

# Overview of Standards and Tests: NECAPs, CCSS, SBAC, NGSS

Senate Education

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# Common Core State Standards

The [Common Core State Standards](#) were developed:

- in collaboration with teachers, school administrators, and education experts.
- to establish clear goals for learning that will prepare children for college and the workforce.
- represent an aspirational document, which is our best current description of what we want our students to learn and be able to do in English language arts (ELA) and mathematics.
- The standards are not curricula. Local districts and teachers have authority over how to help students meet these standards.

Subject	Standards	Assessment
English Language Arts	Old: VT Framework	Old: New England Common Assessment Program (NECAP)
	Common Core State Standards (supplemented)	New: Smarter Balanced Assessment (SBAC)
Mathematics	Old: VT Framework	Old: New England Common Assessment Program (NECAP)
	Common Core State Standards	New: Smarter Balanced Assessment (SBAC)
Science	Old: VT Framework	Old: New England Common Assessment Program (NECAP)
	Next Generation Science Standards	New: TBD

# Sample 8<sup>th</sup> grade standards: Common Core State Standards

## **English Language Arts Standards**

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

## **Mathematics » Investigate patterns of association in bivariate data.**

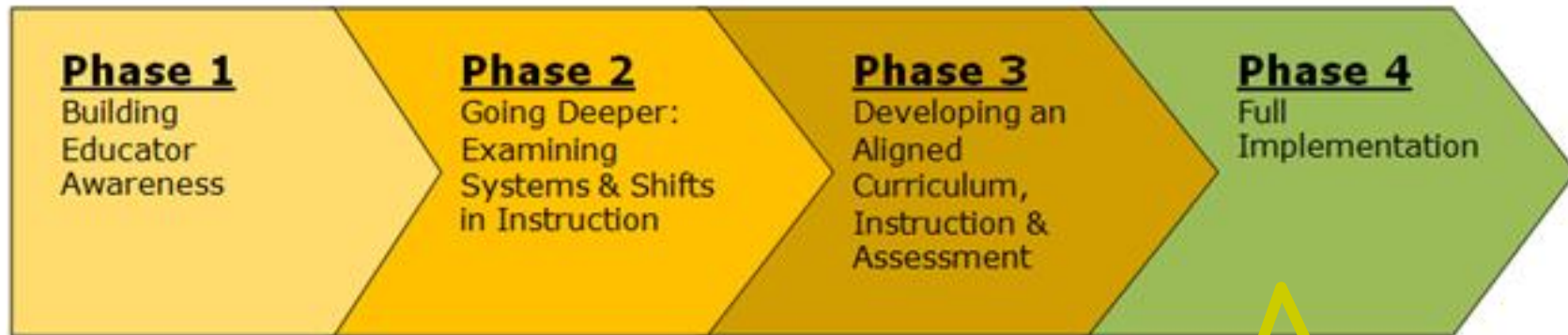
Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

National Governors Association Center for Best Practices, Council of Chief State School Officers (2010) Common Core State Standards. National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C.

