

Report on Options for Assessments Aligned with the Common Core State Standards

Presentation by the Michigan Department of Education

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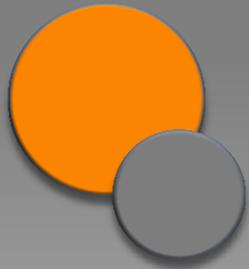
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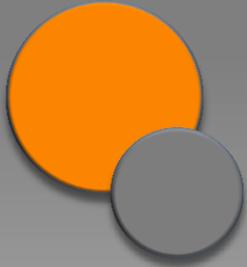
January 15, 2014



Materials

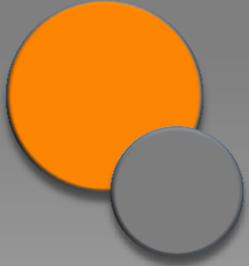
- Report
- Survey
- Full Responses
- Survey Question/Report Category Crosswalk





- Three elements of a balanced assessment system: Summative, Interim, Formative
- Some categories the same across the three elements (e.g., Accessibility, Technical Requirements)
- Additional MDE sections on Local Implications and Summary Conclusions & Recommendations

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Development Process - Ratings

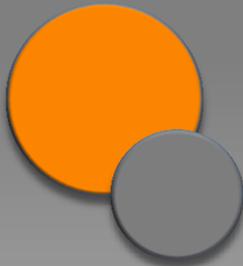
- MDE staff did not have sufficient time to evaluate quality of evidence or compare evidence across service providers
- MDE staff directed to only look for evidence accompanying the survey responses
- Nearly all options described in the survey responses are under development so much of the necessary evidence to evaluate quality does not exist yet



Development Process - Ratings

- Ratings are more about which solutions appear to be on track to meet state requirements
- In light of the caveats, MDE staff decided the rating categories below were the most appropriate

KEY: ● — Appears to fully meet requirements based on responses provided
◐ — Unclear if meets or appears to partially meet requirements based on responses provided
○ — Does not appear to meet requirements based on responses provided
NR — No response or did not indicate having a summative product



Content & Item Type Alignment

SUMMATIVE

INTRODUCTION

The Common Core State Standards are organized into five content areas: Mathematics, Reading, Writing, Listening and Speaking. They provide goals and benchmarks to ensure that students are achieving certain skills and knowledge by the end of each year. They were carefully written so that students leave high school with a deep understanding of the content and skills they need to be career- and college-ready. It is important, then, that the summative assessments accurately reflect the intended content emphasis and important understandings of each grade level, 3–8, and high school.

Multiple-choice and technology-enhanced item types are critical components of an assessment, and in order to truly assess the rigor and higher-order thinking skills required from the CCSS and career and college readiness, an assessment solution must offer a substantial number of constructed response items as well. Constructed response test questions are essential as they are the only item type that can truly measure certain areas of the CCSS such as writing, research, and problem solving skills. Please note a detailed report

on constructed response items in the cost section of this report. The quantity of constructed response items will also be covered in both the cost and scoring and reporting sections of this report. Performance tasks provide insights into students' depth of knowledge on important content because they require students to engage in authentic problem solving and to persevere through the multiple steps of the task.

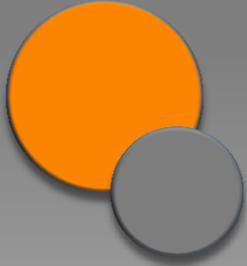
CONCLUSION

Of the 12 respondents, two of them, Measured Progress and PARCC, indicated that their solutions included all five subject areas for summative assessments and were able to demonstrate sufficient evidence that their solution is aligned with the CCSS. Smarter Balanced has all but speaking as part of their current solution.

In terms of item types, CTB McGraw-Hill, PARCC, and Smarter Balanced were able to demonstrate item types that included standard item types, technology enhanced item types, and performance tasks for all grade levels and content areas.

