

# Beyond Standardized Tests

## A New Vision for Assessing Student Learning and School Quality



Center for  
Collaborative  
Education

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## About the Massachusetts Consortium for Innovative Education Assessment

Formed in 2016, the Massachusetts Consortium for Innovative Education Assessment (MCIEA) is a partnership of MA public school districts and their local teacher unions, joined together to create a fair and effective accountability system that offers a more dynamic picture of student learning and school quality than a single standardized test. MCIEA's system focuses on a multiple measures school quality framework that emphasizes performance assessments to measure students' deeper mastery of content and skills. MCIEA's governing board is comprised of superintendents and teacher union presidents from Attleboro, Boston, Lowell, Revere, Somerville, and Winchester. MCIEA is partnering with the Center for Collaborative Education and the Beyond Test Scores research team, and is funded in part by the Commonwealth of Massachusetts.

## About the Center for Collaborative Education

The Center for Collaborative Education (CCE), established in 1994, works to transform schools to ensure that all students succeed in the classroom and beyond. CCE partners with educators and other professionals in schools, districts, and states to increase educational access and opportunity for every student, with particular attention to groups that have historically been underserved. Through its Quality Performance Assessment (QPA) program, CCE assists schools, districts, and states to adopt high quality performance assessment systems that drive deeper student learning.

## About the Beyond Test Scores Research Team

The Beyond Test Scores research team is led by Jack Schneider. The team includes CCE's School Quality Measures (SQM) project director James Noonan, as well as faculty, fellows, and graduate students at Harvard University, Tufts University, Michigan State University, the University of Southern California, and the University of California Santa Barbara. The team supports MCIEA's School Quality Measures work through the application of education research, and supports MCIEA more broadly through high-quality analysis of consortium data and practices.

## Introduction

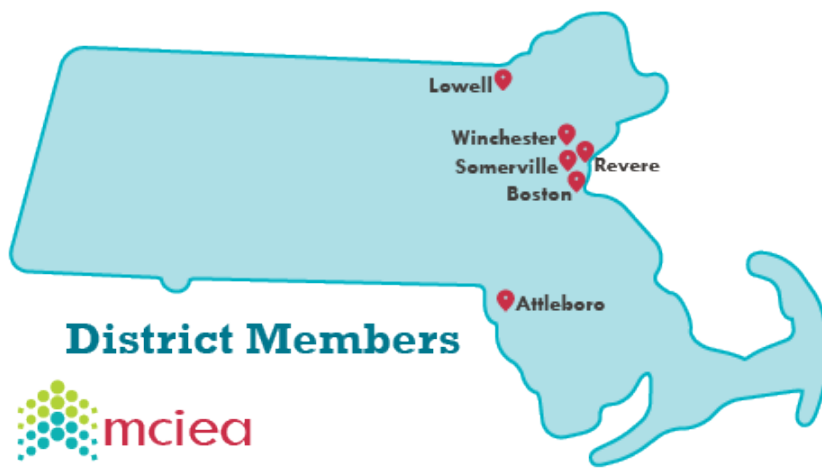
The original intent of the 1993 Massachusetts Education Reform Act (MERA) was to promote and attain both excellence and equity. In exchange for committing substantial new revenue to public education within a more equitable funding formula, the “grand bargain,” as it was coined, required the creation of a more rigorous state system of accountability for assessing student learning and school performance.

Along with the creation of first-time curriculum frameworks and academic standards in six academic disciplines, MERA called for student learning to be assessed in mathematics, science & technology, English, and history & social sciences using a variety of assessment instruments, and as much as possible include “work samples, projects and portfolios, and ...[other] authentic and direct gauges of student performance” (MA General Laws, Chapter 71, Section 1I, An Act Establishing The Education Reform Act of 1993). The assessments were required to “avoid gender, cultural, ethnic or racial stereotypes [while tending to] sensitivity to different learning styles and impediments to learning....” The resulting statewide assessment system, the Massachusetts Comprehensive Assessment System, more commonly known as MCAS, was first administered in 1996. Despite its name and the promise of multiple measures of student learning and sensitivity to learning styles, MCAS represents a set of single, on demand, paper and pencil standardized tests in English, mathematics, and in more recent years, science and technology.

More than 20 years later, the need for a new accountability system in Massachusetts has never been greater. Standardized testing has done little to close persistent achievement gaps by race, income, and language. Indeed, Massachusetts remains among the states with the largest equity gaps in the nation between affluent white students and low-income students, English language learners, and students of color (U.S. Department of Education, National Center for Education Statistics [NCES], NAEP Data Explorer, 2015). Within many districts and schools that enroll high percentages of historically underserved students, standardized testing and the threat of state punitive sanctions has led to teaching to the test and narrowing of the curriculum that has sapped the engagement and curiosity out of students. Moreover, students’ skills and strengths that are not measured by MCAS and that are increasingly important for high school graduates going into college and career, such as problem solving, collaboration, and creativity, go unrecognized. Finally, standardized tests are highly correlated with race and class; higher test scores do not necessarily signal high-quality schools so much as they signal schools that are situated in affluent, white communities (Knoester & Au, 2017). The spreading of this misinformation about school quality exacerbates already alarming rates of school and residential segregation.