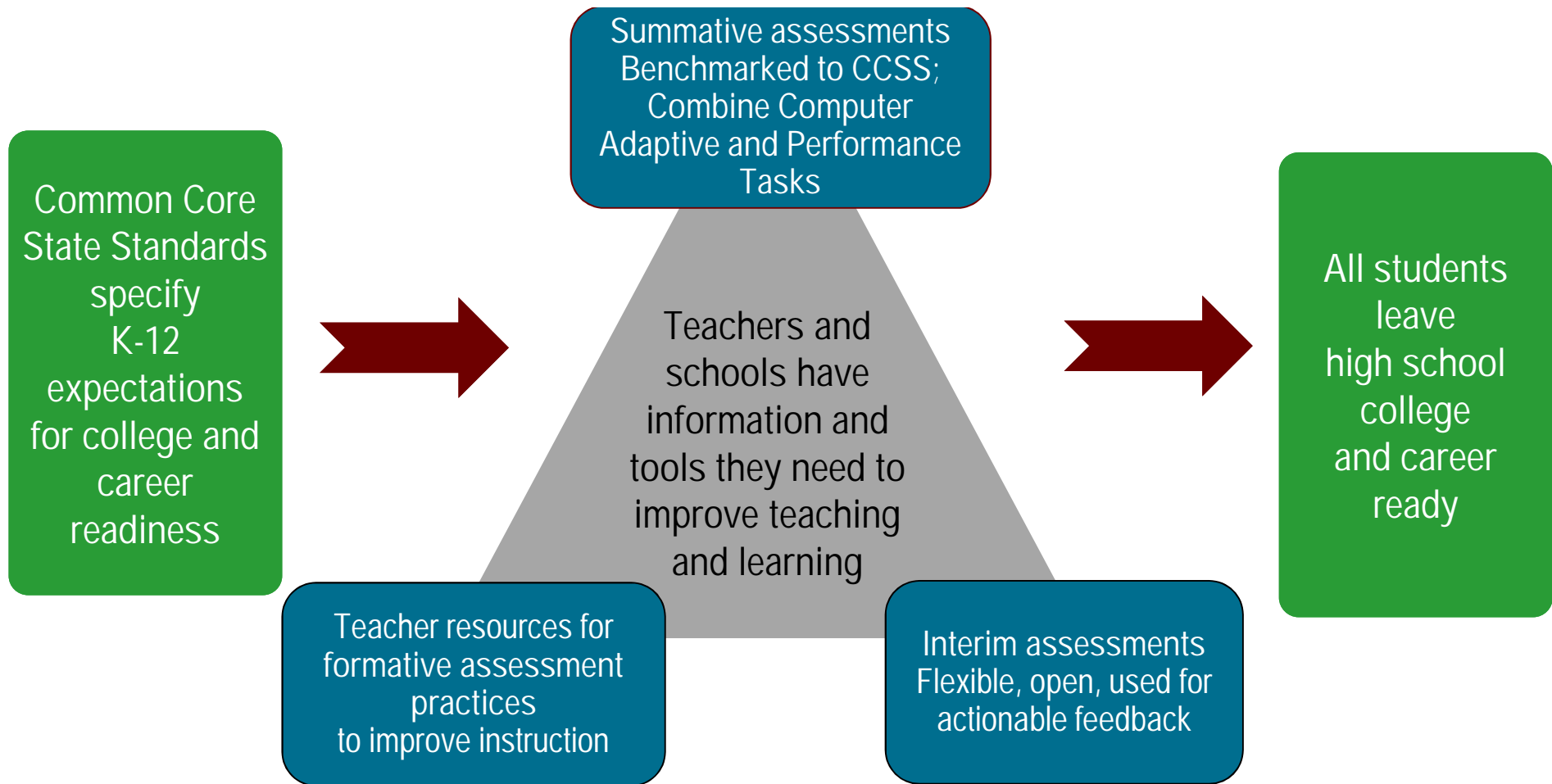
# Common Core State Standards Implementation Timeline

Professional Learning on significant shifts in instruction

SY2010-11 SY 2011-12 SY 2012-13 SY2013-14 SY2014-15



# What's so "balanced" about Smarter Balanced?



# How will SBAC be different from NECAP?

	Smarter Balanced	NECAP
Content Standards	Common Core State Standards	Tri-State Grade Expectations
Achievement Descriptors	On Track to be Career and College Ready	Prepared for Next Grade Level Learning
Test Format	Web-Based	Pencil and Paper
Item Delivery	Computer Adaptive	Fixed Form/Common Item Set
Assessment Types	Summative, Interim and Formative	Summative
Item Types	Multiple Choice, Short Answer, Tech Enhanced, Performance Task	Multiple Choice, Short Answer, Constructed response
Testing Window	El. & Middle 12 Weeks/Spring; HS 7 Weeks/ Spring	3 Weeks/ Fall
Results Turnaround	Some Scores Available Immediately; Remainder in About 1 Month	About 3 Months

