



COLORADO
Department of Education

State Assessment

**(Includes content from the January 11, 2017
US Department of Education Webinar)**

**Joint Education Committee
February 8, 2017**

Joyce Zurkowski, Executive Director of Assessment

Advance Organizer

- ESSA Assessment
 - Requirements
 - Flexibility
 - Advanced 8th grade mathematics students
 - Nationally-recognized high school assessments
 - Colorado next steps: procurements
- ESSA Innovative Assessment and Accountability Demonstration Authority (IAADA)
 - Requirements
 - Expected timeline
 - Colorado next steps: activities

ESSA Assessment Requirements



ESSA

State
Assessment
Requirements

Demonstration
Authority
Option



Required Assessments

	State Required	Federally Required
English language arts (grades 3-8)	X	X
Math (grades 3-8)	X	X
English language arts – high school (grade 9)	X	X
Math – high school (grade 9)	X	X
CMAS: Science (elementary, middle and high school)	X	X
CMAS: Social Studies - sampled (elementary, middle and high school)	X	
PSAT 10	X	
SAT	X	

ESSA Requirements

- Be the same academic assessments for all students in the state (Exceptions: alternate assessments, advanced 8th grade mathematics students, and nationally-recognized high school assessments)
- Be administered to all students in the state
- Be aligned to state academic standards
- Be valid and reliable, consistent with nationally recognized professional and technical testing standards
- Be of adequate technical quality
- Involve multiple measures, including measures of higher-order thinking skills and understanding
- Provide for the participation of all students (accommodations)
- Produce individual student reports
- Enable results to be disaggregated

ESSA Flexibility:
Advanced 8th Grade Mathematics Students



§ 200.5(b) ADVANCED EIGHTH GRADE MATHEMATICS IN STATES THAT GIVE END-OF-COURSE TESTS

APPLICABILITY

This flexibility is available **IF:**

- A State administers an end-of-course test to high school students to meet the assessment requirements under Title I, Part A;
- Eighth grade students are taking the course related to the specific end-of-course test the State uses to meet the assessment requirements under Title I, Part A for high school students, take the end-of-course test, and the results are used for accountability purposes; and
- The eighth grade student takes a more advanced State-administered end-of-course assessment or nationally recognized high school assessment for high school accountability.



§ 200.5(b) ADVANCED EIGHTH GRADE MATHEMATICS IN STATES THAT GIVE END-OF-COURSE TESTS

REQUIREMENTS

- Accommodations and peer review requirements apply to the more advanced high school mathematics assessment.
- A State taking advantage of this flexibility must describe in its State plan the State's strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.



ESSA Flexibility: Nationally-Recognized High School Assessments



Misconceptions

- SAT and ACT are pre-approved as state assessments
- SAT and ACT are pre-approved as district-selected assessments



§ 200.3 LOCALLY SELECTED, NATIONALLY RECOGNIZED HIGH SCHOOL ACADEMIC ASSESSMENTS

DEFINITION

“Nationally recognized high school academic assessment” means an assessment of high school students’ knowledge and skills that is administered in multiple States and is recognized by institutions of higher education in those or other States for the purposes of entrance or placement into courses in postsecondary education or training programs.



§ 200.3 LOCALLY SELECTED, NATIONALLY RECOGNIZED HIGH SCHOOL ACADEMIC ASSESSMENTS

IN GENERAL

- States determine whether to offer this new flexibility.
- If a State allows it, an LEA may apply to the State to administer one nationally recognized high school assessment across the district in lieu of the statewide assessment in high school.
 - This allows for direct comparisons across schools within a district.
 - It also ensures that the same high expectations apply to all students over time, such that students of all ability levels within a district take the same assessment, so that all students are prepared for college and careers by high school graduation.



§ 200.3 LOCALLY SELECTED, NATIONALLY RECOGNIZED HIGH SCHOOL ACADEMIC ASSESSMENTS

STATE ROLE

If choosing to accept LEA requests under this flexibility, a State:

- Develops technical criteria and reviews an LEA application, including evidence related to the technical criteria, including alignment with the State's challenging academic standards.
- If the LEA proposal meets the State's criteria, the State submits the technical evidence to ED for assessment peer review.
- If the proposed assessment meets ED assessment peer review requirements in addition to the State requirements, the State may approve the LEA request.



District-selected Nationally Recognized High School Assessments

Step 1

- State has a state test
- State chooses to exercise the flexibility and establishes the technical requirements

Step 2

- District notifies the community
- District submits the technical evidence

Step 3

- State reviews evidence
- State submits to federal peer review

Step 4

- If federally approved, state can approve district use of the nationally recognized high school assessment

Establish and Use Technical Criteria

The assessment

- Aligned with the challenging state academic standards
- Addresses the **depth** and breadth of those standards
- Is **equivalent to or more rigorous** than the statewide assessments and, as applicable, with respect to
 - The coverage of academic content
 - The difficulty of the assessment
 - The overall quality of the assessment, and
 - Any other aspects of the assessment that the state may establish in its technical criteria
- Meets all the same requirements that the state assessment has to meet with exception of “same assessment”

Establish and Use Technical Criteria

The assessment

- Produces valid and reliable data on student academic achievement with respect to all high school students and each subgroup of high school students in the LEA that
 - Are comparable to student academic achievement data for all high school students and each subgroup of high school students produced by the statewide assessment at **each academic achievement level**
 - Are expressed in terms consistent with the State's **academic achievement standards**, and
 - Provide **unbiased, rational and consistent differentiation among schools** within the State for the purpose of the State-determined accountability system, including calculating the Academic Achievement indicator and annually differentiating between schools

