students in assessing their own responses working on tasks
- Reinforce instructional recommendations to teachers
 - Instruction aligned with CCGPS content and rigor
 - Classroom assessments designed with focus on students articulating how they know what they know
 - Lessons and classroom assessments integrate knowledge; thus, address multiple standards and domains



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Interim Benchmark Assessments

- 24 Interim Benchmark Assessments will be mini-summative
 - ELA in Grades 1 – HS (9th Grade Literature, 10th Grade Literature, American Literature)
 - Mathematics in Grades 1 – HS (Coordinate Algebra, Analytic Geometry, and Advanced Algebra)
 - Science and Social Studies in Grades 3 – HS (Biology and U.S. History)



Interim Benchmark Assessment Availability Phase 1—Fall 2013

- Grades/Content Areas Targeted for Phase 1:
 - Grades 1 – 3 ELA and Math
 - Grade 6 – 8 ELA
 - High School Coordinate Algebra, 10th Grade Literature and U.S. History

Phase 1 Pilot in May 2013



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Interim Benchmark Assessment Availability Phase 2—Fall 2014

- Grades/Content Areas Targeted for Phase 2:
 - Grades 4 – 5: ELA and Math
 - Grades 6 – 8: Math
 - High School: 9th Grade Literature, Biology, 11th Grade Literature, Analytic Geometry, Advanced Algebra

Phase 2 Pilot in 2014



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Assessment Literacy

Georgia Formative Instructional Practices: Keys to Student Success

- Seven On-Line Modules
 - Foundations of Formative Instructional Practices (5)
 - Leading and Coaching Formative Instruction Learning Path (2)



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Georgia Formative Instructional Practices: Keys to Student Success

1. Introduction to Formative Instructional Practices

- Understand what formative instructional practices are
- Become familiar with key research findings related to the effects of formative instructional practices on student achievement

2. Clear Learning Targets

- Understand the benefits of learning targets
- Know how to ensure learning targets are clear to the teacher
- Know how to make learning targets clear to students



Georgia Formative Instructional Practices: Keys to Student Success

3. Collecting and Documenting Evidence of Student Learning

- Know how to collect accurate formative evidence of student learning
- Know how to document formative evidence of student learning

4. Analyzing Evidence and Providing Effective Feedback

- Know how to use methods of assessment formatively in order to analyze evidence of student learning
- Understand what makes feedback effective
- Know how to provide effective feedback



Georgia Formative Instructional Practice: Keys to Student Success

5. Student Ownership of Learning: Peer Feedback, Self-Assessment, and More

- Know how to prepare students to give each other effective feedback
- Know how to prepare students to self-assess with a focus on learning targets
- Know how to prepare students to create specific and challenging goals
- Know how to prepare students to track, reflect on, and share their learning with others



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Georgia Formative Instructional Practice: Keys to Student Success

6. Leading Formative Instructional Practices

- Know how to promote formative instructional practices and support school-wide change
- Know how to lead quality formative instructional practice implementation in your school
- Understand the importance of developing a balanced assessment system

Target audience: Facilitators, district and school leaders



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Georgia Formative Instructional Practice: Keys to Student Success

7. Coaching Formative Instructional Practices

- Know how to plan for the change process and to promote a systemic approach to formative instructional practices.
- Know how to leverage blended learning and professional learning teams.
- Understand how to sustain the implementation of formative instructional practices.
- Know how to provide teachers with effective feedback as they learn about formative instructional practices.
- Know how to employ resources and strategies that support formative instructional practices.

Target audience: Facilitators, instructional coaches, curriculum supervisors, department heads, district and school leaders



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Teacher Assessment on Performance Standards

PLANNING

1. Professional Knowledge
2. Instructional Planning

INSTRUCTIONAL DELIVERY

3. Instructional Strategies
4. Differentiated Instruction

ASSESSMENT OF AND FOR LEARNING

5. Assessment Strategies
6. Assessment Uses

LEARNING ENVIRONMENT

7. Positive Learning Environment
8. Academically Challenging Environment

PROFESSIONALISM AND COMMUNICATION

9. Professionalism
10. Communication



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Georgia Student Growth Model

Student Growth Percentiles



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Why focus on student growth?

