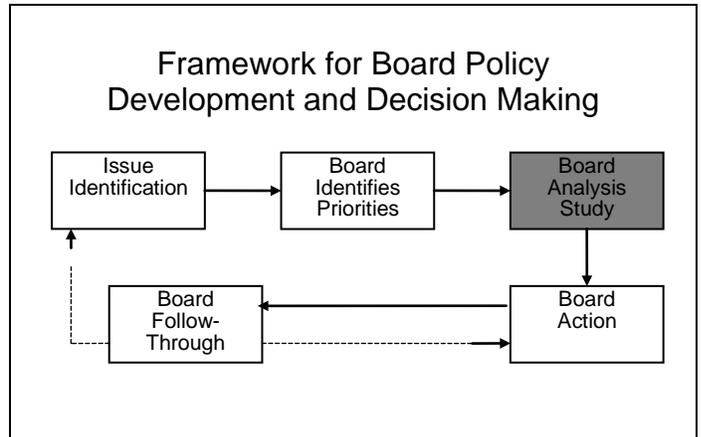


Iowa State Board of Education

Executive Summary

May 9, 2013



Agenda Item:

Work Session: Assessment – A Comprehensive System

Iowa Goal:

All

**State Board Role/
Authority**

Iowa Code section 256.7(21) allows the State Board to submit to the general assembly recommendations for modifications of assessments of student progress on core academic indicators.

Presenters:

Dave Tilly, Deputy Director
Tom Deeter, Lead Consultant
Bureau of Information and Analysis Services
Colleen Anderson, Consultant
Bureau of Standards and Curriculum
Penny Milburn, Consultant
Bureau of Educator Quality
Emily Thatcher, Consultant
Bureau of Standards and Curriculum

Attachments:

7

Recommendation:

It is recommended that the State Board hear and discuss this information.

Background:

This is an overview work session on the status of educational assessment in Iowa. A general framework to put the pieces together will be presented. A brief review of the current status of each of the major assessments required by Iowa or federal law will be provided as well as a description of where the Department/State is heading in educational assessment policy. Major emphasis will be placed on Iowa's role as a governing state in the Smarter Balanced Assessment Consortium, a coalition of 25 states who are collaborating to design and develop a next-generation accountability assessment. Opportunities for interaction around these topics will be provided throughout.

Assessments in Iowa

I. Purposes of Assessment: (sometime problematic when they are used for multiple purposes)

A. Institutional Monitoring

- to describe the educational health of the system (e.g. national, state, local)
- to indicate how effective a unit/ program has been

B. Student Learning

- to direct students along certain pathways (e.g college placement, gifted and talented program, English Proficiency program, special education program)
- to provide feedback to teachers, parents, students and the community about the student’s work and progress in comparison to standards or among groups of people
- to encourage and facilitate learning

II. Current and Desired State-wide Assessments for Accountability

Where Are We Now?	Where Could We Go?
<p><i>Iowa Assessments (IA)</i></p> <ul style="list-style-type: none"> • Why? NCLB and Chapter 12 Iowa Admin. Code Accountability • Who? grades 3-8, 10, and 11 • How? paper and pencil, multiple choice • What? <ul style="list-style-type: none"> ○ reading comprehension ○ math problem solving ○ science 	<p><i>Smarter Balanced Assessments</i></p> <ul style="list-style-type: none"> • Why? NCLB and Chapter 12 Iowa Admin. Code Accountability • Who? Grades 3-8, 9,10,and 11 • How? <u>online</u> multiple choice, technology enhanced items, short and extended constructed response, and performance tasks • What? <ul style="list-style-type: none"> ○ Iowa Core standards for English Language Arts and mathematics <ul style="list-style-type: none"> ▪ reading, writing, listening & speaking, and research/inquiry ▪ math concepts & procedures, problem solving & data analysis, communicating mathematical reasoning
<p><i>Iowa Alternate Assessment (IAA)</i></p> <ul style="list-style-type: none"> • Why? NCLB and Chapter 12 Iowa Admin. Code Accountability for 1% of students with significant learning disabilities • Who? grades 3-8, 10, and 11 • How? instructionally embedded rating scales reported into an online data management system • What? <ul style="list-style-type: none"> ○ alternate achievement standards (not aligned to the Iowa Core) ○ reading comprehension ○ math problem solving ○ science 	<p><i>Dynamic Learning Maps (DLM)</i></p> <ul style="list-style-type: none"> • Why? NCLB and Chapter 12 Iowa Admin. Code Accountability for 1% of students with significant learning disabilities • Who? grades 3-8, 10, and 11 • How? <u>online</u> instructionally embedded tasks • What? <ul style="list-style-type: none"> ○ alternate achievement standards of the Iowa Core (Essential Elements) <ul style="list-style-type: none"> ▪ reading, writing, listening & speaking, and research/inquiry ▪ math concepts & procedures, problem solving & data analysis, communicating mathematical reasoning ▪

