



# **Assessment Task Force 3.0**

*Meeting #4: April 9, 2018*

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**Welcome**

# Goals

- Make recommendations for further improvements, including a review of 11th grade testing
- Review of the first full year (2016-17) of grades 3-8 and EOC TNReady exams, including timeline and results
- Review of the first year of the optional grade 2 TNReady exam
- Review of current year testing and progress
- Review of district formative assessment and alignment to standards and TNReady expectations

# Agenda

Time	Agenda
8:30	<i>Continental breakfast and coffee available</i>
9:00	<ul style="list-style-type: none"><li>• Welcome and agenda overview</li></ul>
9:10	<ul style="list-style-type: none"><li>• Discuss and finalize recommendations for EOCs</li></ul>
9:30	<ul style="list-style-type: none"><li>• Whole group debrief</li></ul>
9:45	<i>Break</i>
10:00	<ul style="list-style-type: none"><li>• Introduction to Formative/Benchmark/Interim Assessment</li><li>• Classroom Assessment Builder (CAB)</li></ul>
10:35	<ul style="list-style-type: none"><li>• District Survey Results</li></ul>
10:45	<ul style="list-style-type: none"><li>• Small group discussion on benchmark assessments</li></ul>
11:15	<i>Break</i>
11:30	<ul style="list-style-type: none"><li>• Whole group report out and discussion</li></ul>
11:50	<ul style="list-style-type: none"><li>• Wrap-up and next steps</li></ul>
12:00	<i>Adjourn (boxed lunches)</i>

# Norms

- Be present
- Speak in facts as much as possible
- Listen and value the ideas and feedback of others
- Contribute, but monitor air time
- Seek to understand, not just to be understood
- Be solutions oriented
- Ask questions
- Do your homework

Reminders: Meetings are recorded and media will be present

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**ATF 3.0  
Recommendations**

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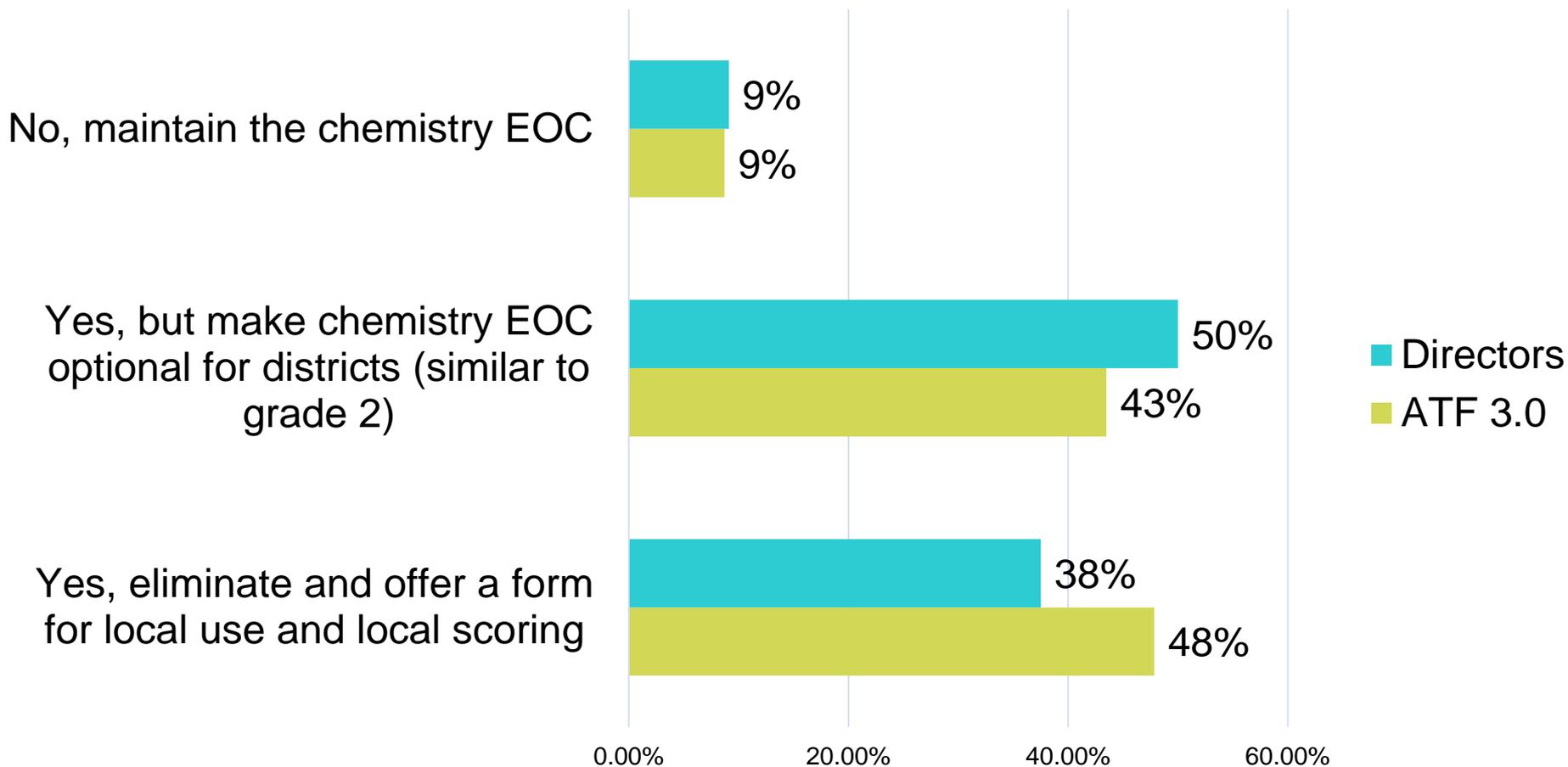
# Survey Results

