



Response to
The Framework For Change:
The Next Generation of School Standards,
Assessments and Accountability
October 2008

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I. Introduction to the Next Generation of Standards, Assessments and Accountability

Since the publication of *A Nation at Risk* (1983), there have been ongoing efforts by states to revise standards, assessments, and accountability to increase student achievement. North Carolina has continually been a leader in these efforts and the publication of the North Carolina State Board of Education's *Framework For Change (FFC)* calls our state to again lead educational reform in the United States by example. The *FFC* provides a clear, broad directive to improve standards, assessments, and accountability and represents an opportunity for the Department of Public Instruction (DPI) to lead, with the help of engaged stakeholders, a collaborative revision process that contributes to accomplishing the SBE's goals for students.

The spirit of the *Framework For Change*, that *every public school student will graduate from high school, globally competitive for work and postsecondary education, and prepared for life in the 21st century*, is the spirit of the proposed plan.

a. A Simple Vision

The Framework for Change focuses on...

Essential Standards

What students must know, understand and be able to do to be prepared to compete in the 21st century.

Assessments

The tools or processes used to determine what students know, understand and are able to do at any point in time.

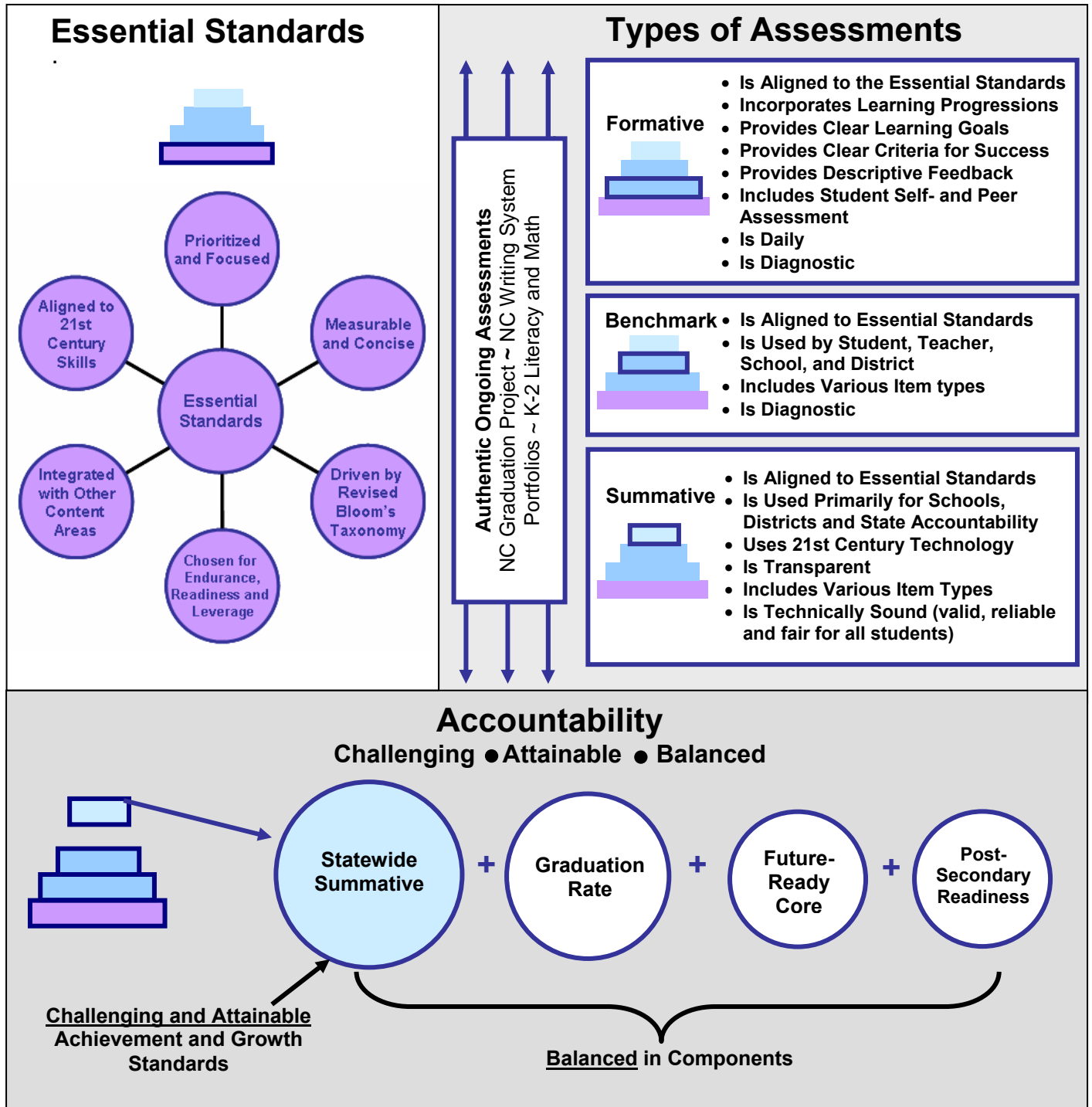
Accountability

A system to ensure SBE, DPI, District Leaders, School Leaders and Teachers are preparing students to compete in the 21st Century.

b. Overview of the Simple Vision

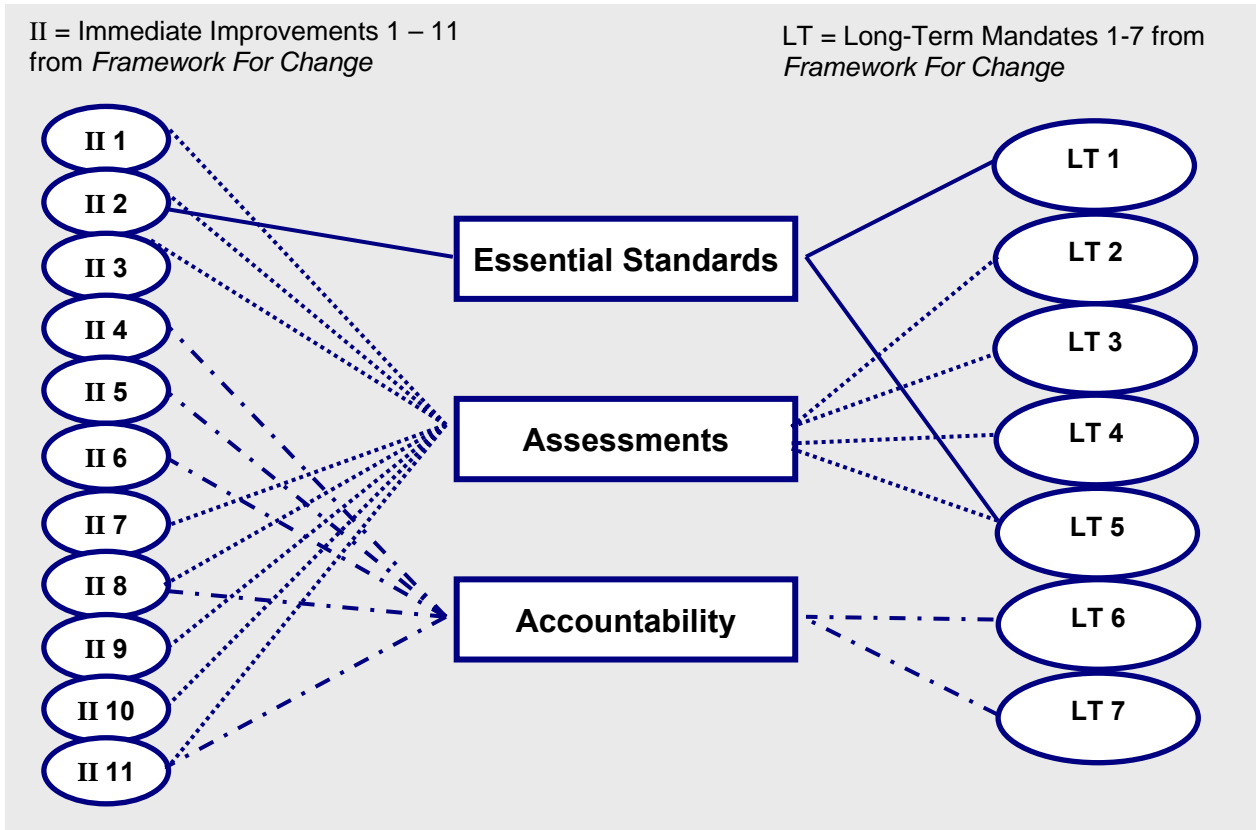
Figure A offers a preview of the components of the proposed model for The Next Generation of School Standards, Assessments and Accountability.

Figure A: Overview of The Next Generation



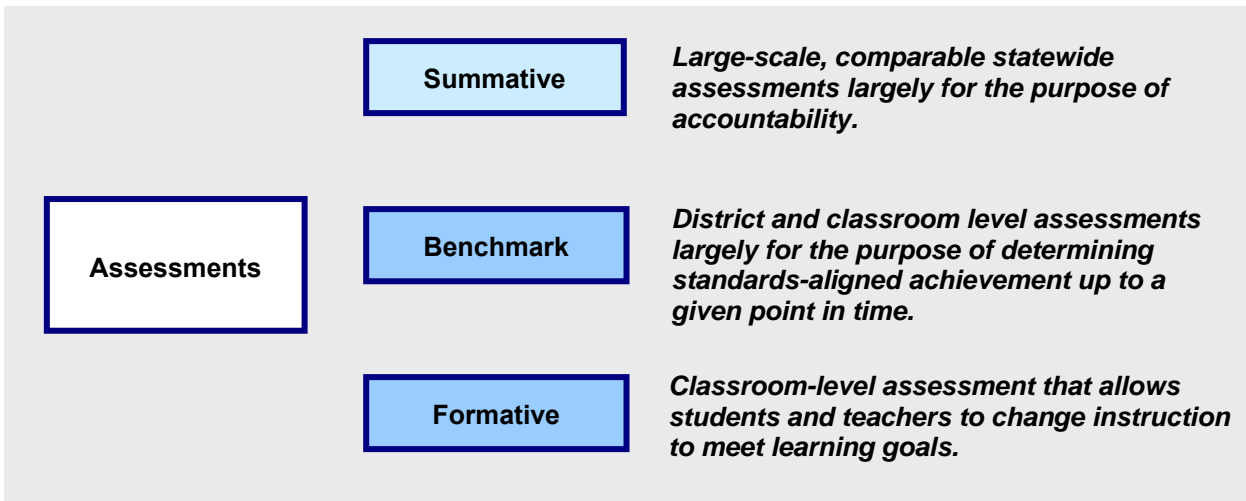
Every part of the *Framework for Change* aligns to Essential Standards, Assessments or Accountability.

