Overview: A Framework For Change

History and Context - Dr. Rebecca Garland

- ABCs - History and Successes
- Need For Global Competitiveness
- On the Right Track - NC Grad Project and Writing

Process

A Simple Vision

- Essential Standards
- Assessments
- Accountability

The Big Three

<table>
<thead>
<tr>
<th>Immediate Improvements</th>
<th>Long-Term Redesign</th>
</tr>
</thead>
<tbody>
<tr>
<td>LT 1</td>
<td>Essential Standards</td>
</tr>
<tr>
<td>LT 2</td>
<td>Assessments</td>
</tr>
<tr>
<td>LT 3</td>
<td>Accountability</td>
</tr>
<tr>
<td>LT 4</td>
<td>LT 5</td>
</tr>
<tr>
<td>LT 6</td>
<td>LT 7</td>
</tr>
</tbody>
</table>
Essential Standards Development will be a Strategic Process that

- Is Aligned to...
  - National and International Standards
  - The Graduation Project
  - 21st century skills
- Requires Training
- Uses Revised Bloom’s Taxonomy
- Involves Stakeholders

Research supports the essentialist movement.
Essential Standards

The Strategic Process will increase
- Rigor
- Transparency
- Prioritization
which lead to….

Essential Standards

The North Carolina State Board of Education’s Mission

Globally Competitive Students

Essential Standards

Six Qualities

Integrated with Other Content Areas
Chosen to Endurance, Readiness and Leverage
Prioritized and Focused
Driven by Revised Bloom’s Taxonomy
Measurable and Concise
Aligned to 21st Century Skills
Essential Standards
A Framework For Change

The **Essential Standards** are the foundation.

---

A Framework For Change

*How do we know students are achieving what is essential to compete in the 21st century?*

*How do we assess to inform instruction and evaluate knowledge, skills, performance, and dispositions needed in the 21st century?*

---

Assessment

**A Comprehensive Balanced Assessment System**
**Current System**

Evaluate Knowledge
- Summative (Statewide)
  - Characterized by
    - Limited Transparency
    - Inappropriate Use

Inform Instruction
- Benchmarking and Formative Assessment
  - Characterized by
    - Uneven use of benchmarking
    - Variability in formative assessment
    - Lack of alignment
    - Lack of systematic PD

**Proposed System**

To Evaluate Knowledge...
- Transparent
- Appropriately Used

To Inform Instruction...
- Centralized Benchmarking Tool
- Systematic Formative Assessment PD Modules

Built on what is most important for students to learn in the 21st century

**Alignment**
Assessment

Summative (Statewide)

Benchmark (Classroom, School, District)

Formative Assessment (Classroom)

Essential Standards

Assessment to Inform Instruction

Classroom Level Assessment

A research-based, classroom assessment method shown to improve student achievement.

Directly connected to quality instruction
**Formative Assessment**

- IsAligned to the **Essential Standards**
- Incorporates Learning Progressions
- Provides Clear Learning Goals
- Provides Clear Criteria for Success
- Provides Descriptive Feedback
- Includes Student Self and Peer Assessment
- **Is Daily and Diagnostic**

---

**Recommendation**

Professional development through the use of modules, digital learning sites, and an online professional learning community be designed, maintained, and delivered by the North Carolina Department of Public Instruction.

---

**Benchmark**

Benchmark assessments are given to students periodically to assess the learning that has taken place up to a particular point in time and to track progress toward goals.
**Assessment Benchmark**

**Benchmark Assessment...**
- Is Aligned to Essential Standards
- Is Used by the Teacher, School, and District
- Includes Various Item Types
- Is Diagnostic

**Recommendation**

A benchmark assessment tool that contains an item bank that can be used for developing benchmarks for classrooms, schools, and districts should be developed, maintained, and disseminated by DPI.

**Proposed Statewide Benchmarking Tool**

- Rich bank of performances, constructed response and multiple-choice assessment items that align to every objective within the Essential Standards.
- Teacher and Student Accessible Portion (~80%)
- District Leadership Accessible Portion (~20%)
Why produce a benchmarking tool centrally?

- Alignment
- Quality Assurance
- Equity
- Transparency

**Recommendation**

Measure of achievement to provide evidence of student competence or program effectiveness.

