Georgia's Student Assessment Program

2012 Fall GACIS Conference

Melissa Fincher
Associate Superintendent for Assessment & Accountability

Today's Topics

- Transition of assessments to the CCGPS
- RT3 Assessment Resources
- PARCC

Assessment Transition to the Common Core Georgia Performance Standards (CCGPS)

CCGPS Implementation: Georgia Student Assessment Program

- CCGPS: English Language Arts & Mathematics
- Georgia will continue to administer state assessments until PARCC is implemented in 2014-2015
- As the CCGPS is implemented in classrooms this school year (2012-2013), the state assessments will transition to measure the CCGPS.
  - The only GPS content eligible to be assessed in ELA and Mathematics are the 'transitional standards' identified by GaDOE Curriculum.

CCGPS Implementation: Georgia Student Assessment Program

- The following state assessments will transition to measure the CCGPS in 2012-2013:

♦ GKIDS ♦ CRCT ♦ CRCT-M

♦ GAA ♦ EOCT

- NOTE: EOCT
  - In ELA, all grades transition to CCGPS (no phase in)
  - In Mathematics, grades K – 9 transition this school year (Coordinate Algebra), with grade 10 transitioning next school year (2013-2014: Analytic Geometry)

CCGPS Implementation: Georgia Student Assessment Program

- The Writing Assessments will remain as currently structured (on-demand prompts)
  - The attributes of effective writing remain the same regardless of what initiated the writing

- Connections Resource Guides detail alignment of the CCGPS and WA rubrics are posted

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Writing-Assessments.aspx

CCGPS Implementation: Georgia Student Assessment Program

- Focus of the ELA and Mathematics assessments will be the CCGPS
- CCGPS items were field tested in Spring 2012
- Revised assessment resources (e.g., Content Descriptions) are posted

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/default.aspx

Transitional Standards

- What are transitional standards?
  - Those standards taught in one grade level under the GPS that are taught in a different grade level under the CCGPS
    - For example, a concept or skill that was in 5th grade under the GPS is now in 4th grade under the CCGPS. This year's 5th grade students would not receive exposure to this concept under the CCGPS.
    - GaDOE Curriculum & Assessment has identified these concepts and skill as transitional standards.

Transitional Standards: ELA

- Language Progressive Skills

Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, there are identified skills and understandings in Language standards 1 - 3 that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. These skills are subject to assessment.

Progressive Skills: ELA

Standard	Grade(s)					
	3	4	5	6	7	8
L.3.1f. Ensure subject-verb and pronoun antecedent agreement.	YES	YES	YES	YES	YES	YES
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	YES	YES	YES	YES	YES	YES
L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).		YES	YES	YES	YES	YES
L.4.3a. Choose words and phrases to convey ideas precisely.		YES	YES	YES		
L.4.3b. Choose punctuation for effect.		YES	YES	YES	YES	YES
L.5.1d. Recognize and correct inappropriate shifts in verb tense.			YES	YES	YES	YES
L.5.2a. Use punctuation to separate items in a series.			YES	YES	YES	YES
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.				YES	YES	YES

CRCT ELA Content Descriptions – page 25.

Transitional Standards: Math

Teachers should not teach both curricula!

- For example, in Grade 5:

Students are responsible for learning concepts that were included under the fifth-grade GPS but now reside in fourth-grade CCGPS. These concepts are referred to in the curricular documents as transition standards. They are incorporated in those documents to prevent gaps in learning and are subject to assessment.

As part of the grade-level curriculum:	As a transitional standard:
Grade 4 Domain: Numbers & Operations MCC4.OA.4	Grade 5 Domain: Algebra MCC4.OA.4

Big Ticket Considerations for the Assessment of CCGPS

- Reading
  - Text Complexity
    - One Resource: Lexile
      - See Appendix A of the *Common Core State Standards for English Language Arts* for suggested Lexile range by grade band.
  - Evidence Based
    - Beyond identifying to citing evidence from the text to support inferences and conclusions

Consider using NAEP released items (reading, writing, and mathematics) as another resource.