Figure B: Alignment to the Framework



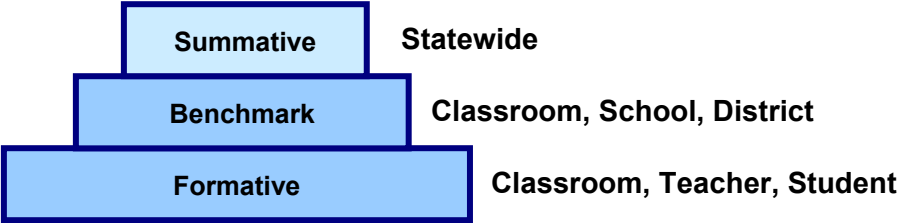
While the ultimate student goals are defined by the **Essential Standards** for each grade and subject area, **Figure B**, demonstrates that **assessments** require a more multi-dimensional response (12 out of 18 directives are aligned to revision of assessments). For greater clarity, assessments can be better defined in three categories as in **Figure C**.

Figure C: Assessment Categories



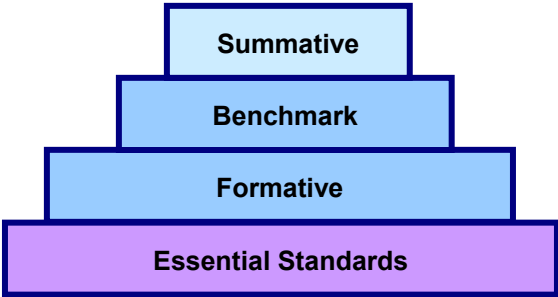
All three categories of assessment are important. Classroom formative assessment is important for changing outcomes, benchmarking for following incremental progress and statewide summative for school and district accountability. **Figure D** depicts the relative importance of each type of assessment and the way each builds on the other...

Figure D: Assessment



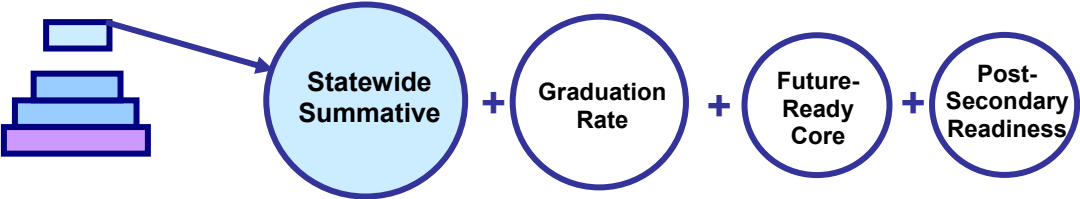
The **Essential Standards** are the foundation as shown in **Figure E**.

Figure E: “The Cake”



Accountability fits into this picture as the summative layer (standardized student achievement and growth) of the cake and adds a couple of other key ingredients...

Figure F: Accountability Components



c. Principles for Framework for Change Implementation

Plans are filtered through four principles.

Transparency:

At its very root, transparency means that there are “no mysteries” about what teachers should teach, students must learn and how students will be assessed. The end product for every content area and subject, including both the essential standards themselves as well as all supporting materials and assessment tools, must be a totally clear expression of student expectations that set a prioritized, rigorous and understandable standard. How the expectations will be measured, particularly on the statewide summative assessment, must be clear.

Stakeholder Involvement:

To ensure the right choices are made, the process of developing standards and assessments will be decentralized. Involving teachers, principals, parents, students and the higher-education and business community has always been an important part of curriculum and assessment writing. That involvement will be increased through the use of technology (electronic surveys, Wikis, video-conferencing, etc.) so that DPI’s role will be as facilitator of an authentic, statewide collaborative process of standard setting and assessment development.

Alignment:

Throughout the process, the alignment of all components must be ensured and alignment must continually and systemically be tested. A key step forward will be ensuring the vertical alignment of the curriculum so the K-12 pathway leads to success on EOCs and the North Carolina Graduation Project.

Measuring Our Success, Formatively and Summatively:

Regular updates will be provided to the State Board of Education and the public on progress in implementation of the *Framework For Change*. Updates will include evidence of progress against indicators of success and any necessary changes to the implementation plan.

II. Essential Standards – Long-Term I



Alignment to Framework:

Long-Term 1: Overhaul the PreK-12 SCOS to focus on essential standards in order to narrow and deepen the state's curriculum

- articulation of the skills, understandings, and learning experiences critical at each grade level;
- inclusion of the skills, understandings, and learning experiences necessary to satisfactorily complete the graduation project;
- infusion of writing, 21st century content, thinking and learning skills, and life skills throughout the content standards; and
- reflection of rigor, relevance, and relationships between and among subject areas.

a. Essential Standards Overview

The Essential Standards will be those skills, understandings and learning experiences that all students must master and/or complete at each grade level or course in order to move to the next level of learning. Essential Standards will clarify what must be learned at each level and lessen the chance that critical knowledge is overlooked.

Essential Standards will provide the focal point for professional development, teacher education programs, instructional technology uses, and supporting documents.

b. Definitions

Curriculum is a plan for the management of time, materials and learning experiences that contains content standards, scope and sequence.

Essential Standards are content standards that focus on big, powerful ideas and enduring understandings. Essential standards are assessed in the classroom via formative, benchmark, and summative assessments.

These standards will be identified based on three main criteria:

- 1) **Endurance:** Standards will provide students with knowledge and skills that are valuable beyond a single test. For example, reading comprehension skills will endure.
- 2) **Leverage:** Standards will provide knowledge and skill that will be of value in multiple disciplines. For example, writing persuasively will serve a student in many disciplines.
- 3) **Readiness:** Standards will provide students the ability to move to the next grade-level or next level of learning.

Supporting Standards are standards that can be used during the instruction to under-gird and add breadth to the essential standards.

Essential Objectives are sub-sets of essential standards. Statewide accountability assessments will be written in precise alignment to essential objectives.

Supporting Objectives are sub-sets of supporting standards.

Strands are organizing features that provide vertical alignment K-12 and are prevailing concepts that permeate a discipline.

Performance Indicators are descriptions (or assessment items) at each grade level that indicate how students demonstrate mastery of content and cognitive skills.

Curriculum integration is when skills and knowledge from multiple disciplines are taught in relation to one another, promoting conceptual understandings.

Interdisciplinary study is when concepts are derived from content standards of two or more disciplines and taught by one or more teachers to demonstrate the interconnectedness of multiple disciplines and promote the expansion of a shared body of knowledge and skills.

c. Qualities of Essential Standards

The Essential Standards will be characterized by six qualities.

Quality	Why Is This Important?	Achieved By...
Chosen for Endurance, Leverage, and Readiness	<ul style="list-style-type: none"> Helps teacher and students master what is most important and prioritizes limited time in the classroom Helps content writers determine what is most important for students to know, understand, and be able to do Forces the standards writers to be deliberate in determining what standards are essential Ensures that a uniform process of developing standards is used by all content areas 	<ul style="list-style-type: none"> Implementing the Ainsworth process of identifying and developing Essential Standards that considers endurance, leverage, and readiness as key criteria Regular stakeholder involvement in determining priority standards and objectives
Prioritized and Focused	<ul style="list-style-type: none"> Helps teachers and students master what is most important and prioritizes limited time in the classroom Provides a rigorous and in-depth study of content Allows teachers more time to spend on a narrowed content Leads to alignment of the written, taught, and assessed content 	<ul style="list-style-type: none"> Regular stakeholder involvement in determining priority standards and objectives Use of a new format to promote integration and alignment Use of a single taxonomy to promote consistency (and emphasizing the cognitively complex levels of Revised Bloom's Taxonomy (RBT) to ensure depth and rigor) Enabling statewide summative assessments to focus on the Essential Standards
Aligned to 21st century skills	<ul style="list-style-type: none"> Equips students for the current century Prepares students with the knowledge and skills to compete and collaborate in a global society Provides a national and international set of priority skills to which the Essential Standards will align 	<ul style="list-style-type: none"> Filtering Essential Standards through the Framework for 21st century learning Using a new format that promotes alignment with 21st century skills Embedding technology in the instruction and learning in all content areas
Measurable and Concise	<ul style="list-style-type: none"> Guarantees instruction, assessments and statewide tests are parallel to enhance measurable student achievement Promotes relevant classroom instruction aligned with the Essential Standards and related assessments and tests 	<ul style="list-style-type: none"> Communicating clearly what students are expected to know, understand, and be able to do using RBT and making choices about what is most important for endurance, leverage and readiness Clarifying in the SCOS what should be measured via classroom and state level assessments Developing performance indicators simultaneously with Essential Standards and objectives
Integrated with other content areas and driven by RBT	<ul style="list-style-type: none"> Demonstrates that integration is inherent to the learning process Drives teachers to make natural connections between content areas when plausible and possible Ensures consistency among content areas standards development Use of the higher levels of Bloom's ensures depth 	<ul style="list-style-type: none"> Using a format that identifies potential integration of content areas Employing RBT when developing content area standards

d. Essential Standards Format

The new NC Essential Standards Course of Study framework conveys the NCSCOS as an interactive, dynamic system. It provides standards, objectives, strands, and performance indicators in addition to showing connections between objectives in disciplines as well as 21st century themes and skills.

Under each standard, essential objectives necessary to reach the standard, and performance indicators for assessing proficiency levels of achievement on each objective, will be provided. Strands will be correlated to track the development of important concepts throughout each grade/course. Finally, a matrix will show connections between specific content objectives and other disciplines and 21st century themes and skills. All content standards will be posted on-line as an interactive tool for teachers.