Today, the federal Every Student Succeeds Act provides greater latitude for states to expand their education accountability systems to include an increased number of academic and non-academic indicators in making determinations on school quality. In addition, up to seven states can be approved to replace state standardized tests with locally designed assessments that meet specific technical quality criteria.

## A New Vision for Assessing Student Learning and School Quality



A map of MCIEA districts

It is with this backdrop that the Massachusetts Consortium of Innovative Education Assessment (MCIEA) was born. In the spring of 2016 with the support of State Senator Pat Jehlen, the superintendents of six school districts (Attleboro, Boston, Lowell, Revere, Somerville, and Winchester) and the presidents of their respective

teacher unions agreed, along with the Center for

Collaborative Education and the Beyond Test Scores research team, to form a partnership dedicated to designing an accountability model that better reflects the breadth and depth of student learning and school quality, and that promotes school improvement without the attendant stigmas and consequences of the current system. MCIEA districts represent 90,131 students (~9% of the state's students), 183 schools, and 6,601 teachers. Across all six districts, the student body is made up of 74% students of color, 26% English language learners, and 52% of students who are economically disadvantaged.

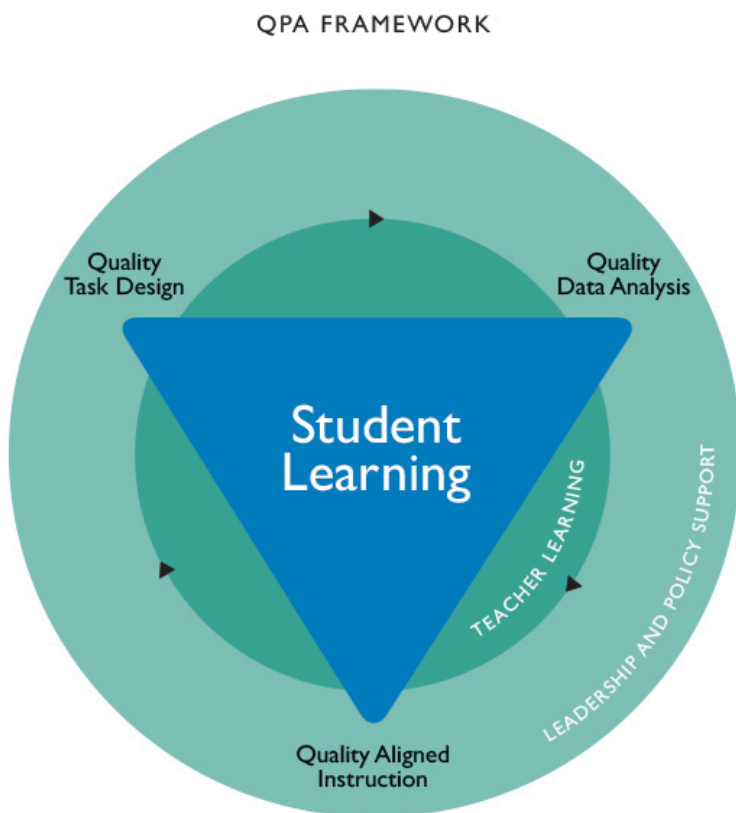
Importantly, the MCIEA governing board, comprised of the superintendents and teacher union presidents of member districts, is unified around the following shared vision:

MCIEA believes there are richer means of assessing student and school progress than established practices, and proposes a move away from one high-stakes standardized test towards a more robust system of multiple measures. MCIEA's vision recognizes the multi-dimensionality of schools, the importance of collaboration, and the need for high-quality, actionable information that does not merely reflect student demography. MCIEA seeks to increase achievement for all students, close prevailing achievement gaps, and prepare a diversity of students for college, career, and life.

The governing board has also adopted a set of principles that exemplifies the consortium's beliefs about an effective accountability system:

1. Community members identify what is most important to know about school quality
2. Multiple measures provide a robust picture of student learning and school progress
3. Teachers are empowered to lead the design of curriculum-embedded performance assessments and the scoring of student work
4. Students demonstrate what they know and can do through real-world application
5. Local leaders, teachers, parents, and students make decisions to fit the needs of their schools and communities
6. District, state, and federal leaders support and trust principals and teachers, and hold themselves reciprocally accountable for improving student learning
7. Support and resources, rather than sanctions, build the capacity of schools and leads to improvement
8. Benchmarks based upon the characteristics of a high-quality school establish a fair measure for school performance.