RT3 Assessment Resources

RT3 Assessment Resources

- CCGPS Formative Item Bank
- Interim Benchmarks
- Assessment Literacy/Formative Instruction Online Learning Modules

Sample CCGPS Formative ELA Item

Compare and contrast the two farmers and their farms. What could each farmer learn from the other? Support your conclusions with numerous appropriate examples from the story.

Student Response 1:

Oliver should relise that it doesn't matter how it looks it just needs to be healthy.

Student Response 1:

They both own a farm and they both are farmers. They both grow crops. They grow different crops. Abe's crops did not grow in strait rows.

ELA Formative Pilot Summary Data

Grade	Number and percent of students achieving each score point					Total student N/ %
	0	1	2	3	4	
3	475	1613	713	202	45	3048
	15.6%	52.9%	23.4%	6.6%	1.5%	100%
4	323	1518	814	199	83	2937
	11.0%	51.7%	27.7%	6.8%	2.8%	100%
5	367	1100	901	518	125	3011
	12.2%	36.5%	29.9%	17.2%	4.2%	100%
6	155	960	811	418	111	2455
	6.3%	39.1%	33.0%	17.0%	4.5%	100%
7	218	1387	1275	617	146	3643
	6.0%	38.1%	35.0%	16.9%	4.0%	100%
8	264	1140	1029	338	89	2860
	9.2%	39.9%	36.0%	11.8%	3.1%	100%
9-10	175	1016	783	361	81	2416
	7.2%	42.1%	32.4%	14.9%	3.4%	100%
11-12	376	1018	763	196	46	2399
	15.7%	42.4%	31.8%	8.2%	1.9%	100%

Math Formative Pilot Summary Data

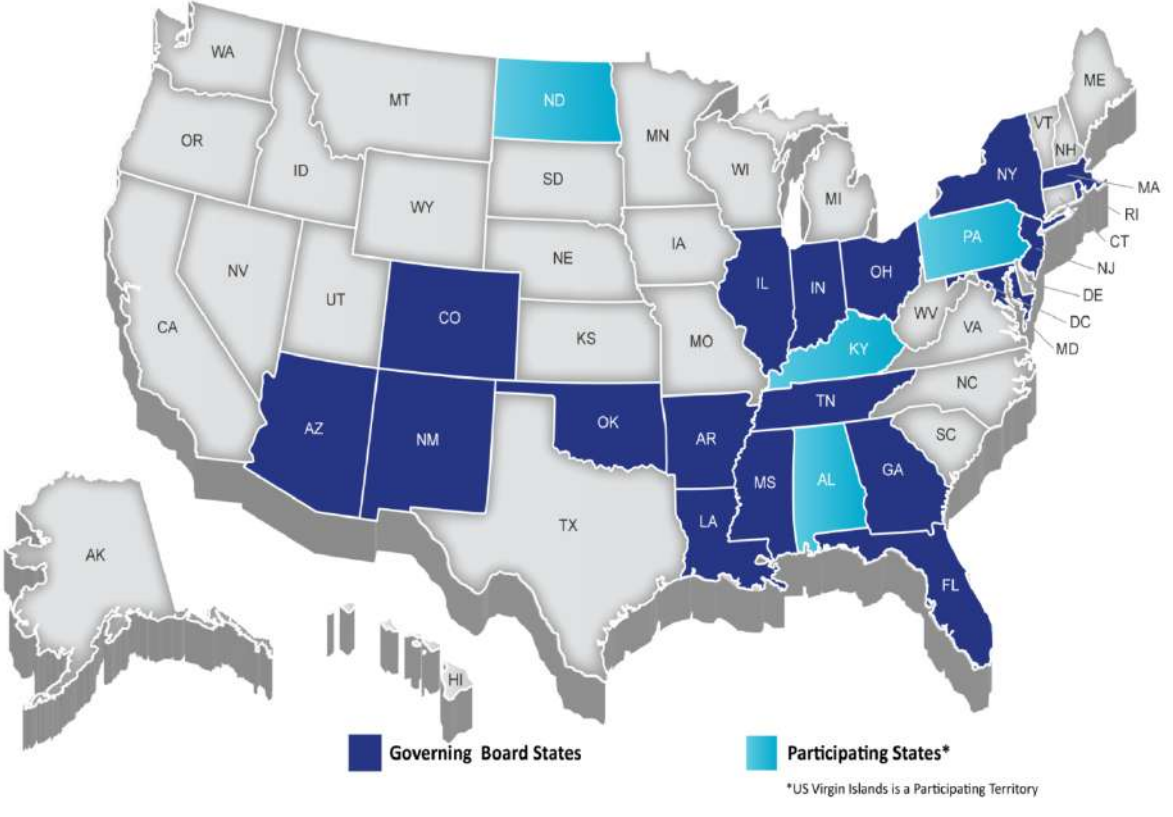
Grade	Number and percent of students achieving each score point					Total student N/ %
	0	1	2	3	4	
3	771	667	373	81	36	1928
	40.0%	34.6%	19.3%	4.2%	1.9%	100%
4	795	800	360	87	58	2100
	37.9%	38.1%	17.1%	4.1%	2.8%	100%
5	548	513	252	124	44	1481
	37.0%	34.6%	17.0%	8.4%	3.0%	100%
6	927	768	269	65	14	2043
	45.4%	37.6%	13.2%	3.2%	0.7%	100%
7	896	632	243	62	11	1844
	48.6%	34.3%	13.2%	3.4%	0.6%	100%
8	984	791	314	100	51	2240
	43.9%	35.3%	14.0%	4.5%	2.3%	100%
9-10	798	697	186	45	27	1753
	45.5%	39.8%	10.6%	2.6%	1.5%	100%
11-12	690	602	178	63	9	1542
	44.7%	39.0%	11.5%	4.1%	0.6%	100%

