

Career & College Readiness

*How Standards & Assessment Support
Career & College Readiness for All*

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**EMILIE AMUNDSON
AMY MARSMAN**

**DEPARTMENT OF PUBLIC INSTRUCTION
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Today



- **Implementation of rigorous Academic Standards for all students**
- **Transition to balanced assessment systems**

Constructive
Accountability

Data-Informed
Decisions

Balanced
Assessment

Support for
Individualized
Learning

Support for
School
Improvement

High Academic
Standards

Effective
Educators



Raised proficiency benchmarks
New school report cards
First districts using SSIS
Statewide release of WISEdash

2012-13

Full roll-out of curriculum based on Common Core
Full roll-out of Smarter Balanced & Dynamic Learning Maps
Full roll-out of Educator Effectiveness

2014-15

ASSETS for ELL in use
All districts on SSIS

2015-16

Higher graduation requirements (targeted)

2016-17

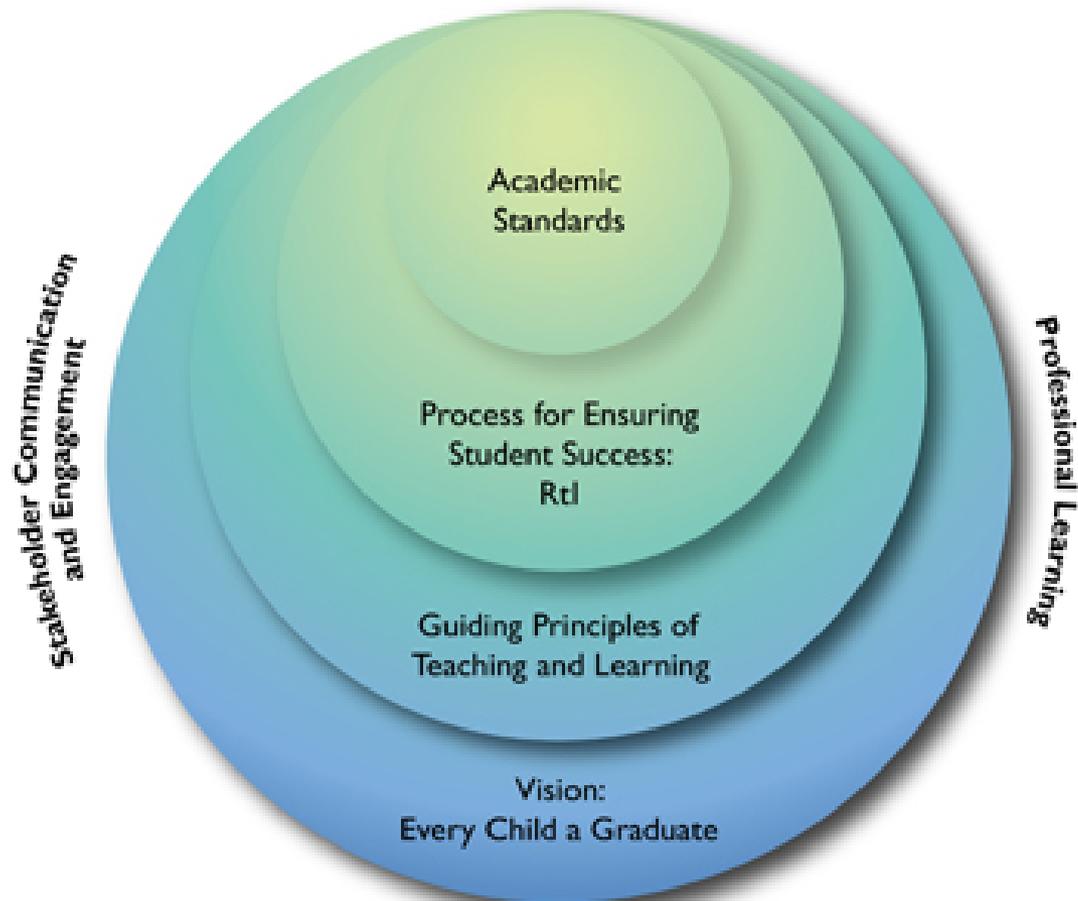
High Academic Standards

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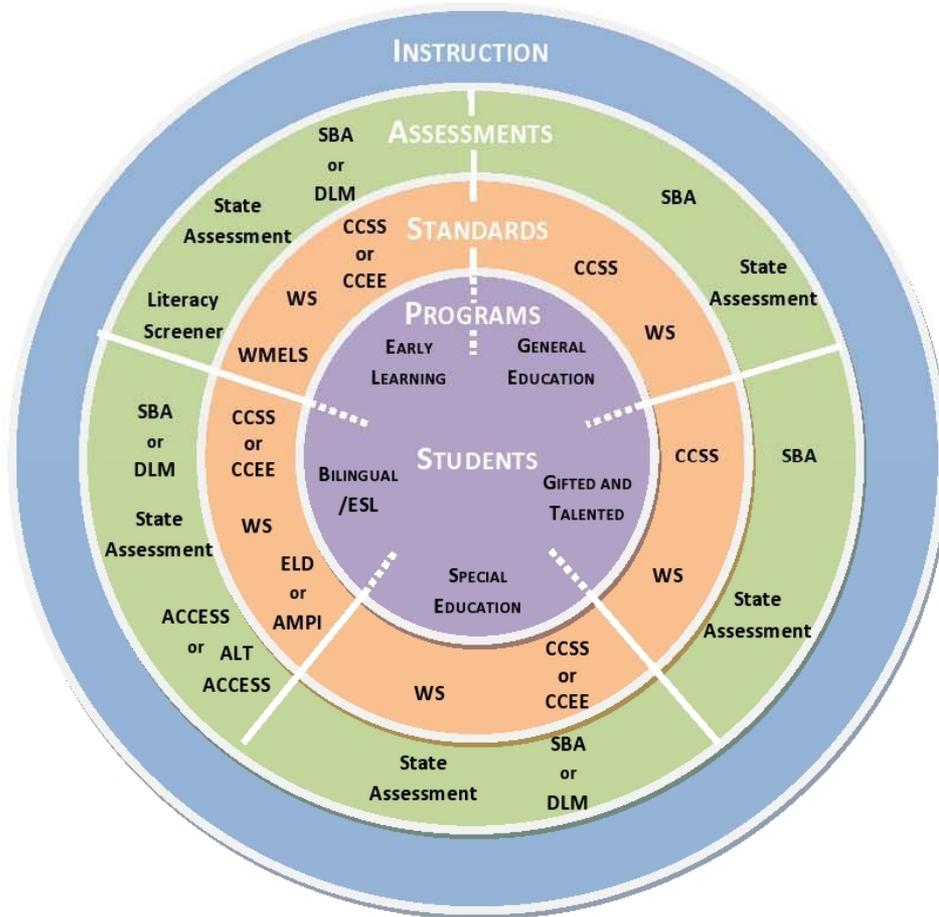
Our Vision for Standards

