

Next Generation Assessments Stakeholder Meeting



May 28, 2015

Agenda

- Science Admin Update
- PARCC Test Admin Closeout
- Affidavits
- Post Test Data Processes
- DC Assessments Reporting
- PARCC Non-Summative Update
- PARCC Test Changes for Spring 16
- DC Assessments 15-16 Test Window Discussion

DC Science Admin Update

- FAQs sent out with yesterday's test admin bulletin.
- Any outstanding issues?

PARCC Test Admin Closeout

- Follow same steps in PBA [closeout checklist here](#).
 - Send back or shred secure materials
 - Mark unfinished tests complete
 - Close out sessions
 - Purge cache
 - Submit any outstanding incident reports and sign affidavits
 - Manuals may be recycled

Affidavits

Remember to send in your affidavits (from school and LEA level test coordinators) after testing is complete. EOY/Science/NCSC affidavits may be combined.

Post Test Data Cleanup: PARCC

- Guidelines available here:

<http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/PARCC%20Data%20Guidance%20final.pdf>

- Reminder to update all PBA data and submit any void requests by this Friday.
- Submit using student test update file in Pearson Access Next
 - Make sure you include test assignments, not just attempts, when you export.

Reporting Update

To provide comprehensive, accessible assessment data reporting at the student-, classroom-, school-, LEA- and state-levels, with a particular focus on contextualizing the transition to NGAs for stakeholders.

What will this involve?

SECURE REPORTING OF INDIVIDUAL STUDENT AND CLASSROOM-LEVEL REPORTS

2017 SAMPLE ASSESSMENT
MATHEMATICS FAMILY REPORT

DAVID CARTWRIGHT
Washington Elementary School

GRADE 5
Lincoln School District

ABOUT THIS ASSESSMENT
David took the Sample Assessment in Mathematics in Spring 2017. This test asks students to answer questions that measure the knowledge and skills they need to succeed in their grade. If you have questions about this report, please talk to David's teacher or principal, or contact Lincoln School District at (800) 555-1234.

WHAT THE RESULTS MEAN
This report will help you answer many questions about David's knowledge and skills.
• What is David's Overall Score?

MATHEMATICS DETAILS
PERFORMANCE LEVEL **4** OVERALL SCORE: **2050**

MATHEMATICS SCORING CATEGORIES

READING WITH NUMBERS	READING WITH ALGEBRA	READING WITH GEOMETRY	REASONING WITH STATISTICS	PROBLEM SOLVING & COMMUNICATION
At/Above Mastery	Below Mastery	Below Mastery	At/Above Mastery	At/Above Mastery
Demonstrates effective reasoning through the use of numbers.	Needs additional support to demonstrate effective reasoning with algebra.	Needs additional support to demonstrate effective geometric reasoning.	Demonstrates effective reasoning through statistical analysis and related concepts.	Demonstrates effective problem solving and communication skills.

DAVID'S PERFORMANCE ON THE 5TH GRADE MATHEMATICS ASSESSMENT

PERFORMANCE LEVEL **4**

Students who score in Level 4 show **Strong Understanding** of the expectations for the grade. They are likely to be fully prepared for Mathematics in the next grade.

OVERALL SCORE **2050**

Level 5: Very strong understanding. Highly likely to be fully prepared.
Level 4: Strong understanding. Likely to be fully prepared.
Level 3: Moderate understanding. Likely to need additional support to be fully prepared.
Level 2: Partial understanding. Likely to need substantial support to be fully prepared.
Level 1: Minimal understanding. Highly likely to need substantial support to be fully prepared.

DAVID'S PERFORMANCE COMPARED
Percent of students in each Performance Level

Performance Level	Washington State	Lincoln District	Jefferson State	Consortium
Level 5	06%	10%	08%	10%
Level 4	24%	22%	20%	23%
Level 3	40%	36%	42%	38%
Level 2	22%	18%	18%	20%
Level 1	08%	04%	12%	06%

DAVID'S STRENGTHS & AREAS FOR IMPROVEMENT
David's strengths are in these areas:
• Fluently operating with whole numbers, including digital division.
• Fluently operating with decimals to hundredths.
• Fluently adding and subtracting fractions.
• Understanding multiplication and division of fractions.
• Creating and using line plot displays of measurement data to fractions of a unit.
• Clearly explaining the path and the results for a solution.