All content areas and grades will have:

- *Introduction to Essential Standards*
- *Integration of technology for each specific content area*
- *K-12 essential content standards*
- *Classroom assessments and performance indicators*
- *Appendices including:*
 1. *Glossary of Terms*
 2. *Bibliography*
 3. *Members of writing committee*

Supporting Documents:

1. *International and national standards matrix*
2. *Workplace skills and career development competencies matrix*
3. *Extended standards for exceptional children*
4. *Supporting standards and objectives*

III. 21st Century Balanced Assessment System – Long-Term 2, 4 & 5



Alignment to Framework:

Long-Term 2: Develop a next generation assessment system which includes formative, benchmark and summative assessments based on the new standards.

Long-Term 4: Create a comprehensive, customized professional development system to provide teachers and administrators with the skills and understandings needed to use data to inform instructional practice and make formative assessments a daily practice in the classroom.

Long-Term 5: Update the analysis of the technology infrastructure needed to support a 21st century curriculum and assessment system and to move additional testing to appropriate technology formats. This analysis will allow the transition from a paper-based assessment system to one that takes greater advantage of technology.

a. Inform Instruction *and* Evaluate Knowledge

The State Board of Education recognizes the need for an **assessment** system that supports, promotes, and measures 21st century learning as stated in the following goals:

(1) NC public schools will produce globally competitive students.

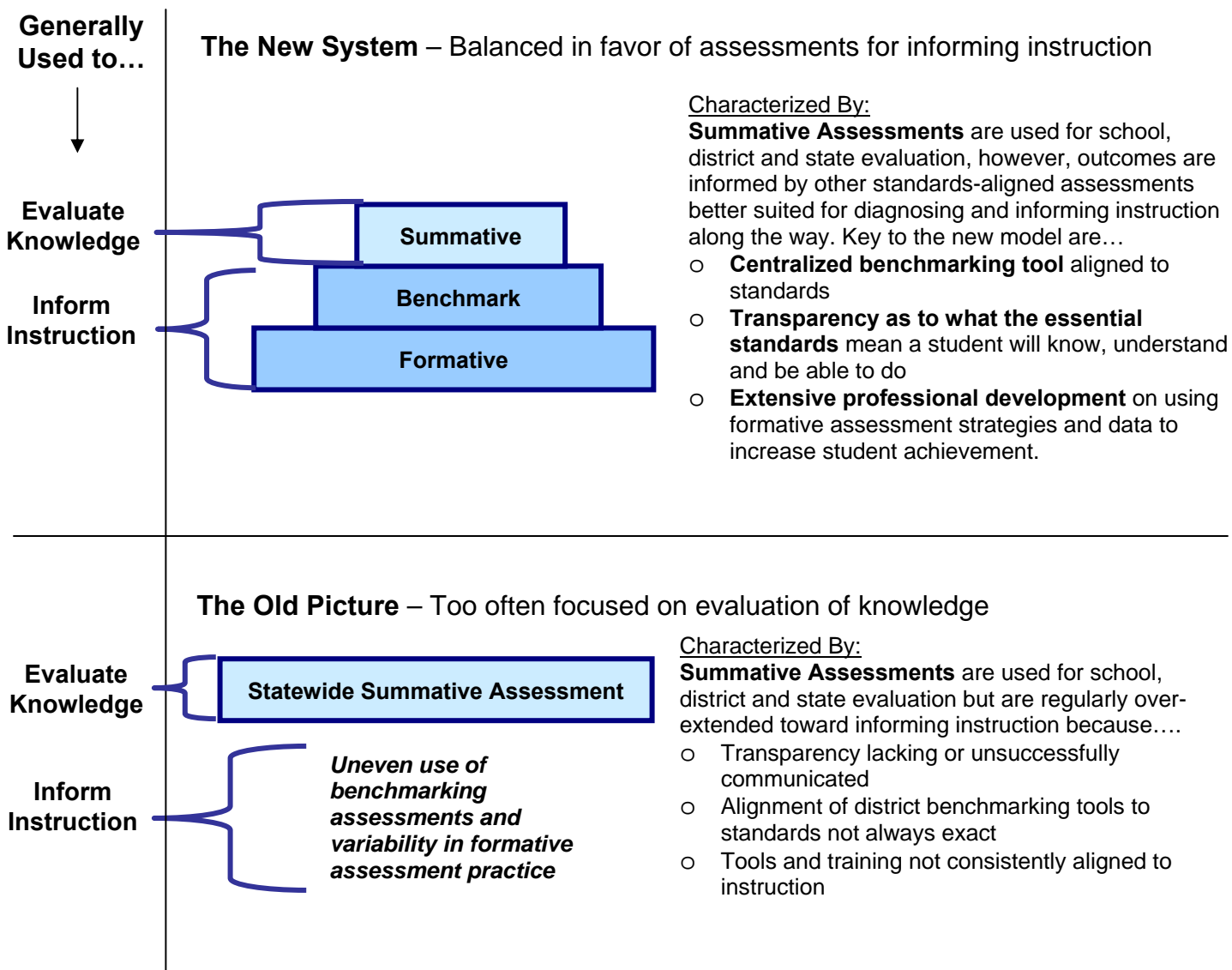
*Every student's achievement is measured with an assessment system that **informs instruction and evaluates** knowledge, skills, performance, and dispositions needed in the 21st century.*

(2) NC public schools will be led by 21st century professionals.

Every teacher and administrator will use a 21st century assessment system to inform instruction and measure 21st century knowledge, skills, performance, and dispositions.

A key to understanding the approach from the *Framework for Change* and this plan is to take a closer look at goal # 1. Educators need to assess both to inform instruction *and* evaluate knowledge, skills, performance, and dispositions. This is a dichotomy about how assessments are used. Assessments are typically designed for only one of the two uses. To evaluate *and* inform instruction requires more than a single test, even more than a series of assessments: it takes a **system** both to evaluate and inform instruction. **Figure G** illustrates the old and new picture.

Figure G – The New System and the Old Picture



Data from large-scale summative tests are significantly less informative at the teacher and student-level, most dramatically in comparison to effective classroom assessment. A teacher using appropriate standards-aligned classroom assessments will invariably know at a much deeper level what a student knows and is able to do. The new model will supply aligned tools and training to ensure teachers have the knowledge and resources to administer standards-aligned assessment that will inform instruction.

In line with the *FFC*, the new assessment system will emphasize the importance of classroom level assessment and transparency. Each type of assessment must be aligned to Essential Standards.

Figure H: A Comprehensive Balanced Assessment System*

Each type of assessment is important and serves a distinct purpose.



	Formative	Benchmark	Statewide Summative Assessments
Purpose	Assessment <i>for</i> Learning What learning comes next for <i>this</i> student at this point in time?	Assessment <i>of</i> Learning How are students progressing? How well is this program working?	Assessment <i>of</i> Learning How are schools and districts progressing? How is the state progressing?
Focus	<ul style="list-style-type: none"> ❖ Teachers ❖ Students ❖ Parents 	<ul style="list-style-type: none"> ❖ School Leaders ❖ District Officials ❖ Curriculum Specialists ❖ Teachers (Professional Learning Communities) ❖ Students and Parents 	<ul style="list-style-type: none"> ❖ Policymakers ❖ School Board Members ❖ Legislators ❖ District Staff ❖ Teachers (Professional Learning Communities) ❖ Students and Parents
Frequency	<ul style="list-style-type: none"> ❖ Daily, prior to, and during instruction 	<ul style="list-style-type: none"> ❖ Periodically, throughout the year, between and among instructional units. 	<ul style="list-style-type: none"> ❖ Annually, coming as close to the end of the year or end of course as possible
Use of Results	<ul style="list-style-type: none"> ❖ To inform instruction and provide descriptive feedback to students about their learning ❖ To promote meta-cognition and self-assessment behaviors in students ❖ To direct teacher response to the student's need for remediation or extension ❖ To develop teachers as reflective practitioners ❖ To develop students as reflective learners 	<ul style="list-style-type: none"> ❖ To determine how much learning has taken place up to a particular point in time ❖ To identify learning issues for targeted groups and subgroups based on their progress ❖ To evaluate efficacy and gaps in adopted curriculum and instructional strategies. 	<ul style="list-style-type: none"> ❖ To develop strategic, long-term evaluation of curriculum and programming based on trends over time ❖ To determine student achievement levels ❖ To provide institutional information that influences policy developed by superintendents, school board members and legislators
Examples	<ul style="list-style-type: none"> ❖ Questioning ❖ Discussions ❖ Learning Activities ❖ Descriptive Feedback ❖ Teacher-Student Conferences ❖ Interviews ❖ Student Reflections/Journals ❖ Ungraded class work or homework ❖ Teacher observations 	<p>Teacher or textbook quizzes, tests</p> <p>Teacher Learning Teams or districts may develop common:</p> <ul style="list-style-type: none"> ❖ Mid-term and end of unit assessments ❖ 9-week or quarterly assessments ❖ District Assessments <p>Commercial Products</p> <ul style="list-style-type: none"> ❖ Examples: MAP, SCASS, DIBELS, Classworks, Blue Diamond <p>State-Specific Systems:</p> <ul style="list-style-type: none"> ❖ ClassScape 	<ul style="list-style-type: none"> ❖ NC End-of-Grade ❖ NC End-of-Course ❖ VoCATS

*The assessment system may also include other standardized assessments such as ASVAB, NAEP, TIMSS, SAT, ACT

b. Formative Assessment



i. What is Formative Assessment?

Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve intended instructional outcomes (CCSSO FAST SCASS, 2006).

The purpose of formative assessment is to assist teachers in identifying where necessary adjustments to instruction are needed to help students achieve the intended instructional outcomes that are ultimately defined by the **Essential Standards**. Formative assessment is ongoing, minute-by-minute assessment that is integral to instructional delivery. The primary users of formative assessment information are students and teachers. Formative assessment, as here defined, is a best practice that research has shown will improve student learning.

Attributes of effective formative assessment include:

- providing students with learning goals and targets in language they can understand
- clearly describing the criteria for successfully meeting the target through examples
- effectively using learning progressions to scaffold learning
- providing descriptive feedback that helps students know what to do next in their learning
- establishing collaborative partnerships between teachers and students
- actively engaging students in self-assessment as well as peer-assessment.