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# Survey Responses

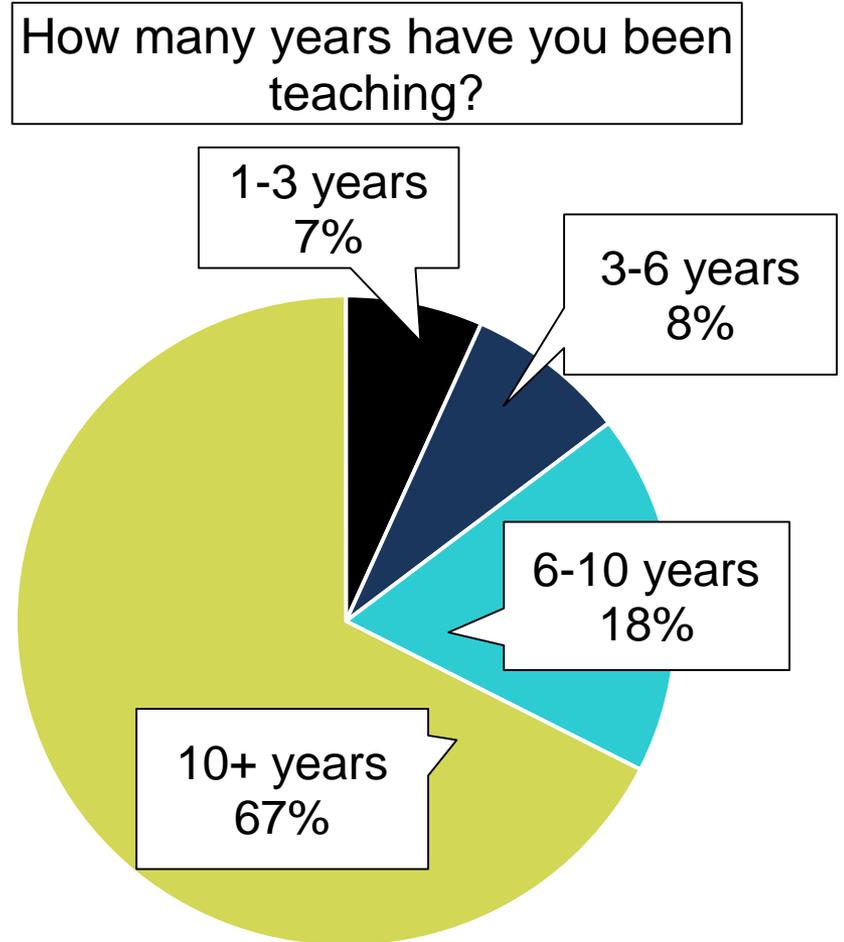
- 23 members of the Assessment Task Force (77%)
- 88 District leaders in 77 districts (53%)
- 88 English Teachers from all CORE regions
  - 43 districts represented
  - primarily English III teachers