With a vision and guiding principles in place, the consortium has undertaken the ambitious work of designing and piloting an accountability system founded upon two vital components:



### **High Quality Performance Assessments.**

Offering an alternative to standardized tests, the consortium is building the capacity of teachers in every school to create high quality, curriculum-embedded performance assessments across multiple disciplines. Lead teams from district schools engage in a year-long institute to learn CCE's Quality Performance Assessment (QPA) design cycle, and receive ongoing support as they build the performance assessment design capacity of their entire faculties. Teachers are trained how to score student work generated from these assessments in ways that meet standards of reliability and comparability. In addition to designing local performance assessments, the consortium is now piloting the design of cross-

district assessments that can be contextualized within local curricula.

**Holistic School Quality Measures.** Based on focus groups conducted in each consortium district, along with polling and research data, the consortium developed a School Quality Measures framework. Aiming to describe the full scope of what makes a good school, the framework is organized into five major categories—three essential inputs (Teachers and Leadership, School Culture, and Resources) and two key outcomes (Academic Learning, and Citizenship & Wellbeing). Each category includes multiple indicators by which to assess school progress that will be benchmarked against stakeholder-defined standards of what constitutes a quality school. The MCIEA School Quality Measures online data dashboard enables viewers to dig down from summary scores to individual items within each category; viewers will be able to disaggregate categories and items by income, race, language, and disability. Because the mere presence of more data alone is not sufficient to drive school improvement, a set of tools is being developed to assist educators and school community members to engage in a data analysis and inquiry-based process around identifying strengths and gaps, determining causes of the gaps, and designing solutions.

The consortium’s goal is to create a fully-designed and field-tested accountability system that provides valid and comparable data on student learning and school quality that best meets the needs of our state’s increasingly diverse student population. The consortium will then advocate for the state to adopt MCIEA’s accountability model or support the consortium in gaining a federal waiver to forego state standardized testing in favor of performance assessments and School Quality Measures.

As MCIEA moves into its second year, consortium members have gained valuable insight into building a statewide assessment system from the ground up. Participating districts have seen promising developments as they adopt richer means of assessing student and school success.

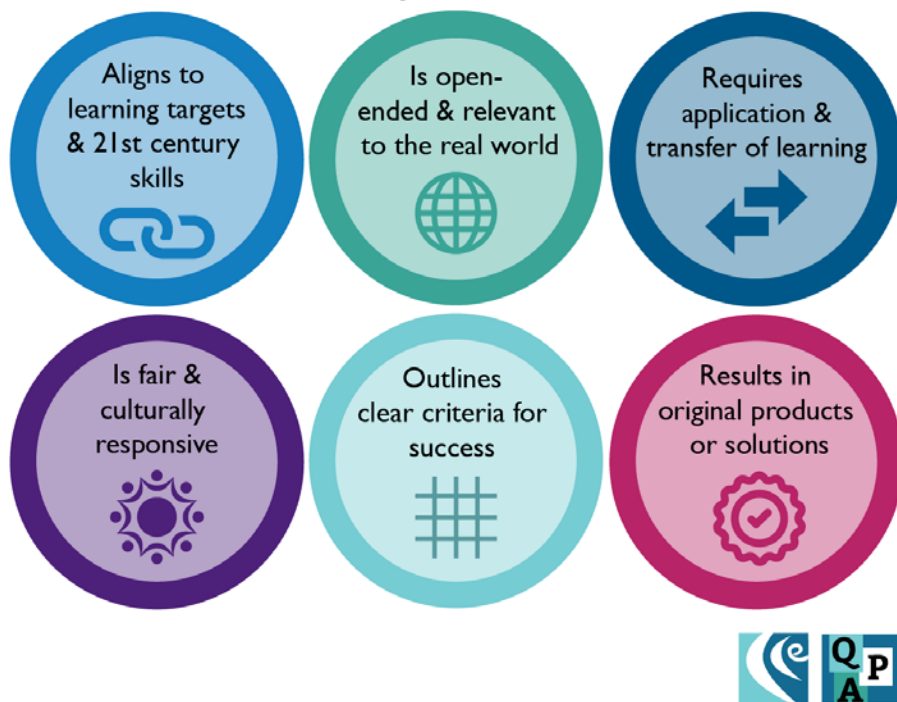
## Quality Performance Assessments in Action: A Case Study of Lincoln Elementary School

MCIEA’s model of accountability advances teacher-generated, curriculum-embedded performance assessments as the primary means of determining student proficiency. Performance assessments, which offer an authentic alternative to more traditional,



standardized forms of measurement, are multi-step, often interdisciplinary assessments with clear criteria, expectations, and processes that measure students' deeper knowledge and skills within a real world context. Quality Performance Assessments engage students in ways that standardized tests cannot, giving students more say in how they demonstrate their knowledge in culturally responsive ways.

## Elements of a Quality Performance Assessment



The consortium works to build teacher capacity to design and implement performance assessments across all grades and subject areas. Participating teachers hone these necessary skills at MCIEA professional learning institutes, where the Center for Collaborative Education's Quality Performance Assessment team provides guidance over the course of the year. MCIEA teachers from across consortium districts collaborate in cross-district groups to design, fine-tune, and calibrate assessments they design.