In the current testing system, there is not a systematic effort to maintain and improve the effectiveness of formative assessment. In a testing system that only includes statewide summative tests, formative assessment is often forgotten while the classroom assessment focus is on benchmark tests that look and feel like mini-statewide tests. In the new assessment system, **formative assessment** should be a daily practice to support and promote learning. Teachers will need ongoing professional development, and the State will need to build and provide continued support to enhance the local capacity to meet this need.

ii. Formative Assessment and the Essential Standards

By defining formative assessment as daily, ongoing, classroom assessment such as descriptive feedback and minute-by-minute checks for understanding, it becomes one of the most powerful types of assessment for changing student outcomes. To ensure that formative assessment is aligned to the Essential Standards two major initiatives are proposed:

- 1) **Transparency.** One of the main ways to ensure that day-to-day instruction and day-to-day formative assessment align to the Essential Standards is to ensure that every teacher and every student understands what the Essential Standards mean a student will know, understand and be able to do. Some ways to take the mystery out of what students must know, understand and be able to do are...
 - Writing a concise set of Essential Standards
 - Developing performance indicators that clearly define how an essential objective will be measured
 - Unpacking objectives into discrete sub-objectives for transparency
 - Releasing one form of the EOCs and EOGs annually
 - Providing a benchmarking tool that provides an exhaustive set of usable items (multiple-choice, constructed response and performance tasks) aligned to the Essential Standards
- 2) **Professional Development.** Online professional development (PD) modules will consistently address and incorporate alignment to the Essential Standards.

iii. Formative Assessment and PD Recommendation

Recommendation: Professional development through the use of modules, digital learning sites, and an online professional learning community should be developed, maintained, and delivered by the North Carolina Department of Public Instruction in order for educators and stakeholders to support a comprehensive balanced assessment system with a specific emphasis on formative assessment.

Next Steps: All DPI staff and NC public school educators should be introduced to the new assessment system and the differences between formative, benchmark, and summative assessment. A cross-functional team (e.g., representatives from various sections, divisions, and areas) of professional development staff should be identified and trained on delivering professional development to NC teachers, district coordinators, and administrative staff. Professional development should focus on formative, benchmark and summative assessment.

Because formative assessment should be used daily and promotes learning, development of a series of modules focused on formative assessment is essential for increasing student achievement. These modules will be developed and administered online and will focus on authentic teaching scenarios, alignment to the Essential Standards and widely acknowledged best practices.

Formative Assessment Training modules are proposed based on the needs identified by representatives from the following teams/staffs who have recently observed teachers in North Carolina classrooms: North Carolina Formative Assessment Project Team; Comprehensive Support Instructional Facilitators; Curriculum, Instruction, and Technology staff; Exceptional Children staff; NC Testing Program staff; and CTE staff. Please see the table in Appendix B.

iv. Qualities of Formative Assessment

The formative assessment process will be characterized by seven qualities.

Quality	Why Is This Important?	Achieved By...
Is Daily	<ul style="list-style-type: none"> Provides ongoing feedback to students and teachers Integrates seamlessly with instruction 	<ul style="list-style-type: none"> Providing PD Modules Discussing the importance of formative assessment in professional development Continuing to partner with other states to explore ways to build capacity Working with Local Education Agencies (LEAs) to build capacity at the local level
Provides Clear Learning Goals	<ul style="list-style-type: none"> Provides learning goals in language students can understand 	<ul style="list-style-type: none"> Providing PD Modules Working with the Essential Standards Committee to ensure targets are clear Providing professional development to teachers and district leaders on how to deconstruct/unwrap standards
Provides Clear Criteria for Success	<ul style="list-style-type: none"> Provides students examples of what quality work looks like Allows teachers to plan with the end in mind 	<ul style="list-style-type: none"> Providing PD Modules Providing clear examples of quality work and emphasizing their importance in curriculum documents
Provides Descriptive Feedback	<ul style="list-style-type: none"> Provides specific information to identify the gap between current learning and desired outcomes Focuses on enhancing student learning without assigning grades or scores 	<ul style="list-style-type: none"> Providing PD Modules Providing examples on the web site Developing an online professional learning community so that teachers can share student work and get advice on how to provide effective feedback to students Providing recommendations on how to balance the need for grades and the power of descriptive feedback
Includes Student Self and Peer Assessment	<ul style="list-style-type: none"> Provides opportunities for students to self-reflect Enables students to use the criteria for success and focus on the learning targets 	<ul style="list-style-type: none"> Providing PD Modules Providing examples on the web site
Is Aligned to ES	<ul style="list-style-type: none"> Ensures that the focus is on learning the Essential Standards 	<ul style="list-style-type: none"> Incorporating alignment to standards throughout the 13 PD modules
Is Diagnostic	<ul style="list-style-type: none"> Uses assessments to uncover necessary pre-requisite skills that students need to master essential objectives 	<ul style="list-style-type: none"> Developing Professional Development Modules to help teachers interpret evidence of learning

c. Benchmark Assessments



i. Overview of Proposed Benchmarking Tool

Benchmark assessments are given to students periodically throughout the year or course to determine how much learning has taken place up to a particular point in time and to track progress toward meeting curriculum goals and objectives.

Currently, each Local Education Agency (LEA) or school must develop its own benchmarks using tools the school system develops or purchases. The degree of alignment and quality varies from system to system. All school systems and schools should have access to standards-aligned items to create benchmarks. Tools should be in place to diagnose which standards still need to be met and strategies on what to do next to meet them.

Recommendation: A benchmark assessment tool that contains an item bank that can be used for developing benchmarks for classrooms, schools, and LEAs should be developed, maintained, and disseminated by DPI. Professional development should demonstrate how the benchmark tool can support formative assessment practices and measure essential standards.

The assessment tool should be **centralized** and contain a large and comprehensive repository of tasks/items that align to every objective within the Essential Standards for all content areas. The item bank should contain secure and non-secure items. Principals and district-level staff should have access to secure tasks/items to create common benchmark assessments. Teachers should have access to non-secure items to develop common classroom assessments or for classroom activities. By providing the item bank, the State will level the playing field by providing every school system with access to items that are aligned to the Essential Standards. The assessment tool and professional development will provide guidance on how to create benchmarks, how to interpret the data, and what steps to take next for students who are not on the pathway to meeting the standards.

Next Steps: An RFP should be developed to secure a vendor for this project. Until a state item bank can be in place, DPI should provide a list of approved vendors and/or a set of criteria for evaluating vendors.

ii. Qualities of Benchmark Assessment Tool

The benchmarking assessment tool will be characterized by four qualities.

Quality	Why Is This Important?	Achieved By ...
Is aligned to Essential Standards	<ul style="list-style-type: none"> Guarantees instruction, assessments and tests are parallel to enhance student achievement Contributes to transparency by allowing teachers and students access to multiple items that align to particular standards and objectives. 	<ul style="list-style-type: none"> Issuing an RFP for development of a customized benchmark assessment system Including items from all curriculum areas
Is used by the teacher, school, and LEA	<ul style="list-style-type: none"> Allows customization and ownership of use 	<ul style="list-style-type: none"> Providing access to all schools and systems Partitioning the item bank for secure and non-secure items Providing professional development on how to interpret and use the data
Includes various item types including constructed response, performance and multiple choice	<ul style="list-style-type: none"> Allows students to show what they know and how they think in a variety of ways 	<ul style="list-style-type: none"> Requiring the vendor to develop constructed response, performance tasks, and multiple-choice items Requiring the use of computer simulations when appropriate
Is diagnostic	<ul style="list-style-type: none"> Identifies learning issues for targeted groups and subgroups based on their progress Evaluates efficacy and gaps in adopted curriculum and instructional strategies 	<ul style="list-style-type: none"> Providing professional development modules on using assessment data to guide instructional decision-making Requiring the vendor to develop enough secure and non-secure items that benchmarks can be developed that provide diagnostic information Including instructions that tell the user how to build the benchmark from the item pool so that diagnostic information is valid Including information to the user on what to do next with the results

Proposed Statewide Benchmarking Tool

Teacher Accessible Portion

Used by teachers in classrooms at their discretion and with the help of centralized professional development. Also, contributes to transparency by making available multiple items for every objective.

LEA Leadership Accessible Portion

For creation of common standards-aligned benchmarks implemented across classrooms at particular grade-levels

d. Statewide Summative Assessments



i. Overview

Summative assessments are a measure of achievement to provide evidence of student competence or program effectiveness. Summative assessments can be found at the classroom, LEA, and state level. Large-scale summative assessments typically occur annually and are used to determine state, LEA, and school progress over time. Data from large-scale summative assessments can be disaggregated and used to determine trends in achievement by various groups of students.

Statewide summative data (e.g. EOG and EOC scores) can be used reliably as a supplemental piece of information that is combined with a number of other, and often richer, pieces of information (e.g., formative assessment data, teacher tests, teacher observation, as well as LEA or school-level benchmark assessment data).

ii. Recommendations and Next Steps

General Summative Assessment Recommendations

1. Use constructed-response and performance task items when such items are appropriate based on developed criteria
2. Phase-in shift to computer-based testing
3. Increase transparency measures, both after the fact by release of testing forms and testing material, and beforehand with performance indicators for each objective in the essential standards and a rich, standards-aligned benchmarking tool
4. Convene an Innovative Assessment Research Team
5. Develop a guide or tool for administering 21st century and computer-based assessments