# Do you support the elimination of the chemistry EOC?

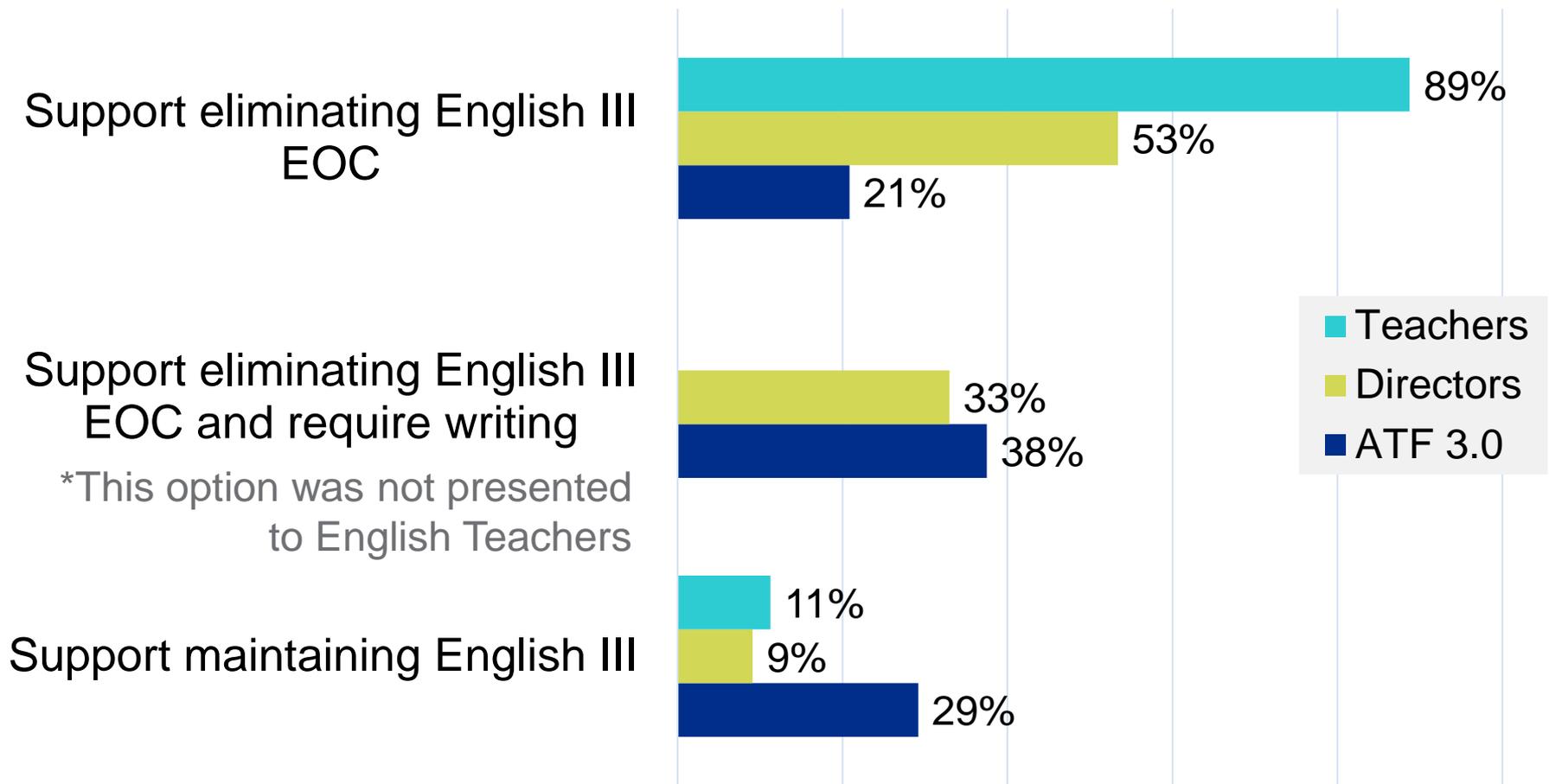


# English Teacher Responses

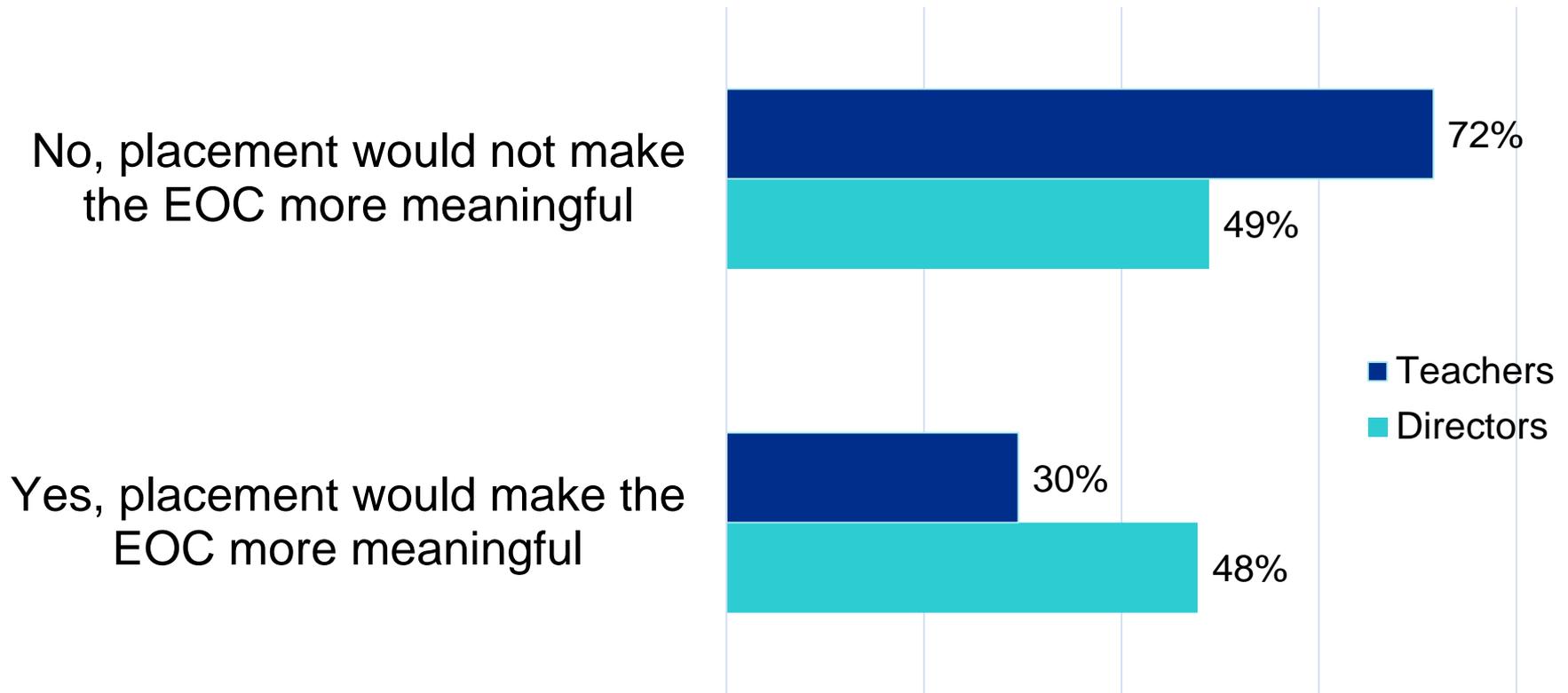
- 43 districts represented
- 53% teach 11<sup>th</sup> grade/  
English III
- 25% teach a combination of  
high school English courses
- 11% teach only English I
- 11% teach only English II



# Do you support the elimination of the English III EOC?



**Most educators agreed that using English III EOC for college placement decisions would NOT make it more beneficial, because it is duplicative of the ACT/SAT and ENG I and II.**



# What else did English III teachers say?

- ACT/SAT results along with English I and II EOC results provide the state, districts, schools, and students sufficient information about student performance in English
- Some teachers noted that adding the ACT or SAT writing requirement should be considered to keep a focus on writing in 11<sup>th</sup> grade
- Some teachers noted that eliminating the English III EOC could make the course more of an ACT/SAT prep course

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# **Proposed Recommendations**

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# Chemistry EOC – DRAFT recommendation

- The Assessment Task Force 3.0 recommends:
  - **Eliminating the Chemistry EOC beginning in 2018-19**
    - Reasoning: concern over too many tests during the 11<sup>th</sup> grade year and the lack of a parallel EOC for physics
  - Local usage and scoring of a **state-created chemistry test**
    - Reasoning: districts and schools must have a final exam for students aligned to standards

# English III EOC - DRAFT recommendation

- The Assessment Task Force 3.0 recommends:
  - **Maintaining English III EOC**, but explore possible elimination and/or addition of ACT writing with superintendents and additional focus groups this summer

OR

- **Eliminating the English III EOC beginning in the 2018-19**
  - Reasoning: concern over too many tests during the 11<sup>th</sup> grade year and the existing requirement and alignment of ACT/SAT

# U.S. History EOC - DRAFT recommendation

- The Assessment Task Force 3.0 recommends
  - **Continuation of U.S. History EOC and pursue TNReady serving as the dual credit exam for HIST 2020**
    - Reasoning: The lack of alignment with ACT/SAT history and the increased benefit to students in accessing dual credit

# Other Recommendations

- Continue English I and II EOCs
- Continue Algebra I, Geometry, and Algebra II EOCs
- Continue Biology EOC
- Continue ACT/SAT requirement

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# **Whole Group Discussion**

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**Formative/  
Benchmark/Interim  
Assessments**

# What is a benchmark assessment?

Formative (Interim, Benchmark) Assessment:

- Measures student learning **throughout the year** so educators can determine if students are **making progress** and how best to **adjust instruction**

This definition was included in the ATF 1.0 Report found [here](#).