Partnership for Assessment Readiness for Colleges & Careers (PARCC)

Common Core Assessment

- Georgia is a governing state within the Partnership for the Assessment of Readiness for College and Careers (PARCC), a consortium of 23 states focused on building a common assessment based on the Common Core.
  - Implementation is planned for the 2014-2015 SY

PARCC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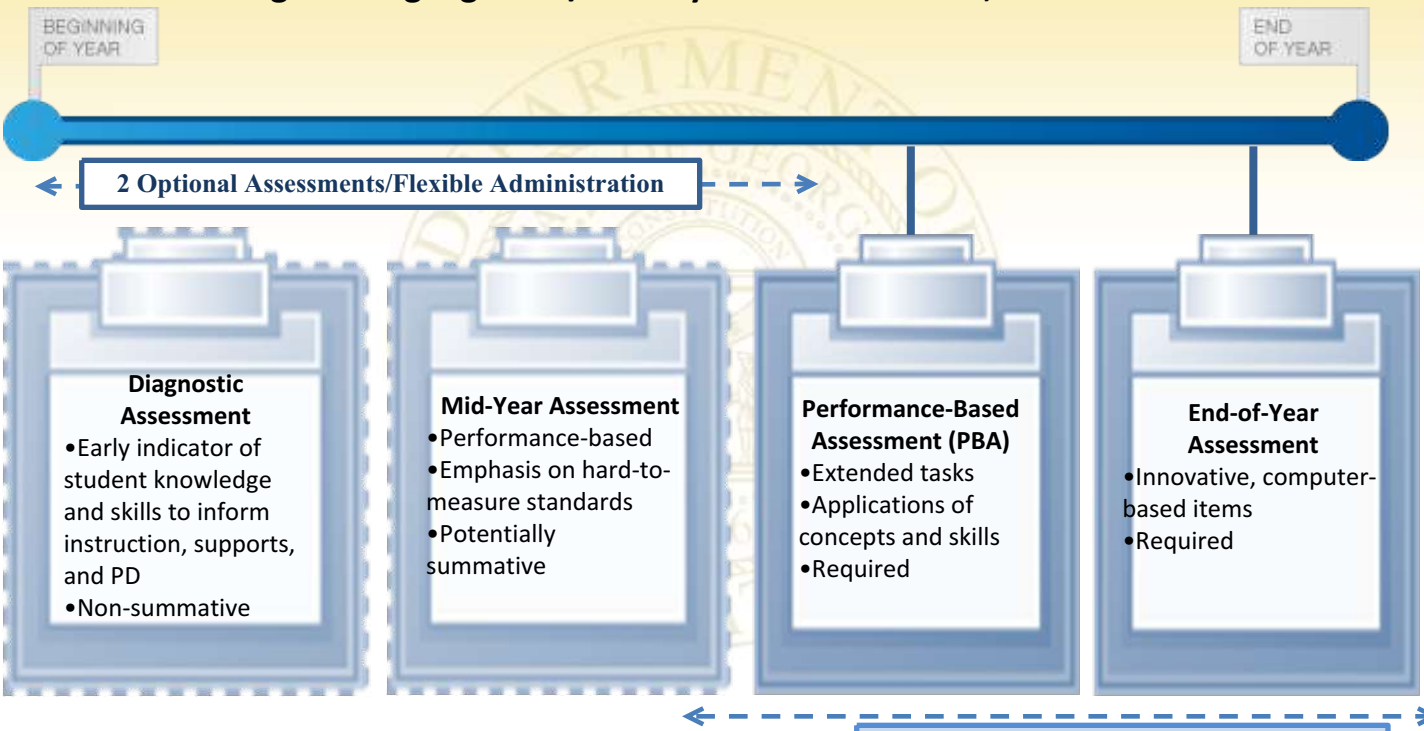
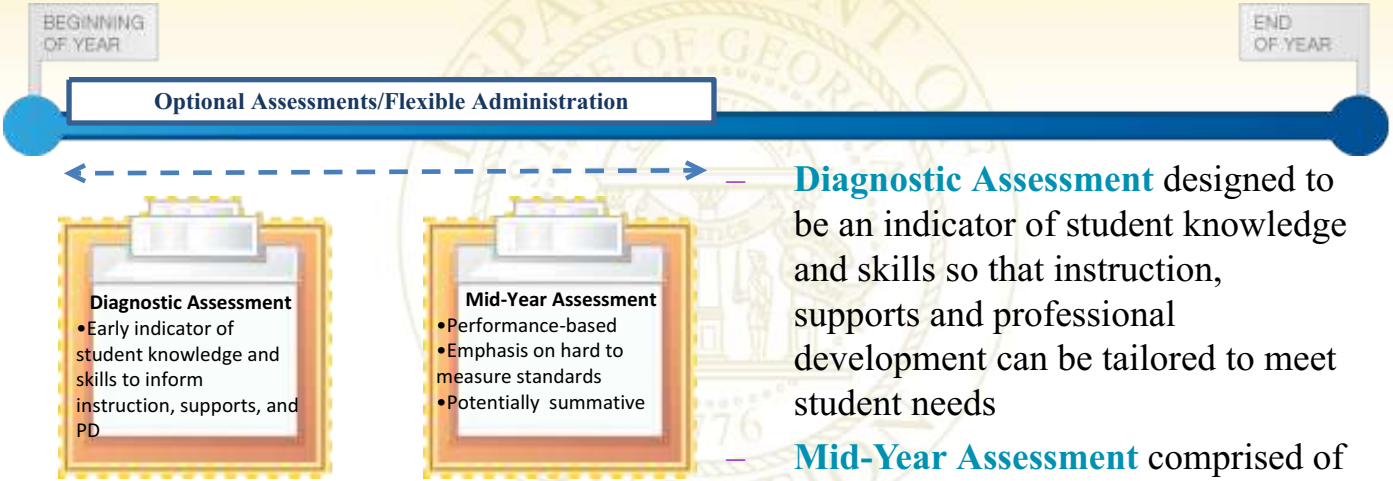
*US Virgin Islands is a Participating Territory

