

MASSACHUSETTS CONSORTIUM FOR INNOVATIVE EDUCATIONAL ASSESSMENT (MCIEA)



October 2016

Challenges: Problem of Practice

- Standardized testing has done little to close achievement gaps, has too often narrowed curriculum & instruction; and is out of step with assessment in personalized, proficiency-based schools
- Curriculum, Instruction, and Assessment practices have not caught up to developments in the field:
 - Common Core Standards focus more deeply on critical thinking and deeper learning
 - New research on the importance of building skills and dispositions of an effective learner



What is College and Career Ready?

What should our high school graduates know and be able to do?

Type your answer here...

20 characters remaining

technology skills basic career skills politically active life skills leadership skills problem solving
job readiness know how to learn wellness high literacy skills
analytical skills entrepreneurship curious creativity empowered
confident social intelligence think critically resilience empathy civic engagement
liberal arts content communication skills research skills responsibility
reasoning able to self-assess advocacy skills have choices
stem knowledge cultural competence interpersonal skills
communication financial literacy engaged citizen
stewardship passion for learning study skills practical skills social justice
exposure to the arts embrace diversity

What Needs to Change?

- Assessment needs to be brought back into the teaching and learning cycle, as opposed to separate and standardized
- Curriculum, Instruction, and Assessment practices need to engage students and align what is most important for our graduates to know and be able to do for their future
- Local and state accountability systems need to be seamless and support the needed changes on the ground



MA Consortium for Innovative Education Assessment

MCIEA believes there are richer means of assessing student and school progress than established practices—proposing a move away from one, high-stakes standardized test towards a more robust system of multiple measures of student engagement & achievement, as well as school quality.



MCIEA's Goal

- Demonstrate the power of building performance assessment systems that:
 - Spur design of standards-aligned curriculum and curriculum-embedded assessment
 - Promote effective instruction
 - Engage students by providing greater agency & choice
 - Foster faculty consensus on high quality work
 - Provide data on learning gaps

MCIEA's Principles



Multiple measure provides a more robust picture of student achievement, student engagement, and school progress



Growth, rather than absolute score, is a fairer and more comprehensive indicator of student performance



Teachers lead the design of curriculum-embedded performance assessments and the scoring student work



Students demonstrate what they know and can do through real-world application



Community members help identify what is most important to know about student learning and school quality




School progress is measured by performance benchmarks based upon the characteristics of a high-quality school



Data empowers local leaders to make decisions that fit the needs of their schools and communities

MCIEA's Strategy

- Create a richer means of assessing student and school progress
- Move away from one, high-stakes standardized test towards  a holistic system of multiple measures
 - Curriculum-embedded, standards-based performance assessments, measuring deeper mastery of content/skills
 - Multiple indicators of school progress
- Prepare a diversity of students for college, career, and life
- Increase achievement for all students and close prevailing achievement gaps among subgroups

MCIEA Team

CCE Team

- Dan French,
Executive Director
- Laurie Gagnon,
QPA Director
- Andresse St. Rose,
Sr. Director,
Research,
Evaluation & Policy
- QPA Team

Practitioners

- MCIEA district
leaders
- Principals from
participating
schools
- Teachers leaders
- Whole school
faculty

Partners

- College of the
Holy Cross
- Center for
Assessment

Governance

- MCIEA is practitioner-driven
- Our governing board is comprised of the superintendents and MTA/AFT union presidents from the following districts:
 - **Attleboro, Boston, Lowell, Ludlow, Revere, Somerville, and Winchester.**



Performance Assessments

Focus Area 1: Performance Assessments

- **Form cross-district teacher groups by grade span and discipline**
- **Develop a set of grade span competencies for ELA, math, and science, based on the MA Curriculum Frameworks**
- **Create and vet competency-based performance tasks**
- **Field test first set of performance tasks**
- **Score and calibrate student work from the first field test**
- **Refine and validate tasks based on field test results**