<p><i>Iowa-English Language Proficiency Assessment (I-ELDA)</i></p> <ul style="list-style-type: none"> • Why? NCLB and Chapter 12 Iowa Admin. Code Accountability • Who? grades 3-8, 10, and 11 • How? paper and pencil, multiple choice, short and extended constructed response, performance task • What? <ul style="list-style-type: none"> ○ Iowa English Language proficiency Standards <ul style="list-style-type: none"> ▪ reading, writing, speaking and listening ▪ academic language in math ▪ academic language in science 	<p><i>English Language Proficiency Assessment 21 (ELPA21)</i></p> <ul style="list-style-type: none"> • Why? NCLB and Chapter 12 Iowa Admin. Code Accountability • Who? grades 3-8, 10, and 11 • How? <u>online</u> multiple choice, short and extended constructed response, performance task • What? <ul style="list-style-type: none"> ○ Iowa Core standards for English language arts and mathematics ○ Iowa English Language proficiency Standards <ul style="list-style-type: none"> ▪ reading, writing, speaking and listening ▪ academic language in math ▪ academic language in science
<p><i>Early Childhood</i></p> <ul style="list-style-type: none"> • Why? Birth to three Early ACCESS services and pre-school program evaluation • Who? ages Birth to Kindergarten • How? District or AEA discretion using multiple assessments, checklists, screening tools, rubrics, teacher-made tests, etc. • What? All developmental and content areas including physical, language social-emotional, cognitive, literacy, math, science, social studies, arts, and English Language Learners 	<p><i>GOLD Assessment System</i></p> <ul style="list-style-type: none"> • Why? Publicly funded programs • Who? ages Birth to Kindergarten • How? Selected response/constructed response/performance task, rubric • What? <ul style="list-style-type: none"> ○ Iowa Early Learning Standards <ul style="list-style-type: none"> ▪ All developmental and content areas including physical, language social-emotional, cognitive, literacy, Math (Science, Social Studies, Arts, and English Language Learners are optional)
<p><i>National Assessment of Educational Progress</i></p> <ul style="list-style-type: none"> • Why? NAEP results serve as a common metric for all states • Who? Grades 4, 8 and 12 • How? The largest nationally representative and continuing assessment of what America's students know and can do in various subject areas using multiple choice, short and extended constructed response, performance tasks. • What? Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, U.S. history, and beginning in 2014, in Technology and Engineering Literacy (TEL). 	

Assessment Advisory Committee

Purpose of the Committee: *Provide advice and recommendations to the Iowa Department of Education and the State Board of Education on policy and practice issues related current and future assessment systems in Iowa.*

Member Responsibilities:

- Become a standing advisory group at the state level
- Meet regularly
- Be knowledgeable of current practices
- Provide input and feedback on the vision
- Give counsel and guidance on this the theory of change and action plan
- Help determine and provide guidance on barriers to change
- Support implementation and offer counsel to the strategic implementation team/steering committee (or you could just say to the Iowa Department of Education).
- Vet policy recommendations from the Strategic Leadership Team/steering committee



Next Generation Alternate Assessment

The DLM assessment consortium is guided by the core belief that all students should have access to challenging grade-level content which is reflected in the Common Core Essential Elements (Iowa Core Essential Elements). The Essential Elements for students with significant cognitive disabilities were developed at each grade level in the areas of English Language Arts and Math. The DLM assessment will be operational 2014-2015.