## What's the difference between summative, interim and formative assessments?

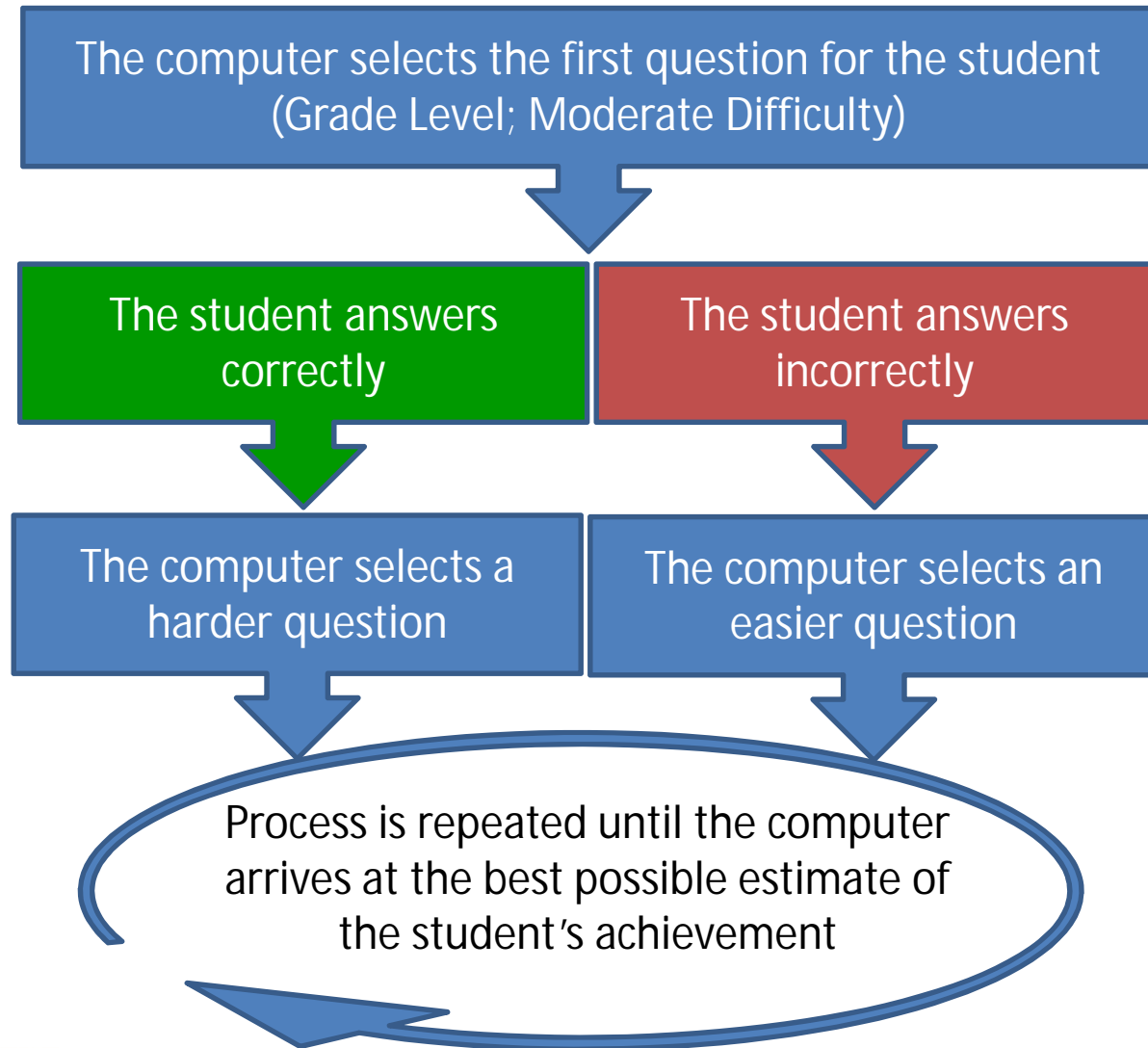
- **Summative Assessments** are administered at the end of a specific unit or period of learning, generally near the end of a school year. They are designed to “sum up” how much the student has learned over that period of time, and to determine if the student’s achievement is sufficient to meet standards or pre-defined learning expectations.
- **Interim Assessments** are similar to summative assessments in terms of content but are designed to be administered more frequently in order to determine if students are on track to meet end of grade/unit standards, or to provide additional support or mid-course correction if needed.
- **Formative Assessments** are embedded in the day to day, minute to minute interactions between teachers and students. They are used to gauge the pacing of instruction and to determine if students are ready to move on to new material or if they need additional instruction. Formative assessments are often based on strategic questioning strategies, probes, short quizzes or performance events.



