



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

Every Student Succeeds Act

Assessment Working Committee Meeting

October 3, 2016

Goals for Today's Meeting



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Discuss ESSA Flexibility

1. Nationally Recognized High-School Assessments
2. Multiple Statewide Interim Assessments
3. Innovative Assessment Pilot

Scott Norton
Council of Chief State School Officers

For each topic, identify

- advantages/disadvantages
- barriers/challenges
- additional questions to be considered/answered



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Review of September Meeting

Georgia's ESSA Advisory Committee



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Guiding Principals for Assessment

- Ensure summative assessments (i.e., Georgia Milestones) inform, rather than drive, teaching and learning.
- Ensure assessments are fair, credible, transparent, accessible, and useful.
- Ensure the assessment process effectively communicates to all stakeholders.
- Ensure the assessment results are appropriately used within accountability to mitigate unintended consequences.

ESSA Requirements for Academic Assessments



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Summary of September Discussions

Summary of non-negotiables

- Same assessments for all students in grades 3 – 8 and once in high school (language arts and mathematics; science – once in elementary, middle and high)
- Assessments must be aligned to the full depth and breadth of the state content standards
- Assessments must measure higher order thinking skills and understanding
- Assessments must be technically sound to fulfill their identified purposes, including accountability
- Appropriate accommodations for ELs and SWDs must be identified and provided
- Alternate assessment not to exceed 1% participation at state

ESSA Requirements for Academic Assessments



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Summary of September Discussions

Summary of areas of flexibility

- Opportunity to utilize multiple statewide interim assessments that result in a summative score;
- Opportunity for local districts to administer a nationally-recognized high school academic assessment (state must establish technical criteria for such assessments);
- Computer-adaptive assessments can be used;
- Opportunity for the development and scaling of innovation assessment through a limited pilot program.

Current Assessment Practices



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Summary of September Discussions

What is working

- Quality of test has improved
 - Variety of item types
 - Inclusion of items that require and measure higher order thinking
 - Tighter alignment to standards and instruction
- Online administration
- Writing is assessed at every grade and is part of the ELA test, rather than separate
- Increased rigor reflects and informs better instruction

Current Assessment Practices



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Summary of September Discussions

What is not working

- Testing fatigue
- Understanding of the test development process
- Understanding of test purposes and appropriate uses
- Articulating results to public and parents
- Timing of score reports
- Concern was expressed that science and social studies are no longer tested in all grades

Current Assessment Practices



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Summary of September Discussions

Additional needs

- Additional sample items and annotated student exemplars (anchors)
- More interpretative guidance – for both educators and parents
- Clarification on the appropriate uses of the assessment results (both criterion- and norm-referenced)

Vision for Georgia's Assessment Program



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Summary of September Discussions

Goals for Georgia's Assessment Program

- Clear and timely information that can be used to inform instruction, including strategic planning
- Areas of strength and areas where improvement is needed are clearly identified
- Stakeholders, including students, understand and value results

Vision for Georgia's Assessment Program



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Summary of September Discussions

Outcomes for Georgia's Assessment Program

- Increased student achievement and readiness - including higher reading levels
- Improved student success in college and career
- Improved instruction
- Increased understanding of local results

Vision for Georgia's Assessment Program



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Summary of September Discussions

Threats to achieving goals

- Expecting too much of tests with limited uses
- Using the test for purposes other than those for which the test was designed to support
- Lack of media and public understanding
- Context and capacity of local districts, including technology, funding, and communication challenges
- The perceived punitive nature of accountability
- Delays in district/school access to the data emanating from the assessment process

Topics for Future Discussions



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Summary of September Discussions

- Option for local use of national high school assessments
- Innovative assessment pilot
- Single summative vs multiple interims leading to a summative score
- Comprehensive assessment systems
- Federal, state, and local requirements for assessment
- Reporting schedule
- Communication
- Opt-out

Today's Meeting



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Scott Norton / Council of Chief State School Officers

ESSA Flexibility

1. Nationally Recognized High-School Assessments
2. Multiple Statewide Interim Assessments
3. Innovative Assessment Pilot

For each topic, discuss:

- What are the advantages?
- What are the disadvantages?
- What are the barriers/challenges for Georgia?
- What additional questions to be considered/answered?