



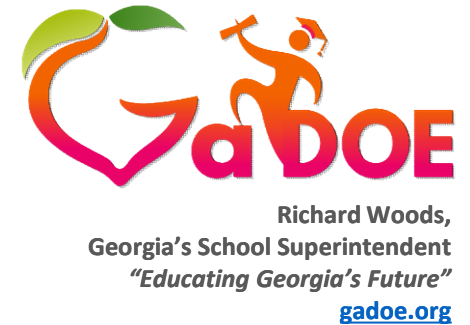
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# Every Student Succeeds Act

## Assessment Working Committee Meeting

September 1, 2016

# Goals for Today's Meeting



- Build common understanding of ESSA requirements
- Review fundamentals of assessment
- Review and consider current state practices
- Discuss goals for assessment in Georgia
- Identify topics for future discussions



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# Review of July Meeting

# Major Themes from July Meeting



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- **Simplification**
  - ensure things are not overly complicated
- **Purpose**
  - clearly articulate the purposes and uses
- **Relevancy and Utility**
  - for all, but especially for educators and students
- **Communication**
  - why we assess and what it means

# Major Themes from July Meeting



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## Areas for focus

- increase the utility of state assessments
- move towards a more comprehensive approach, building in more formative feedback\* during the course of the year to inform teaching and learning (being careful not to create mandates)
- communication

Further discussion is needed given requirements for summative assessments and their inherent limitations.

# July Meeting



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## Feedback Session Questions

1. What should the role of assessment be in Georgia's schools?
2. What can be done to improve statewide assessments for Georgia Public School students?
3. What do you want to know about your child's learning and progress in school and what kind of test do you think would appropriately measure that?

# State Requirements for Assessment and Accountability

Allan Meyer

# ESSA Assessment 101



# ESSA Assessment 101



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- State Plans, pg. 19
- Challenging Academic Standards and Academic Assessments, pg. 22
- Academic Assessments, pg. 24
- Statewide Accountability Systems, pg. 33
- Annual State Report Cards, pg. 45
- Annual Local Education Agency Report Cards, pg. 49
- Testing Transparency, pg. 56
- State Assessment Grants, pg. 78
- Innovative Assessment and Accountability Demonstration Authority, pg. 84

# ESSA Assessment 101



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1. What are the non-negotiables?
2. Where are the areas for flexibility?



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# Assessment Foundations

# Assessment Foundations



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- Assessment is the systematic observation and evaluation of student performance.
- In simple words, assessment helps answer the following questions:
  - Do students know?
  - Can students do?
  - How well do students know and can do?
  - What do students not know?
- All assessments rely on a relatively small number of exercises to permit the user to draw inferences about a student's mastery of larger domains of knowledge and skill.

# Assessment Foundations



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## Bottom Line

What we assess, how we assess, and how we communicate the results sends a clear message *to students* about

- what is worth learning,
- how it should be learned,
- what elements of quality are most important, and
- how well we expect them to perform/achievement.

This applies across all types and forms of assessment –  
from classroom quizzes to state-mandated.

# Assessment Foundations



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## Comprehensive Assessment Systems

- a coordinated and articulated system of multiple assessments
- sometimes also referred to as a balanced assessment system

## Components of a Comprehensive Assessment System

**Formative:** takes place during instruction to provide feedback to teaching and learning; used by both students and teachers

**Interim:** takes place after a sequence of instruction to evaluate students' knowledge and skills relative to a specific set of academic goals, typically within a limited timeframe; typically used to report at a broader level than formative assessments

**Summative:** take place at the end of instruction to certify mastery or assign grades; typically used for accountability

# Peer Review of State Assessments



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**Evidence-based review** of critical elements,  
grouped into six main areas

- Statewide System of Standards and Assessments
- Assessment System Operations
- Technical Quality – Validity
- Technical Quality – Other
- Inclusion of All Students
- Academic Achievement Standards and Reporting

Guiding principles: *Standards for Educational and Psychological Testing*  
(developed and published by the American Educational Research Association, American Psychological Association, and National Council on Measurement in Education)