Learning Maps

A learning map is a network of sequenced learning targets. Often, we think of learning as one skill building on another single skill. A dynamic learning map, by comparison, shows a learning landscape in which multiple skills are related to many other skills. Dynamic learning maps not only show the relationships between skills but also show multiple learning pathways. Instead of assuming that all children learn a skill in the same way, allowing for multiple pathways recognizes that there are alternate ways to learn the same skill. By using dynamic learning maps as the basis for assessments, the DLM system will give teachers a clearer view of each student's knowledge.

Kinds of Skills Included in Learning Maps

- **Tested Subject-Specific Skills.** These skills include things like knowing a vocabulary word or being able to solve a multiplication problem.
- **Related Precursor Academic Skills.** These are the underlying skills necessary to master the tested skill. For example, to solve a multiplication problem, a student first needs to understand what numbers are, be able to order numbers, etc. For each grade-level skill that is tested, there are numerous precursor skills.
- **Communication Skills.** These are skills that allow students to communicate their answers. Communication skills are not limited to speech, but include a variety of things like pointing or nodding.
- **Attention Skills.** Before a student can show knowledge of a particular subject, the student must first be able to focus on the task or item presented.

By mapping these and other types of skills, learning maps allow students to show what they do know rather than simply cataloging what they don't know.

Instructionally Embedded Assessment

The Dynamic Learning Map Alternate Assessment System uses items and tasks that are embedded in day-to-day instruction. As these embedded items and tasks are given to a student, the student's learning is mapped throughout the year. Because of this, testing and teaching happen at the same time. This gives teachers the opportunity to see what students know during the year when teachers still have time to change instruction to better support student learning. An end of the year assessment will be created for states that want to include a summative test in addition to the instructionally embedded system.

Instructionally Relevant Items

Over the last two decades, we have learned that when accountability is determined through testing, teachers will teach to the test. Therefore, it is important to create tests that are worth teaching to. The new DLM assessments will be built using items that model good instruction.

Other Key Features

- Dynamic assessment
- Universal design
- Evidence-centered design including cognitive labs
- Structured scaffolding

Accessibility

The DLM system will be created to be accessible for students with a variety of disabilities including significant cognitive disabilities, students who are deaf or hard of hearing, students who are blind or have low vision, and those who have neuromuscular, orthopedic, or other motor disabilities. Tests will be flexible enough to accept a variety of responses, such as:

- Keyboard-entered responses
- Drag-and-drop responses that use the mouse to sort or label
- Responses using touch-screen technology (when available)

The system will also be compatible with a variety of assistive technologies commonly used by students. It will also be flexible enough to allow for varying levels of teacher assistance.

For more information regarding the Iowa Core Essential Elements and Dynamic Learning Maps assessment please contact Emily.thatcher@iowa.gov or visit <http://dynamiclearningmaps.org/>

English Language Proficiency 21 (ELPA 21)

A Summary of Core Components



Iowa, as part of a consortium of 12 states, has been awarded a \$6.3 million federal Enhanced Assessment Grant (EAG) to develop an English Language Proficiency Assessment (ELPA). The new assessment eventually will replace the member states' current ELPAs (which in Iowa is the I-ELDA). The consortium, with Oregon as the lead state, is titled **ELPA 21** or English Language Proficiency Assessment 21st Century. In addition to Iowa and states are Arkansas, Florida, Ohio, Kansas, Louisiana, Nebraska, South Carolina, Tennessee, Washington and West Virginia. The grant timeline states the new assessment is expected to be operational in the 2016-2017 school year.



The grant requires the consortium to develop English Language Proficiency standards before the ELPA development process may begin. All the states, including Iowa, have existing English Language Proficient standards, but they do not correspond to the Common Core State Standards (CCSS), required by the grant. The ELPA21 has begun the process of developing ELP standards that correspond to the CCSS, and has a target of December 2013 as the completion date. To aid in the

development, California has given permission for the ELPA21 to use its recently developed and adopted state English Language Development standards as a basis for developing the new ELP standards. More details will be shared as they are made available.

Partnering in the process to develop ELP standards are the [Council of Great City Schools](#), the New York City Department of Education, the [Council of Chief State School Officers](#), and the [National Council of La Raza](#). The consortium is working closely with the leaders of each of these organizations to build knowledge, foster learning conversations, and vet, create and pilot resources among their networks and communities.