Revere Public Schools is among the six MCIEA districts implementing performance assessments in their day-to-day curricula. Lincoln Elementary School is the first school in the district, and the consortium, to have every teacher implement performance assessments in their classrooms. Lincoln Elementary, which serves a diverse population of students, is a prime example for others looking to bolster their capacity for performance assessments school-wide. Currently eight teachers at Lincoln Elementary, including the principal and assistant principal, attend regular MCIEA institutes, receive school-based coaching, and have brought their MCIEA work to the other teachers at Lincoln during professional learning time. The school has made MCIEA a priority, and Lincoln Elementary has seen stark changes, among both faculty and students, since joining the consortium.

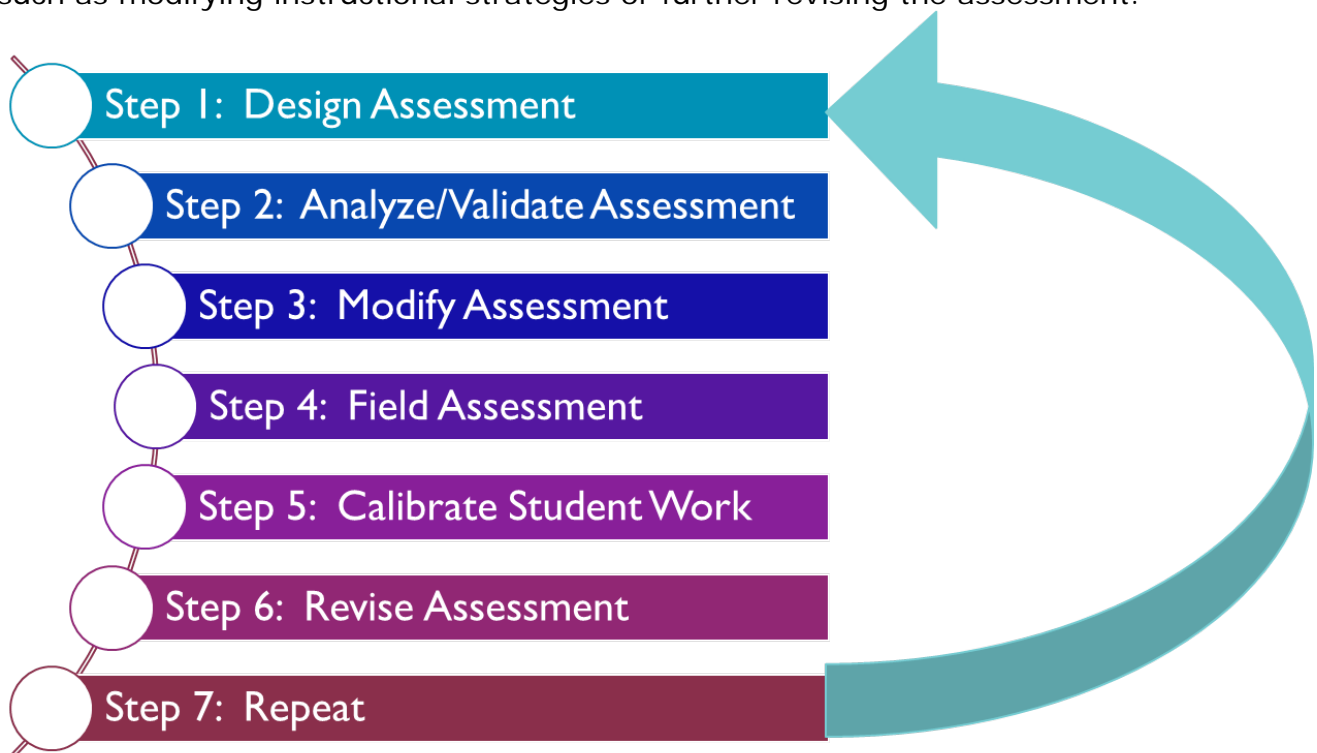
"I feel that we have moved our lessons to be more 21st century," says Jen Enck, a third

grade teacher. “We’re trying to make them more engaging and hands on, and related to current events in students’ worlds so that they can take ownership of it and understand the point of the lesson and why they’re learning this in more detail.”

Designing and implementing a performance assessment is an iterative process involving planning, collaboration, and commitment. Teachers begin with assessment design, identifying their desired academic and 21st century learning targets, and how these targets fit into the curriculum. Lincoln teachers found the process more rigorous than writing a typical exam, but in the end they were excited to see what students produced as a result of the performance assessment. From design, teachers move into the quality review process, where they share their assessments with colleagues.

“The way the validation process is set up, it was easy to collect strong feedback and revise our assessment in a way that was meaningful,” notes Lindsey Gallagher, fifth grade math and science teacher. Teachers bring their assessment to institute days for group validations, but this can also happen during professional learning time within the school. With helpful feedback in hand, teachers can then further revise their assessments before calibrating them.