Assessment Design

English Language Arts/Literacy and Mathematics, Grades 3-11

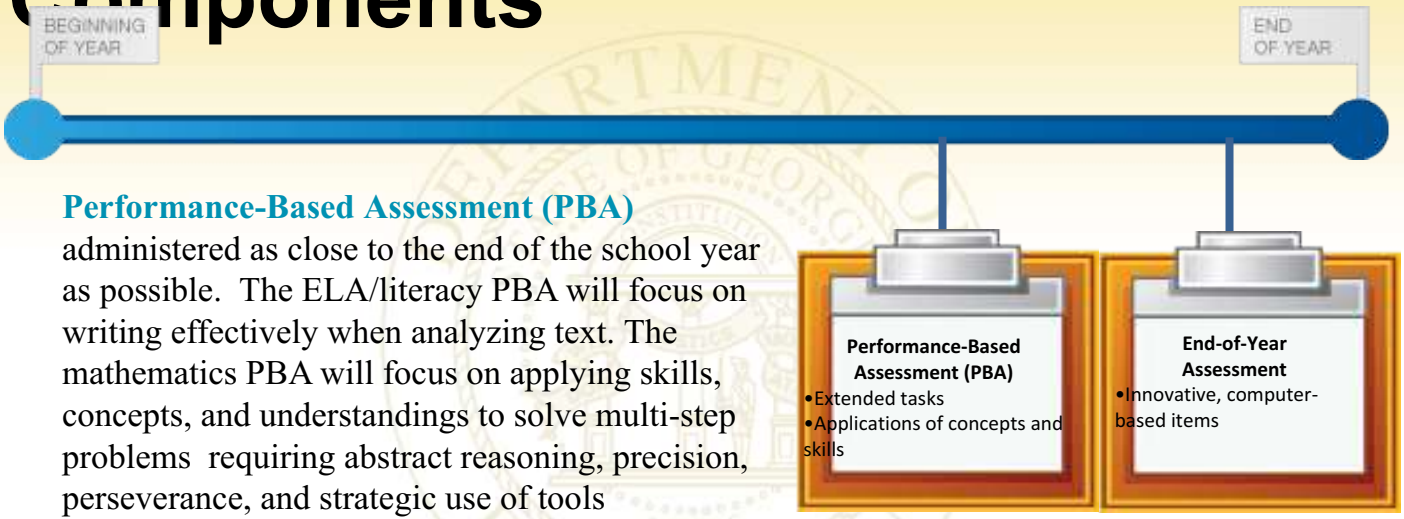


Non-Summative Optional Assessment Components



- **Diagnostic Assessment** designed to be an indicator of student knowledge and skills so that instruction, supports and professional development can be tailored to meet student needs
- **Mid-Year Assessment** comprised of performance-based items and tasks, with an emphasis on hard-to-measure standards. After study, individual states may consider including as a summative component

Summative Assessment Components



- **Performance-Based Assessment (PBA)** administered as close to the end of the school year as possible. The ELA/literacy PBA will focus on writing effectively when analyzing text. The mathematics PBA will focus on applying skills, concepts, and understandings to solve multi-step problems requiring abstract reasoning, precision, perseverance, and strategic use of tools
- **End-of-Year Assessment (EOY)** administered after approx. 90% of the school year. The ELA/literacy EOY will focus on reading comprehension. The math EOY will be comprised of innovative, machine-scorable items