# What is computer adaptive testing?



The Computer Adaptive Assessment Algorithm Vastly Simplified



# What's so special about Computer Adaptive Testing (aka CAT)?

## Increased precision

- Provides accurate measurements of student growth over time

## Tailored for Each Student

- Item difficulty based on student responses

## Increased Security

- Larger item banks mean that not all students receive the same questions

## Shorter Test Length

- Fewer questions compared to fixed form tests

## Faster Results

- Turnaround time is significantly reduced

## Mature Technology

- GMAT, GRE, COMPASS (ACT), Measures of Academic Progress (MAP)

# A Conceptual Model for SBAC Accessibility

## Universal Tools

### Embedded

Breaks, Calculator, Digital Notepad, English Dictionary, English Glossary, Expandable Passages, Global Notes, Highlighter, Keyboard Navigation, Mark for Review, Math Tools, Spell Check, Strikethrough, Writing Tools, Zoom

### Non-embedded

Breaks, English Dictionary, Scratch Paper, Thesaurus

## Designated Supports

### Embedded

Color Contrast, Masking, Text-to-speech, Translated Test Directions, Translations (Glossary), Translations (Stacked), Turn off Any Universal Tools

### Non-embedded

Bilingual Dictionary, Color Contrast, Color Overlay, Magnification, Read Aloud, Scribe, Separate Setting, Translation (Glossary)

## Accommodations

### Embedded

American Sign Language, Braille, Closed Captioning, Text-to-speech

### Non-embedded

Abacus, Alternate Response Options, Calculator, Multiplication Table, Print on Demand, Read Aloud, Scribe, Speech-to-text



Available to ALL Students



Available with IEP or 504 Plan

# FIELD TEST: REPORT



"Peak Load":  
184,000  
simultaneous  
test takers

Vermont:  
- 5,700 Students  
- 27 Schools  
- More than  
10,000  
complete tests

## Field Test by the Numbers

**4.2** MILLION  
STUDENTS

**16.5** THOUSAND  
SCHOOLS

**12.2** MILLION TESTS  
COMPLETED\*

# What do school boards need to know?

- **COST** – All the direct costs for development, administration, scoring and reporting the Smarter Balanced Assessments will be covered by the State of Vermont
- **SCHOOL/DISTRICT RESPONSIBILITIES** – (1) computers, (2) access to the internet, (3) headphones or earbuds, (4) tech support for set-up, (5) staff for test administration, (6) released time for training test administrators
- **TECHNOLOGICAL DEMANDS** - SBAC will place mild to moderate demands on the technology infrastructure of typical US schools...

**Geoff Fletcher, SETDA:** *“If a school can’t handle these tests then the school has much bigger problems because their students will not be able to access all the excellent digital learning tools that are being introduced every day.”*

## Appropriate Uses of Standardized Tests:

- Federal reporting
- To set realistic targets for improvement
- To use as a trigger for more detailed evaluation of schools, either to learn what schools might be doing very effectively or to help identify schools that might need to get better
- To audit gains when possible
- To help recognize when schools appear to be making gains with their students

## Inappropriate Uses of Standardized Tests:

- To compare performance across subjects or across grade levels
- To sanction individual teachers or as a single measure of school quality (for any consequential purpose)

## Gary Orfield, UCLA:

“Setting absurd standards and then announcing massive failures has undermined public support for public schools. . . . We are dismantling public school systems whose problems are basically the problems of racial and economic polarization, segregation and economic disinvestment.” (Educational Researcher, August/September 2014, p.286)

## **Links:**

Link to the Common Core State Standards:

<http://www.corestandards.org>

VT FAQ on the Common Core State Standards (CCSS):

<http://education.vermont.gov/common-core/frequently-asked-questions>

Information on the Smarter Balanced Assessment (SBAC):

<http://education.vermont.gov/sbac>

Comment on SBAC performance categories:

[http://education.vermont.gov/documents/VT\\_SBAC-Governing-States\\_Performance-Categories\\_11\\_2014.pdf](http://education.vermont.gov/documents/VT_SBAC-Governing-States_Performance-Categories_11_2014.pdf)

Letter to parents and caregivers on uses of testing:

[http://education.vermont.gov/documents/EDU-Letter\\_to\\_parents\\_and\\_caregivers\\_AOE\\_8\\_8\\_14.pdf](http://education.vermont.gov/documents/EDU-Letter_to_parents_and_caregivers_AOE_8_8_14.pdf)

FAQ on accountability for schools under the federal No Child Left Behind Act:

<http://education.vermont.gov/data/accountability/faqs#elements>