Relationship Between Vision, Principles, Process, Content



System of Standards, Instruction, and Assessment to Support all Learners

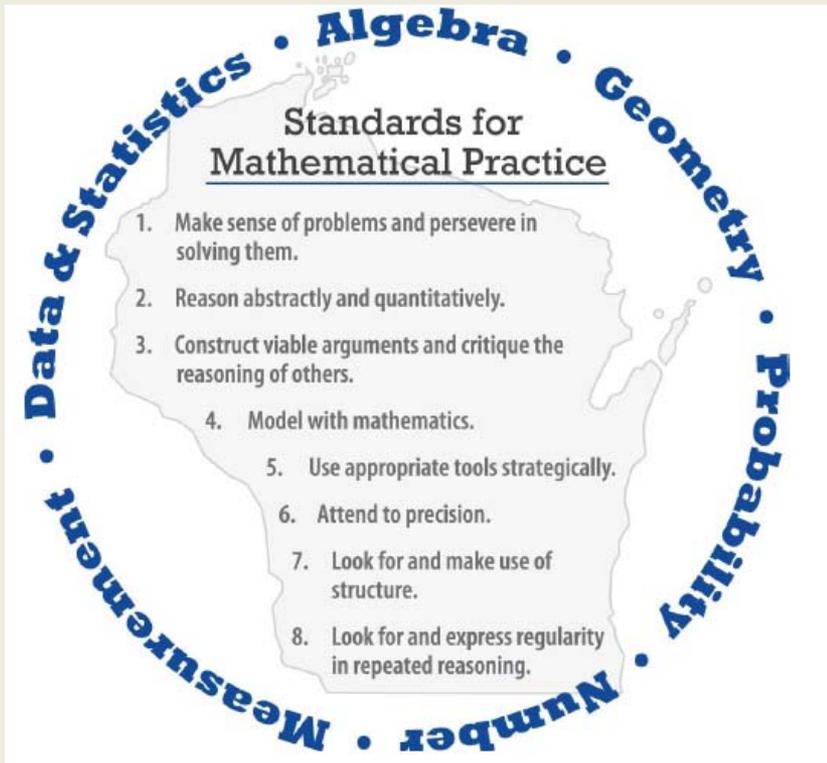
To ensure all children have equal access to high quality education, Wisconsin has an aligned system of standards, instruction, and assessment to support all learners. Standards articulate what students should know and be able to do, are taught through responsive and reflective instruction, and are measured by a balanced assessment system to ensure every child is a graduate, college and career ready.



STANDARDS
CCEE – Wisconsin Common Core Essential Elements
CCSS – Wisconsin Common Core State Standards
ELD – English Language Development Standards
WMELS – Wisconsin Model Early Learning Standards
WS – Wisconsin Standards

ASSESSMENTS
ACCESS for ELLs® – Assessing Comprehension and Communication in English State-to-State for English Language Learners
ALT ACCESS for ELLs® – Alternate Assessing Comprehension and Communication in English State-to-State for English Language Learners
AMPI – Alternate Model Performance Indicators
DLM – Dynamic Learning Maps
SBA – Smarter Balanced Assessment

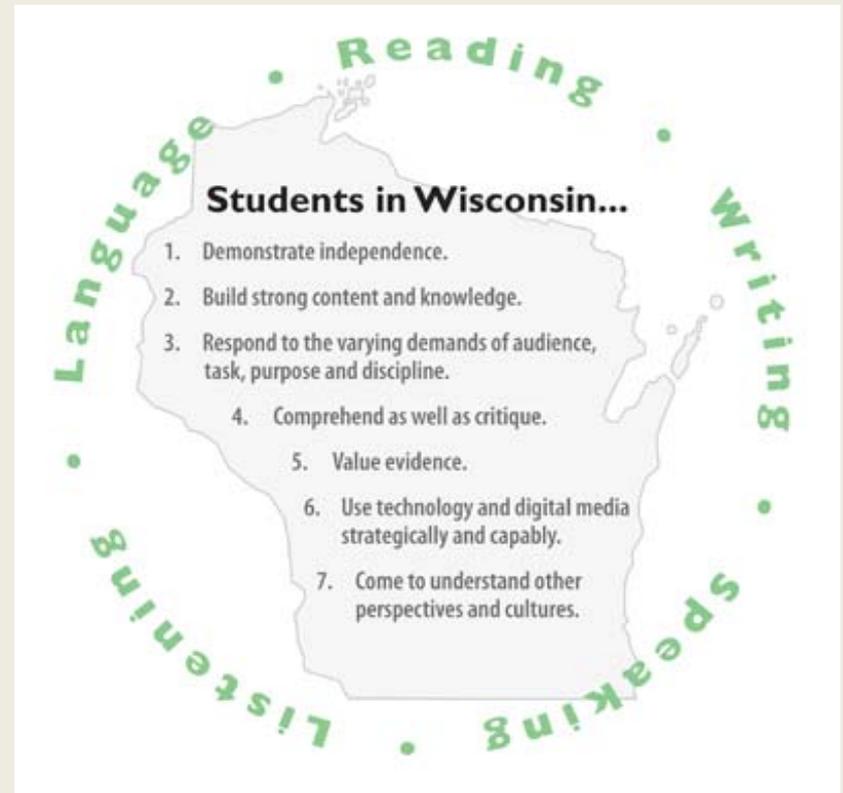
Portraits of ELA and Mathematically proficient students