# ATF 1.0 Recommendation

- The department and individual districts should build upon current reporting requirements related to mandated assessments and clearly communicate to the public **the purpose of largescale formative or summative assessment usage**. If either the department or an individual district administers a large-scale assessment, teachers, parents, students, and other stakeholders need to know "why." This information should be easily accessible to the public through district and school websites as well as other sources.

# TCA § 49-6-6007

**“No later than July 31 of each year, each LEA shall post on its web site information about state mandated tests and tests mandated by the LEA that shall be administered in the upcoming school year. The information shall include the name of the test, the purpose and use of the test, the grade or class in which the test is to be administered, the tentative date or dates on which the test will be administered and how and when parents and students will be informed of the results of the test. An LEA is encouraged to disseminate annually this information to parents by other methods that the LEA finds reasonable and feasible, such as, posting on a school's web site the information for tests that will be administered to students attending the school, discussion of state and LEA mandated tests at parent/teacher organization meetings or sending the information home with students. Beginning with the 2015-2016 school year and for school years thereafter, an LEA shall also disseminate the testing information to parents by placing the information in each school's student handbook, or other standard or policy guidebook that contains the policies and procedures of the school and is distributed annually.”**

# How are districts implementing this requirement?

- During the 2017-18 results-based monitoring cycle, **32 of 35 districts** monitored (via on-site or desktop) had the appropriate assessment information listed on their website.
- During the 2016-17 results-based self-assessment monitoring, **111 of 114 districts** self-identified as having the appropriate information listed on their district website.
- TDOE requires districts to input a specific link to its assessment information on the consolidated funding application

# What districts are doing this well?

- [Achievement School District](#)
- [Loudon County Schools](#)
- [Metro Nashville Public Schools](#)



ACHIEVEMENT  
SCHOOL DISTRICT

## STATE- AND DISTRICT- REQUIRED ASSESSMENTS

*Achievement School District*  
2017-2018

### TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM (TCAP)

Assessment	Grades	Mandate	Purpose and Use	Dates	Reporting	Additional Resources
TCAP & TNReady Achievement Tests	3 - 8	Federal: Every Student Succeeds Act (ESSA) § 1177	These tests assess student achievement on grade-level Tennessee learning standards in English-Language Arts, Math, Science, and Social Studies. Test results are used in teacher, school, and district accountability scores, and also count for 15% of a student's final grade in the tested subject.	Apr 16 - May 4	Raw score results are expected in late May, for inclusion in students' grades. More detailed score reports will be shared with schools and sent to families in fall 2018.	More information on test content, time limits, and score reporting can be found at <a href="http://TNReady.gov">TNReady.gov</a>
		State: Tennessee Code Annotated (T.C.A.) § 49-1-602				
TCAP End of Course (EOC) Exams	9 - 11	Federal: ESSA § 1177	These tests assess student achievement on Tennessee learning standards for these high school courses: English I, II, and III, Algebra I and II, Geometry, Integrated Math I, II, and III, Biology, Chemistry, and U.S. History. Test results are used in teacher, school, and district accountability scores, and count for 25% of a student's final grade in the tested subject.	Fall: Nov 27 - Dec 15	Raw score results are expected soon after testing, for inclusion in students' grades. More detailed score reports will be shared with schools and sent to families in fall 2018.	More information on test content, time limits, and score reporting can be found at <a href="http://TNReady.gov">TNReady.gov</a>
		State: T.C.A. § 49-1-602		Spring & traditional: Apr 16 - May 4		

# What did previous ATF discuss?

## Formative assessments should:

1. Provide **timely feedback** to teachers, parents, and students.
2. Be used primarily to **measure mastery on standards** and provide diagnostic information
3. Be used for specific **decision-making** and next steps for students and teachers
4. Be carefully selected or designed and **lead to defined student outcomes**
5. Be **teacher-led** as much as possible because teacher-created and school/district-created common assessments best inform instructional changes
6. Be addressed in **Individualized Education Programs (IEPs)** in the form of guidance for educators in determining participation and accommodations for students
7. Continue to be a **district option** for large-scale interim or benchmarking assessments.
8. Have a **clearly communicated purpose** that all stakeholders, especially parents, understand
9. Be designed in a **variety of forms** and include assessing students on areas that cannot be evaluated with a traditional paper-and-pencil test; intentional cross-curricular and multi-purpose formative assessments are encouraged

# Discussion

- Do we agree with the guiding principles? Anything you would add or take away?
- What else do you hope to get out of interim assessments?
- What opportunities exist with interim assessment that should be explored?
- What role should the state take with regard to interim assessments?

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**Classroom  
Assessment Builder  
(CAB)**

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# What is the Classroom Assessment Builder (CAB)?

- A tool to allow teachers to create and deliver classroom assessments with aligned test items
- Built on the Nextera Test Delivery System by our assessment vendor
- Allows teachers to get real time feedback on student results



# CAB Reporting

- Teacher Reports
  - Individual Student Report
  - Individual Question Overview Report
  - Group Report
  - Item Analysis Report
- Administration Reports
  - Usage Report





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**CAB Demo**

# Future of CAB

- Currently in first iteration (CAB 1.0) after community preview in the fall of 2017
- Considerations based on feedback on CAB 1.0:
  - Release more items for teachers to use to create interim tests
  - Improve the platform to be more user-friendly
  - Create the ability for district or school leaders or coaches to create test
  - Improve reports to lead to actionable instructional changes

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# **Whole Group Discussion**

# Discussion

- Is CAB a useful tool to continue to invest in? If yes, why? If not, why not?
- What else might you want CAB to do?
- What other statewide tool(s) might be useful?

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# **District Survey Results: Benchmark Assessment**

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# About This Data

- The Tennessee Department of Education's Division of Research and Data Use administered the District Landscape Survey between November and December 2017
- The vast majority of responses came directly from LEA Superintendents/Directors of Schools
- We received responses for items about the use of benchmark assessments from **130 districts**.

# About This Data

- Survey items addressed:
  - Tools currently in use for district-wide standards-based benchmark assessment.
  - Grades for which districts currently conduct benchmark assessment.
  - Additional details from districts for which there currently are no district-wide benchmark assessment tools in use.