The core components of ELPA21 are:

Diagnostic screener:

An online diagnostic screener will be developed to serve as one indicator for schools in identifying students in need of placement in English language proficiency programs. The screener will closely mirror the summative assessment in content and format. The use of a screener aligned to the ELP standards and summative assessment meets federal guidelines.

Summative assessments:

- The English Language Proficiency Assessment for the 21st Century (ELPA21) will serve as the mandatory accountability measure and be capable of measuring growth from year to year.
- It will be an online assessment allowing for immediate feedback to classroom teachers and schools.
- It will assess reading, writing, speaking, and listening proficiency using multiple choice, constructed response, and performance task items.

Interim Assessments:

- Optional interim assessments will be developed to mirror the summative assessment and serve

schools as both monitoring and predictive tools of students' language proficiency development.

- These may be administered at locally determined intervals throughout the school year.
- They will be grounded in cognitive development theory about how learning progresses.

Formative Practices:

Classroom teachers will also be supported through resources to include formative assessment practices, ensuring day-to-day monitoring of student learning.

Will Iowa educators be involved?

Yes, teachers and administrators will play a critical role in the development of the ELP standards, the assessments, and supporting resources. The consortium will collaborate with school districts and teachers to support feedback loops and online learning communities where knowledge and resources can be shared. Additionally, Iowa educators may be engaged in writing assessment items, reviewing the items, and identifying classroom resources to support English language learners.



NAEP: A Common Yardstick

The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, U.S. history, and beginning in 2014, in Technology and Engineering Literacy (TEL).

Since NAEP assessments are administered uniformly using the same sets of test booklets across the nation, NAEP results serve as a common metric for all states and selected urban districts. Assessment includes multiple choice, short and extended response, and performance items. The assessment stays essentially the same from year to year, with only carefully documented changes. This permits NAEP to provide a clear picture of student academic progress over time.

What NAEP Does—and Doesn't—Report

NAEP provides results on subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., all fourth-graders) and groups within those populations (e.g., female students, Hispanic students). NAEP does not provide scores for individual students or schools. NAEP results are based on representative samples of students at grades 4, 8, and 12 for the main assessments. State results are available for mathematics, reading, science and writing.

Who Runs NAEP

The Commissioner of Education Statistics, who heads the National Center for Education Statistics in the U.S. Department of Education, is responsible by law for carrying out the NAEP project. The National Assessment Governing Board, appointed by the Secretary of Education but independent of the Department, sets policy for NAEP and is responsible for developing the framework and test specifications that serve as the blueprint for the assessments. The Governing Board is a bipartisan group whose members include governors, state legislators, local and state school officials, educators, business representatives, and members of the general public. Congress created the 26-member Governing Board in 1988. The NAEP assessment operations are carried out with assistance from contractors.

More Information

For recent findings go to <http://nationsreportcard.gov/> or the NAEP Results Mobile App is available at http://nces.ed.gov/nationsreportcard/about/naep_mobile.aspx.