The diagram features a map of Wisconsin in the center, surrounded by a circular border of mathematical topics: Algebra, Geometry, Probability, Number, Measurement, Data & Statistics. The text 'Standards for Mathematical Practice' is centered above a list of eight practices.

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.



The diagram features a map of Wisconsin in the center, surrounded by a circular border of language arts topics: Reading, Writing, Speaking, Listening, Language. The text 'Students in Wisconsin...' is centered above a list of seven skills.

Students in Wisconsin...

1. Demonstrate independence.
2. Build strong content and knowledge.
3. Respond to the varying demands of audience, task, purpose and discipline.
4. Comprehend as well as critique.
5. Value evidence.
6. Use technology and digital media strategically and capably.
7. Come to understand other perspectives and cultures.



Provides guidance and Wisconsin's Vision

Acknowledgements

A special thanks to the Council of Chief State School Officers and the National Governors Association for having the vision to undertake the massive state-led project, the Common Core State Standards.

Thanks to Great Lakes West Comprehensive Center and Director Linda Miller for the generous support of Wisconsin's standards projects, and to Rachel Trimble and Beth Ratway for their guidance during the last year.

Thanks also to the CESA Statewide Network and Commissioner Jesse Harness for partnering to keep the CCSS message consistent statewide, and to the CESA School Improvement Specialists Network for their role in producing and providing high quality professional development statewide.

Also thanks to the many staff members across divisions and teams at DPI who have collaboratively contributed their time and talent to this project.

Finally, a special thanks to Wisconsin educators and citizens who provided public comment and feedback to drafts of the Common Core State Standards, served on statewide standards leadership groups, and supported implementation of standards.

Purpose of the Document

To assist Wisconsin education stakeholders in understanding and implementing the **Common Core State Standards (CCSS)**, Wisconsin Department of Public Instruction (DPI) has developed guidance to be used along with the CCSS. These materials are intended to provide further direction and should not be viewed as administrative rule. This publication provides a vision for student success, guiding principles for teaching and learning, and locates the standards within a multi-level system of support where high quality instruction, balanced assessment, and collaboration function together for student learning. Information on the design and content of the CCSS is included, as is a guide to assist with facilitating local conversations about these internationally-benchmarked standards and how they impact instruction.



Guiding Principles for Teaching & Learning



1. Every student has the right to learn
2. Instruction must be rigorous and relevant
3. Purposeful assessment drives instruction and affects learning
4. Learning is a collaborative Responsibility
5. Students bring strengths and experiences to learning
6. Responsive environments engage learners

COMMON CORE STATE STANDARDS for
English Language Arts



Wisconsin Department of Public Instruction

WISCONSIN STANDARDS FOR
Mathematics



Wisconsin Department of Public Instruction

ELA and Mathematics Instructional Shifts

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- 1. Informational text must be studied in addition to literature.**
- 2. Foundational reading skills are more specifically defined K-5.**
- 3. Text complexity is more specifically defined to ensure consistency and rigor.**
- 4. Narrative, informative/explanatory and opinion writing are emphasized.**
- 5. Discussion is viewed as a key component of learning and building shared knowledge.**

- 1. K-5 standards build solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals.**
- 2. Stress both procedural knowledge and conceptual understanding.**
- 3. Prepare students to think and reason mathematically.**
- 4. Students develop depth of understanding and ability to apply mathematics to novel situations.**
- 5. Emphasize mathematical modeling.**

COMMON CORE STATE STANDARDS for **Literacy in All Subjects**



Wisconsin Department of Public Instruction

What is Disciplinary Literacy?



Wisconsin's Definition:

The confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically and perform in a way that is meaningful within the context of a given field.

What Disciplines are Covered?



- Agriculture & Natural Resources
- Art & Design Education
- Business and IT
- Dance
- ELA
- Environmental Education
- Family & Consumer Sciences
- Theatre
- Health Education
- Health Science Occupations
- Marketing, Management & Entrepreneurship
- Mathematics
- Music
- Physical Education
- Science
- Social Studies
- Technology & Engineering
- World Languages

Why Disciplinary Literacy?