Establish and Use Technical Criteria

Before approving any nationally recognized high school academic assessment for use by an LEA

- Ensure the use of appropriate accommodations does not deny a student with a disability or an English learner
 - The opportunity to participate in the assessment, and
 - **Any of the benefits from participation in the assessment that are afforded to students without disabilities or student who are not English learners**

DRAFT Assessment State Plan Requirements: Peer Review

- Section 1: Statewide System of Standards and Assessments
- Section 2: Assessment System Operations
- Section 3: Technical Quality - Validity
- Section 4: Technical Quality - Other
- Section 5: Inclusion of All Students
- Section 6: Academic Achievement Standards and Reporting

Peer Review Indicators

- PEER REVIEW RATINGS:
 - Meets requirements
 - Substantially meets requirements
 - Partially meets requirements - condition placed on Title I funds. May put a condition on IDEA funds
 - Does not meet requirements

TWO PROCUREMENTS

Procurement 1

- CMAS ELA/math (3-8)
- CMAS Science (elementary, middle and high school)
- CoAlt Science (elementary, middle and high school)
- CMAS Social Studies (elementary, middle and high school)
- CoAlt Social Studies (elementary, middle and high school)
- Colorado Spanish Language Arts

Colorado Next Steps: Procurements



TWO PROCUREMENTS

Procurement 1: Board Specifications

- The Department will have decision-making authority over test design, form development and test administration policies;
- The English language arts and mathematics average standard testing time for the operational assessments will not exceed 4 hours in length (maximum of 8 hours in total);
- Individual student level results will be made available to the school districts within 30 days of receipt of all tests; and
- An Intent to Award will be announced no later than June 2017.

TWO PROCUREMENTS

Procurement 2

- ELA and Math Grade 9
 - Aligned to Colorado Academic Standards
 - Clear and explicit connection to college entrance exam
 - Single administration
 - Testing time considerations
 - Facilitate growth calculations from 9th to 10th grade and from 8th to 9th grade

**ESSA:
Innovative Assessment and Accountability
Demonstration Authority**



Misconceptions

- Early development can be done under the Authority
- Additional funds are provided under the Authority
- Multiple options can be explored under the Authority
- A state can have a permanently bifurcated system

PURPOSE OF INNOVATIVE ASSESSMENT DEMONSTRATION AUTHORITY

- New flexibility for States or consortia of States to pilot innovative approaches to assessments.
- Gives States time and space to try out, and learn from the implementation of, novel testing approaches as they scale the innovative assessment system statewide.
- With evaluation and continuous improvement, these pilots can help States develop new models that:
 - Ensure State assessments continue to be high-quality, fair, and worth taking.
 - Provide more useful and timely feedback to educators, parents, and students themselves.
 - Serve as proof points for models that could be adopted by other States.



INNOVATIVE ASSESSMENT DEMONSTRATION AUTHORITY

- Innovative Assessment Demonstration Authority provides flexibility for States or consortia to:
 1. Evaluate a new approach for assessing students against its challenging State academic standards **AND**
 2. Start small, piloting in a limited number of districts and schools before implementing statewide **AND**
 3. Use the innovative approach for accountability and reporting instead of the current statewide test in pilot participating schools during the pilot phase.
- Innovative assessment demonstration authority is only needed if a State is seeking to do all of the above.
- Can be granted for general assessments, AA-AAAS, or both.



WHO DOES NOT NEED THIS DEMONSTRATION AUTHORITY?

- NOT needed if an SEA wishes to also administer the full State assessment AND an innovative assessment in an LEA.
- NOT needed in the case of an SEA that allows locally selected, nationally recognized high school tests.



WHAT IS AN INNOVATIVE ASSESSMENT SYSTEM?

KEY POINTS

- **System** of assessments.
- Administered in at least one required **grade to all students in participating schools within an LEA.**
- Must produce an **annual summative determination.**
- Must be **accessible for all students,** just as would be any other State test.



STATE CONTEXT AND FLEXIBILITY

- States may propose a variety of new models, including:
 - Performance tasks and simulations.
 - Competency-based assessments.
 - Multiple assessments (e.g., curriculum-embedded, interim, or through-course tests) given throughout the year.
- An innovative assessment system may include:
 - All required grades and subjects **OR**
 - A subset of required grades and subjects (e.g., an innovative science assessment in each grade span, an innovative reading assessment only in elementary schools).
- A State must continue administering its statewide assessments in all schools in any grade/subject in which it is not developing an innovative test.



§ 200.105 COMPARABILITY

Both innovative and statewide assessments must generate results during the demonstration authority that are valid, reliable, and comparable for all students and subgroups of students. There are five options for States regarding how they can annually demonstrate comparability.



IAADA: Key Application Requirements

- **Single** innovative assessment must be **given simultaneously with current state tests**
- Results must be **used for accountability in Year 1.**
- CDE must propose a plan for **annually demonstrating comparability** between the innovative assessments and the state assessments
- CDE must have a plan to **scale the innovative assessment system statewide** within 5 years
- **95% of all students** at districts using innovative assessments must participate, including students with disabilities and English learners

Colorado Next Steps



Activities

- ESSA Assessment Spoke Committee
 - Review the requirements
 - Discuss current field thinking
 - Performance assessments
 - Use of interim assessments
 - Adaptive assessments
 - Reflect on implications of local control
 - Explore how to get to a shared state vision
 - Develop recommendations
- Additional activities:
 - Assessment literacy professional development and resources
 - Develop “collaboratively-based” performance assessments in connection to the graduation guidelines



Questions and Feedback