- A growth model will allow educators to move beyond status-based questions to ask critical growth-related questions.
 - Status
 - What percentage of students met the state standard?
 - Did more students meet the state standard this year compared to last year?
 - Growth
 - Did this student grow more or less than academically-similar students?
 - Are students growing as much in math as in reading?
 - Are students on track to reach or exceed proficiency?
- The GSGM will provide student-level diagnostic information, improve teaching and learning, enhance accountability (CCRPI), and serve as one of multiple indicators of educator effectiveness (TKES and LKES).



Growth vs. Value-Added

- A growth model describes change in student achievement across time
- A growth model becomes *value-added* when the growth is *attributed* to an entity (a teacher, a school, etc.)
- In many models, the *value-added* is the difference between predicted performance and actual performance
 - The model uses information about a student (prior achievement, demographic information, etc.) to predict how that student will perform. The student's actual performance is compared to his predicted performance. The difference is considered *value-added*.
- The GSGM does not predict performance; it describes observed student growth.



What are Student Growth Percentiles?

- A student growth percentile (SGP) describes a student's growth relative to other students statewide with similar prior achievement
 - Calculations based solely on achievement
- SGPs not only show how *individual students* are progressing, but they also can be aggregated to show how *groups of students, schools, districts, and the state* are progressing



SGPs for Individual Students

- Each student obtains a growth percentile, which indicates how his or her current achievement compares with that of his or her academic peers
 - Academic peers are other students statewide with a similar score history
 - Priors are the historical assessment scores used to model growth
- Growth percentiles range from 1 to 99
 - Lower percentiles indicate lower academic growth and higher percentiles indicate higher academic growth
- Students also receive growth projections and growth targets, which describe the amount of growth needed to reach or exceed proficiency in subsequent years

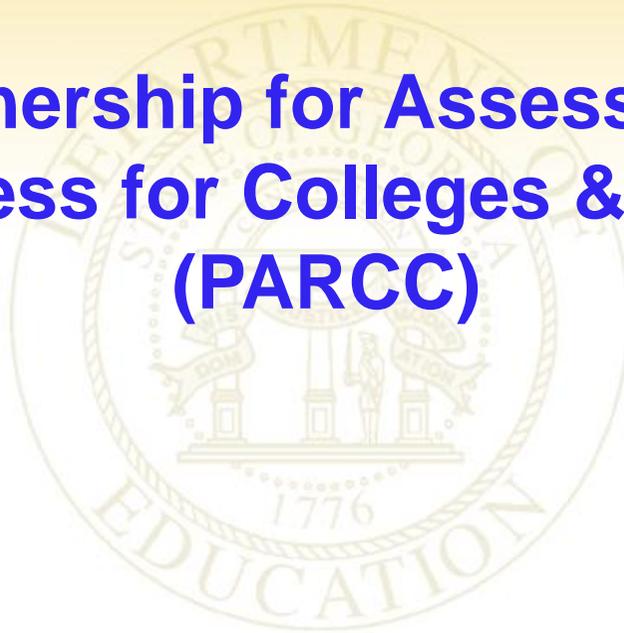


Growth to Proficiency

- How do we know if a student's growth is enough to be on track to reach or exceed proficiency?
 - SGPs analyze historical student assessment data to model how students perform on all state assessments and the amount of growth they demonstrate in between
 - This information is used to create growth projections and growth targets for each student
 - The growth projection tells us where on the assessment scale a student may score next year for all levels of possible growth (1st-99th percentile)
 - The growth target tells us, based on where students are now, how much they need to grow to reach or exceed proficiency in three years (or by the end of the assessment system)



Partnership for Assessment Readiness for Colleges & Careers (PARCC)