Each Discipline has specific:

- Ways of thinking
- Language and vocabulary
- Types of text to comprehend
- Ways of communicating in writing

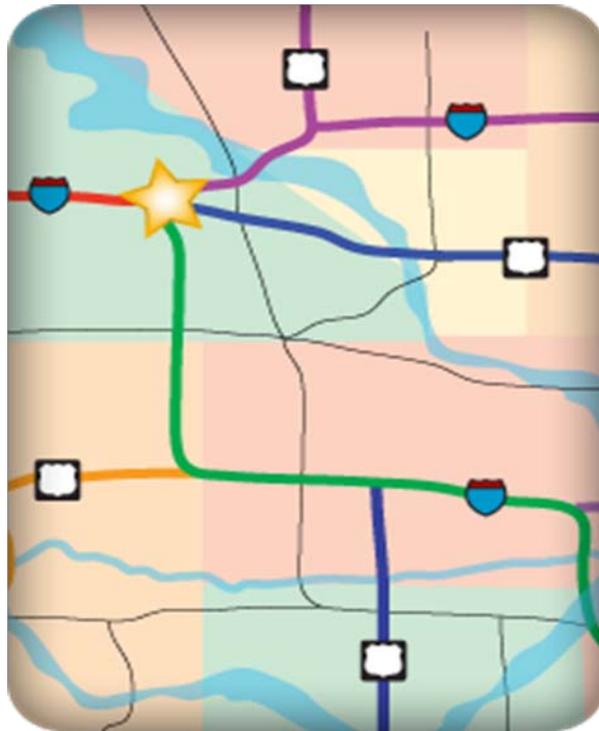
Continuing the Common Core Momentum

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Common Core Essential Elements

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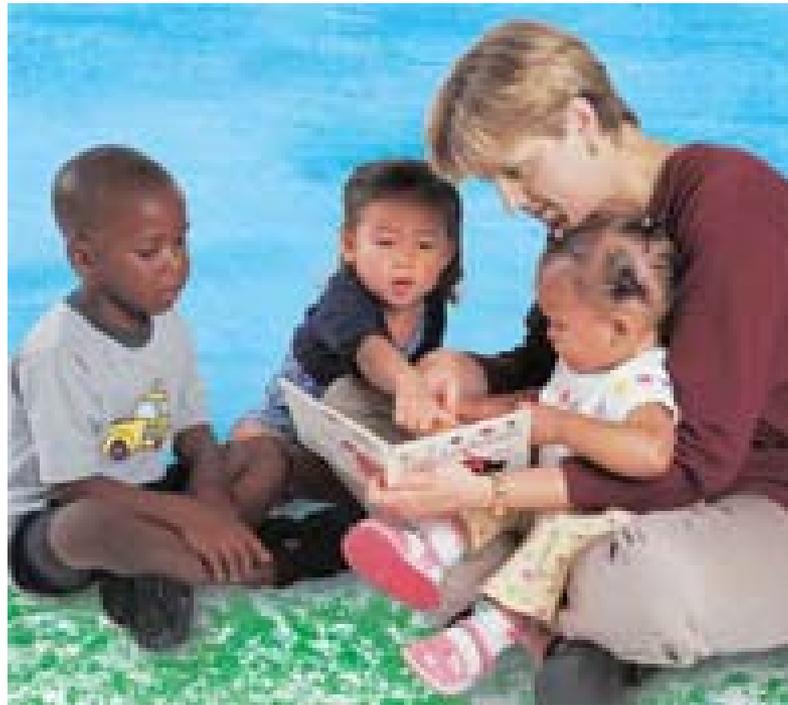
Common Core Essential Elements



- **New extended standards and achievement level descriptors** based on the Common Core State Standards for ELA and Math
- **Learning maps**, which will include tasks of various proficiency levels leading to formative assessment and tools for educators.

Wisconsin Model Early Learning Standards

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Science and Social Studies Standards Update

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Balanced Assessment

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Why are we changing our assessment system?

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- **New Standards** as defined by the Common Core State Standards in ELA and mathematics

<http://corestandards.org/>

- **New Direction** as defined by the Next Generation Assessment Task Force

<http://dpi.wi.gov/oea/ngatf.html>

The goal has changed, the challenge is big



How do we get from here...

Common Core State Standards specify K-12 expectations for college and career readiness



...to here?

All students leave high school ready for college and career

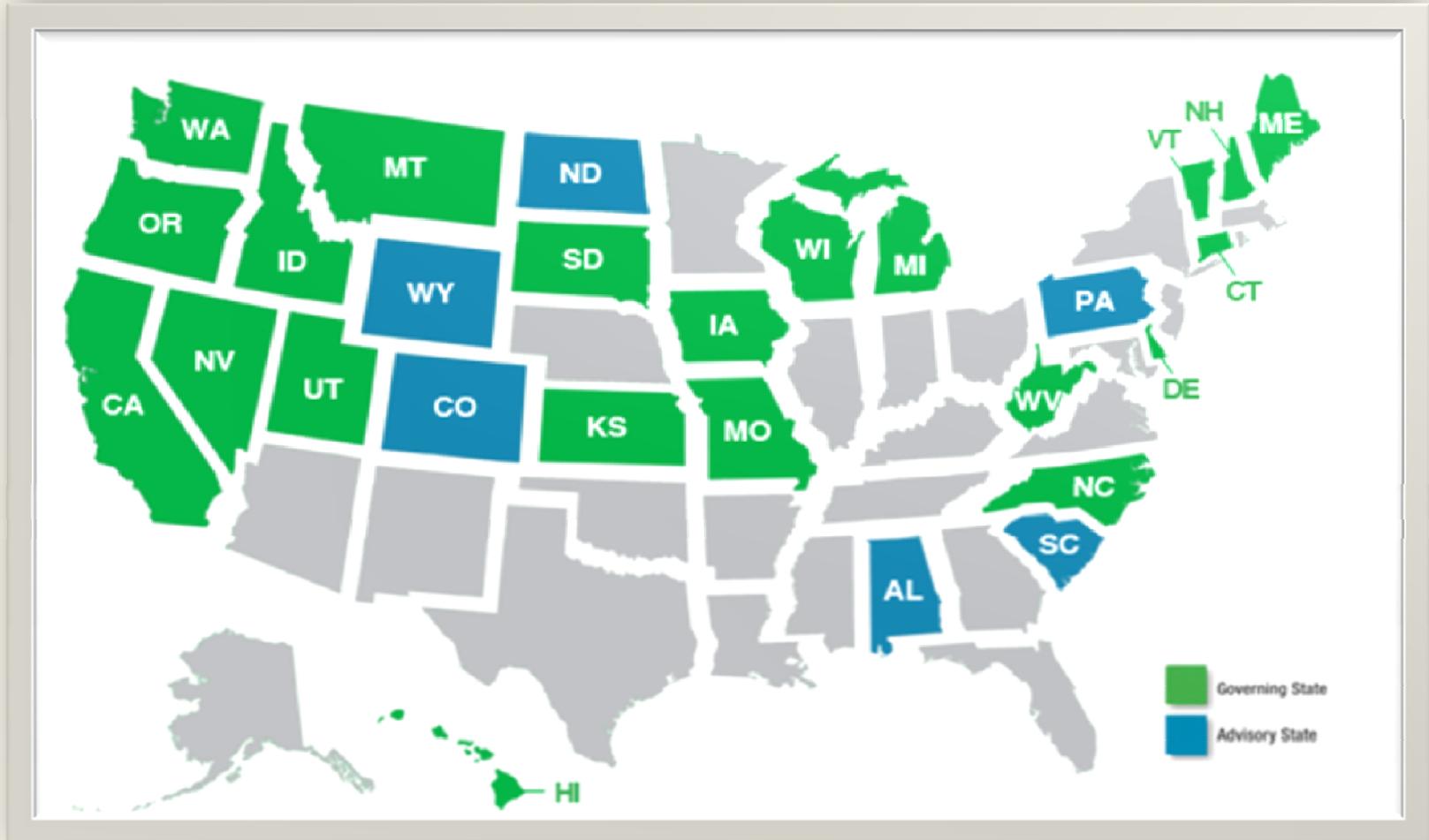
...and what can an assessment system do to help?