# Nine in 10 districts report the use of district-wide standards-based benchmark assessment tools

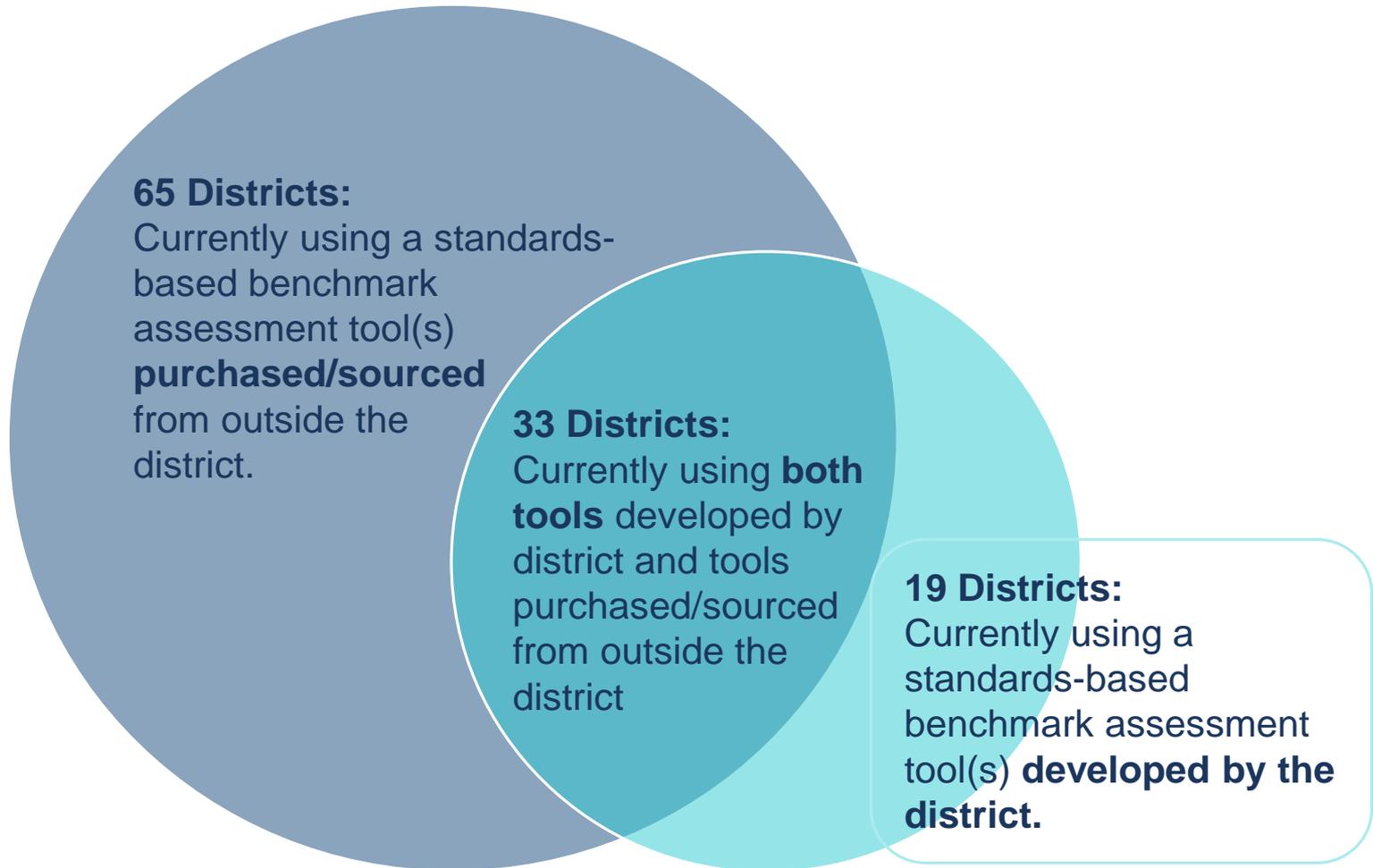
Currently using a standards-based benchmark assessment tool(s).....

90 percent (117 of 130)

10 percent  
(13 of 130)

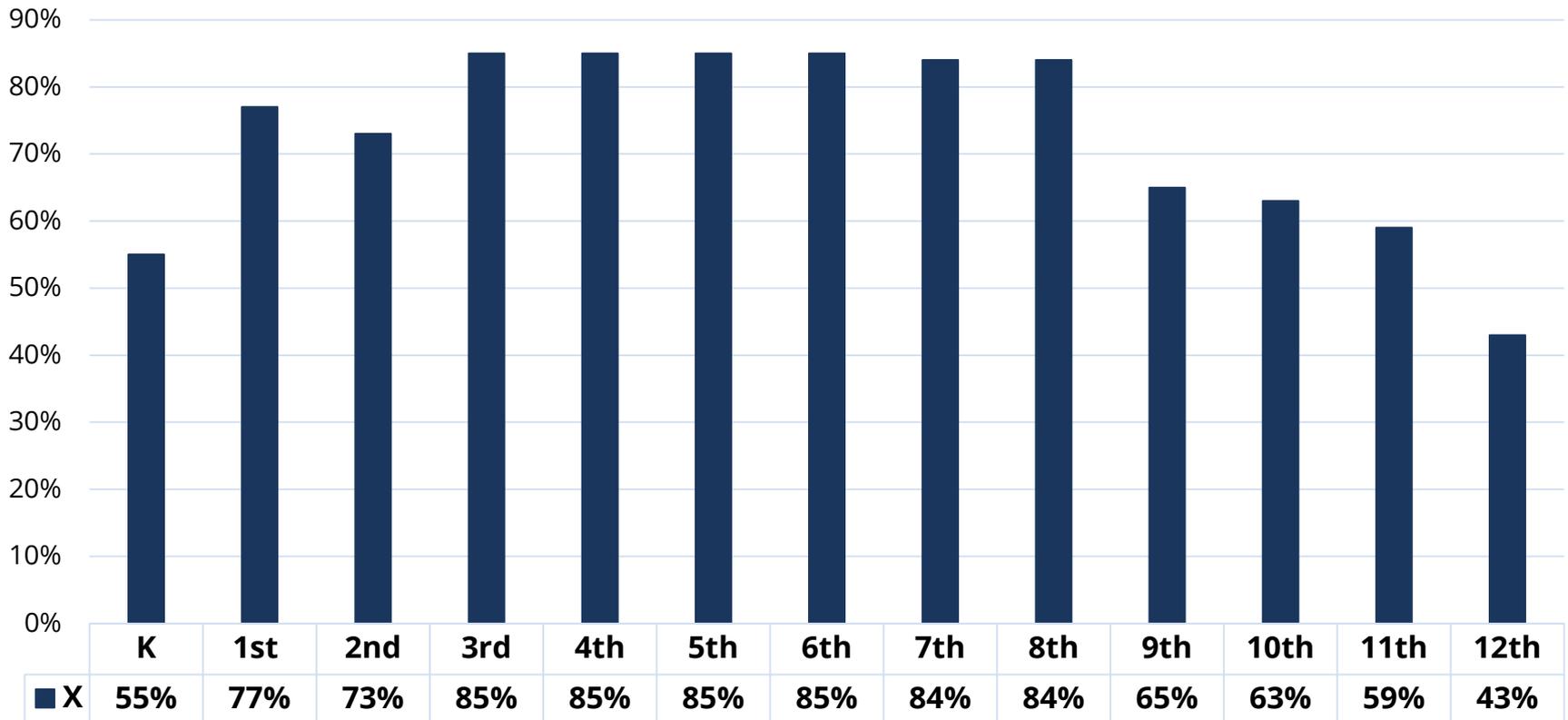
There are no district-wide standards-based benchmark assessment tools in use in the district.

