

*It's time for Massachusetts to move away from high-stakes, standardized tests and explore alternative measures of student learning and school quality. We must create a new accountability system that champions students, teachers, and communities.*

## High-stakes Testing:

- Narrows the curriculum
- Devalues teachers
- Misinforms the public about school quality

*"We are all pushing to get these kids challenged, to ask them questions, to make them really think about the world out there, and to use the resources to solve problems. It's not a test score; it's so much more."*

**Adeline Bee, President**  
Attleboro Education Association

## What is MCIEA?

The **Massachusetts Consortium for Innovative Education Assessment (MCIEA)** is committed to establishing fair and authentic ways of assessing student learning and school quality. MCIEA seeks to increase achievement for all students and close prevailing achievement gaps among subgroups.

MCIEA's accountability system focuses on a **School Quality Measures** framework that includes multiple measures of student engagement, student achievement, and school environment, and emphasizes **Performance Assessments** as the primary means of assessing student learning.

MCIEA is a partnership of public school districts and their local teacher unions from **Attleboro, Boston, Lowell, Revere, Somerville,** and **Winchester**. MCIEA is partnering with the Center for Collaborative Education and the College of the Holy Cross.



## PERFORMANCE ASSESSMENT



### Redefining student assessment.

Performance assessments are multi-step assignments that measure how well a student transfers and applies knowledge and complex skills. Students demonstrate proficiency in ways that will be expected of them later in college, career, and life.

### Supporting teacher leaders.

MCIEA teacher leaders participate in professional learning in the creation of performance assessments. Teacher leaders return to their schools to build the capacity of colleagues school-wide to design and embed performance assessments in the curriculum.

### Connecting assessment directly to student growth.

MCIEA supports the use of performance assessments in the classroom that are integrated into students' daily work, drive quality instruction, and assess student growth over time as opposed to an absolute score from a single, high-stakes standardized test.

Over the next two years, Performance Assessment efforts will include:



**225 Teacher Leaders** participating in up to **85 hours** of professional learning

**1400 Teacher** from **40 schools** building their skills and knowledge



## SCHOOL QUALITY MEASURES



### Engaging the community in defining school quality.

Students, families, and educators participated in focus groups to identify what is most important to know about their schools. This feedback, in addition to reviews of scholarly research and national polling, informed the creation of the MCIEA School Quality Measures framework with five categories: **1. Teachers and the Teaching Environment** **2. School Culture** **3. Resources** **4. Academic Learning** **5. Citizenship and Wellbeing**

### Strengthening teacher practice.

The framework produces a wider array of information related to school quality, generating meaningful data about student progress that can be used to reliably inform teaching and learning in the classroom.

### Restoring the broader purpose of education.

MCIEA measures school quality in a fair and comprehensive way, without relying on a narrow set of indicators and in a way that reflects the unique character of each school community.

Over the course of this year, School Quality Measures efforts included:



**31 Focus Groups** conducted with **261 Participants**

**50,000 Student Responses** and **7,000 Teacher Responses** to school quality surveys



Learn more at  
[www.mciea.org](http://www.mciea.org)



Approximately **1 in 10 students** in the state is in an MCIEA school

*"MCIEA is taking a look at multiple factors to assess how well schools are doing, with the goal of not just holding ourselves accountable, but working on continuous improvement. We will learn from and with each other."*  
**Judy Evans, Superintendent, Winchester Public Schools**