Background

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Smarter States

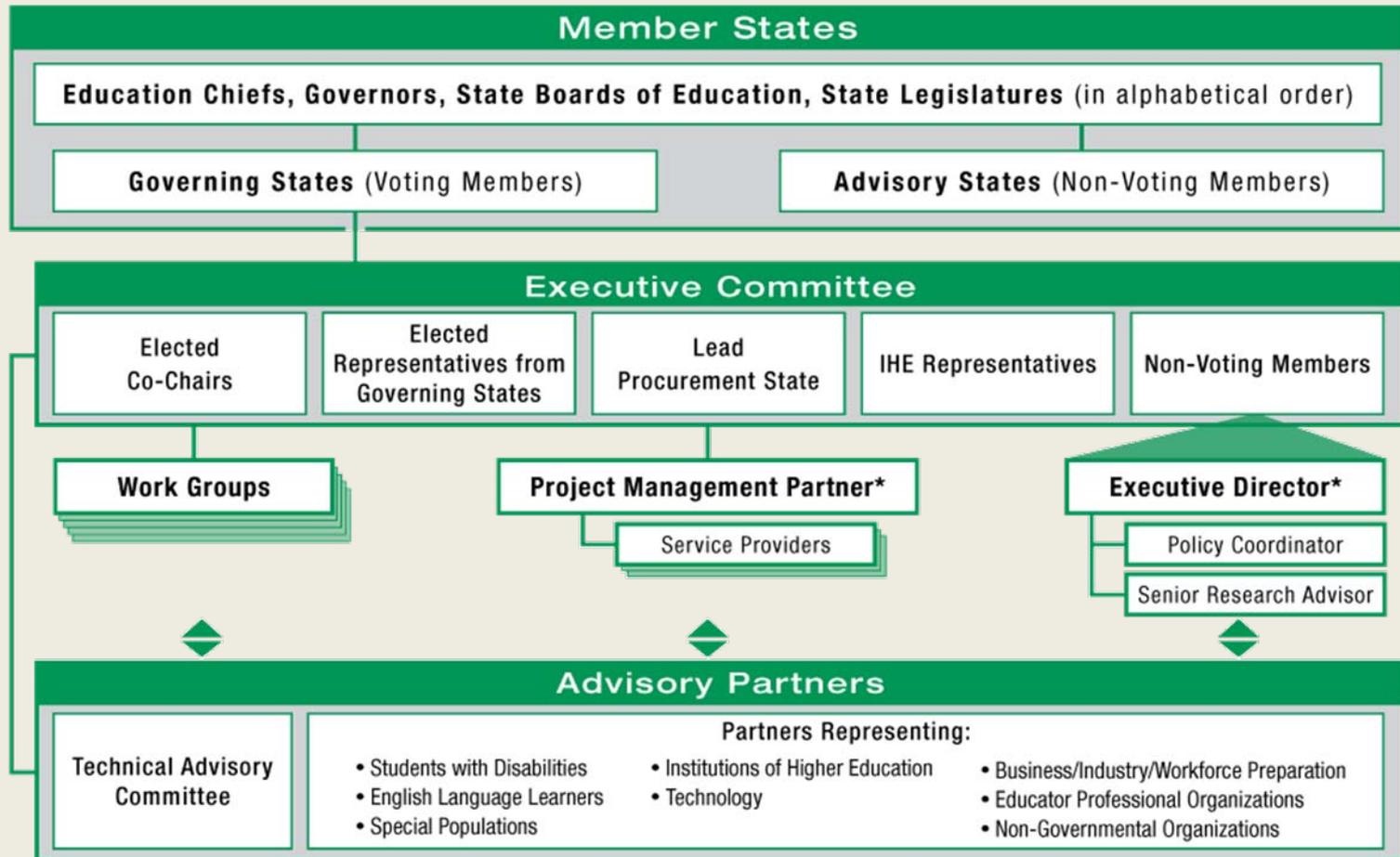


Consortium Funding Conditions



- As a portion of Race to the Top, the US Department of Education funded grants to consortia of states committed to developing assessments aligned to the Common Core.
- Consortia must develop *at least* a summative assessment for grades 3-8 and 11 in ELA and math.
- Assessment must be online, innovative, and ensure students leaving HS are prepared for post-secondary world.
- Assessment must be operational by 2014-15 school year.
- Assessment system must be interoperable and scores must be comparable across the two assessment consortia.
- Assessment system must provide achievement data throughout the school year, including the ability to report achievement above and below grade level, and measure both progress and proficiency (i.e. growth and status).