# Most districts have purchased/sourced benchmark assessment tools from outside the district.

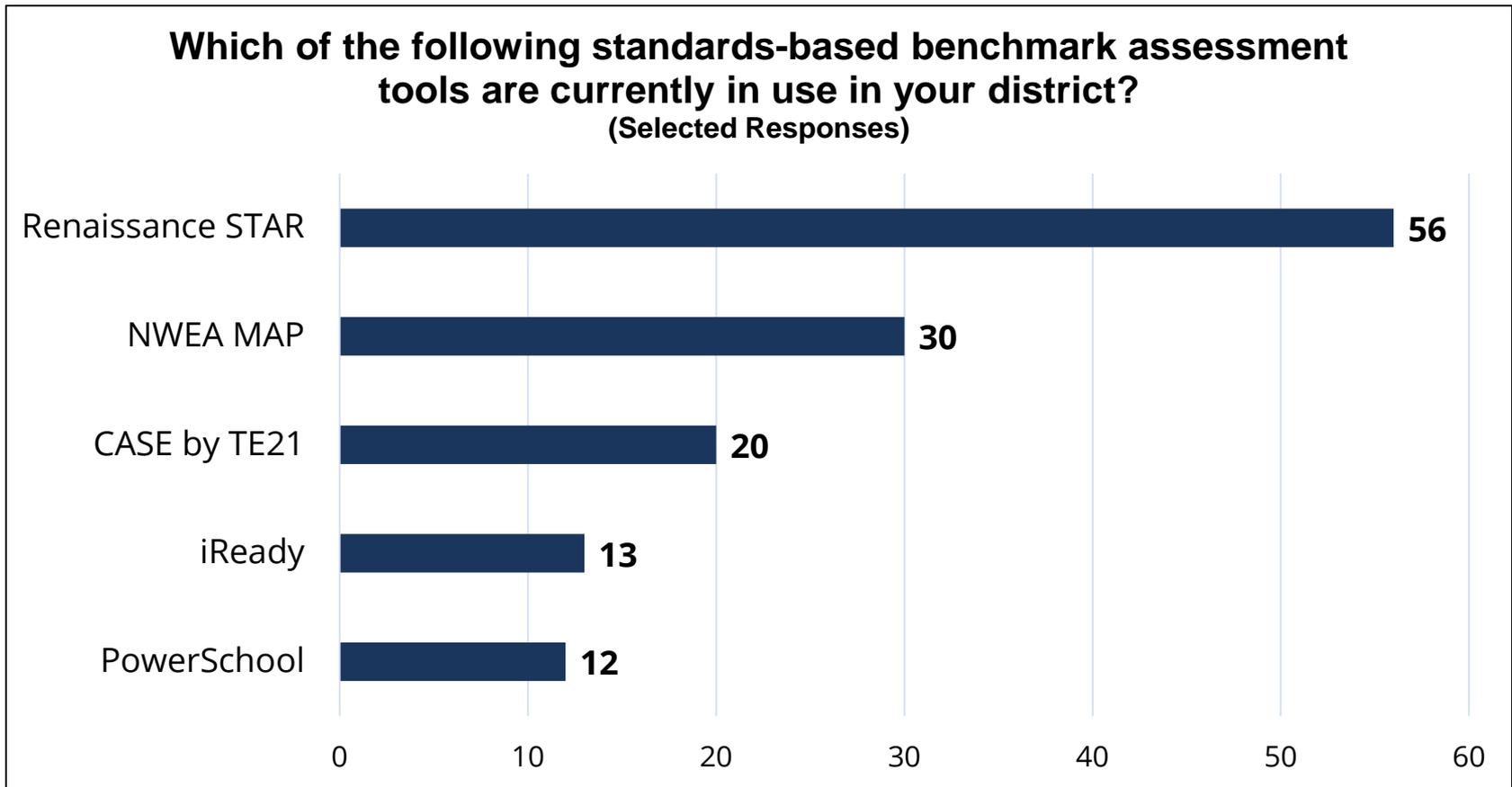


# Benchmark assessment is most common between grades 3-8, before tapering off through high school.

For which of the following does your district currently use a district-wide standards-based benchmark assessment tool?