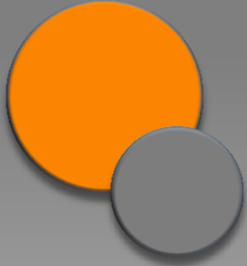
Service Provider	Content Alignment				Item Types		
	Content aligned to the CCSS	Solution addresses all 3 content areas	Solution addresses all grade levels (3-8-11)	Qualifications for educators involved in alignment for content, diversity and special populations	Standard item types (multiple choice and constructed response) will be available	Diverse set of technology-enhanced item types will be available	Performance tasks/ assessments will be available
ACT Aspire	1	0	1	0	1	1	0
Amplify Education, Inc.	NR	NR	NR	NR	1	0	0
College Board	0	0	0	0	1	1	1
CTB/McGraw-Hill	1	1	1	0	1	1	0
Curriculum Associates LLC	1	0	1	0	1	0	0
Discovery Education Assessment	NR	NR	NR	NR	NR	NR	NR
Houghton Mifflin Harcourt/Riverside	0	0	1	0	1	1	1
Measured Progress	1	1	0	1	NR	NR	1
PARCC	1	1	1	1	1	1	1
Scantron	NR	NR	NR	NR	NR	NR	NR
Smarter Balanced	1	1	1	1	1	1	1
Triumph Learning	NR	NR	NR	NR	NR	NR	NR

- KEY:**
- 1 = Appears to fully meet requirements based on responses provided
 - 0 = Unclear if meets or appears to partially meet requirements based on responses provided
 - NR = Does not appear to meet requirements based on responses provided
 - NR = No response or did not indicate having a summative product



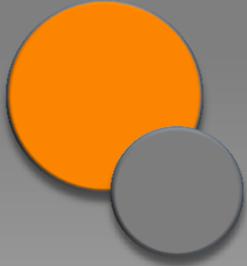
MDE Conclusions

- While many options may be viable across a limited number of characteristics, based on the survey responses obtained for this report, Smarter Balanced is the only viable option that addresses **all** of the following:
 - Sufficient content alignment
 - Adequate test security
 - Michigan control over personally identifiable student data
 - Michigan opportunities for involvement and governance
 - Computer Adaptive Testing
 - Cost effectiveness



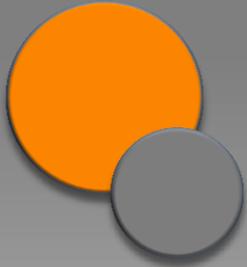
MDE Conclusions

- Continue involvement in Smarter Balanced development activities and administer these tests statewide in spring 2015
- Continue with executing the competitively bid contracts that expire in spring 2016
- Develop a Request for Proposals, using the information in this report as a basis, to be issued on a timeline conducive to new contracts being put into place for the 2016-17 school year



Principles Guiding Report Development

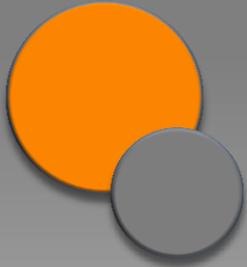
- Essential that the following be fully addressed in order for MDE to stand behind the assessment system:
 - Alignment
 - Constructed Response
 - Local Burden
 - Cost Effectiveness
- Principles incorporated into the report through Category and assessment system elements structure



Content & Item Type Alignment

- Evidence of alignment with the Common Core State Standards (CCSS) was a fundamental aspect of the report
- The CCSS contain rigorous concepts such as problem-solving, communicating reasoning and research, that are essential to career and college readiness
- Alignment, or sufficiently covering the breadth and depth of the CCSS means:
 - Evidence that all constructs were addressed, in particular the primary five subject areas (i.e., reading, mathematics, writing, listening and speaking)
 - Evidence that qualified educators (e.g., content expertise, experience with special populations, diverse background) are involved with item writing and review processes
 - Evidence that an array of item types would be available to measure the full spectrum of rigorous constructs

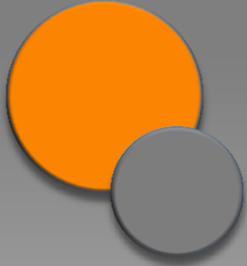
Service Provider	Content Alignment				Item Types		
	<i>Content aligned to the CCSS</i>	<i>Solution addresses all 5 content areas</i>	<i>Solution addresses all grade levels (G3-G11)</i>	<i>Qualifications for educators involved in alignment for content, diversity and special populations</i>	<i>Standard item types (multiple choice and constructed response) will be available</i>	<i>Diverse set of technology-enhanced item types will be available</i>	<i>Performance tasks/ assessments will be available</i>
ACT Aspire							
Amplify Education, Inc.	NR	NR	NR	NR	NR	NR	NR
College Board							
CTB/McGraw-Hill							
Curriculum Associates LLC							
Discovery Education Assessment	NR	NR	NR	NR	NR	NR	NR
Houghton Mifflin Harcourt/Riverside							
Measured Progress					NR	NR	
PARCC							
Scantron	NR	NR	NR	NR	NR	NR	NR
Smarter Balanced							
Triumph Learning	NR	NR	NR	NR	NR	NR	NR