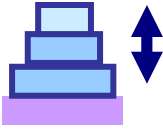
		Type of Item	Advantages	Disadvantages	Recommendation: A combination of all three
ITEM FORMAT		Multiple-choice items (MC)	<ul style="list-style-type: none"> • Samples wider span of the content domain • Produce more reliable scores • Make developing, administering and scoring of tests more efficient and economical • Allow reuse of MC items • Are transparent and reliable • Span the levels of cognitive complexity • Can be scored rapidly, accurately, and inexpensively • Provide objective scores 	<ul style="list-style-type: none"> • May result in drill and kill teaching • Are inappropriate for some purposes (abilities like writing & creative thinking are not easily assessed with MC items) 	<p style="text-align: center;">Next Steps:</p> <p style="text-align: center;">△</p> <p>Develop Criteria for determining which Essential Objectives will be assessed with constructed response. Criteria (in form of a decision tree or rubric) will allow us to make effective choices about which objectives are best assessed with CR (e.g. an objective that requires a student to “create” will be best assessed with CR.) Presented in August 2009.</p> <p style="text-align: center;">△</p> <p>Convene Innovative Assessment Research Team This internal team will research and make concrete, actionable recommendations based on national and international research on technological innovations in assessment that should be pursued including computer-based simulations, computer-based accommodations and computer adaptive testing – in short, determine how technology can help teachers, schools and the state collect better, more authentic student achievement data. Report Presented in July 2009.</p>
		Constructed-Response (CR): Written items (e.g. essays, short-answer, gridded response)	<ul style="list-style-type: none"> • Reflect the kind of academic and professional tasks that a child will be asked/required to do • Serve as professional development when scored • Encourage teaching the standard so that students master material rather than encourage “test prep” • Reflect the demonstration of knowledge and skill required by the Graduation Project. 	<ul style="list-style-type: none"> • Have high costs in development, scoring and ongoing high costs because CR items often cannot be re-used • Require more time per item thus compromising breadth or reducing the # of assessment items aligned to a particular objective • May contain scorer bias (threat to validity of score interpretations & uses) • Have lower reliability • Result in slower score turnaround 	
		Constructed Response: Performance Tasks (PT) (e.g. demos, experiments, oral presentations)	<ul style="list-style-type: none"> • Reflect the demonstration of knowledge and skill required by the Graduation Project. 		
		Option	Advantages	Disadvantages	Recommendation: Option 1 (phased-in)
TEST PRESENTATION		Option 1. Computer-based administration	<ul style="list-style-type: none"> • Is cheaper in the long-term • Offers faster access to data; impacts speed of scoring • Provides opportunities for innovative testing • Has increased flexibility and standardization of accommodations for special needs students 	<ul style="list-style-type: none"> • Has up-front costs • Has implications in terms of hardware, software, connectivity (e.g., local bandwidth), availability of computers within a school and district • Results in a need to develop viable alternate administrations for students with disabilities (system would need to be built to support accommodations) 	<p style="text-align: center;">Next Steps:</p> <p style="text-align: center;">△</p> <p>Convene Innovative Assessment Research Team. See above.</p> <p style="text-align: center;">△</p> <p>Develop Guide to Administering 21st century and Computer-Based Assessments. This guide will define best practices for implementing 21st century testing within the school building with key guidance on hardware, bandwidth and scheduling. This guide will provide concrete steps to be taken based on different hardware availability, student body size and scheduling arrangements and will use data collected from LEA case studies to ensure that all LEAs are equipped to move to a mostly or entirely computer-based testing environment by 2013.</p>
		Option 2. Paper & pencil administration	<ul style="list-style-type: none"> • Is a known quantity – we have it down, can do it well, and get valid and reliable results to hold schools accountable 	<ul style="list-style-type: none"> • Requires a lot of man hours at DPI and in LEAs • Results in more expensive scoring with constructed-response 	

iii. Qualities of Summative Assessments

Summative assessment will be characterized by six qualities.

Quality	Why Is This Important?	Achieved By ...
Is Used Primarily for School, LEA and State Accountability	<ul style="list-style-type: none"> Aggregates data to compare across classrooms, schools and LEAs Ensures teachers are teaching and students are learning the NCSCOS driven by the Essential Standards. Ensures teachers use richer data than EOG and EOC results to diagnose and to inform instruction. 	<ul style="list-style-type: none"> Developing valid and reliable assessments Providing training and tools that help build assessment literacy and ensure that schools have the resources and skills to diagnose and formatively assess via professional development and benchmarking tool
Uses 21st century Technology	<ul style="list-style-type: none"> Provides students the ability to utilize the tools necessary to live in a digital world and make real-world connections Includes built-in accommodations 	<ul style="list-style-type: none"> Developing computer-based assessments that include simulations and results of research as appropriate Exploring the possibility of built-in accommodations Convening Innovative Assessment Research Team
Is Transparent	<ul style="list-style-type: none"> Informs stakeholders of what students are expected to know and understand Ensures that every teacher in the state knows what he or she must prepare students to know, understand or be able to do to achieve mastery of the Essential Standards and demonstrate that mastery on all assessments. 	<ul style="list-style-type: none"> Providing benchmarking tool with extensive standards-aligned items of various types to provide many clear examples of what a student should be able to demonstrate if they have mastered a particular objective Releasing prioritization and weighting of objectives on summative assessments Releasing a form of each assessment annually
Is Aligned to Essential Standards	<ul style="list-style-type: none"> Guarantees instruction, assessments and tests are parallel to enhance student achievement 	<ul style="list-style-type: none"> Revising assessments when Essential Standards are developed Continuing to have assessment and curriculum staff involved in the development of Essential Standards and assessments
Includes Various Item Types	<ul style="list-style-type: none"> Reflects the kind of academic and career tasks that a child will be asked/required to do Encourages teaching the standard so that students master material rather than encourage “test prep” Demonstrates knowledge and skills required by the Graduation Project 	<ul style="list-style-type: none"> Revising assessments to include performance tasks and constructed response as well as multiple-choice Developing a rubric to determine when non-multiple-choice item types are most appropriate
Is Technically Sound	<ul style="list-style-type: none"> Provides validity and reliability that are necessary for comparability and accountability Allows access and decreases the number of students needing alternate assessments 	<ul style="list-style-type: none"> Incorporating appropriate psychometric analysis and research studies to ensure validity and reliability of results. Incorporating universal design principles

e. Ongoing Authentic Assessments



The NC Graduation Project, NC Writing Assessment System and a proposed portfolio system complete the Balanced Assessment system. None of these three authentic assessments fit nicely in the category of formative, benchmarking or summative assessment. Instead they serve *both* functions as outlined in the SBE goals, to inform instruction *and* to evaluate. Each is characterized by **authentic evidence**. While not standardized to the degree of the statewide summative or proposed benchmarking tool, these three bodies of evidence represent the most authentic student assessment.

i. NC Graduation Project

Alignment to Framework:

Long-Term 1inclusion of skills, understandings, and learning experiences necessary to satisfactorily complete the graduation project

Long-Term 2the new assessment system must be aligned to the graduation project

The NC Graduation Project (NCGP) is a multi-faceted, multi-disciplinary performance assessment completed over time and used as the primary measure for student accountability. The NCGP, consisting of four components (a research paper, product, portfolio, and an oral presentation), culminates in a student's final years of high school. It provides students the opportunity to connect content knowledge, acquired skills, and work habits to real world situations and issues. The Essential Standards will prepare a student to succeed on the graduation project.

ii. NC Writing Assessment System

Alignment to Framework:

Immediate Improvement 7:

Change the current approach to writing assessment. To elevate the importance of writing throughout the curriculum, the current 4th, 7th, and 10th grade writing assessments are to be replaced with a K-12 writing assessment system that includes authentic and on demand writing assignments, appropriate to each grade level and backmapped from the graduation project....

The new NC Writing Assessment System entails a paradigm shift in how writing is assessed. This new year-long assessment system will consist of four authentic, content-specific writing tasks/assignments and two on-demand writing tasks/assignments. The authentic writing tasks/assignments are to be submitted for scoring as finished written products.

The NC Writing Assessment System will be piloted at Grades 4 and 7 during the 2008-2009 school year. In Grade 7, the pilot school systems will be involved in the use of a centrally hosted electronic system to compose and store student writing tasks/assignments. The other school systems will locally store their students' word-processed writing tasks/assignments in portfolios. Teachers will provide feedback and score those writing tasks/assignments, and the LEAs will collect and store scored data for NCDPI. Through the use of this electronic system, the NCDPI will have the capabilities to monitor compliance and to audit, ensuring that the assessment system produces results that are valid and reliable.

In Grade 4 students will use a paper-pencil based system. Teachers will provide feedback and also score the writing tasks/assignments. Those scores will then be entered into an electronic data collection system. DPI will monitor for compliance and audit to ensure the results provided are valid and reliable.

Professional development for the NC Writing Assessment System will be delivered to educators and stakeholders primarily electronically through the use of a Moodle (online course management system). This professional development will consist of two courses – the first specifically designed around the instruction of writing and the involvement of all teachers K-12 focusing on instructional delivery. The second course focuses on the writing assessment delivery. This course consists of assessment of student writing: the use of the electronic system(s), scoring rubrics, scoring applications, and sample student responses. Upon the successful completion of each course, educators/participants can electronically print a “certificate of completion” including a specific number of contact hours to be turned in for CEU credit.

Future Writing Timeline (from August report)

2009-10

<p><u>Grade 4</u> Paper & Pencil (computer-processed optional)</p> <p><u>Grade 7</u> Electronic Centralized Assessment System</p> <p><u>Grade 10</u> Same as 07-08 for AYP</p>

2010-11

<p><u>Grades PreK-5</u> Paper & Pencil (computer-processed optional)</p> <p><u>Grades 6-8</u> Electronic Centralized Assessment System</p> <p><u>High School</u> TBD</p>

iii. Portfolios

Reflective thinking and goal setting are two dispositions required of 21st century students. A portfolio is a way for students to demonstrate their ability to perform these skills. Portfolios are a collection of student work from throughout the year that showcase accomplishments and progress in acquiring knowledge and skills over time. A portfolio includes examples of a student's application of higher order thinking skills.

Portfolios can help students monitor their own progress, are particularly valuable in assessing dispositions (from SBE goals) and can house formative and summative data. A portfolio of student work can complement and inform instruction. If a portfolio is used to monitor student progress, there is ongoing review and reflection on the work by both teachers and students so that evaluation of skills, growth, and pacing can be adjusted as needed. To measure 21st century dispositions, K-12 students should develop portfolios.

Recommendation: An Innovative Assessment Research Team researches the benefits of electronic portfolios and recommends action to SBE in July of 2009

iv. K-2 Literacy and Math Assessment

The beginning years of math and early reading development are essential to the growth and achievement of students in high school. From the time a student enters kindergarten, he or she is getting ready for high school graduation. The K-2 Literacy and Math assessments support achievement with on-going individualized assessments throughout the developing years. The NC K-2 Literacy and Math assessments measure the reading, writing and mathematics skills of students in kindergarten, first and second grade. These assessments allow teachers to gather formative, benchmark and summative data and provide:

- Information to teachers about the progress of each student for instructional adaptations and early interventions
- Information to teachers about the status of each of their incoming students
- Information to parents about the status of their children relative to grade-level standards at the end of the year
- Information to schools and school districts about the achievement status and progress of groups of students in grades K,1, and 2.