Governance of the Consortium



*Under contract with Lead Procurement State

Refer to www.k12.wa.us/SMARTER for the detailed governance structure.

Approved: March 15, 2011

Consortium Workgroups



Consortium has established 10 work groups

- Accessibility and Accommodations
- Formative Assessment Practices and Professional Learning
- Item Development
- Performance Tasks
- Reporting
- Validation and Psychometrics
- Technology Approach
- Test Administration
- Test Design
- Transition to Common Core State Standards

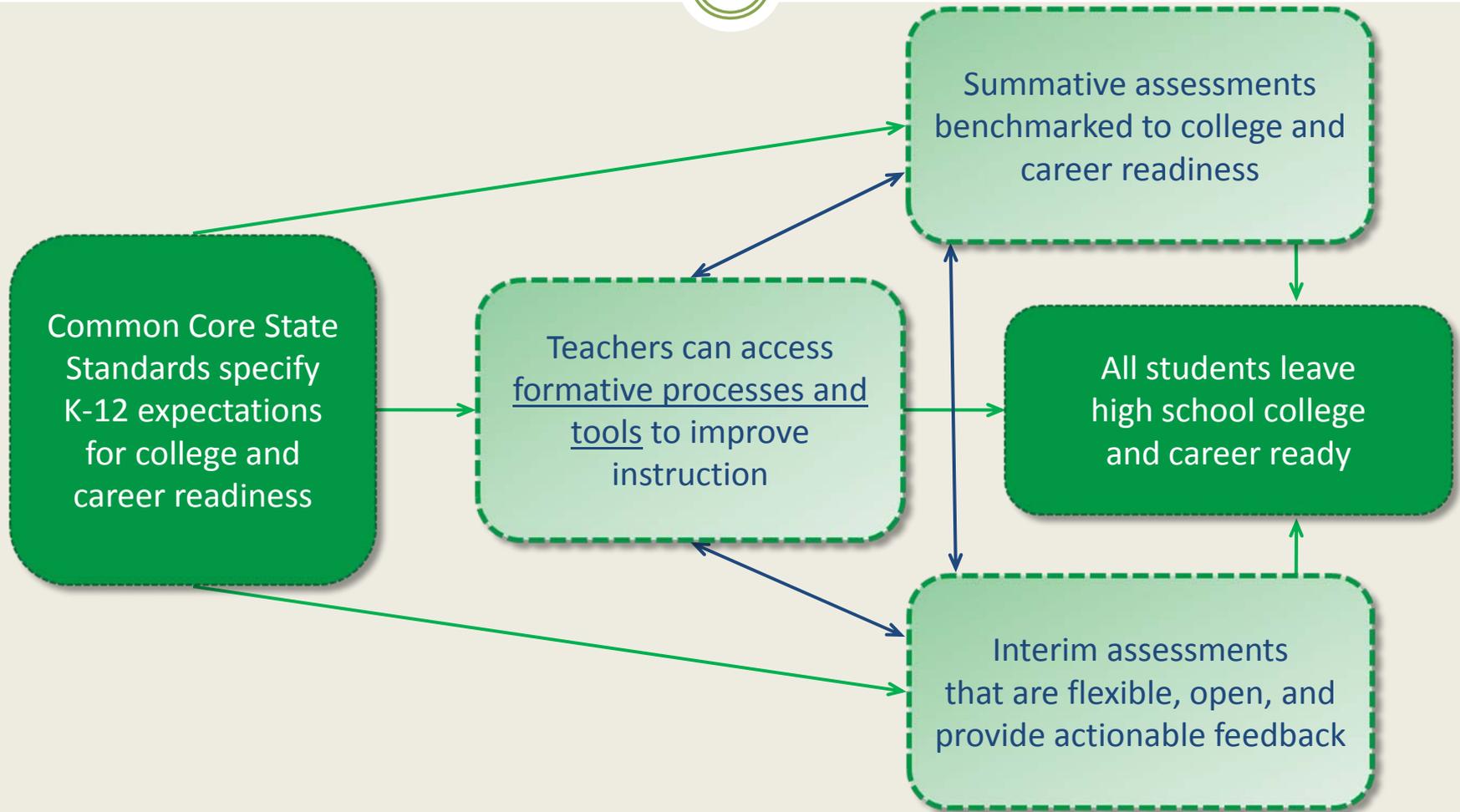


Assessment System Overview

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Smarter's Theory of Action



Smarter Balanced Assessment System



Summative Assessment (Computer Adaptive)

- Mandatory comprehensive assessment in grades 3–8 and 11 (testing window within the last 12 weeks of the instructional year) that supports accountability and measures growth
- Selected response, short constructed response, extended constructed response, technology enhanced, and performance tasks

Interim Assessment (Computer Adaptive)

- Optional comprehensive and content-cluster assessment
- Learning progressions
- Can be administered at locally determined intervals
- Selected response, short constructed response, extended constructed response, technology enhanced, and performance tasks

Formative Processes and Tools

- Optional resources for improving instructional learning
- Assessment literacy

Smarter Balanced Assessment System



Key Feature – Computer Adaptive Testing

- **Comprehensively assesses the breadth of the Common Core State Standards while minimizing test length**
- **More efficient than fixed-form testing, requiring fewer questions to accurately determine each student's achievement level**
- **Allows increased measurement precision relative to fixed form assessments, which is important for providing accurate growth estimates**
- **Testing experience is tailored to student ability as measured during the test; arguably more engaging**