DAVID'S MATHEMATICS PERFORMANCE LEVEL OVER THE PAST 3 YEARS

Year	2015	2016	2017
Performance Level	3	3	4

DAVID'S MATHEMATICS GROWTH OVER THE PAST 3 YEARS
In 2017, David showed growth that was the same or better than 82% of other Grade 5 students across Jefferson State.

Year	2015	2016	2017
Growth Percentile	26%	78%	52%

Individual student score reports (PDF)

2017 SAMPLE ASSESSMENT

DOUGLAS ELEMENTARY SCHOOL 2017 CLASS

ENGLISH LANGUAGE ARTS MATHEMATICS

YOUR CLASSROOM'S PERFORMANCE ON THE 8TH GRADE ELA ASSESSMENT

Likely to Need Support for the Next Grade
Likely to be Fully Prepared for the Next Grade

30% of Students in your 8th Grade classroom are Likely to be Fully Prepared for the next grade and

YOUR CLASSROOM'S PERFORMANCE COMPARED
Percent of 8th Grade students in each Performance Level

Performance Level	Your Classroom	Douglas Elementary	Lincoln District	Jefferson State	Consortium
Level 5	06%	10%	08%	14%	10%
Level 4	24%	32%	20%	26%	22%
Level 3	40%	36%	42%	38%	38%
Level 2	22%	18%	18%	18%	20%
Level 1	08%	04%	12%	04%	10%

YOUR CLASSROOM'S ELA GROWTH COMPARED
In 2017, students in your classroom showed growth, on average, that was the same or better than 74% of other students across Jefferson State.

Year	Your Classroom	Douglas Elementary	Lincoln District	Jefferson State	Consortium
Growth Percentile	74%	53%	92%	66%	80%

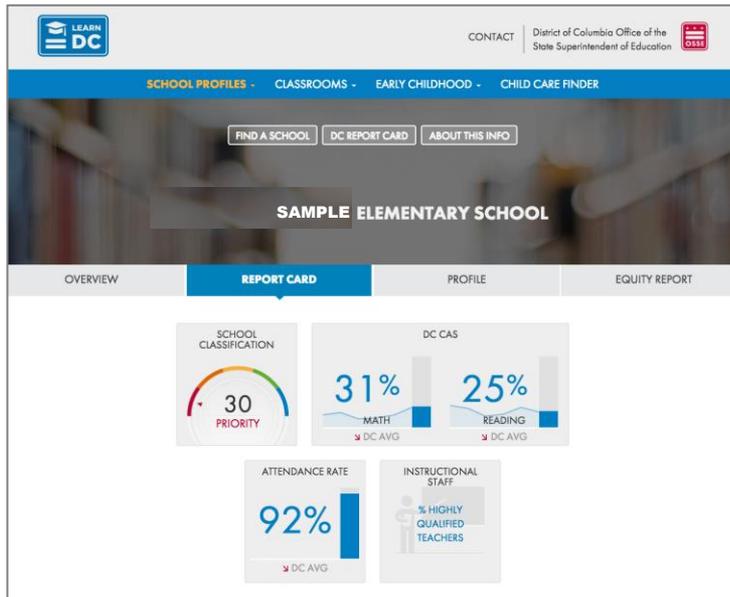
YOUR 8TH GRADE STUDENT ROSTER

LAST NAME, FIRST NAME	PERFORMANCE LEVEL	OVERALL SCORE	READING LITERARY	READING INFORMATIONAL	WRITING	LANGUAGE	SPEAKING & LISTENING
AMMER, SAMUEL	5	2200	✓	✓	✓	✓	✓
ANTHONY, THOMAS	4	2100	✓	-	✓	✓	✓
BISHOP, JAMES	1	1450	-	-	-	-	-
CAROVILLANO, NATASHA	3	1980	✓	-	✓	-	-
CARTWRIGHT, DAVID	2	1675	-	✓	-	-	-
FRANCESCONI, ISADORE	3	1980	✓	-	✓	-	-