IV. Accountability

Challenging ● Attainable ● Balanced

Alignment to Framework:

Long-Term 6: Examine the K-8 accountability model with a 21st century focus. This examination should include consideration of whether the model appropriately reflects 21st century skills and understandings and how the model affects school designations and recognition. While additional components may be considered, the focus must remain on student achievement and academic growth.

Long-Term 7: Develop a new high school accountability model that includes the high school graduation rate, participation in the high school Future-Ready Core, student performance in core subjects, and other measures of readiness for postsecondary education and skilled work. To more meaningfully and transparently reflect progress toward graduating students who are future-ready and prepared for life in the 21st century, the DPI is directed to develop a new accountability model for high schools. An advisory committee with appropriate technical expertise should guide the development of the model. The focus of the new model must remain on student achievement and academic growth.

a. Overview

The purpose of the ABCs Accountability system is to ensure that adults in the educational system are responsible for achieving challenging yet attainable achievement goals for their students every year and that parents and the public have a clear, comparable understanding of the performance of students within North Carolina's public schools.

The accountability model must:

- 1) Determine what is both **challenging and attainable** for student achievement/growth and have a strong statistical and practical argument for how measures are set.
- 2) Ensure a **balanced** approach that accounts for aggregated measures but remains grounded in student achievement and growth.

b. Developmental Growth and the Technical Advisory Committee

In line with the *FFC*'s emphasis that the accountability model remain focused on student achievement *and growth*, we want to explore growth models that determine what is **challenging and attainable** for each year as accurately as possible. In line with the *FFC*, and to ensure that we are using the most valid and reliable mechanisms to set standards, a Technical Advisory Committee (TAC) will be formed to study growth models for both K-8 and 9-12.

While a technical discussion of growth is beyond the purview of this proposal, we are recommending the TAC first study the feasibility of a **developmental growth model** for reading and math. In a developmental growth model, K-8 accountability will retain its fundamental focus on growth and performance. The primary change will be in how growth expectations are set. Growth expectations will be based on longitudinal data analyses that produce "growth curves" spanning grades 3-8. This allows not only estimates of year-to-year change (as in previous NC growth models), but also the growth that should be expected from the end of third grade to the end of eighth grade (or any subset of those grades). This shift in focus from annual change to longitudinal growth is the significant difference between the proposed K-8 model and past NC growth models. A feasibility

study will be conducted for application of this model K-12 exploring the possibility of using EOCs in the model.

TAC Research Recommendation 1: A TAC is convened to explore the adoption of a new growth model, focusing first on the feasibility of using a K-12 developmental growth model for reading and mathematics. The same committee would explore alternative growth models or refining or continuing the current growth model under the new essential standards beyond the feasibility study.

TAC Research Recommendation 2 (9-12): Measures of career and post-secondary readiness are considered in the accountability model. The TAC will research the balance of measures of career and post-secondary readiness, graduation rate and student achievement/growth to ensure the appropriate targets are in place that meet criteria of equity and transparency. Initial assessments of readiness to be explored will include SAT, ACT and ASVAB.

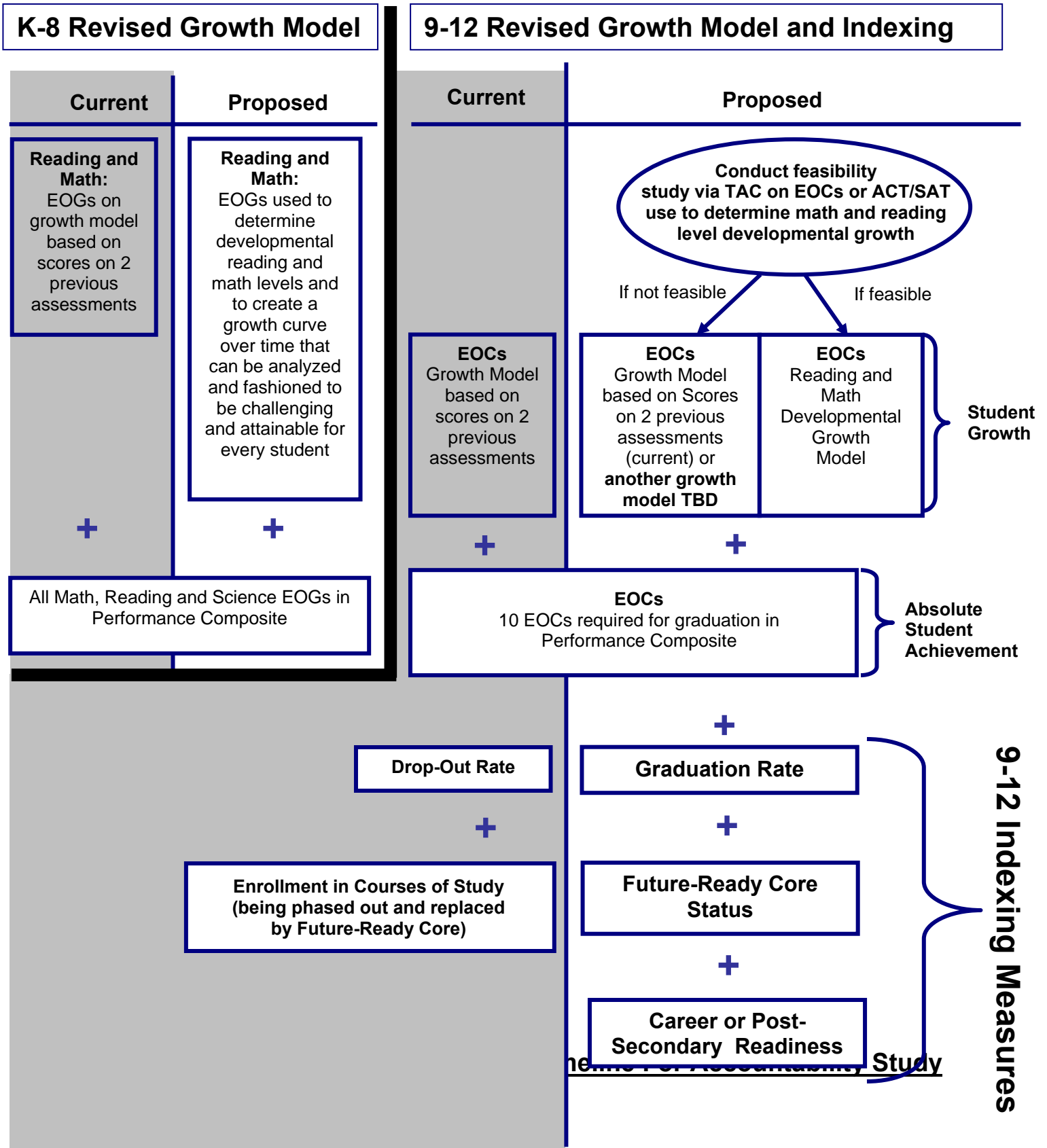
c. Action Recommendations and Current vs. Proposed Models

The recommendations below are taken directly from the *Framework for Change* and should be confirmed for the new accountability model moving forward.

Action Recommendation 1 (HS): Replace drop-out rate with graduation rate. The TAC determines rationale and statistical method to ensure the appropriate targets are in place that meet criteria of equity and transparency.

Action Recommendation 2 (HS): Future-Ready core status replaces former courses of study. The TAC determines rationale and statistical method to ensure the appropriate targets are in place that meet criteria of equity and transparency.

Figure I - Overview of Accountability – Current vs. Proposed



Timeline of Accountability Study

Recommended Step	Date
<p>Convene Technical Advisory Committee (TAC) with the following objectives:</p> <ul style="list-style-type: none"> • Determine feasibility of K-12 developmental growth model • Recommend for action a growth model that has the best statistical and practical profile and will set challenging and attainable goals for all students • Recommend for action when and how graduation rate should become operational in the ABCs • Recommend for action when and how Future-Ready Core should become operational in the ABCs • Develop wide-ranging study of pros and cons of possible measures of post-secondary readiness (include ACT, SAT, ASVAB) • Recommend for action the use of Post-Secondary Readiness Measures • Recommend for action a statistical method and rationale for achieving <u>balance</u> between the components of the accountability model • Develop an informative rationale for what type of incentives should be tied to <ul style="list-style-type: none"> ○ Improvement Measures (Achievement, Grad Rate, etc.) ○ Absolute Measures (Achievement, Grad Rate, etc.) • Develop an Activation Time Line, based on research and recommendations, for the phase-in of any approved revisions to the K-8 student achievement and growth model and for the phase-in of each of the four components of the new 9-12 accountability model • Study and recommend action on revision of gateways and retesting policies • Consider the pros and cons of a diverse set of additional components that might be added to the accountability model beyond the four from the <i>Framework For Change</i>. If a strong rationale can be developed for an additional component(s), then recommend and determine a method for inclusion in the model. 	<p>Nov 08</p>
<p>TAC Progress Update</p>	<p>Feb 09</p>
<p>TAC Progress Update</p>	<p>Apr 09</p>
<p>TAC Progress Update</p>	<p>Jun 09</p>
<p>TAC Reports on Recommendations for Discussion</p>	<p>July 09</p>
<p>TAC Reports on Recommendations for Action</p>	<p>Sept 09</p>
<p>TAC presents Activation Time Line for Discussion</p>	<p>2 months after Board approval</p>
<p>TAC presents Activation Time Line for Approval</p>	<p>The month after discussion</p>

V. Technology

Alignment to Framework:

Long-Term 5: Update the analysis of the technology infrastructure needed to support a 21st century curriculum and assessment system and to move additional testing to appropriate technology formats. This analysis will allow the transition from a paper-based assessment system to one that takes greater advantage of technology.