LEVELS 9-11
FORM E

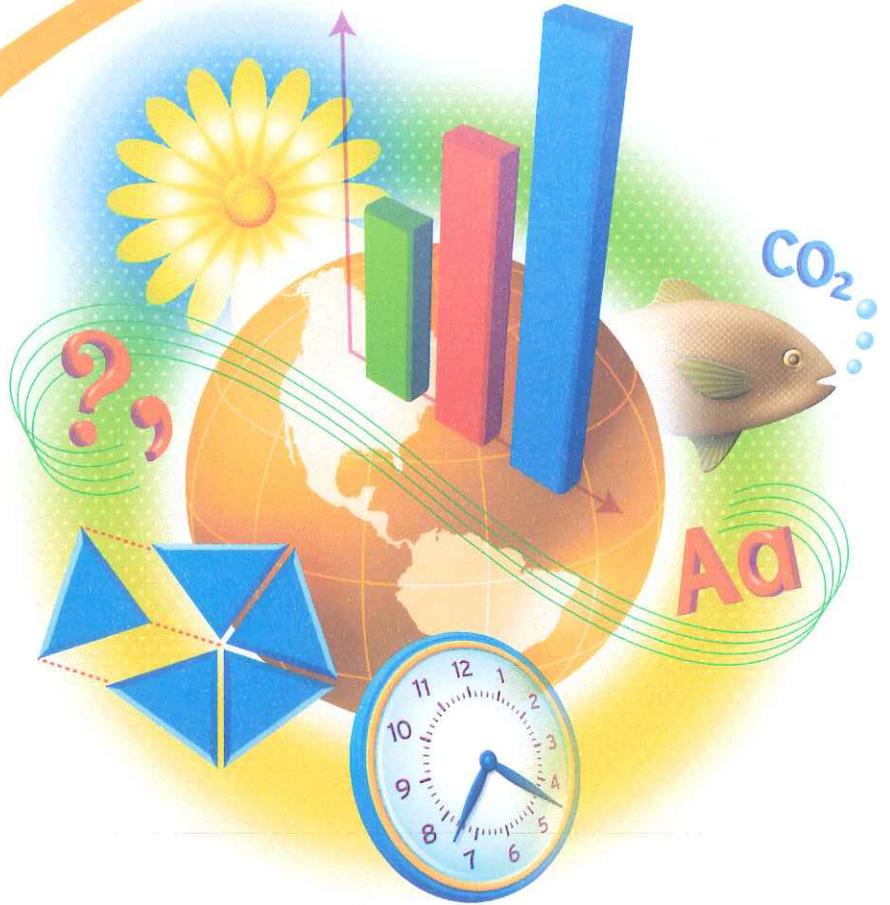
Iowa
Assessments™

Practice Tests

PRACTICE TESTS

FORM E

LEVELS 9-11



Iowa
Assessments™



► Directions

This is a test of how well you understand what you read.

- This test consists of a reading passage followed by questions.
- Read the passage and then answer the questions.
- Four answers are given for each question. Choose the answer that you think is better than the others.
- On your answer sheet, find the row of circles numbered the same as the question. Fill in the circle for the best answer.

“Jerry, are you sure you know what you’re doing?” Bryan asked.

I was bent over his T-shirt, needle and thread in hand. “How hard can it be?” I answered. “I’ve seen Grandma do this hundreds of times.” Finally I knotted the thread and cut it. All that was left of the long tear just below the neck was a jagged line of stitches. I tossed Bryan his shirt. “Put it on. No one will ever know there was a problem.”

The apartment door opened, and Mom came in carrying a basket of clean laundry. She smiled at Bryan over my shoulder. “It looks like you two are inventing a new kind of shirt that can keep someone’s head warm, too. But I do see one problem!”

→ What was she talking about? I looked at Bryan. His arms were through the sleeves and thrashing wildly, but his head was stuck. I had stitched the front and back of his shirt together! Mom and I burst out laughing, and from inside the shirt Bryan joined in.

1 What is Jerry doing?

- A Making a new shirt
- B Fixing Bryan's shirt
- C Teaching Bryan to sew
- D Sewing himself a costume

2 How does Jerry act at the beginning of the story?

- J Sure that he knows what to do
- K Surprised at how hard the job is
- L Hopeful that Grandma will help him
- M Worried that he will make a mistake

3 In the line marked with →, the word "thrashing" is closest in meaning to

- A resting.
- B hanging.
- C waving.
- D throwing.

4 Which picture shows how Bryan looks at the end of the story?

J



K



L



M



5 Who is telling this story?

- A Mom
- B Jerry
- C Bryan
- D Grandma



► Directions

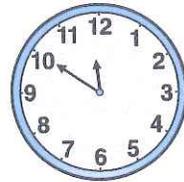
This is a test of your knowledge and understanding of math.

- Four answers are given for each question. Choose the answer that you think is better than the others.
- On your answer sheet, find the row of circles numbered the same as the question. Fill in the circle for the best answer.

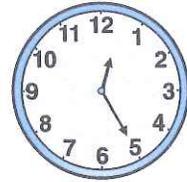
- 1** A number pattern starts with 6 and ends with 21. **Which rule could make this pattern?**

- A Skip count by 2s
- B Skip count by 3s
- C Skip count by 6s
- D Skip count by 7s

- 2** The clocks below show the times when lunch begins and when lunch ends.



