

# ESSA: Assessment Working Committee

# State Responsibilities



Richard Woods,  
Georgia's School Superintendent  
*"Educating Georgia's Future"*  
[gaode.org](http://gaode.org)

## Assessments must...

- Be the same academic assessments used to measure the academic achievement of all public elementary and secondary school students in the State;
- Be aligned with the challenging State academic standards and provide coherent and timely information about student attainment of those standard at a student's grade level;
- Be used for purposes for which the assessments are valid and reliable;

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- Objectively measure academic achievement, knowledge, and skills without evaluating personal or family beliefs and attitudes;
- Be of adequate technical quality for each purpose under the ESEA;
- Involve multiple up-to-date measures of student academic achievement, including measure that assess higher-order thinking skills and understanding, which may include measures of student academic growth and may be partially delivered in the form of portfolios, projects, or extended performance tasks;

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- Be administered to and include all public elementary and secondary school students in the State, including English learners and students with disabilities;
- Produce individual student interpretative, descriptive, and diagnostic reports regarding achievement on the assessments that allow parents, teachers, principals, and other school leaders to understand and address the specific academic needs of students;

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- Enable results to be disaggregated within each State, LEA, and school by major racial and ethnic group; economically disadvantaged students compared to students who are not economically disadvantaged; children with disabilities compared to children without disabilities; English proficiency status; gender; migrant status; homeless children and youth; state as a child in foster care; and status of a student with a parent who is a member of the Armed Forces on active duty;

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- Enable itemized score analyses to be produced and reported to LEAs and schools; and
- Be developed, to the extent practicable, using the principles of universal design for learning.

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- At a State's discretion:
  - Be administered through a single summative assessment or through multiple statewide interim assessments during the course of the academic year that result in a summative score that provides valid, reliable, and transparent information on student achievement and, at the State's discretion, growth;
  - Be developed and administered as computer-adaptive assessments.

# Flexibility



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- Allow locally selected, nationally recognized high school academic assessments;  
[such as ACT or SAT]
- All eighth grade students to take advance mathematics assessments in lieu of grade-level assessments;  
[take EOC rather than EOG]
- Assessment Innovation Grants Pilot

CCSSO: An **innovation grant pilot** must ensure that valid, rigorous measures exist, that comparisons can be made across districts and schools, that closing the achievement gap is a focus, that active, transparent stakeholder engagement occurs including parents and students, and that an evaluation process exists to evaluate what is working well and where improvement is needed.



# Today's Tasks



Richard Woods,  
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- Identify 3 questions for stakeholder feedback
- Identify areas for deeper conversation
  - Identify area for improvement, innovation, and flexibility
  - Keep in mind alignment with other initiatives, such as the Governor's Education Reform Commission