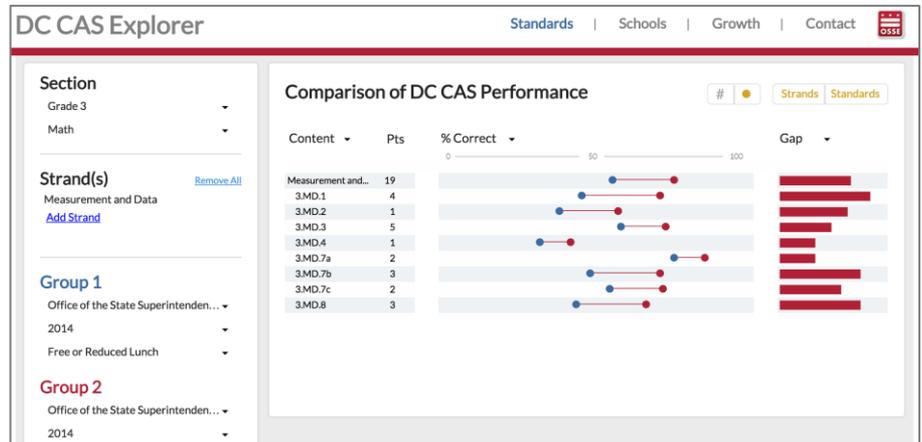
Web-based classroom reports

What will this involve?

PUBLIC REPORTING OF SCHOOL, LEA AND STATE RESULTS



Updates to school profiles & report cards



Access to more detailed reporting

Share your opinions

DISCOVERY (happening now)

- Understanding the problem
- Business requirements
- Technical requirements

DESIGN (June – September)

- Wireframes
- Creative concept
- Functional requirements
- Business rules for data



Opportunities exist for LEAs to provide feedback on designs throughout the summer. Sign up with your email address if you're interested in being contacted about these review sessions.

DEVELOPMENT (October – December)

- Beta
- Launch

PARCC Non-Summative Update

- June Diagnostic Field Test Cancelled
- Fall Diagnostic Plans
 - **Math fluency, reading fluency and reading decoding** sub-tests have been fully field tested and will be available as adaptive sub-tests.
 - **Math comprehension, reading comprehension and vocabulary** sub-tests will be available as fixed-form sub-tests which will report back information, but not have adaptive design or more nuanced performance details.
- Midyear: Planned as Performance Based Modules using released summative items.

PARCC Spring 16 Test Changes

- Announced last week by Supt. Kang, [here](#).
- Reduces testing time per student by about 90 minutes
- Consolidates two windows into one
- More detail: <http://parconline.org/parcc-states-vote-shorten-test-time>

PARCC Spring 16 Test Changes, Details

- Reduces number of test units:
 - 6 or 7 units total instead of 8 or 9
- More uniform unit times
 - Example: In high school, 3 math units of 90 minutes each. In 3-8, all math unit the same time
- No duplication of efforts around PBA/EOY
- Hope to reduce administrative burden and student test fatigue.
- Will not be in effect for Fall Block 15-16 tests

Discussion: 15-16 DC Test Windows

- Fall Block 15-16, Semester HS Courses only:
 - PBA: 11/16-12/18,
 - 4 full weeks plus Thanksgiving week
 - EOY: 12/7-1/29
 - 4 full weeks minus MLK Day
 - Rationale: Small number of schools testing and holidays mean less flexibility for scheduling, separating PBA and EOY will allow OSSE to provide better support.
 - Thoughts?

Discussion: 15-16 DC Test Windows

- Spring 15-16 Considerations
 - Computer tests complete before May 13 will have results by mid-June, later tests will get results later
 - Paper tests must be completed by April 29 to have results by mid-June
 - New test design assumes a 30 day window, to hit 75-90% of instructional year
 - Wide schedule flexibility this year created challenges
 - OSSE support
 - TI Timelines
 - School confusion

Discussion: 15-16 DC Test Windows

- Spring 15-16 Proposals:
 - Computer Option 1: 4/4 - 5/6
 - Computer Option 2: 4/11 - 5/13
 - Paper Option: 4/4 - 4/29
 - Computer Option 3 (Block Courses Only): 4/25 - 5/27
- Assuming Late Aug to Mid June schedule, hits 75-90 range.
- Other considerations?
 - Is an earlier option needed?

Discussion: DC Science

- Options:
 - *Before* PARCC (3/14-4/1)
 - *During* PARCC, whenever LEA is testing PARCC
 - *After* PARCC (5/13-6/3)
- Final decision may depend on vendor(s) schedule and platform.