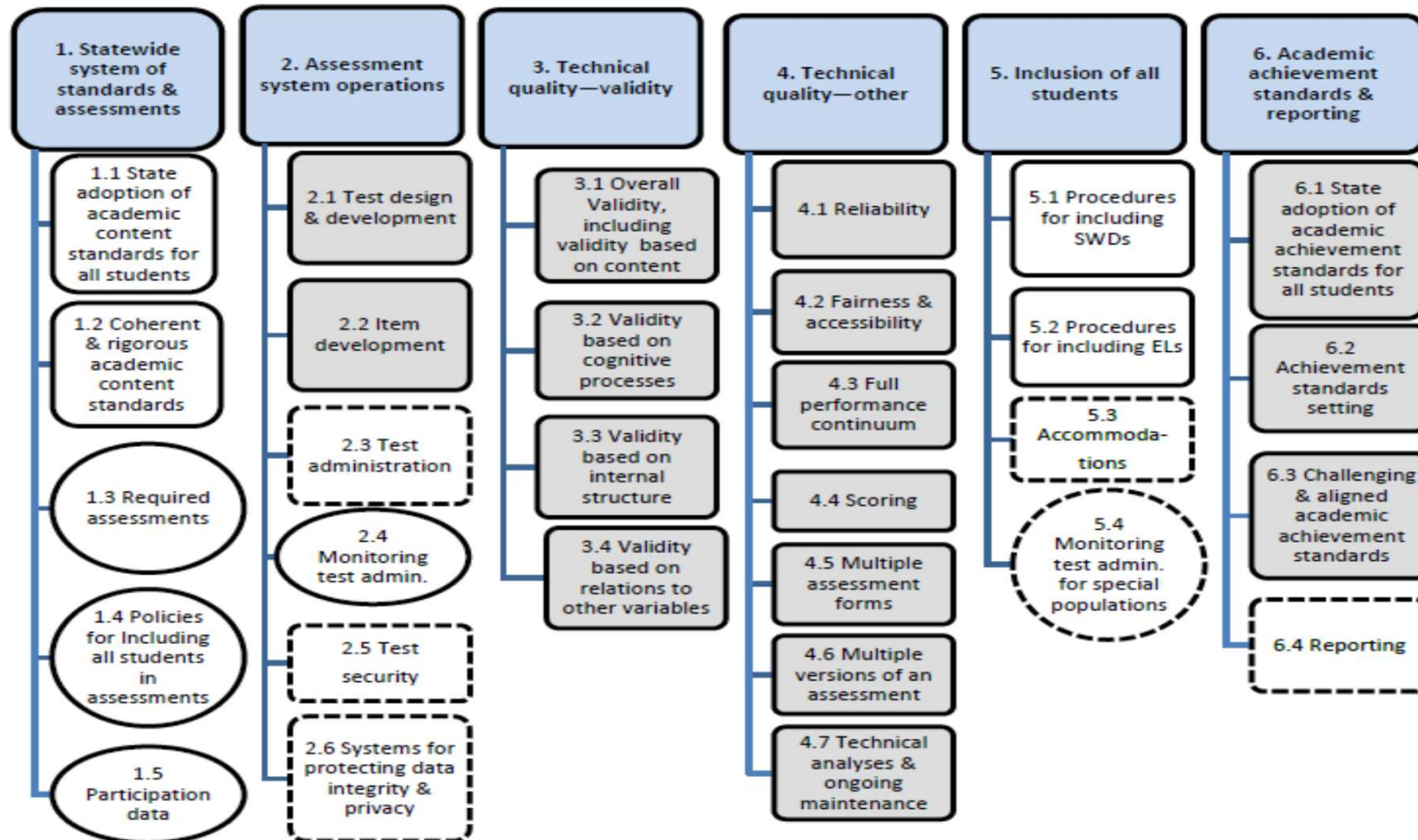
# Federal Peer Review



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Map of the Critical Elements for the State Assessment System Peer Review





# Peer Review Evidence Requirements: Example



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## Critical Element 4.3 – Full Performance Continuum