Michigan Control of Student Data

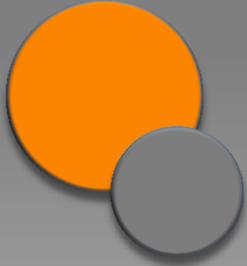
- Essential element of any large-scale assessment system used across multiple states, regardless of whether it's off-the-shelf or developed by a consortium of states
- Major theme of all Legislative hearings on CCSS

Service Provider	Clear evidence the State of Michigan retains sole and exclusive ownership of all student data
	<i>Retains sole and exclusive ownership of all student data</i>
ACT Aspire	○
Amplify Education, Inc.	NR
College Board	○
CTB/McGraw-Hill	●
Curriculum Associates LLC	○
Discovery Education Assessment	NR
Houghton Mifflin Harcourt/Riverside	●
Measured Progress	●
PARCC	●
Scantron	NR
Smarter Balanced	●
Triumph Learning	NR



Additional Concerns

- Michigan Involvement – stakes are high, no room for black boxes
- Multiple Measures – strong Summative and Interim solutions are necessary
- Testing Time – modest increase to cover depth of Common Core standards; best controlled with computer-adaptive testing
- Data and Reports – a dynamic reporting system is essential
- Paper-Pencil Availability – not all schools will be ready next year
- Technology Readiness – bandwidth, student to device ratio, number of simultaneous users, variety of devices supported



The Current Path is Best for Students

- Students are ready for online assessment
- Computer Adaptive Testing provides the best measurement
- Fully aligned summative and interim tests with the same types of items will provide multiple measures and rich information to teachers
- Adequate CR items on both summative and interim tests will help Michigan gauge student achievement on higher order thinking skills
- Comprehensive formative assessment resources are essential for supporting instruction
- Full suite of accessibility features is necessary for students with disabilities and English learners

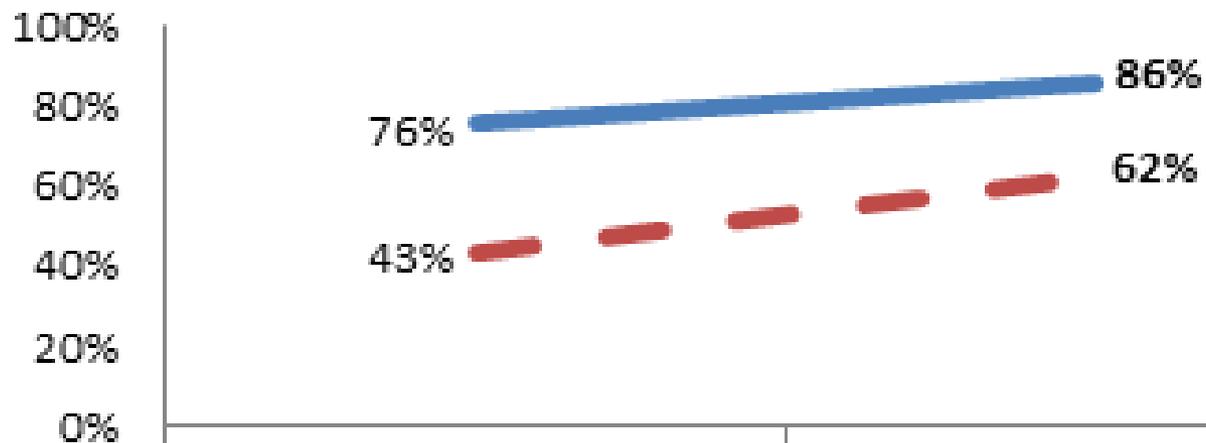


Online Testing Readiness

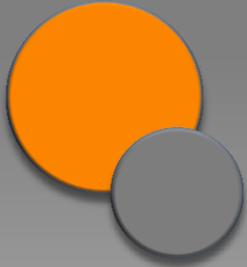
(December 2013 MTRAx Data)

Technology Readiness Trend

Percentage of Schools "Ready" for Online Testing



 Minimum Specifications	76%	86%
 Recommended Specifications	43%	62%



To date, 58+ Michiganders have played a leading role in Smarter Balanced

Assessment design & item development

- Michigan Educators
 - Item Writers
 - Item Reviewers
 - Scoring Guidelines
 - Digital Library Content
- Michigan Department of Education

Information technology & reporting

- Michigan Department of Education
- Michigan Department of Technology, Management and Budget
- Michigan Institutions of Higher Education

Governance & administration

- Michigan Department of Education
- Michigan Institutions of Higher Education