An analysis of the technology infrastructure will be necessary to pursue goals of a 21st century assessment system. The most immediate areas that need to be formally assessed and planned for are:

- 1) What needs to happen at the school level to allow most or all tests to be computer-based in the future? What guidance do we need to provide schools in order to implement computer-based assessments? Major current constraints to be addressed include:
 - a. Electrical capacity of school
 - b. Bandwidth
 - c. Wireless or hardwiring of school
 - d. Hardware (availability of computers to accommodate large-scale simultaneous testing in a school)
 - e. Personnel and hardware trade-offs (i.e., consuming counselors' time with test coordination or tying up computer labs for weeks at a time)
- 2) In what ways might North Carolina use technology to assess student achievement more reliably and validly (to be explored by Innovative Assessment Research Team)?

To prepare for the increased use of technology to deliver professional development and online student assessment, DPI is recommending:

Recommendations:

A. Conduct Case Studies for Administering 21st Century Assessment

An internal group will be formed that will conduct case studies of schools that are successfully implementing extensive online testing. Case studies will inform an approach to issues related to scheduling, bandwidth and hardware so that more students can move onto computer-based testing.

B. Roll Out Informed by Case Studies

Next steps that might be considered to prepare for universal or near-universal online testing administration are...

Action 1: Provide incentives for high schools that administer online testing to encourage more schools to build their organizational and hardware capacity.

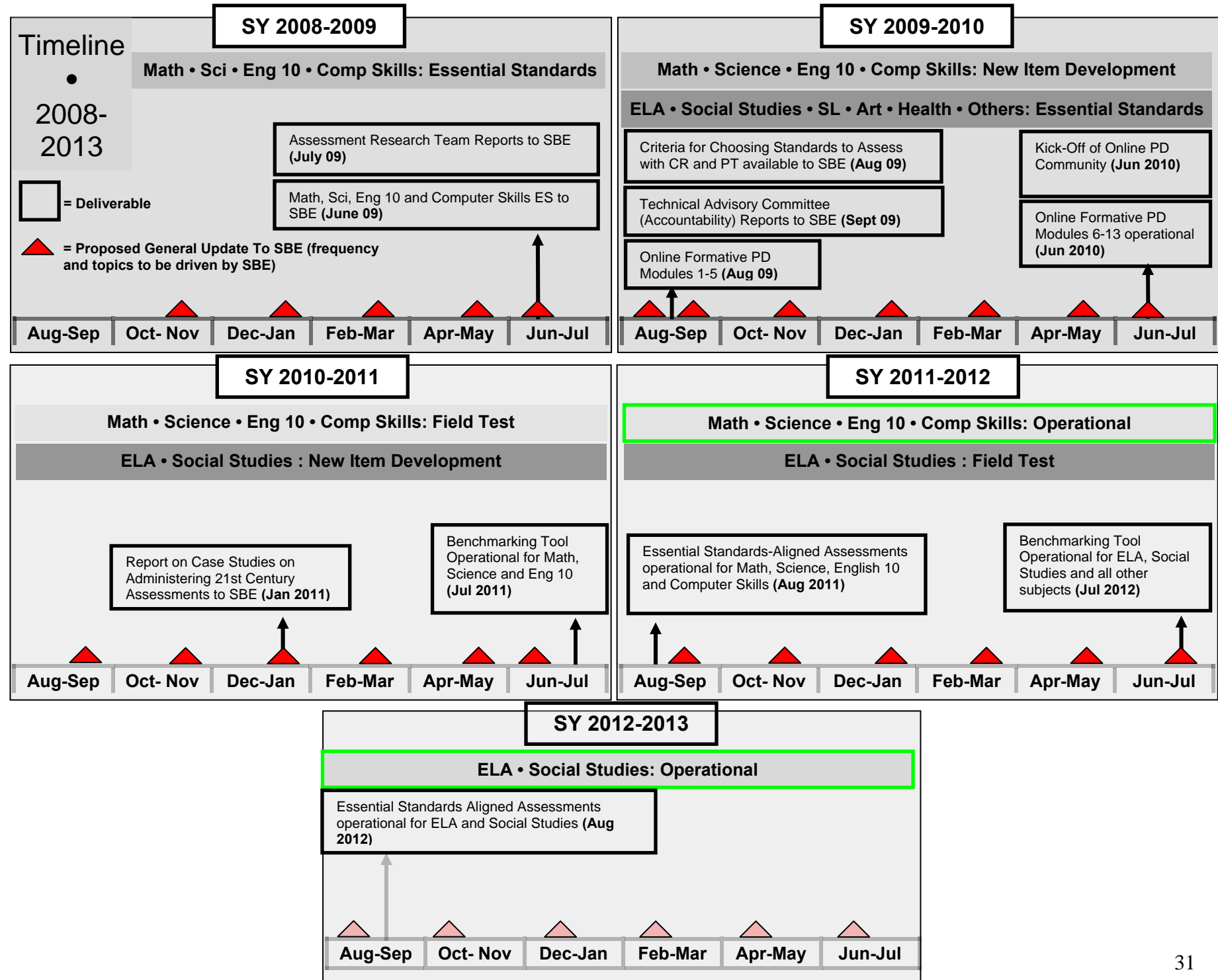
Action 2: Set a date 3 or 4 years in future after which EOCs will not be offered offline and push high schools to build hardware and organizational capacity to administer online testing.

Action 3: Move all EOGs online.

Action 4: Move all EOGs online and provide incentives for K-8 schools that administer online testing to encourage more schools to build their organizational and hardware capacity.

VI. High-Level Timeline and Deliverables

A more detailed, operational timeline in excel format is currently being developed and will be available in November.



VII. Next Steps

The following are suggested next steps.

DPI is hoping to start immediately the following recommendations with SBE approval:

- Begin the Essential Standards revision process for Math, Science, Eng 10 and Computer Skills (using Revised Bloom's Taxonomy)**
- Begin development of formative assessment PD modules/online learning community**
- Begin the RFP for the development of a centralized benchmarking tool**
- Convene committee to plan phased-in shift to computer-based testing**
- Convene the Technical Advisory Committee to begin accountability research based on recommendations and proposed objectives**
- Convene the Innovative Assessment Committee**
- Conduct Case Studies on administering 21st century assessment**

Other Suggested Next Steps:

- Decide on expectations and routines for on-going reporting from DPI on implementation and development**
- Determine 21st century technologies for increasing SBE involvement in monitoring work of response to *FFC***
- _____
- _____
- _____

VIII. Appendices

Appendix A – Immediate Action Item Update

Below is DPI's response to each of the 11 Immediate Action Items.

- 1. Release one form of each test on an annual basis.** *At the conclusion of the 2008–09 testing year, one form of the 2008–09 general tests for each grade level and subject tested will be released to the school districts and the public to provide transparency of the State Testing Program. This release does not include alternate assessments because sufficient numbers of forms of these tests are not currently available.*
- 2. Enact a moratorium on the content standards revision/test development cycle.** *DPI content standards revision cycles are on hold. DPI has a plan to identify Essential Standards in each content area. Once the Essential Standards are identified and approved by the SBE, Test Development will begin work on new test editions.*
- 3. Make results from new tests comparable to prior tests.** *DPI will begin this action step in fall 2008 with the release of spring 2008 reading assessment results for grades 3–8. Scale scores and proficiency on both the old standard and the new standard are scheduled to be released in November/December 2008.*
- 4. Move to a five-year graduation rate for Adequate Yearly Progress (AYP) purposes.** *The USED did not grant permission to DPI for a five-year cohort graduation rate. Therefore, DPI will continue to use the four-year cohort graduation rate for AYP. However, DPI recommends the five-year cohort graduation rate for use in the new high school accountability model.*
- 5. Count retest scores in performance composites.** *Any student who scores at Achievement Level III on a retest of an end-of-grade test (EOG) or end-of-course (EOC) test for grades or courses included in the Student Accountability Standards [SAS] is to be counted as proficient for the school's ABCs performance composite and Adequate Yearly Progress (AYP) purposes. Effective: 2008-09 school year.*

*Some LEAs have argued that this item should be expanded to allow retesting at all grade levels and for all courses with EOC tests. The USED has advised DPI that retest scores can be used at all grade levels and for all EOCs **IF** the SBE mandates that retesting be required for all grades and EOC courses and not remain as a local option. This ensures that AYP decisions are made equitably across the state. The June 30th deadline for data transmission to DPI might preclude some LEAs from having their 2nd retest scores available. Therefore, to maintain consistency and equity, only the 1st retest-score will be used for calculations. According to the USED, this will ensure equity across the state in*

making AYP determinations. Retest scores are not included in growth calculations and do not affect financial incentive awards (bonuses).

The USED also does not allow the use of the Standard Error of Measurement (SEM) and a confidence interval for AYP. Therefore, students who meet the Achievement Level III standard using the SEM must be retested and score proficient without the SEM for their retest scores to be included in the performance composites and for AYP.

With the anticipation of the new assessments based on Essential Standards and the use of constructed-response (CR) items, the SBE should re-evaluate the issue of retesting because of the extended time needed to score the CR items. This could potentially involve moving the initial testing earlier in the school year.

6. Eliminate the redundancy in End-of-Course (EOC) and End-of-Grade (EOG) testing by allowing EOC scores to count as EOG scores in middle grades.

This item presents some challenges to us because of NCLB. Currently, the USED has advised us that the same score for a student cannot be used in two grades; for example, Algebra I being used for an 8th grader, as their 8th grade math score, could not then be used at the 10th grade level as a banked score for high school AYP purposes. The USED did indicate that they are having further discussions about whether certain other courses could be substituted; for example, for the 8th grader with Algebra I, the potential for using Algebra II or Geometry at the 10th grade level for the high school AYP might be possible. [As a side note, the SBE will need to amend the Student Accountability Standards policy to address the use of the higher-level courses if the USED approves their use for AYP.] Regardless, this item presents implementation issues at the middle schools. If the USED does allow this, could a school elect to have a student who fails the Algebra I EOC assessment take the eighth grade EOG for AYP purposes?

7. Change the current approach to writing assessment. *During its August 2008 meeting, the SBE approved the NCDPI's proposed 2008–2009 Writing Assessment System Pilot. All students at grades 4 and 7 will participate in the Writing Assessment System Pilot. During the 2008–09 school year, all students at grades 4 and 7 will complete two content-specific writing tasks/assignments and two on-demand writing tasks/assignments.*

Grade 4 students will complete their writing tasks/assignments using paper and pencil with the use of word processing tools as a local or an accessibility option. Schools will store student work in local portfolios.