	Examples of Evidence
<p>The State has ensured that each assessment provides an adequately precise estimate of student performance across the full performance continuum, including for high- and low-achieving students.</p>	<p>Evidence to support this critical element for the State's general assessments and AA-AAAS includes documents such as:</p> <p>For the State's general assessments:</p> <ul style="list-style-type: none"> <li>• Description of the distribution of cognitive complexity and item difficulty indices that demonstrate the items included in each assessment adequately cover the full performance continuum;</li> <li>• Analysis of test information functions (TIF) and ability estimates for students at different performance levels across the full performance continuum or a pool information function across the full performance continuum;</li> <li>• Table of conditional standard errors of measurement at various points along the score range.</li> </ul> <p><b>AA-AAAS.</b> For the State's AA-AAAS:</p> <ul style="list-style-type: none"> <li>• A cumulative frequency distribution or histogram of student scores for each grade and subject on the most recent administration of the State's assessment;</li> <li>• For students at the lowest end of the performance continuum (e.g., pre-symbolic language users or students with no consistent communicative competencies), evidence that the assessments provide appropriate performance information (e.g., communicative competence);</li> <li>• As appropriate, applicable and feasible given the size of the tested population, other evidence as outlined above.</li> </ul>

Georgia's Technical Advisory Committee (TAC) is comprised of six national measurement experts who are charged with providing the state with impartial review and advice.

# Georgia Milestones



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## In designing and developing Georgia Milestones, the articulated goals included:

- be of sufficient rigorous to ensure Georgia students are well positioned to compete with other students across the United States and internationally;
- be intentionally designed across grade levels to send a clear signal of student preparedness for the next level, be it the next grade level, course, or college or career;
- be accessible to all students, including those with disabilities or limited English proficiency, at all achievement levels;
- support and inform educator effectiveness initiatives, ensuring items and forms are appropriately sensitive to quality instructional practices; and
- accelerate the transition to online administration, allowing – over time – for the inclusion of innovative technology-enhanced items.

# Georgia Milestones



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## To accomplish this, Georgia worked to:

- continue the strong partnership with the University System of Georgia and the Technical College System of Georgia;
- transition from assessments that are solely multiple-choice to assessments that also include test questions that require students to demonstrate their understanding by *showing* what and how they know;
- increase the rigor of its assessments and expectations for student achievement, while also ensuring the assessment system is accessible to all students at all levels of the achievement continuum; and
- create an assessment system that accurately measures the full continuum of achievement and progress over time for all students.

# Georgia Milestones



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## Articulated purposes of the EOG:

- provide a valid measure of student achievement of the state content standards across the full achievement continuum;
- provide a clear signal of the student's preparedness for the next educational level;
- be suitable for use in promotion and retention decisions at grades 3 (reading), 5 (reading and mathematics), and 8 (reading and mathematics);
- support and inform educator effectiveness measures; and
- inform state and federal accountability measures at the school, district, and state levels.

