

# Breakout Discussion: Every Student Succeeds Act - Assessment

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# Introductions and “From – To” exercise

- ⌘ Name and Affiliation
- ⌘ State one sentence about what you would like to see Pennsylvania assessment become.

<b>From</b>	<b>To</b>
<p><i>Example – assessment</i></p> <ul style="list-style-type: none"><li>■ Teachers teach to the test and everything rides on one high-stakes exam</li></ul>	<p><i>Example – assessment</i></p> <ul style="list-style-type: none"><li>■ Students have more than one opportunity to demonstrate that they had learned something</li></ul>



# ESSA Assessment: What's *Required*

- Alignment with higher education
- Annual assessments
- Disaggregation
- Alternate assessments
- Participation rate of 95%
- English Language Proficiency assessments

# ESSA Assessment: *What's Allowable*

- Alternate formats (i.e., portfolios, projects, etc.)
- Single summative or multiple interim
- 8<sup>th</sup> grade advanced math assessments in place of grade-level tests
- Locally selected, nationally recognized tests
- Computer-adaptive assessments
- Assessment audits (states may apply for funding)
- Cap on testing time
- Innovative assessment pilots

# Core Issue – Pennsylvania Assessment

- ⌘ State assessments serve as a barometer of whether or not students are on track to meeting the Pennsylvania Academic Standards.
- ⌘ The current assessment system is time and resource intensive, is implemented relatively early in the school year and does not provide results in a timely manner.
- ⌘ Options for reducing testing time, decreasing turnaround time and administering later in the year while maintaining validity should be carefully explored.

# What does this mean for Pennsylvania?

- ⌘ How can we reduce testing time while ensuring valid assessments aligned to the academic standards?
- ⌘ What timeline and format for reporting results maximizes opportunities for effective instructional decision making?
- ⌘ What are the implications for Act 82?

# Discussion

- ⌘ Which assessment areas in ESSA offer Pennsylvania the greatest opportunity to improve the assessment system?
- ⌘ What policy drivers should be considered?