

Innovative Assessment Demonstration Authority

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AGENDA

1. INTRODUCTIONS
2. WHAT IS REQUIRED OF APPLICANTS?
3. WHERE ARE THERE OPPORTUNITIES FOR DEEPER LEARNING?
4. WHERE ARE STATES AND DISTRICTS IN THESE EFFORTS?
5. WHERE WILL STATES AND DISTRICTS NEED SUPPORT AND WHAT RESOURCES ARE AVAILABLE?
6. Q&A

Overview: Key Application Components

1. Timeline

- Deadline for notice of Intent: February 2, 2018
(Arizona, Hawaii, Louisiana, and New Hampshire)
- Deadline for Application Submittal: April 2, 2018

2. Multi-tiered Feedback

3. Innovative Assessment System

4. Determination of Comparability

5. Equity Guardrails

6. Student Achievement



Multi-tiered Feedback From



Consultants



Educators



Stakeholders
(role in ensuring equity)

Innovative Assessment System

- Need not be the same assessment administered to all students during demonstration authority period
- Need not be administered annually as long as the statewide academic assessments under ESSA are administered in any required grade/subject in which the SEA does not choose to implement an innovative assessment
- Must align with the challenging State academic content standards, including depth and breadth
- May measure using items above or below student's current grade level
- Needs to express student results or competencies consistent with challenging State academic achievement standards and identify which students are not making sufficient progress toward, and attaining, grade-level proficiency on such standards.
- Must generate results, including annual summative determinations, that are valid, reliable, and comparable for all students

Determination of Comparability

- Administering full assessments from both the innovative and statewide assessment systems to **all students enrolled in participating schools**;
- Administering full assessments from both the innovative and statewide assessment systems to a **demographically representative sample** of all students and subgroups of students;
- Including, as a significant portion of the innovative assessment system in each required grade and subject in which both an innovative and statewide assessment are administered, items or performance tasks **from the statewide assessment system that**, at a minimum, have been previously pilot or field tested;
- Including, as a significant portion of the statewide assessment system in each required grade and subject in which both an innovative and statewide assessment are administered, items or performance tasks **from the innovative assessment system** that, at a minimum, have been previously pilot or field tested; or
- An **alternative method** for demonstrating comparability that an SEA can demonstrate will provide for an equally rigorous and statistically valid comparison between student performance

Equity Guardrails



- Innovative and statewide assessment systems applied to all students enrolled and must disaggregate data by subgroup or a demographically representative sample of students
- Accessible to all students by incorporating the principles of universal design and providing the appropriate required accommodations
- All students and each subgroup of students in participating schools must be held to the same challenging State academic standards

Student Achievement Data Requirements

- Must generate annual data from the innovative assessment that best describes:
 - Student's mastering of State's grade-specific academic standards
 - Student's mastering of State's alternate academic standards in the case of a student with the most severe cognitive disability
- Must describe how the SEA generate data for CSI and TSI school identification
- Must provide an unbiased, rational, and consistent determination of progress toward the State's long-term goals for academic achievement

Application scoring

1. Project narrative (Up to 40 points)
2. Prior experience, capacity, and stakeholder support (Up to 15 points)
3. Timeline and budget (Up to 15 points)
4. Supports for educators, students, and parents (Up to 25 points)
5. Evaluation and continuous improvement (Up to 15 points)



Opportunities for Deeper Learning: Incorporation of Recommendations

- Measures the depth and breadth of such standards
- May measure a student's academic proficiency and growth using items above or below the student's grade level
- Effective and high-quality supports for school staff to implement innovative assessments and innovative assessment items, including professional development
- If the system includes assessment items that are locally developed or locally scored, the strategies and safeguards the SEA or consortium has developed, or plans to develop, to validly and reliably score such items

Where are States and Districts in this Work and What Resources are Available?



- Resources needed and available
- Performance Assessment Systems
- What are Grantees hearing about in their states and districts that would be helpful?

Where are There Opportunities for State and District Support?

- Assessments expertise
- Funding to support the exploratory conversations
- Capacity building – how to invest in educators at the front end



State Performance Assessment Learning Community (SPA-LC)

- Initiative of the Learning Policy Institute (LPI), the Center for Innovation in Education (CIE), the Council of Chief State School Officers (CCSSO), the Stanford Center for Assessment, Learning, and Equity (SCALE), and the University of Chicago Learning Sciences Research Institute
- Focused on supporting states in the design and implementation of systems of assessments that include performance-based components, starting with the subject of science.
- 27 states actively participating in the learning community

Identified State Needs in Science

- Designing a system of assessments in science that includes both formative and summative components and that supports three-dimensional science learning
- Constructing a summative science assessment that includes performance tasks
- Constructing formative assessment systems and tools that include performance assessments
- Writing project plans to support design, implementation, and local capacity-building for performance assessments in science
- Designing RFPs for vendors, including designing assessment specifications and prototype tasks with which states can work with vendors to design performance tasks / components
- Building educator understanding and capacity around performance assessment
- Building assessment literacy for task design, review, implementation, scoring, and use of information for improving instruction
- Understanding and using existing performance assessment banks – and contributing to those banks
- Sharing and examining student work, tasks, and rubrics from those who are further ahead

How the SPA-LC is Supporting States



- Facilitating shared learning among states
- Providing access to resources including a performance assessment item bank
- Providing technical assistance for common and individual challenges states are facing.

Questions and Answers