During a calibration session, teachers score multiple pieces of student work and then have a conversation to ensure that everyone has the same understanding of what constitutes student proficiency for the assessment. A second goal of calibration is to identify any learning gaps that are evident in the student work and determine the cause(s) of these gaps. Teachers then reflect and discuss way to address these gaps, such as modifying instructional strategies or further revising the assessment.



The QPA Design Cycle takes educators through the process of designing-validating-field testing-calibrating-revising their performance assessments.



As teachers at Lincoln have eased into the process and developed their performance assessment design skills, the faculty has been more in tune with one another, working together in greater depth. Cross-curricular collaboration is becoming the norm. As the design process has become more familiar, Lincoln is reaching out to conduct collaborative validations with other schools in the consortium as well. Lincoln Elementary recently teamed up with the Whelan School in Revere for a cross-school mass validation. Teachers from both Lincoln and Whelan gathered in mixed groups to examine each other's performance assessments.

"We want more teachers to have more exposure to different assessments and broaden that professional learning that we can have, because there's great stuff that happens even outside of the school," Assistant Principal Maurice Coyle says. "It's good if we can share the wealth and share that knowledge."



**Lincoln Elementary's MCIEA Team**

**Top (Left to Right): Rachel Shanley, Grade 2; Linda Allwood, Grade 2; Lindsey Gallagher, Grade 5; Jennafir Enck, Grade 3**

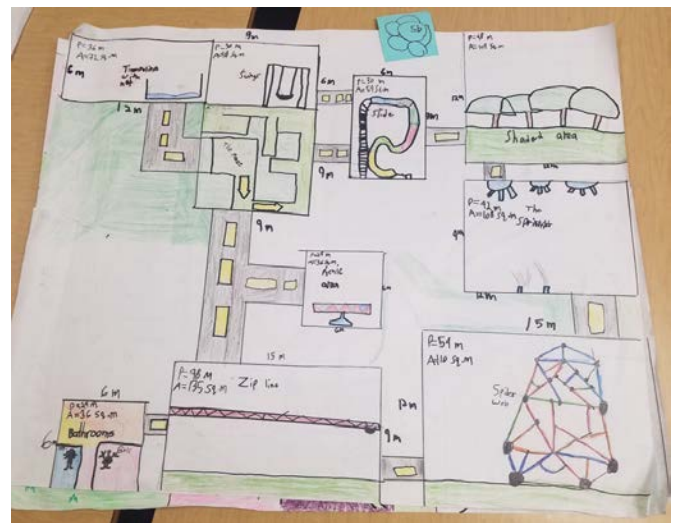
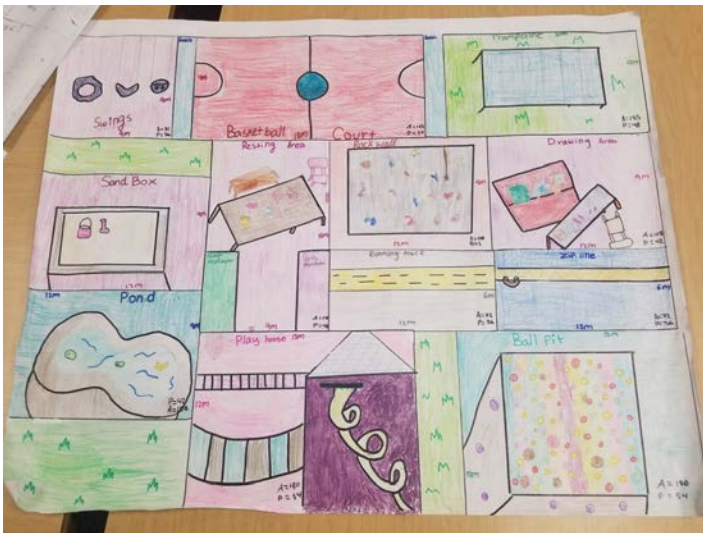
**Bottom (Left to Right): Patrick Sullivan, Instructional Technology; Maurice Coyle, Assistant Principal; Sara Hoomis-Tracy, Principal; Lani Gonzalez, Grade 4**

Teamwork is important, but how do teachers find time to create performance assessments in the first place? Scheduling dedicated time for teachers to gather in professional learning groups (PLG) is no small feat. Bi-weekly PLG meetings are precious, but over the course of the last year, Lincoln Elementary has devoted more of this time to MCIEA work.

"It was all just about performance assessments and being able to work on those together and to try to do some of the calibrations and validations," says Maurice Coyle. "It's definitely become an overarching focus for all teachers across the school. It has been something to guide us through our work."

Lincoln Elementary has shown promising results since prioritizing MCIEA, producing a number of strong performance assessments that have had a marked impact on students. Now that Lincoln has multiple methods for assessment, students who typically struggled with tests, including ELL and Special Education students, are better able to show what they know.