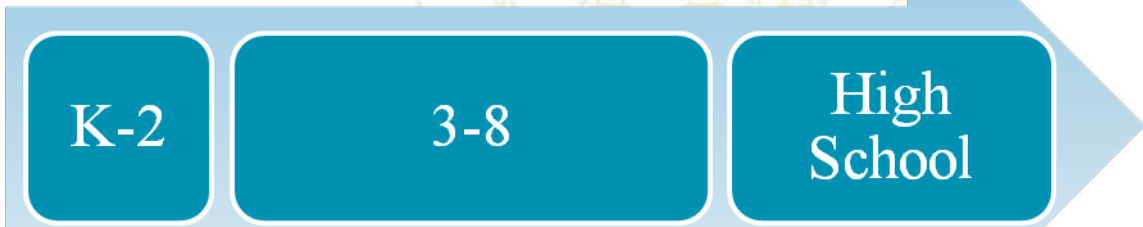
College and Career Readiness for All Students

K-2 formative assessment being developed, aligned to the PARCC system

Timely student achievement data showing students, parents and educators whether ALL students are on-track to college and career readiness

College readiness score to identify who is ready for college-level coursework

Targeted interventions & supports:
- 12th-grade bridge courses
- PD for educators



SUCCESS IN FIRST-YEAR, CREDIT-BEARING, POSTSECONDARY COURSEWORK

ONGOING STUDENT SUPPORTS/INTERVENTIONS

Use of Technology

Technology-Enhanced Items	• Present assessment material and capture student responses in a way that cannot be accomplished with paper and pencil • Ex.: simulation, interactivity, drag-and-drop
Electronic Item Banking	• Adherence to recognized technology standards will allow for supports and accessibility information to be embedded in digital test items
Student Access & Engagement	• Electronically tagged items will allow for proper supports to activate for individual students, promoting access for students with disabilities and ELLs. • Technology-enhanced items may include interactive elements

Technology Guidelines for PARCC Version 1.0 – April 2012

Hardware	Processor 1.0 GHz	RAM 1 GB	Storage 1 GB	Resolution 1024x768	Screen Size 10” Class
Operating Systems	Mac 10.7	Windows 7	Linux (Ubuntu 11.10; Fedora 16)	Apple iOS	Android 4.0

- Desktops, laptops, netbooks (Windows, Mac, Chrome, Linux), thin client, and tablets (iPad, Windows, and Android) will be compatible devices provided they are configured to meet the established hardware, operating system, and networking specifications- and are able to be “locked down”.

Developing the PARCC Assessment System

ENGLISH LANGUAGE ARTS/LITERACY	MATHEMATICS
Balance of literature and informational texts; focus on text complexity	Focus, coherence and clarity: emphasis on key topics at each grade level and coherent progression across grades
Emphasis on argument, informative/ explanatory writing, and research	Balance between procedural fluency and understanding of concepts and skills
Literacy standards for history, science and technical subjects	Promote rigor through mathematical proficiencies that foster reasoning and understanding across discipline

ANCHORED IN COLLEGE AND CAREER READINESS

Claims Driving Design: ELA/Literacy

Students are on-track or ready for college and careers

Students read and comprehend a range of sufficiently complex texts independently

Students write effectively when using and/or analyzing sources.

Students build and present knowledge through research and the integration, comparison, and synthesis of ideas.

- Reading Literature
- Reading Informational Text
- Vocabulary Interpretation and Use
- Written Expression
- Conventions and Knowledge of Language

Claims Driving Design: Mathematics

Students are on-track or ready for college and careers

Students **solve problems involving the major content** for their grade level with connections to practices

Students **solve problems involving the additional and supporting content** for their grade level with connections to practices

Students **express mathematical reasoning** by constructing mathematical arguments and critiques

Students solve real world problems engaging particularly in the **modeling practice**

Student **demonstrate fluency** in areas set forth in the Standards for Content in grades 3-6

PARCC Resources

http://www.parcconline.org/

Sign up to receive PARCC news & updates

- Model Content Frameworks
  - Serve as bridge between Common Core and the PARCC assessments

http://www.parcconline.org/parcc-model-content-frameworks

- Sample Prototype Items
  - Illustrative only; not all encompassing

Be sure to read the supporting documentation for each item

http://www.parcconline.org/samples/item-task-prototypes

Sample PARCC ELA Item:

Evidence-Based Selected Response

SAMPLE ITEM

Part A

Which of the following sentences best states an important theme about human behavior as described in Ovid's "Daedalus and Icarus"?