Lunch Begins



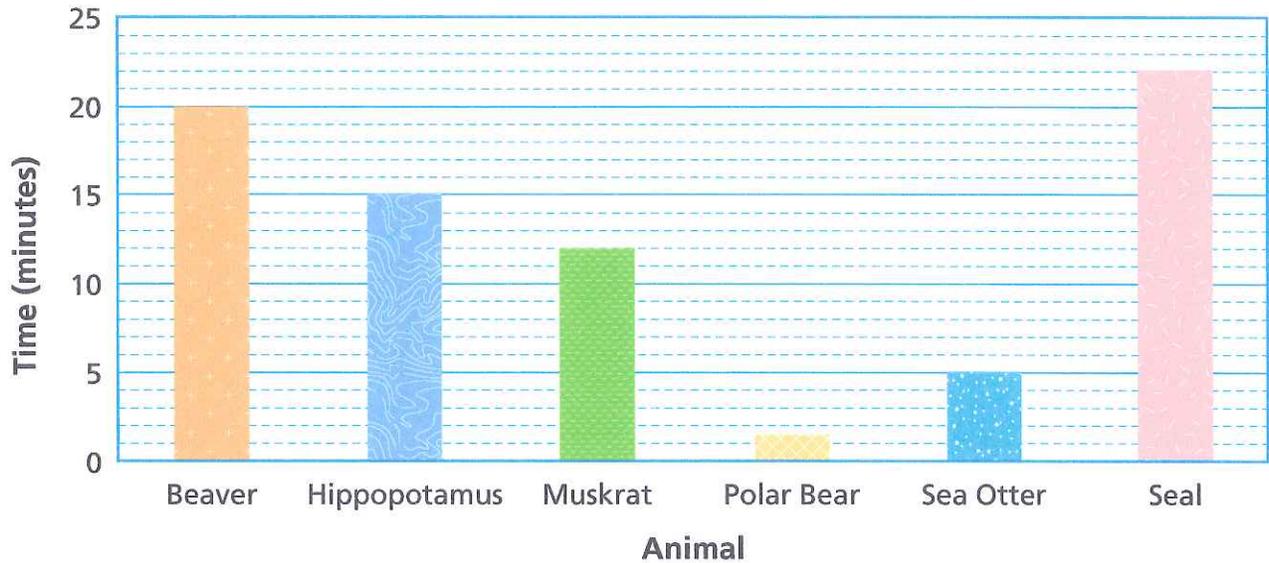
Lunch Ends

How many minutes long is lunch?

- J 25
- K 30
- L 35
- M 40

Directions Use the bar graph below to answer questions 13 and 14.

How Long Some Animals Can Hold Their Breath



13 How many of the animals listed in the bar graph can hold their breath for 10 minutes or longer?

- A 6
- B 5
- C 4
- D 3

14 How many more minutes can a hippopotamus hold its breath than a muskrat?

- J 1
- K 3
- L 5
- M 15



A Summary of Core Components

The Smarter Balanced Assessment Consortium is one of two multistate consortia awarded funding from the U.S. Department of Education to develop an assessment system based on the new Common Core State Standards (CCSS). To achieve the goal that all students leave high school ready for college and career, Smarter Balanced is committed to ensuring that assessment and instruction embody the CCSS and that all students, regardless of disability, language or subgroup status, have the opportunity to learn this valued content and to show what they know and can do.

With strong support from participating states, institutions of higher education and industry, Smarter Balanced will develop a balanced set of measures and tools, each designed to serve specific purposes. Together, these components will provide student data throughout the academic year that will inform instruction, guide interventions, help target professional development and ensure an accurate measure of each student's progress toward career- and college-readiness.

The core components of Smarter Balanced are:

Summative assessments:

- ▶ Mandatory comprehensive accountability measures that include computer adaptive assessments and performance tasks, administered in the last 12 weeks of the school year in grades 3–8 and 11 for English language arts(ELA)/literacy and mathematics;
- ▶ Designed to provide valid, reliable and fair measures of students' progress toward and attainment of the knowledge and skills required to be college- and career-ready;
- ▶ Capitalize on the strengths of computer adaptive testing (e.g. efficient and precise measurement across the full range of achievement and quick turnaround of results); and,
- ▶ Produce composite content area scores, based on the computer adaptive items and performance tasks.