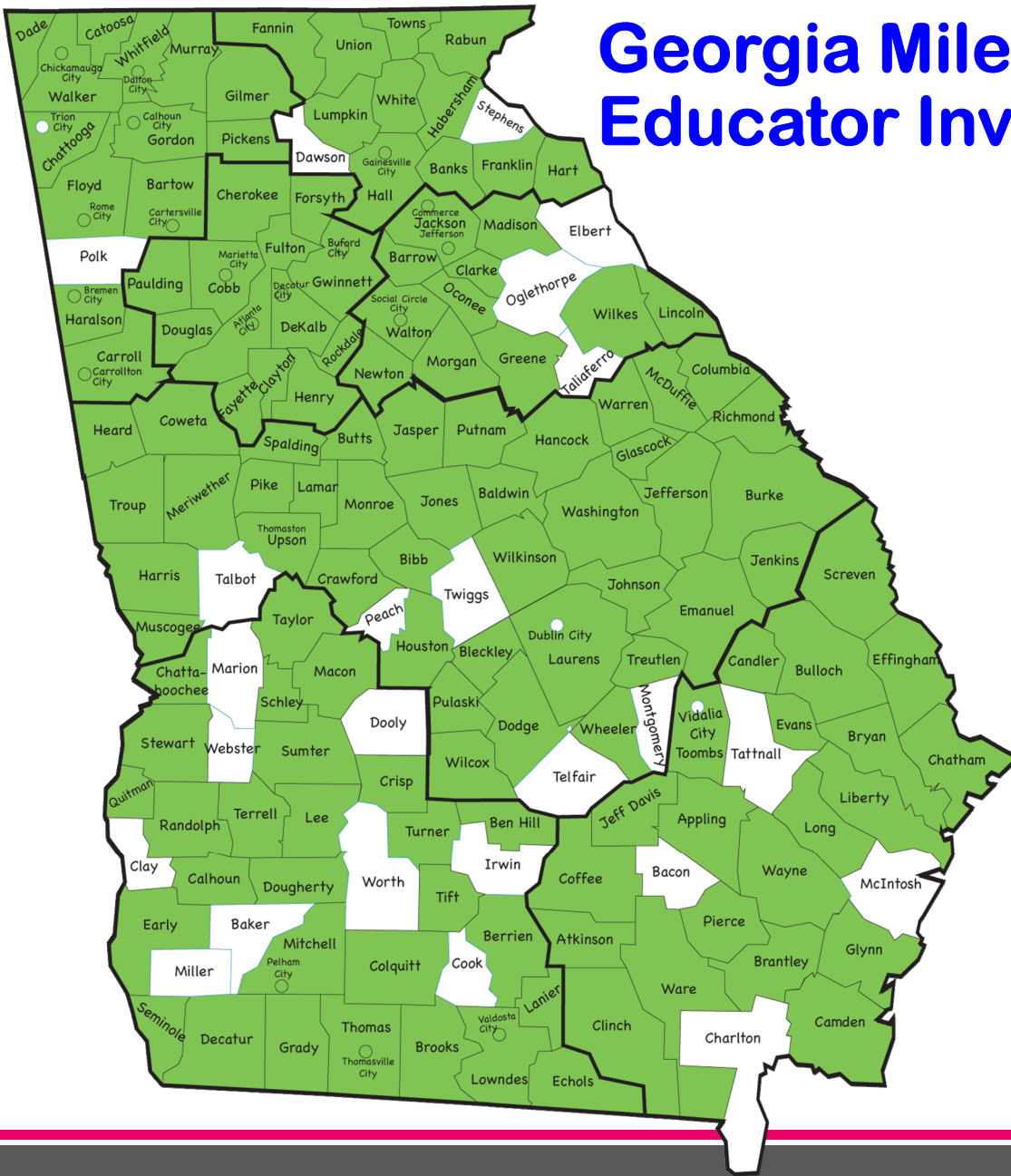
# Georgia Milestones



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## Articulated purposes of the EOC:

- provide a valid measure of student achievement of the state content standards across the full achievement continuum;
- serve as the final exam for the course, contributing 20% to the student's final course grade;
- provide a clear signal of the student's preparedness for the next course and ultimately post-secondary endeavors (college and career);
- support and inform educator effectiveness measures; and
- inform state and federal accountability measures at the school, district, and state levels.



# Georgia Milestones Educator Involvement



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- Statewide Schools**
- Georgia Cyber Academy
  - Georgia Virtual School (GaVS)
  - State Schools
- Higher Ed**
- Technical College System of Georgia
  - University System of Georgia

# Reflections on Current Assessments

## Georgia Milestones Assessment System

# Reflecting on Georgia Assessments



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## Georgia Milestones

What is working?

What is not working?

What questions do you have?

Given the non-negotiables, what topics/issues are most important to discuss?

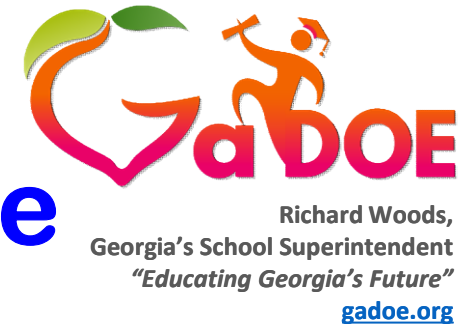




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# Vision for Georgia's Assessment Program

# Georgia's ESSA Advisory Committee



## 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.

# Vision for Assessment in Georgia



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## Goal(s) – Purpose(s) – Use(s)

1. What do we hope to accomplish with our state assessment system?
2. What observable outcomes do we hope to realize if the assessment system works as intended?
3. What are the threats that could prevent us from realizing the identified goals and outcomes?

For each question, think short-term *and* long-term.

# Future Topics / Next Steps