- ☐ a. Striving to achieve one's dreams is a worthwhile endeavor.
- ☐ b. The thoughtlessness of youth can have tragic results.
- ☐ c. Imagination and creativity bring their own rewards
- ☐ d. Everyone should learn from his or her mistakes.

Part B

Select three pieces of evidence from Ovid's "Daedalus and Icarus" that support the answer to Part A.

- ☐ a. "and by his playfulness retard the work/his anxious father planned" (lines 310-311)
- ☐ b. "But when at last/the father finished it, he poised himself" (lines 312-313).
- ☐ c. "he fitted on his son the plumed wings/ with trembling hands, while down his withered cheeks/the tears were falling" (lines 327-329).
- ☐ d. "Proud of his success/the foolish Icarus forsook his guide" (lines 348-349)."
- ☐ e. "and, bold in vanity, began to soar/rising "
- ☐ f. "and as the years went by the gifted youth/began to rival his instructor's art "
- ☐ g. "Wherefore Daedalus/enraged and envious, sought to slay the youth "
- ☐ h. "The Partridge hides/in shaded places by the leafy trees...for it is mindful of its former fall "

Sample PARCC ELA Item:

Analytical Prose Constructed-Response

- Item #1:

Based on the information in the text "Biography of Amelia Earhart," write an essay that summarizes and explains the challenges Earhart faced throughout her life. Remember to use textual evidence to support your ideas.

Sample PARCC ELA Item:

Analytical Prose Constructed-Response

- Item #2:

You have read three texts describing Amelia Earhart. All three include the claim that Earhart was a brave, courageous person. The three texts are:

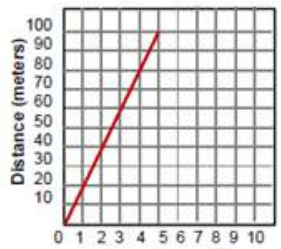
- "Biography of Amelia Earhart"
- "Earhart's Final Resting Place Believed Found"
- "Amelia Earhart's Life and Disappearance"

Consider the argument each author uses to demonstrate Earhart's bravery.

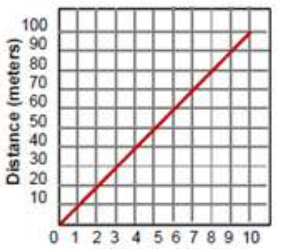
Write an essay that analyzes the strength of the arguments about Earhart's bravery in at least two of the texts. Remember to use textual evidence to support your ideas.

Sample PARCC Mathematics Item

Object A



Object B



Object C

Time (seconds)	Distance (meters)
0	0
3	10
6	20
9	30

Object C moves at constant speed.

Object D

Time (seconds)	Distance (meters)
0	0
1.5	10
3	20
4.5	30

Object D moves at constant speed.

The speed of an object is defined as the change in distance divided by the change in time.

Information about objects A, B, C and D are shown in the graphs and tables.

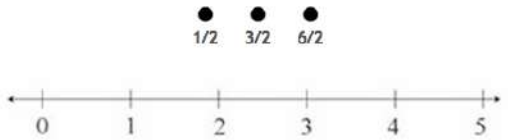
Based on the information given, drag and drop the object names in order from greatest speed to least speed in the table provided.