Grade 7 students will participate in the Writing Assessment System Pilot using word processing tools in order to complete their writing tasks/assignments. Schools will store student work in local portfolios. In addition, grade 7 students

from selected LEAs will participate in an electronic pilot. These students will store their work in an electronic portfolio centrally hosted by the NCDPI.

To assist educators in understanding and implementing the new Writing Assessment System Pilot at Grades 4 and 7, visit www.ncpublicschools.org/sbe_meetings/revisions/2008/pdfs/gcs2rev.pdf.

- 8. Replace the current English I EOC with a high school English assessment given at grade 10.** *The NCDPI is determining which Essential Standards in English should be measured at grade 10. As soon as the Essential Standards are identified and approved by the SBE, the test development plan will be finalized. The test development plan will include an item format tryout during the 2008–09 school year. Schools will have an opportunity to volunteer to participate. Depending on the decisions the SBE makes about the high school accountability model, this assessment could be selected or adapted from commercially available assessments. Because of the work involved in determining, approving and implementing the Essential Standards, the new assessment will not be available until the 2011-12 school year.*
- 9. Revamp the current computer skills test to ensure it measures 21st century Information Communication Technology (ICT) literacy.** *The current test has been reviewed and measures the strands set forth and specifically defined in the North Carolina Computer/Technology Skills Standard Course of Study adopted by the SBE in February 2004. To ensure the test measures 21st Century Information Communication Technology (ICT) literacy, the SBE will need to adopt new content standards.*

Students are required to meet computer skills proficiency requirements in order to receive a North Carolina high school diploma. The vision of the Standard Course of Study the student was instructed in determines the test edition the student must take in order to meet the requirement for graduation. Students who entered grade 8 for the first time in the 2005–06 school year and beyond take the Online Test of Computer Skills (test edition 3).

Effective for the 2008–09 school year, select students are allowed to take the online computer skills test as early as the fall of the sixth-grade year. Allowing this option to sixth- and seventh-graders is solely at the discretion of the LEA. If allowed, prior to registering any students (i.e., students at grades six and seven) to take the online test of computer skills, students and their parents/guardians must be made aware and understand that the North Carolina Online Test of Computer Skills is a test designed to measure the competencies of the K–8 Computer Skills Curriculum adopted by the State Board of Education in 2004 and is intended for eighth grade students.

The new content standards should be backmapped and linked to the high school graduation project. Because of the new link to the NC Graduation Project, the SBE should amend the SBE policy that requires passing the Online Test of Computer Skills as a graduation requirement. However, the test would still be used to meet the NCLB Title II Part D, Enhancing Education Through Technology requirement of ensuring that every student is technologically literate by the time the student finishes the eighth grade.

10. Eliminate the misalignment of assessment for the integrated math courses.

The NCDPI is determining which Essential Standards in the Integrated Mathematics courses should be measured. As soon as the Essential Standards are identified and approved by the SBE, the test development plan will be finalized. The test development plan will include an item format tryout during the 2008–09 school year. Schools will have an opportunity to volunteer to participate. Because of the work involved in determining, approving and implementing the Essential Standards, the new assessments will not be available until the 2011-12 school year.

11. Shorten the timeframe for reporting results after new tests are administered.

The NCDPI is exploring options to shorten the timeframe for reporting results after new tests are administered. The NCDPI is committed to shorten the timeframe without jeopardizing the validity and reliability (quality) of the assessments. This will require strict adherence by the LEAs to meeting the June 30th deadline for submitting data to NCDPI. In years when new tests are administered, the NCDPI will make the process transparent to the public and have test results back in the schools prior to October.

Framework for Change Item Long-Term #3

3. Allow LEAs to develop and pilot 21st century assessment models. The NCDPI is to present a plan for approving assessment pilots that allows LEAs to develop alternative approaches to assessment that are consistent with the Board's 21st century mission and goals.

The State Board of Education may consider alternative assessment models for high school EOCs not required for graduation. Upon SBE recommendation, NCDPI will include the development of criteria for the piloting of 21st century assessment models in the objectives being addressed by the Innovative Assessment Research Team.

Appendix B

Proposed Formative Assessment and Professional Development Modules

FA Modules

- What is FA and how is it used for learning in NC?
- The Process of Deconstructing NCSCOS-Teacher and Student Friendly Language
- I know what they don't know—now what?: Data Driven Decisions
- Descriptive Feedback and Grading
- Assessment Methods-Designing and Selecting Assessments to Do What You Want
- Writing Lesson Plans to Incorporate Formative Assessment
- Student Ownership: Peer Assessment, Self-Assessment and Goal Setting
- Transforming the Classroom Assessment Environment: Helping Teachers, Students and Parents Understand Formative Assessment
- Effective and Ineffective Questioning in the Classroom
- Collecting and Documenting Evidence of Learning
- Teaching Scenarios: Is This Formative Assessment?
- Administrator Roles: What Should I See in the Classroom and How do I Support FA?

In addition, these modules should be developed for the new Comprehensive, Balanced Assessment System

- The Power of E-Portfolios
- What is A Comprehensive Balanced Assessment System: Assessment Literacy 101
- Using Benchmark Assessment Data to Determine if Students are on the Pathway
- Using Statewide Assessment Data to Reflect on Previous Performance and to Plan for Future Instruction

Appendix C

Framework for Change Quick Reference: This is a synopsis of the recommendations organized by the Long-Term Items 1 – 7 from *The Framework For Change*.

<i>Framework For Change</i> Item	Synopsis of Recommendations	Page Reference
<p>1. Overhaul the PreK-12 Standard Course of Study (SCOS) to focus on Essential Standards in order to narrow and deepen the curriculum.</p>	<ul style="list-style-type: none"> • Math, Science, Eng 10 and Computer Skills have Essential Standards identified in 08-09, and statewide summative assessments and benchmarking tools for these subjects are operational in 2011-2012. Social Studies and the rest of ELA follow a year behind. • Essential Standards are aligned specifically to 21st century skills, back mapped to align to the NC Graduation Project and are based on Revised Bloom's Taxonomy. • Essential Standards use a uniform format and are aligned clearly to performance indicators so that the standards are clear and transparent. • Statewide summative assessments will align to the Essential Standards 	<p>Pages 8-10</p>
<p>2. Develop a next generation assessment system which includes formative, benchmark and summative assessments based on the new standards.</p>	<ul style="list-style-type: none"> • Constructed-Response and Performance Tasks items are included on assessments and criteria to determine when use of a constructed response or performance is most appropriate are developed. • A centralized Essential Standards-aligned, online benchmarking tool is developed or contracted for statewide use. • Online Professional Development modules on formative assessment will be available, all by June 2010. • An Innovative Assessment Committee is convened to research how computer-based assessment could advance evaluation or instructional information (reporting July 2009) • All new assessments will be available online when age appropriate and DPI will conduct case studies of Administration of 21st Century Assessments and provide best practice tools for online administration to LEAs. 	<p>Page 20</p> <p>Page 18</p> <p>Page 15, 37</p> <p>Page 21</p> <p>Page 21,30</p>
<p>3. Allow LEAs to develop and pilot 21st century assessment models.</p>	<p>See Appendix A</p>	<p>Page 36</p>
<p>4. Create a comprehensive, customized professional development system to provide teachers and administrators with the skills and understandings needed to use data to inform instructional practice and make formative assessments a daily practice in the classroom.</p>	<ul style="list-style-type: none"> • Online Professional Development modules on formative assessment will be available, all by June 2010. • PD Modules <ul style="list-style-type: none"> • Using benchmark assessment data to determine If students are on the pathway • Using statewide assessment data to reflect on previous performance and to plan for future instruction 	<p>Page 15,37</p> <p>Page 37</p>

<i>Framework For Change Item</i>	Synopsis of Recommendations	Page Reference
5. Update the analysis of the technology infrastructure needed to support a 21st century curriculum and assessment system and to move additional testing to appropriate technology formats.	<ul style="list-style-type: none"> All new assessments will be available online when age appropriate and the NCDPI will develop A Guide To Administering 21st Century Assessments based on case-studies that provide best practices on online administration. 	Page 30
6. Examine the K-8 accountability model with a 21st century focus.	<ul style="list-style-type: none"> A Technical Advisory Committee to begin work on research of new accountability model (reporting Sept 2009) focusing first on a feasibility study of a developmental growth model. 	Page 26-29
7. Develop a new high school accountability model that includes the high school graduation rate, participation in the high school Future-Ready Core, student performance in core subjects, and other measures of readiness for postsecondary education and skilled work.	<ul style="list-style-type: none"> A Technical Advisory Committee to begin work on research of new accountability model (reporting Sept 2009) focusing first on a feasibility study of developmental growth model and determining how to find a model that meets criteria. Graduation Rate, Future-Ready Core Status and Career and Post-Secondary Readiness will be incorporated into the new 9-12 accountability model, phased in as soon as possible based on the work of the Technical Advisory Committee 	Page 26-29

Basic Timeline

	Action or Product	Date
Essential Standards and Tests	Math, Science, English 10 and Computer Skills Essential Standards to SBE	June 2009
	Math, Science, English 10 Item Development	2009-2010
	Math, Science, English 10 Field Test	2010-2011
	Math, Science, English 10 Operational	2011-2012
	English and Social Studies and Other Subjects Essential Standards to SBE	June 2010
	English and Social Studies 10 Item Development	2010-2011
	English and Social Studies 10 Field Test	2011-2012
	English and Social Studies 10 Operational	2012-2013
Tools and Key Reports	Assessment Research Team Reports to SBE	July 2009
	Criteria for Choosing Standards to Assess with Constructed Response to SBE	August 2009
	Online Formative PD Modules 1-5	August 2009
	Technical Advisory Committee (Accountability) Reports to SBE	Sept 2009
	Kick-Off of Online PD Community	June 2010
	Online Formative PD Modules 6-13	June 2010
	Report on Case-Studies on Administering 21st century Assessments to SBE	Jan 2011
	Benchmarking Tool Operational for Math, Science and Eng 10	July 2011
Benchmarking Tool Operational for ELA and Social Studies	July 2012	