# Most districts reported having a single district-wide assessment tool.



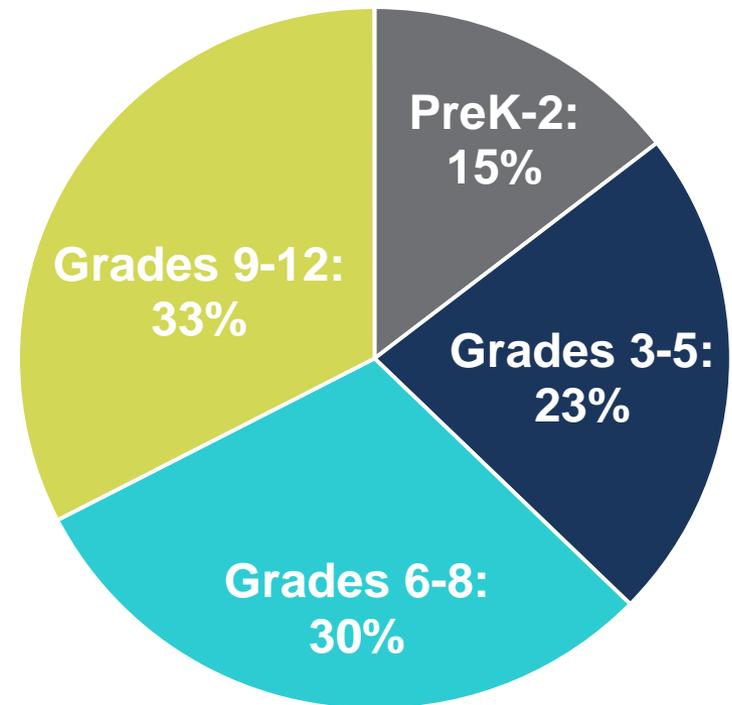
## Among those without a district-wide benchmark, leaders raised concerns about funding, reliability, and duplicating school-level efforts.

- “The district has not been able to purchase a reliable system within the **budget**.”
- “Funding it is a big concern. We need to know if **CAB** is a viable option or if we will need to purchase a program on our own to administer a benchmark assessment.”
- We currently do not have a **district funding** source for standards-based benchmark assessment. However, it is done in most of our schools using **school-level resources**.
- “With the perceived requirement for a "universal screening" assessment throughout the year, we made the conscious decision to reduce "testing" that was in addition the requirements of **RTI2**. We have, however, observed more teachers collaborating on **teacher-developed common assessments** at various grade levels within math, ELA, and other content areas.”
- “One other driver in our decision to "step back" from our district requirement for "benchmarks" was the **lack of availability** of high quality assessment items that could/would be integrated into the daily/weekly work of teaching and learning. Many benchmark/interim assessment options make significant claims and do exist; however, we have yet to identify a solution that would be **cost-effective** and allow for a coherent process across our district.”

# How did parents respond?

- Parents from **18 districts**, primarily in Middle Tennessee, and **over 50% from Wilson County** responded to the survey
- **76% strongly agreed** that “my district requires **too many formative assessments**” (benchmark, interim, etc.)
- Parents are very concerned with **over testing and lack of useful results**, mostly due to it “taking too long”

What grade is your student?





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**What does this look  
like at the district  
level?**

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**Director Kimble  
Lauderdale County**

**CLASS  
REPORT**

**2017-18 Benchmark  
7th Grade ELA**

**Year Round/Traditional  
Final Comp  
Administration**

Assessment Items: 55 Period: 8 Total Scores: 22	Assessment Results			Text Difficulty			Depth of Knowledge			Strand Results		
	Perc Corr	Proj Ach Lev	Sugg Marks	Easy n=12	Medium n=29	Hard n=9	DoK 1 n=5	DoK 2 n=43	DoK 3 n=7	Read Lit n=19	Read Info n=24	L n
	69.1	3+	88-B	4	3	4	4	3	3	3	3	
	67.3	3	87-B	4	3	3	4	3	3	3	3	
	65.5	3	86-B	3	3	4	4	3	3	3	3	
	80.0	4	95-A	3	4	4	4	4	3	3	4	
	67.3	3	87-B	3	3	4	2	3	3	3	3	
	49.1	2+	75-D	2	2	3	3	3	1	2	2	
	67.3	3	87-B	2	3	4	3	3	3	3	3	
	56.4	3-	80-C	1	3	4	4	3	3	2	3	
	74.5	4-	93-A	3	4	4	3	4	2	3	4	
	78.2	4-	94-A	4	4	3	4	4	3	4	3	
	74.5	4-	93-A	4	3	4	4	4	2	3	4	
	43.6	2	72-D	2	2	2	3	2	1	2	2	
	61.8	3	84-C	3	3	3	1	3	2	3	3	
	54.5	3-	80-C	3	2	3	4	3	1	2	3	
	61.8	3	84-C	3	3	3	3	3	3	3	3	
	67.3	3	87-B	3	3	3	3	3	2	3	3	
	70.9	3+	89-B	4	3	4	3	4	2	3	3	

District	2015 TCAP	2016 TNReady	15/16-CA6	2017 TNReady	17/18 CA1	17/18 CA2	17/18 CA3
6th ELA	43.10%	no score	28.47%	26.20%	24.00%	26.40%	31.90%
7th ELA	46.10%	no score	71.51%	25.20%	27.70%	28.10%	32.60%
8th ELA	44.50%	no score	51.54%	18.70%	35.10%	31.40%	29.80%
6th Math	53.94%	no score	43.24%	54.70%	40.90%	47.40%	48.40%
7th Math	51.59%	no score	42.63%	29.70%	34.70%	37.50%	36.30%
8th Math	56.85%	no score	46.10%	31.20%	31.60%	33.80%	38.90%
6th Science	72.59%	no score	72.53%	67.20%	56.10%	55.40%	54.90%
7th Science	67.30%	no score	55.04%	61.40%	61.50%	58.10%	58.90%
8th Science	72.20%	no score	65.51%	66%	65.90%	66.40%	68.70%
6th SS	no score	no score	63.95%	no score	52.80%	51.30%	51.20%
7th SS	no score	no score	76.45%	no score	61.90%	61.00%	59.90%
8th SS	no score	no score	45.03%	no score	54.30%	46.50%	54.90%

