



Educator-Lead Opportunities for Quality Assessment

The Every Student Succeeds Act (ESSA) allows state education agencies (SEAs) to establish and administer an innovative assessment system in public schools. During the first three years that the Department of Education provides such innovative assessment authority, no more than seven SEAs may participate. (This number includes those SEAs participating in consortia, which may include no more than four SEAs working collectively.)

A few states have expressed interest in applying for this new authority: Georgia, New Hampshire, Oregon, New York, and Hawaii. With an April 2, 2018 application deadline, the final list of states and consortia should be available soon. The following are application eligibility requirements for SEAs or consortia:

- ▶ **Consultation:** Provide evidence that the SEA or consortium developed an innovative assessment system in partnership with leaders in innovative assessment systems; impacted stakeholders in the state, or in each state in the consortium advocating for the interests of children with disabilities, English learners, and other subgroups of students; teachers, principals, and other school leaders; local education agencies (LEAs); representatives of Tribal communities located in the state; students and parents; and civil rights organizations.:
- ▶ **Innovative assessment system:** Demonstration that the innovative assessment system meets the requirements of ESSA, Section 1111(b)(2)(B)–
 1. Chosen assessments need not be the same assessment administered to all public school students during the initial period, if the innovative assessment system will be administered to all students in participating schools within a participating LEA. This exception may apply if the statewide academic assessments are given to all students in any non-participating LEA or non-participating school within a participating LEA also.
 2. Chosen assessments need not be administered every year in each of the 3rd -8th grades and at least once during the 9th- 12th grade span for reading/language arts and mathematics assessments. In addition, assessments must occur at least once in grades 3-5, 6-9, and 10-12 for science, unless statewide academic assessments are administered in a required grade in which the SEA does not choose to implement an innovative assessment in science.
- ▶ Demonstration that the innovative assessment system aligns with rigorous state academic standards.
- ▶ Student results that identify which students are not progressing toward and meeting grade-level proficiency considering such standards.

- ▶ Student results—including annual summative scores—that are valid, reliable, and comparable for students overall and for each student subgroup.
- ▶ Unbiased, rational, and consistent show of progress toward each state’s long-term academic achievement goals.
- ▶ Coordinated assessments from both the innovative and statewide assessment systems to all students in participating schools; this way, an innovative assessment and statewide assessment required in a particular subject and grade span will not be administered to an individual student in the same school year.
- ▶ Administered assessments from both the innovative and statewide assessment systems to a demographically representative sample of student subgroups and students overall.
- ▶ Included items or performance tasks in each grade and subject for the innovative assessment and statewide system that, a minimum, have been previously piloted or field tested for use.
- ▶ Alternative way to show comparability. Each SEA will enable an equally rigorous and statistically valid comparison between performance using innovative and statewide assessments, for subgroups and overall.
- ▶ Participation of all students, including children with disabilities and English learners, especially incorporating the principles of universal design for learning and testing accommodations.
- ▶ In each participating school, annual measurement and progress considering the Academic Achievement indicator of at least 95 percent of all students, and 95 percent of students in each subgroup of students as required under ESSA.
- ▶ Disaggregated results including timely data for impacted students, families, educators, principals and other school leaders. Assessment results will be reported using LEA and SEA report cards.

This a synopsis of the eligibility requirements. For more details, view the United States Department of Education document titled ***Applications for New Authorities; Innovative Assessment Demonstration Authority***, found here: <https://www.federalregister.gov/documents/2018/01/03/2017-28424/applications-for-new-authorities-innovative-assessment-demonstration-authority>.

The following is language from individual state ESSA plans.

Highlights of the Oregon Consolidated ESSA plan

- ▶ ***Expanding Student-Centered Assessment through Performance Assessment Demonstration Sites (PADS)*** – The PADS project is a collaboration “between Oregon schools, Oregon Department of Education, and the Center for Collaborative Education to provide performance assessment professional learning and implementation support. The schools participating in 2016-17 are receiving grant funds to provide additional professional learning time to work through integrating the performance assessment with their curriculum, providing instruction to prepare students, administering the performance assessment, collaboratively scoring the student work, and providing feedback to students throughout the process.”

- ▶ **Deepening the Oregon Formative Assessment for Students and Teachers Training Course** – This course builds assessment literacy among students, families, and educators with “5 modules to create a deep understanding of the purpose and creation of effective formative assessments....By developing the skills necessary to design, administer, and analyze the results of formative assessments, teachers will be better able to support students as they seek to gain mastery of the skills and knowledge necessary to graduate from high school college and career ready.”

Highlights of the New York Consolidated ESSA plan

- ▶ **Testing Accommodations and Consideration for English Language/Multilingual Learners** – Educator voice in test questions, assessment review, and administration practices. Educators provide several accommodations during standardized testing with guidance from NYSED on accommodating and administering tests in the language of English language and multilingual learners.
- ▶ **Testing Accommodations and Consideration for Students with an IEP** – Testing accommodations for “students with disabilities are provided in six major categories: Flexibility in Scheduling/Timing, Flexibility in Setting, Method of Presentation, Method of Response, Other Accommodations, and Accommodations for Physical Education Assessments. Individualized Educational Program (IEP) team members and school administrators are provided extensive guidance on the proper selection of specific accommodations within these categories and the application of accommodations in test administration.”
- ▶ **Standardized Assessments Developed in Multiple Languages** – Based on the state’s dynamic population of ELLs, New York currently translates statewide assessments for grades 3 – 8 math and REGENTS exams into five languages: Chinese (Traditional), Haitian-Creole, Korean, Russian, and Spanish. Elementary and intermediate grade span assessments are translated into Chinese (Traditional), Haitian-Creole, and Spanish. NYSED is lobbying the legislature to approve funding for further translation of other vital languages to ensure that testing is more equitable and fair, to measure an understanding of academic content and not English language ability.

Highlights of the New Hampshire Consolidated ESSA Plan

- ▶ **Student and Educator Focus** – Quality assessment work is led with the intention of fostering learner-responsive educators and policy around assessment. Such educators identify and consider the diverse needs of students in their curriculum, instruction, professional learning, and approach to quality assessment.
- ▶ **Assessment in Targeted Support and Improvement Schools (TSI)** – New Hampshire will support greater flexibility and support to districts with TSI schools using authentic assessment “in developing personal learning approaches that focus on maximizing the learning of each student. Such approaches could include the development of personalized learning plans, providing opportunities for extended learning, providing opportunities to demonstrate competence on assessment tied to the specific learning goals, and closely monitoring the progress of each student’s learning against his/her personal learning plan.” This is especially important as districts and schools consider the unique needs and strengths of subgroups in TSI schools.

- ▶ ***Performance Assessment of Competency Education*** – Initiated under No Child Left Behind, the Performance Assessment of Competency Education (PACE) pilot now will expand the number of districts that will limit standardized testing in third – eighth grade levels. PACE pilot schools also emphasize a greater reliance on local, educator-led, competency and project-based assessments. The state distinguishes PACE pilot schools where there is a common complex performance task administered by all participating districts. This common assessment is developed collaboratively among the participating districts and ensures comparability to the summative assessments made by other educators in a subject and grade.