- Is Aligned to the Essential Standards
- Is Transparent
- Is Used Primarily for School, District and State Accountability
- Uses 21st century Technology
- Includes Various Item Types
- Is Technically Sound
**Assessment**

**Summative Assessment**

- **Recommendation**
  - Developing Criteria for determining which essential objectives will be assessed with constructed response and performance tasks
  - Convening Innovative Assessment Research Team
  - Conducting Case Studies of Administration of 21st Century and Computer-Based Assessments in anticipation of a phased-in shift to computer-based statewide summative assessments
  - Increasing Transparency by releasing testing forms and materials, writing performance indicators for each objective in the Essential Standards and developing a rich, standards-aligned benchmarking tool

---

**Authentic Ongoing Assessments**

- North Carolina Graduation Project
- North Carolina Writing Assessment
- Proposed Electronic Binder System

To be addressed by Innovative Assessment Research Team reporting out July 2009

---

**In Summary**

To inform instruction and evaluate knowledge, skills, performance, and dispositions needed in the 21st century.....
North Carolina will develop a comprehensive system in which every category of assessment is necessary and... Is in exact alignment with the Essential Standards.

An Accountability Model with a 21st Century Focus

Statewide Accountability is important because...

All adults working on behalf of, or in, North Carolina's public schools are responsible for graduating globally competitive students.

The public must have a clear, comparable understanding of the performance of students within all North Carolina public schools.
Accountability

**Essential Standards**
- to define what students must know, understand and be able to do to compete in the 21st century

**Formative and Benchmark**
- to inform instruction

**Accountability**
- Challenging and Attainable

**Achievement and Growth Standards**
- Growth and Student Achievement (EOGs and EOCs) + Graduation Rate + Future-Ready Core + Readiness

**Balanced**
The Accountability model must ensure a balanced approach that accounts for combined measures but remains grounded in student achievement and growth.

**Accountability**
- Challenging and Attainable

**A Developmental Growth Model K-12**
- Uses EOG scores, if feasible, EOC scores and other vertically-scaled assessments to place a student on a developmental curve and thereby predict what is challenging and attainable for that child.
Read the graph to answer the questions.

**Research Recommendation 1:** Convene Technical Advisory (TAC) Committee to explore the adoption of a new growth model.

**Research Recommendation 2:** Measures of career and post-secondary readiness be considered in the accountability model by TAC.

**Action Recommendation 1:** Replace Drop-Out Rate with Graduation Rate.

**Action Recommendation 2:** Replace former courses of study with Future-Ready Core status.
The Next Generation

Essential Standards + Assessments + Accountability

Summative

Benchmark

Formative

Essential Standards + Graduation Rate + Future-Ready Core + Readiness

4 Principles To Guide the Process

Transparency

Stakeholder Involvement

Alignment

Measuring Our Success

Timeline

2008 - 2009

Math, Science, Eng 10, Comp Essential Stds.

Innovative Assessment Team (July 08)

Criteria for Choosing CR/PT (Aug 08)

Formative PD Modules 1-5 (Aug 09)

Online PD Community (June 10)

Case Studies on Administering 21st Century, Computer-Based Assessments (Jan 2011)

TAC on Accountability Reports (Sep 11)

2009 - 2010

Math, Sci, Eng 10, Comp Skills Item Tryout

Benchmarking Tool Operational for Math, Science and Eng 10 (July 2011)

ELA and Social Studies Essential Stds.

2010 - 2011

Math, Sci, Eng 10 Comp, Skills Field Test

ELA and Social Studies Item Tryout

ELA and Social Studies Field Test

2011 - 2012

Math, Sci, Eng 10 Comp, Skills Operational

2012 - 2013

ELA and Social Studies Operational
Items For Consideration

Technology

Cost

Next Steps Discussion – JB Buxton

- 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

...More Next Steps

Measuring Our Success
Immediate Improvement Items From FFC

Dr. Lou Fabrizio

4. Move to a five-year graduation rate for Adequate Yearly Progress (AYP) purposes.
   Status: The USED did not grant permission to DPI for a five-year cohort graduation rate. This does not preclude 5-year rate for ABCs purposes.

5. Count retest scores in performance composites
   Status: 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. SEM may not be used for AYP calculation but may be used for SAS.

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.
   Status: The USED has advised us that the same score for a student cannot be used in two grades. The USED did indicate that they are having further discussions about whether certain other courses could be substituted.

9. Revamp the current computer skills test to ensure it measures 21st century Information Communication Technology (ICT) literacy.
   Status: To ensure the test measures 21st Century Information Communication Technology (ICT) literacy, the SBE will need to adopt new content standards.