Smarter Balanced Assessment System



Key Feature – Tailored, Online Reporting

- Rapid turnaround reporting
- Supports access to information about student progress toward college and career readiness
- Allows for exchange of student performance history across districts and states
- Uses a Consortium-supported backbone, while individual states retain jurisdiction over access and appearance of online reports
- Tied to digital clearinghouse of formative materials

Smarter Balanced Assessment System



Key Feature – Teacher Focused

- Collaborating with teachers to develop test items
- Teams of teachers from each state will evaluate formative assessment practices and resources to support the new assessments.
- Teacher feedback during the pilot and field tests in 2012-13 and 2013-14 is essential to ensure that the assessments meet the needs of teachers and students.
- System to provide teachers with feedback to inform instruction
- System to provide teachers with tools to improve teaching & learning

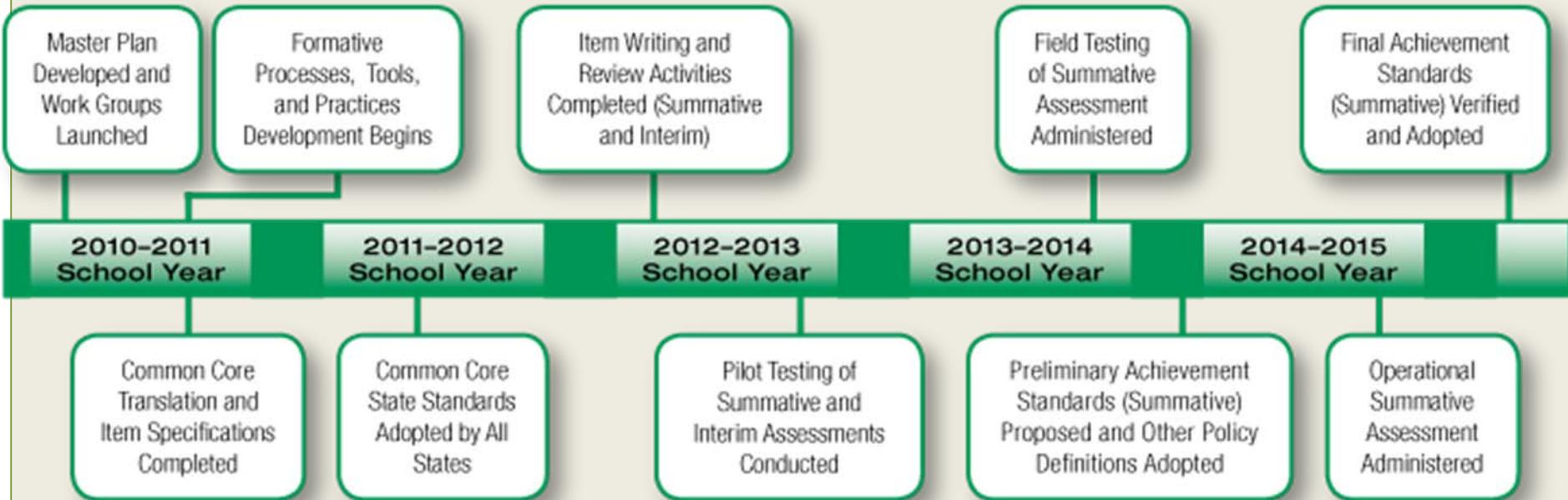
Smarter Balanced Assessment System



Key Feature – Post-Secondary Agreements

- Commitment by higher education institutions to recognize an agreed-upon performance level on the 11th grade test as evidence that students are ready for entry-level, credit-bearing coursework.
- These students can be exempted from remedial coursework in English and mathematics.
- Each state in the consortium has identified a Higher Education Lead who will serve as a liaison between the consortium and their state's IHEs.
- Leaders in higher education also hold seats on the Executive Committee and will serve on key work groups. We also have a director of higher education collaboration.

Smarter Timeline



The Latest

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Technology Readiness Tool



- Smarter partnered with PARCC to build a technology readiness tool and collaboratively issued RFP which was awarded to Pearson
- The open-source tool allows states and districts across both consortia to examine capacity issues
- Specifically, it's an online tool to assist districts in evaluating their own readiness to implement the Smarter assessments vis-à-vis number of devices, device to tester ratio, network infrastructure, and staff readiness.
- It will help DPI and LEAs to develop implementation plans that make use of available technologies
- Districts need to identify a contact for the Technology Readiness Tool; then we will gather data on district readiness in April 16 – June 14.

Dynamic Learning Maps

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DYNAMIC
LEARNING MAPS



DLM States



DLM Overview



- The Dynamic Learning Maps consortium is a 13-state consortium based out of The University of Kansas.
- DLM developed and just released the Common Core Essential Elements, which is similar to the extended grade band standards we have for students who are severely cognitively disabled. Instructional resources are embedded within the CCEE.
- DLM will produce an online assessment based on learning maps, which allow for different paths to proficiency.
- These assessments will be in English language arts and mathematics, and will be available in 2014-15.
- DLM is also producing professional development resources for educators.