Object A	Greatest Speed	
Object B		
Object C		
Object D	Least Speed	

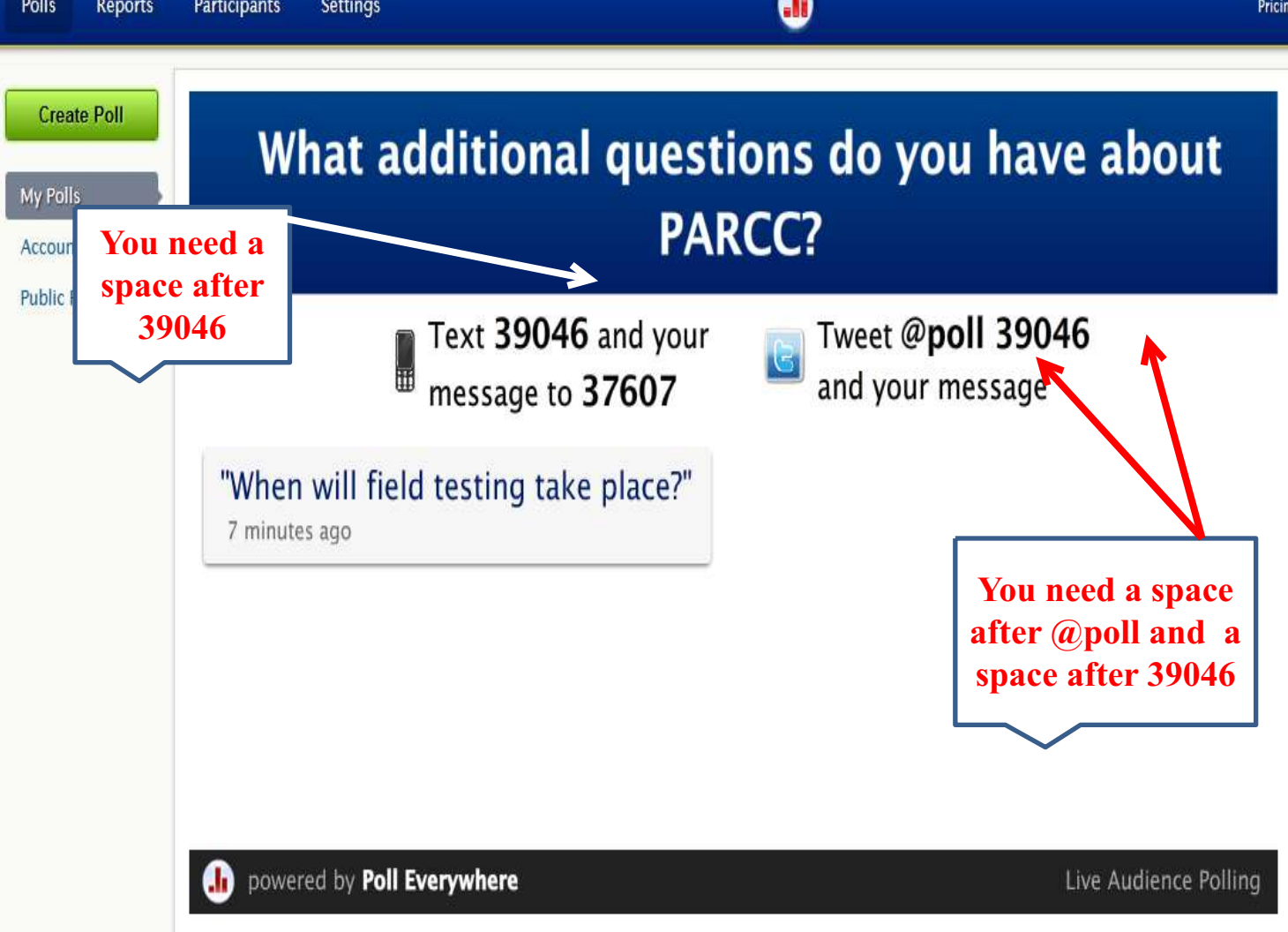
Sample PARCC Mathematics Item

Grade 3 – Fractions on number line

Drag each fraction to the correct location on the number line.



Grade 3	Fractions on number line
Type	Type I, Claim A
Most relevant Standard(s) for Mathematical Content	3.NF.2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. a) Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.


Polls
Reports
Participants
Settings
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Create Poll
My Polls
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What additional questions do you have about PARCC?
You need a space after 39046
Text 39046 and your message to 37607
Tweet @poll 39046 and your message
"When will field testing take place?"
7 minutes ago
You need a space after @poll and a space after 39046
powered by Poll Everywhere
Live Audience Polling