“I had an ELL student who last year did not perform so well on some standardized tests in second grade,” says Rachel Shanley, a second grade teacher. “However, when he performed for this assessment he did great, according to our rubric. So when we sat and kind of looked at student work, it was really eye-opening.”



#### Gonzalez' 4<sup>th</sup> grade students had to measure and plan each part of their playground design while working within a set budget

To date, teachers at Lincoln Elementary have designed a variety of performance assessments that assess student knowledge and real-world skills. In one case, students were responsible for designing Lincoln's new playground. Lani Gonzalez, Lincoln's 4th grade math and science teacher, asked pairs of students to go out to the schoolyard and measure the area and perimeter of the space in meters. They then transferred their measurements to chart paper to create a scaled model where they could map out all the pieces of playground equipment they'd like to see, though the playground had to be built within a set budget. Each pair presented their playground design and a persuasive essay at a gallery walk in the library. Families and staff were all invited to attend before voting on the design that would be the best fit for Lincoln School. A 3-D model of the winning design was then built in art class. Gonzalez used feedback from the assessment and has added a science component to the project that asks students to consider potential and kinetic energy in playground structures.

The project was a success, assessing kids in math, science, and writing, while introducing them to real-world project management skills. Because students were required to build within a budget, they had to figure out how much supplies would cost per square mile. Gonzalez says this was a new experience for students, who hadn't considered this real world context before.

“They’re far more engaged, especially because they have ownership of their learning. They have the choice to build what they want.” Gonzalez mentions that the students didn’t even know the project was a test at first. “It was cool to see that they were taking ownership of that learning and demonstrating what they know without actually thinking of it as a test.”

Of course, this type of success in assessment reform does not happen overnight. It’s a gradual process requiring steady commitment. Performance assessment is a new concept to many teachers in Massachusetts, and growing pains are natural.

“I think as a team we’re also very aware that some of the staff members might not be jumping on board as quickly as we did,” says Rachel Shanley. “I feel like we’ve taken them step-by-step along the way, trying to make them all comfortable. We made sure that each grade level had one of us around to be able to go to.”

The core group of Lincoln teachers initially participating in MCIEA pushed the initiative to the rest of the staff to bring everyone on board, introducing Depth of Knowledge and other key vocabulary, while also easing teachers into protocols and the design process as a whole. With these resources in hand, the school developed a timeline for full implementation and teacher teams created a standard to concentrate on, with each teacher team setting a goal to design a performance assessment and put them into practice in early 2018.

“This is a process, and [we should] appreciate that kids learn in different ways and express themselves in different ways, and show what they know in different ways,” second grade teacher Linda Allwood says. The teachers at Lincoln recognize that change takes time, but they’re hopeful to see how MCIEA will transform the state of assessment in Massachusetts. “It just seems to be more progressive about the way things are supposed to be moving and changing in a world where everybody is not just a cookie cutter.”

## **A Fuller and Fairer Vision of Schools: MCIEA’s School Quality Measures**

In all 50 states, students and schools are held accountable for their performance by systems inadequate to the task (Mikulecky & Christie, 2014). One of the primary shortcomings of these systems is not a lack of data but rather a narrowness of data. The educational measurement and accountability systems established over the last two decades rely chiefly on student standardized test scores, often supplemented with graduation rates and a range of proxies for postsecondary and career readiness. And, as research has repeatedly documented, standardized test scores correlate strongly with student demography (Sirin, 2005). Thus, while it is undoubtedly important to track academic achievement, it is also the case that test scores often indicate more about a student’s neighborhood and home life than about his or her educational experience.

MCIEA’s School Quality Measures (SQM) work is happening across all six districts of the consortium. The aim of this work is to restore the fuller vision of what schools do—giving

educators, administrators, parents, and the public information that aligns with their values and concerns—while also creating a fairer measure of school quality. Drawing on a close reading of public polling and empirical research, our team built a draft framework outlining the key components of school quality. After piloting this framework for two years in Somerville, the Beyond Test Scores team conducted focus groups in the six consortium districts, engaging in conversations with more than 250 teachers, students, families, principals, and district administrators.

## SCHOOL QUALITY MEASURES FRAMEWORK

### 1 Teachers and Leadership

#### 1A Teachers and the Teaching Environment

- 1A-i Professional qualifications
- 1A-ii Effective practices
- 1A-iii Professional community

#### 1B Leadership

- 1B-i Effective leadership
- 1B-ii Support for teaching development & growth

### 2 School Culture

#### 2A Safety

- 2A-i Student physical safety
- 2A-ii Student emotional safety

#### 2B Relationships

- 2B-i Student sense of belonging
- 2B-ii Student-teacher relationships

#### 2C Academic Orientation

- 2C-i Valuing of learning
- 2C-ii Academic challenge

### 3 Resources

#### 3A Facilities and Personnel

- 3A-i Physical space and materials
- 3A-ii Content specialists and support staff