DLM & Smarter Balanced



Both assessments will:

- **Move from Fall to Spring administrations**
- **Be administered in grades 3-8 and 11**
- **Take advantage of technology as much as possible, be adaptive, and be administered online**
- **Include end-of-year summative components as well as additional resources to benchmark student progress throughout the year**
- **Be piloted in 2013-14 and required in 2014-15**

ASSETS Consortium

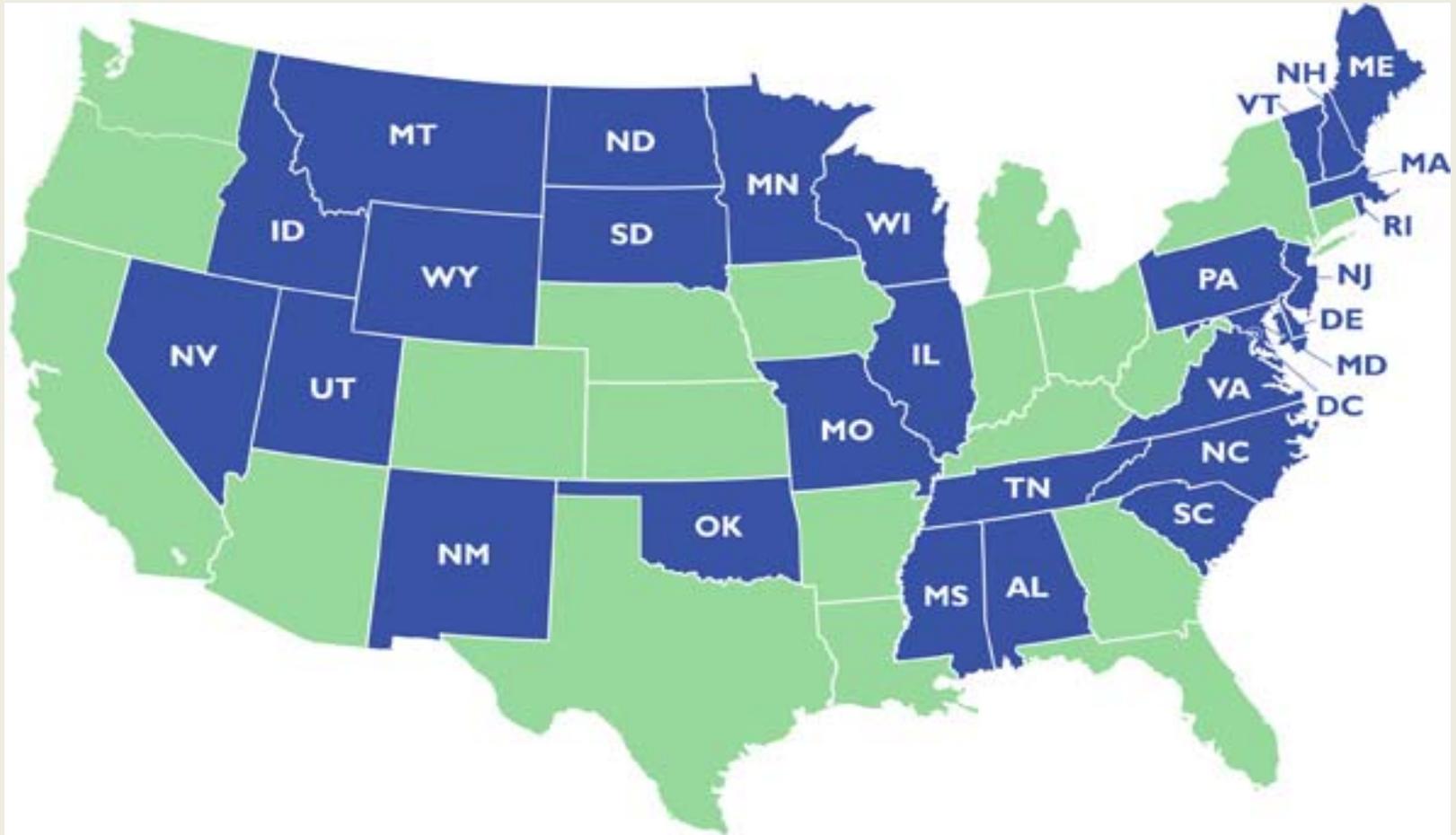
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ASSETS

ASSESSMENT SERVICES SUPPORTING
ELs *through* TECHNOLOGY SYSTEMS

ASSETS States



ASSETS Overview



- The ASSETS project is a separate and smaller USED grant to build a comprehensive, innovative, and balanced technology-based assessment system for English language learners (ELLs).
- ASSETS consortium is a 28-state consortium managed by Wisconsin (DPI) and WIDA at UW-Madison.
- ASSETS will replace the current English language proficiency assessment, ACCESS for ELLs, in 2015-16.
- The first task will be developing English language proficiency standards that are based off the Common Core State Standards.
- The assessment will be online and eventually may also be adaptive, but not initially.

In Short

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Current Assessment	New Assessment	Changes	Operational
WKCE	Smarter Balanced Assessment System	Spring administration; online; adaptive; new item types	2014-15
WAA-SwD	Dynamic Learning Maps	Spring administration; online; based on learning maps	2014-15
ACCESS for ELLs	ASSETS for ELLs	Online; ELP standards based on CCSS	2015-16

Further Information



Academic Standards

<http://dpi.wi.gov/standards/stds.html>

Assessment & Accountability

<http://dpi.wi.gov/oea/index.html>

ASSETS (WIDA Consortium)

<http://assets.wceruw.org/>

Common Core

<http://corestandards.org/>

Dynamic Learning Maps Consortium

<http://dynamiclearningmaps.org/>

Smarter Balanced Assessment Consortium

www.smarterbalanced.org

Smarter Balanced Quarterly Reports

<http://dpi.wi.gov/oea/sbac.html>

High Academic Standards

Support for Individualized Learning

Data-Informed Decisions

Constructive Accountability

Balanced Assessment

Support for School Improvement

Effective Educators



Thank You

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Emilie Amundson
Content & Learning

Emilie.amundson@dpi.wi.gov

608-267-3726

Amy Marsman
Office of Educational Accountability

Amy.Marsman@dpi.wi.gov

608-264-9546