Interim assessments:

- ▶ Optional comprehensive and content-cluster measures that include computer adaptive assessments and performance tasks, administered at locally determined intervals throughout the school year;
- ▶ Results reported on the same scale as the summative assessment to provide information about how students are progressing;
- ▶ Serve as the source for interpretive guides that use publicly released items and tasks;
- ▶ Grounded in cognitive development theory about how learning progresses across grades and how college- and career-readiness emerge over time;
- ▶ Involve a large teacher role in developing and scoring constructed response items and performance tasks;
- ▶ Afford teachers and administrators the flexibility to:
 - select item sets that provide deep, focused measurement of specific content clusters embedded in the CCSS;
 - administer these assessments at strategic points in the instructional year;

- use results to better understand students' strengths and limitations in relation to the standards;
- support state-level accountability systems using end-of-course assessments.

Formative tools and processes:

- ▶ Provides resources for teachers on how to collect and use information about student success in acquisition of the CCSS;
- ▶ Will be used by teachers throughout the year to better understand a student's learning needs, check for misconceptions and/or to provide evidence of progress toward learning goals.

System Features

- ▶ Ensures coverage of the full range of ELA/literacy and mathematics standards and breadth of achievement levels by combining a variety of item types (e.g., selected-response, constructed response, and technology-enhanced) and performance tasks, which require application of knowledge and skills.
- ▶ Provides comprehensive, research-based support, technical assistance and professional development so that teachers can use assessment data to improve teaching and learning in line with the standards.
- ▶ Provides online, tailored reports that link to instructional and professional development resources.

LEARN MORE AND GET INVOLVED

Visit SmarterBalanced.org to learn more about the Smarter Balanced Assessment Consortium and sign-up to receive our monthly eNewsletter. For more information, please contact Info@SmarterBalanced.org.

Teaching Strategies GOLD®

A Summary of Core Components

Teaching Strategies GOLD® is an authentic observation-based assessment system for children from birth through kindergarten. The system may be implemented with any developmentally appropriate curriculum. It blends ongoing observational assessment for all areas of development and learning with performance tasks to achieve the goal of all children ready to succeed in kindergarten. *Teaching Strategies GOLD®* is inclusive of all children, including English-language learners, children with disabilities, and children who demonstrate competencies beyond typical developmental expectations. In addition, it covers the Iowa Early Learning Standards (IELS).

The primary purpose of *Teaching Strategies GOLD®* is to document children's learning over time, inform instruction, suggest learning activities, and facilitate communication with families and other stakeholders. **It is important to remember that *Teaching Strategies GOLD®* is not intended as a screening or diagnostic measure, an achievement test, or a program-evaluation tool.**

The core components of GOLD are:

Summative/Interim assessments:

- Highly recommended comprehensive accountability measures that include performance tasks, and teacher observations administered throughout the year for children birth through kindergarten;
- Designed to provide valid, reliable and fair measures of children's progress toward an attainment of knowledge and skills in all areas of development and learning;
- Designed to provide selected predictors of school success in the areas of literacy and numeracy towards college- and career-readiness;
- Designed to provide Widely Held Expectations results reported through data visualizations to display child progress;
- Grounded in cognitive development as well as learning progressions;

Formative tools and processes:

- Provides resources for teachers on how to collect and use information about child success in acquisition of the IELS;
- Enables educators to focus on and measure the knowledge, skills, and behaviors most predictive of school success;
- Online system allows quick access to results and reports
- Provides performance and growth reports to examine change over time;
- Provides color bands to help teachers manage the complexity of young children's development; and,
- Colored bands show educators and families which skills and behaviors are typical for children of a particular age or class/grade.

System Features

- Provides comprehensive, research-based support, technical assistance and professional development so teachers can use assessment data to improve teaching and learning in line with standards.
- Provides interactive online, tailored reports that link to instruction and professional development resources.
- Provides meaningful ways to involve families.

LEARN MORE AND GET INVOLVED

Visit <https://www.teachingstrategies.com/page/assessment-early-childhood-overview.cfm> to learn more about the Teaching Strategies GOLD Assessment System and sign-up for E-mail updates. For more information, please contact implementation@TeachingStrategies.com.