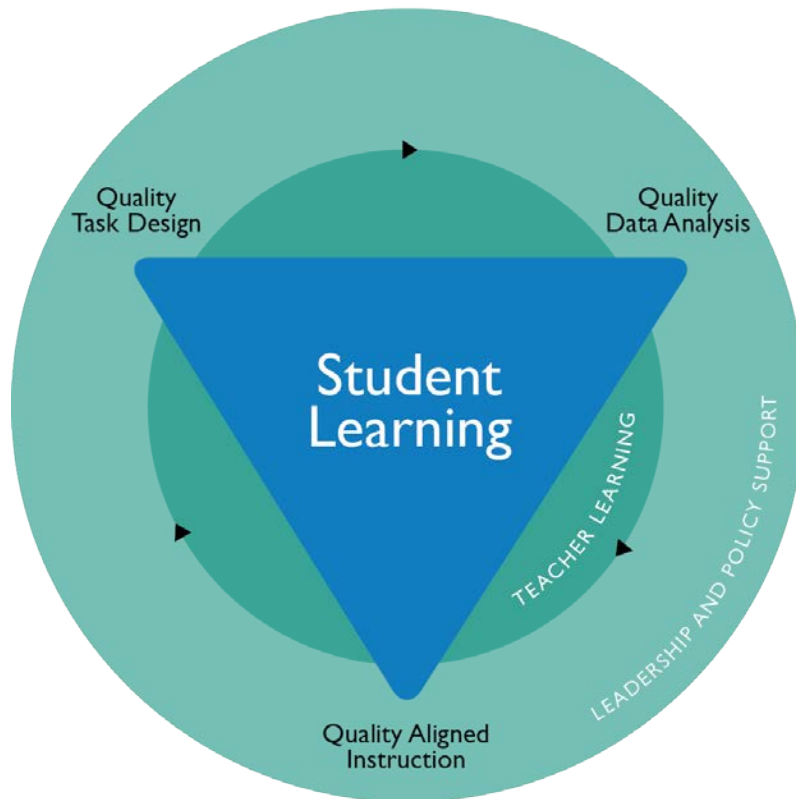
School Progress

Focus Area 2: School Progress

- **Form cross-district community groups by grade span**
- **Research and determine a set of indicators that would provide a comprehensive picture of school progress at each grade span**
- **Develop measures for each indicator**
- **Field test the system**
- **Refine and validate the system based on field test results**

What is Quality Performance Assessment?

CCE's Quality Performance Assessment Framework...



Results in a high-quality performance task that...

- **Aligns** to Academic and 21st Century Learning Targets
- Is **open-ended** and **relevant** to the real world
- Requires **application and transfer** using higher-order thinking (cognitive rigor)
- Is **fair** and **culturally responsive**
- Outlines clear **criteria for success** (Clear directions; rubrics)
- Results in **original products, performances, or solutions**

Teacher Engagement and Capacity Building

QPA Institutes

- 30 schools per year
- Performance Assessment Lead Teams
- K-8 and HS institutes
- Focus: task design, validation, scoring, anchor papers
- Support Performance Assessment Lead Teams to build capacity school-wide

Common Assessment Working Groups

Subjects	Grades	Teacher Leaders	Committee Participants
ELA	Grade 3	2	10
	Grade 6	2	10
	Grade 9	2	10
Math	Grade 4	2	10
	Grade 7	2	10
	Grade 10	2	10
Science	Grade 5	2	10
	Grade 8	2	10
	Grade 11	2	10
Total		18	80

Multiple Measures to Assess Progress

- Annual “**meaningful differentiation**” for all public schools will include multiple measures within each of five categories:
 - **Teaching** (*knowledge and skills, teaching environment*)
 - **School culture** (*safety, relationships, academic orientation*)
 - **Resources** (*facilities and personnel, curricular resources, community support*)
 - **Academic learning** (*performance, commitment to learning, critical thinking, college and career readiness*)
 - **Character and well-being** (*civic engagement, work ethic, artistic and creative traits, health*)
- Primarily the same across grade spans with some variation, such as dropout, graduation, college-going, and persistence for high school

Community Engagement

- **Public engagement in our accountability system is a priority**



- Families, community members, and the general public will identify what is most important to know about students and schools
- Provide more robust, rich data on student learning and school quality

School & District Ratings

- + Focus on holistic assessments of school and district progress, with an emphasis on growth rather than absolute numbers



Only identify the lowest 5% performing schools using multiple measures

- Eliminate school level designations and district ratings

Questions and Discussion