#### 3B Learning Resources

- 3B-i Curricular strength and variety
- 3B-ii Cultural responsiveness
- 3B-iii Co-curricular activities

#### 3C Community Support

- 3C-i Family-school relationships
- 3C-ii Community involvement, external partners

### 4 Academic Learning

#### 4A Performance

- 4A-i Performance growth
- 4A-ii Performance assessment proficiency rates

#### 4B Student Commitment to Learning

- 4B-i Engagement in school
- 4B-ii Degree completion

#### 4C Critical Thinking

- 4C-i Problem solving emphasis
- 4C-ii Problem solving skills

#### 4D College and Career Readiness

- 4D-i College-going and persistence
- 4D-ii Career preparation and placement

### 5 Citizenship and Wellbeing

#### 5A Civic Engagement

- 5A-i Appreciation for diversity
- 5A-ii Civic participation

#### 5B Work Ethic

- 5B-i Perseverance and determination
- 5B-ii Growth mindset

#### 5C Creative and Performing Arts

- 5C-i Participation in creative and performing arts
- 5C-ii Valuing creative and performing arts

#### 5D Health

- 5D-i Social and emotional health
- 5D-ii Physical health

Working in partnership with district and school officials, MCIEA asked people to sit down and discuss “what makes a good school.” Mindful that the answer to this question might be different – sometimes significantly different – depending on a person’s role, their

experience with school, their cultural background, and other factors, we sought to recruit focus groups that were as diverse as possible. For family focus groups, we encouraged districts to reach out to families that were often marginalized and to provide translation.

In these groups, we asked participants to spend some time looking at a draft framework with three questions in mind: (1) What is one thing on the framework you agree is essential and we should keep? (2) What is one thing that is essential but not currently on the framework? and (3) What is one thing on the framework that you don't understand? After some time for participants to reflect individually, we opened them up for conversation and debate.

In some cases, stakeholders helped to highlight elements of school quality that had been overlooked. One new measure that emerged from the focus groups, for example, was teacher professional community—the extent to which teachers feel connected to their school and to each other. Though teachers were quick to note the positive contributions of shared planning time and collaboration, the push for adding a professional community measure, somewhat surprisingly, came most forcefully from other stakeholders. A principal in Revere, for instance, observed that student-teacher relationships were vital, but just as vital were “staff or adult-adult relationships.” Another measure that many stakeholders suggested including was cultural responsiveness, specifically regarding the curriculum and teacher pedagogy. Several parents at a focus group in Somerville agreed on the need for more inclusive and culturally responsive curriculum. Similarly, in Lowell, one parent added that teachers' ability to adapt curricula to more effectively include students from diverse backgrounds was critical in helping students feel comfortable and welcome at school.

While focus groups generated a number of clear suggestions for improvement, many stakeholders also spent their time affirming elements of the framework. Constructs like student-teacher relationships, for instance, generated strong feelings across stakeholder groups. As one principal in Lowell asked: “How do we as adults in the building make connections with kids so that there's a touchstone every day that the student comes into the building – that he's able to, she's able to really touch base with someone who cares about them?” Thinking about her now-grown children's relationships with teachers in Revere, a mother observed, “The relationships they made with certain teachers carried into their adulthood, they're still meaningful.” And as a student in Winchester put it, strong relationships with teachers was “one of the things that makes you want to go to class.”

The overarching feedback produced by this process affirmed a central organizing premise of MCIEA: the things that are most important to the individuals most closely associated with schools—students, teachers, principals, families, and district leaders—are seldom captured by test scores.

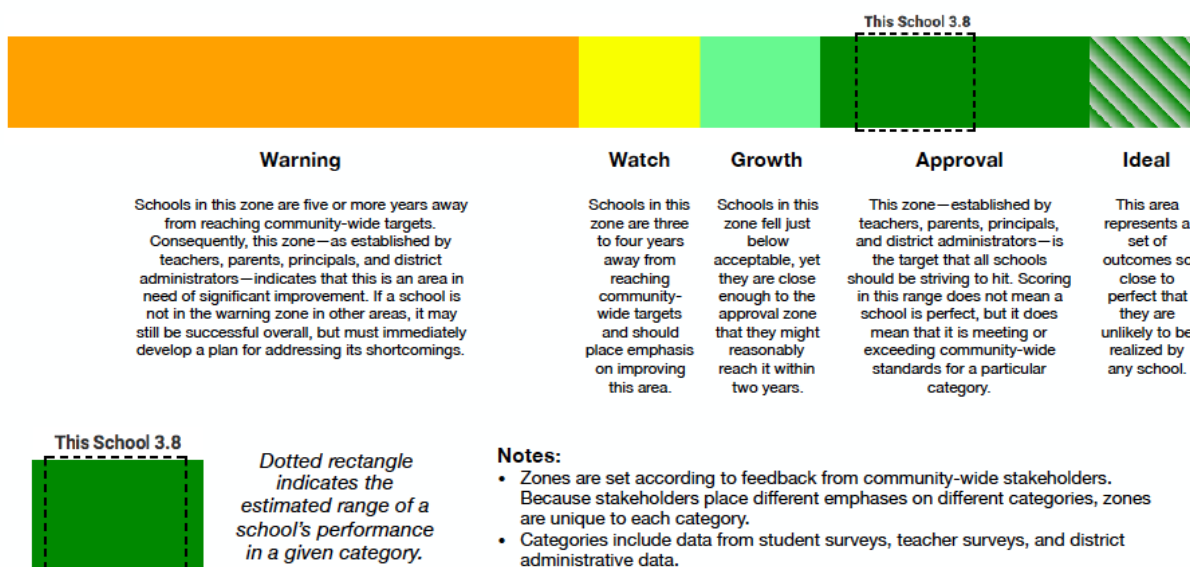
So how does one go about measuring these important elements of school quality? One way is to actually ask the people who spend 180 days each year inside school buildings. A core element of MCIEA's SQM work is focused on student and teacher voice, primarily through research-informed, field-tested surveys. In the 2016-2017 school year, all