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	<b>Teacher:</b> ██████████															
2	<b>Period: 8</b>															
3	<b>Subject: 7th Grade ELA</b>															
4	<b>School: Halls Junior High</b>															
5	Item	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
6	Standard/Objective	L.VAU.5	RL.KID.3	RL.CS.6	RL.CS.5	L.VAU.4a	RL.KID.1	L.VAU.4b	RL.KID.2	RL.KID.2	RL.KID.2	RL.KID.3	RL.IKI.7	L.VAU.4a	RI.CS.5	RI.CS.4
7	Text Difficulty	Easy	Easy	Easy	Easy	Easy	Easy	Easy	Easy	Easy	Easy	Easy	Easy	Hard	Hard	Hard
8	Genre	Fict	Fict	Fict	Fict	Fict	Fict	Fict	Fict	Fict	Fict	Fict	Fict	Soc	Soc	Soc
9	DoK	2	2	2	2	1	2	2	3	2	2	2	2	2	2	2
10	Class Percent Correct	0.86	0.18	0.55	0.77	0.50	0.55	0.77	0.86	0.86	0.59	0.05	0.86	0.86	0.82	0.36
11	School Percent Correct	0.72	0.20	0.43	0.46	0.38	0.40	0.72	0.63	0.58	0.37	0.03	0.71	0.78	0.62	0.21
12	Correct Answer	A	D	D	B	D	C	D	A	B	C	ADF	C	B	B	D
13	██████████	A	C	B	B	D	C	D	A	B	C	BDE	C	B	B	D
14	██████████	A	C	B	B	D	C	D	A	B	C	ACE	C	B	A	D
15	██████████	A	D	B	B	D	D	D	C	B	C	BDE	C	B	B	C
16	██████████	A	C	A	B	D	D	D	B	B	C	ABD	C	B	B	D
17	██████████	A	C	D	D	D	C	D	A	B	C	BCE	D	B	B	A
18	██████████	A	C	D	B	A	D	C	A	B	A	BCE	C	B	B	C
19	██████████	C	C	D	B	A	C	C	A	B	A	ACE	C	B	B	B
20	██████████	B	C	D	D	C	D	C	A	A	C	BCE	C	D	B	D
21	██████████	A	C	D	D	A	C	D	A	B	A	ABD	C	B	B	D
22	██████████	A	C	D	B	D	C	D	A	B	C	DEF	C	B	B	A
23	██████████	A	D	A	B	D	D	D	A	B	C	BDE	C	B	B	D
24	██████████	D	C	B	B	A	A	D	A	B	D	ABD	C	B	B	A
25	██████████	A	B	D	B	A	A	D	A	B	A	BCE	C	B	B	A
26	██████████	A	C	D	B	D	C	D	C	D	C	BCE	C	B	B	C
27	██████████	A	C	D	C	D	B	D	A	B	C	ADE	C	B	B	A
28	██████████	A	C	D	B	A	C	D	A	B	A	BCE	C	B	A	C
29	██████████	A	D	C	B	A	C	D	A	B	C	CEF	C	B	B	D
30	██████████	A	C	A	B	A	C	D	A	B	A	ADF	C	A	B	D
31	██████████	A	C	D	B	D	B	D	A	B	C	BCE	C	B	B	C
32	██████████	A	C	B	B	D	C	A	A	B	A	CDE	C	D	B	C
33	██████████	A	D	D	B	C	B	A	A	A	C	BCE	D	B	A	B

6th ELA	CA1	CA2	CA3	2017 District	2017 School	2015 District	2015 School	2014 District	2014 School
	16.3	17.6	20.9	26.2	33	43.1	51.7	52.3	55.9
	30.7	28.2	36.1	26.2	33	43.1	51.7	52.3	55.9
	22.5	27.6	23.8	26.2	23.3	43.1	38.7	52.3	50.6
	32.1	38.9	48.8	26.2	23.3	43.1	38.7	52.3	50.6
	22.9	22	25.9	26.2	23.3	43.1	38.7	52.3	50.6
	23	25.9	37.9	26.2	23.3	43.1	38.7	52.3	50.6
7th ELA	CA1	CA2	CA3	2017 District	2017 School	2015 District	2015 School	2014 District	2014 School
	29.2	36.5	37.3	25.2	32.3	46.1	58.8	39.3	49.2
	25.3	20.9	29.8	25.2	32.3	46.1	58.8	39.3	49.2
	21.1	23.7	31.6	25.2	21.6	46.1	39	39.3	34.2
	22.9	22.7	30.6	25.2	21.6	46.1	39	39.3	34.2
	22.5	22.9	22.7	25.2	21.6	46.1	39	39.3	34.2
	30	28.6	26.2	25.2	21.6	46.1	39	39.3	34.2
8th ELA	CA1	CA2	CA3	2017 District	2017 School	2015 District	2015 School	2014 District	2014 School
	37.5	31.3	30.6	18.7	23.7	44.5	52.6	36.8	54.6
	41.8	52.6	45.2	18.7	23.7	44.5	52.6	36.8	54.6
	41	32.4	27.8	18.7	16.1	44.5	40.3	36.8	27.87
	24	33.3	15.9	18.7	16.1	44.5	40.3	36.8	27.87
	31.6	16.9	11.9	18.7	16.1	44.5	40.3	36.8	27.87



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**Director Winstead  
Maryville City  
Schools**



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**Questions?**

# Small Group Discussion

- Guiding Questions
  - What are the challenges associated with benchmark/interim assessments?
  - What additional information is needed about benchmark/interim assessments to help you better understand opportunities and challenges?
  - What recommendations could ATF make around benchmark/interim assessments?

# Small Group Discussion

<b>Commissioner McQueen/ H. Knudson</b>	<b>Dr. Ailshie/ C. Haugner- Wrenn</b>	<b>Dr. Kirk/ S. Gast (room 109)</b>	<b>Dr. Shelton/M. Batiwalla (room 109)</b>
Sen. Gresham	Rep. Forgety	Rep. Brooks	Rep. White
Wayne Blair	Audrey Shores	Sharon Roberts	Barbara Gray
Dale Lynch	Sara Morrison	Gini Pupo-Walker	Lisa Wiltshire
Trey Duke	Shawn Kimble	Mike Winstead	Jennifer Cothron
Lara Charbonnet	Michael Hubbard	LaToya Pugh	Bill Harlin
Jolinea Pegues	Kevin Cline	Tim Childers	Kim Herring
Cicely Woodard	Stacey Travis	Josh Rutherford	Virginia Babb
		Jennifer Frazier	

The logo consists of a red square with the letters 'TN' in white, serif font. Below the square is a dark blue horizontal bar.

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**Whole Group**

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**Wrap-Up**

# Next meeting: May 16 at TSBA

- Location change to TN School Board Association
- Continue district formative assessments discussion
- Revisit early grades (K-2)