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Common Core Assessment

- Georgia is a governing state within the Partnership for the Assessment of Readiness for College and Careers (PARCC), a consortium of 23 states focused on building a common assessment based on the Common Core.
 - Implementation is planned for the 2014-2015 SY



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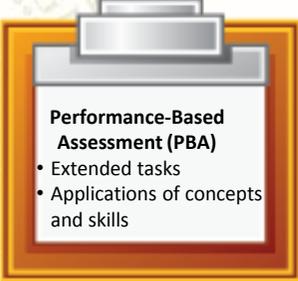
Summative Assessment Components

BEGINNING OF YEAR

END OF YEAR

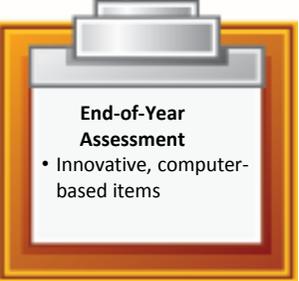
- **Performance-Based Assessment (PBA)**

administered as close to the end of the school year as possible. The ELA/literacy PBA will focus on writing effectively when analyzing text. The mathematics PBA will focus on applying skills, concepts, and understandings to solve multi-step problems requiring abstract reasoning, precision, perseverance, and strategic use of tools



Performance-Based Assessment (PBA)

- Extended tasks
- Applications of concepts and skills



End-of-Year Assessment

- Innovative, computer-based items

- **End-of-Year Assessment (EOY)** administered after approx. 90% of the school year. The ELA/literacy EOY will focus on reading comprehension. The math EOY will be comprised of innovative, machine-scorable items



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College and Career Readiness for All Students

K-2 formative assessment being developed, aligned to the PARCC system

Timely student achievement data showing students, parents and educators whether ALL students are on-track to college and career readiness

College readiness score to identify who is ready for college-level coursework

Targeted interventions & supports:

- 12th-grade bridge courses
- PD for educators

K-2

3-8

High School

SUCCESS IN FIRST-YEAR, CREDIT-BEARING, POSTSECONDARY COURSEWORK

ONGOING STUDENT SUPPORTS/INTERVENTIONS



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Developing the PARCC Assessment System

ENGLISH LANGUAGE ARTS/LITERACY

Balance of literature and informational texts; focus on text complexity

Emphasis on argument, informative/explanatory writing, and research

Literacy standards for history, science and technical subjects

MATHEMATICS

Focus, coherence and clarity: emphasis on key topics at each grade level and coherent progression across grades

Balance between procedural fluency and understanding of concepts and skills

Promote rigor through mathematical proficiencies that foster reasoning and understanding across discipline

ANCHORED IN COLLEGE AND CAREER READINESS



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Claims Driving Design: ELA/Literacy

Students are on-track or ready for college and careers

Students read and comprehend a range of sufficiently complex texts independently

Students write effectively when using and/or analyzing sources.

Students build and present knowledge through research and the integration, comparison, and synthesis of ideas.

Reading Literature

Reading Informational Text

Vocabulary Interpretation and Use

Written Expression

Conventions and Knowledge of Language



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Claims Driving Design: Mathematics

Students are on-track or ready for college and careers

Students **solve problems involving the major content** for their grade level with connections to practices

Students **solve problems involving the additional and supporting content** for their grade level with connections to practices

Students **express mathematical reasoning** by constructing mathematical arguments and critiques

Students **solve real world problems** engaging particularly in the **modeling practice**

Students **demonstrate fluency** in areas set forth in the Standards for Content in grades 3-6



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PARCC Resources

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

Sign up to receive
PARCC news & updates

- Model Content Frameworks
 - Serve as bridge between Common Core and the PARCC assessments

<http://www.parcconline.org/parcc-model-content-frameworks>

- Sample Prototype Items

Be sure to read the supporting
documentation for each item

- Illustrative only; not all encompassing

<http://www.parcconline.org/samples/item-task-prototypes>



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