consortium districts distributed teacher and student perception surveys aligned with the MCIEA SQM framework. Our surveys asked teachers to answer questions like: “This year, how often have you received useful suggestions for curriculum material from colleagues?” or “How effectively does your principal press teachers to engage in good pedagogical practice?” Likewise, MCIEA surveys asked students to weigh in on questions like: “How often do you take time outside of class to learn more about what you are studying in class?” or “How much do students at this school care about each other?”

In addition to student and teacher perception surveys, SQM work draws on a wide range of administrative data not standardly collected and reported. Figures like a school’s student-to-art-teacher ratio, or the percent of teachers returning to teach at the school, help provide an additional window into the life of a school.

Data aligned with the MCIEA framework is uploaded to the online data dashboard. Beginning in spring 2018, all districts will have access to this web tool, which visualizes data in a user-friendly way while still capturing the full complexity of school performance. In Revere, “data sharing events” are being organized around MCIEA data to involve school and community members in a collaborative process of goal setting. Revere Public Schools Superintendent Dianne Kelly explains, “In order for our schools to be successful, it is critical that our priorities reflect those of our community and our stakeholders. The data dashboard allows us to focus in these areas rather than just seeing where we rank compared to other districts.” In other words, not only can the data dashboard provide a more complete picture of school performance, it also moves away from the standard practice of ranking schools against each other. Informed by the standards of performance set by stakeholders themselves, the MCIEA data dashboard establishes benchmarks that all schools should seek to meet.

### Performance Spectrum: How to Interpret the Zones



A visualization of the Performance Spectrum on MCIEA’s School Quality Measures data dashboard

What is this data dashboard good for? One obvious use is for school and district planning. In Somerville, for instance, several School Improvement Councils have used the data to inform their School Improvement Plans, and the Somerville School Committee has crafted new goals around the data dashboard, articulating a commitment to developing and implementing “innovative ways of measuring student academic performance and school quality.”

In Revere, MCIEA data were shared with principals and union representatives in each school. Similarly, in Boston, data were used as a part of a summer leadership institute where principals and teacher leaders worked together to plan for the upcoming school year. Of course, the data dashboard can also be used to engage families and communities. Attleboro, for instance, is planning to make its data dashboard public. As superintendent David Sawyer put it: “We would like to share this information with our community by discussing the contents of the dashboard with the School Committee, School Councils, and the Parent Teacher Organizations (PTOs). The goal is to demonstrate that school quality is more nuanced than just test scores.” In short, the data dashboard can be used in different ways by different stakeholders, while also serving the core purpose of fostering communication between and among them.

Moving forward, MCIEA will work to realize the full potential of a broader set of measures. Across districts and within schools, many leadership groups, including School Site Councils, Parent Teacher Organizations, Instructional Leadership Teams, even School Committees, meet regularly to talk about how schools are doing. SQM data visualize where schools are on track and where they need to grow, inspiring continuous improvement for years to come. The MCIEA team works directly with principals and district staff to help our schools better serve all students, while continuing to engage the broader public in rethinking what it means to measure school quality.

## Conclusion

For over twenty years, Massachusetts has been tied to a singular standardized test in English, math and science, offering one measure for assessing student learning and school quality. The Massachusetts Consortium for Innovative Education Assessment seeks to stir sweeping change and reshape the way we talk about student and school success in the Commonwealth. “We’re going to keep doing the work, and as we keep doing the work, we will show people about our students, about our teachers, about our schools,” reflects Paul Tritter, Director of Professional Learning at the Boston Teachers Union. “We can do great things by integrating real-world application and valuable assessment for learning.” With the collective strength of educators, administrators, legislators, students, and the community, MCIEA is paving the way for a new accountability system that promotes student-centered learning and assessment and celebrates the teachers at the heart of education.



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**Massachusetts Consortium for  
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