Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION

Success-Ready
Students Work Group

Designing-Up Student Learning

Co-Facilitators

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Co-Chairpersons

Dr. Matt Goodman

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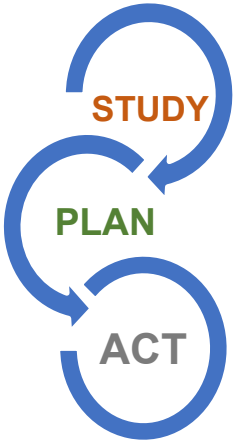
What do you see as the most important elements of a quality learning system?

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION

Success-Ready Students Work Group

AGENDA

I. Purpose: What is this work group?
II. Study Phase: What have we learned?
III. Planning Phase: What will we do?
IV. Act Phase: What can we expect?
V. ThoughtExchange



Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

Success-Ready Students Work Group

What is this group?

- DESE Commissioned
- Partnership between MSBA, MASA, Regional Cooperating School Districts
- Fifteen additional statewide organizations submitted nominations
- The 110 Work Group participants represent diverse perspectives, regions, and roles
- Follow the progress at DESE Success Ready Students Work Group

  https://dese.mo.gov/success-ready-students-work-group

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION (DESE) Strategic Plan

SHOW ME SUCCESS

Vision

Improving Lives through Education

Mission

Providing Access to Opportunity

Core Values

We are Committed to Excellence

We are Future-Focused

We are Dedicated to Serving Others

Priority Areas

Early Learning & Early Literacy

Success-Ready Students & Workforce Development

Safe & Healthy Schools

Educator Recruitment & Retention

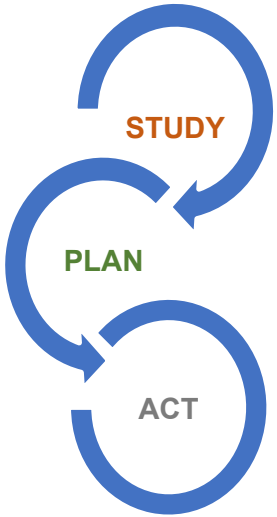
DESIGNING UP: Future Focused Learning Framework

The Success-Ready Students Work Group is designing a Missouri framework for competency-based learning supported by reimagined accreditation and assessment systems that provide students with the foundation they need to be high school, college, career and workforce ready.

The work group will recommend a plan in May, 2022 to Commissioner Vandeven with specific action steps and timeline to implement this framework.

DESIGNING UP: Essential Questions Guiding the Work

1. What is competency-based learning?
2. What strategies, including professional development, are needed to support implementation of competency-based learning?
3. What are barriers to competency based learning that need to be addressed locally and statewide with policy and practice?
4. How can the assessment system (including MAP) be redesigned to support student mastery of priority standards ensuring high school, college, career, and workplace readiness and meets federal requirements?
5. What is the framework and approval process for districts to voluntarily customize MSIP 6 requirements in order to implement CBL practices, including assessment evidence.



Missouri Department of Elementary & Secondary Education

Success-Ready Students Work Group

DESIGNING UP LEARNING

Session 1: *Competency-Based Learning*

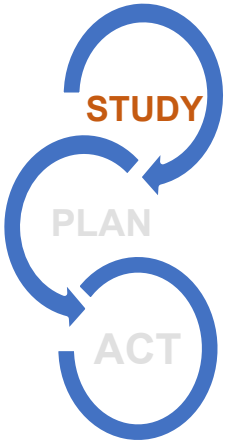
- CBL in the Missouri Context
- Navigating a Shift in Direction w/Ray McNulty
- Learning from New Hampshire w/Fred Bramante

Session 2: *College, Career, Workplace Readiness*

- Case Study: Liberty and Kearney School Districts
- Regional Collaborative: Real World Learning
- National Real World Learning w/Tom Vander Ark

Session 3: *Every Student Success-Ready*

- Case Study: Pattonville School District
- State Collaborative: Missouri Assessment Partnership w/ National overview of innovative state assessments



What have we learned?

STUDY SESSION 1

Designing Up: Competency-Based Learning

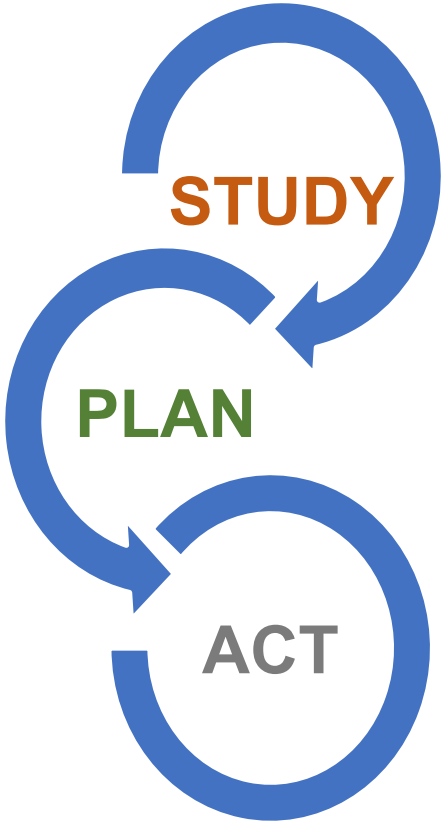
Personalized, competency-based learning is a mind-set for designing learning solutions from the student up to ensure they are success-ready. *It is not a program.*

COMPETENCY-BASED LEARNING (CBL)
A Personalized Strengths-Based Approach to Learning

CONSTANT: LEARNING

VARIABLES:

- Time
- Structure
- Instructional Strategies



Competency-Based

Defined by learning (age does not determines your grade level); Time is variable.

Learning Ladder

Traditional Time/Age Based

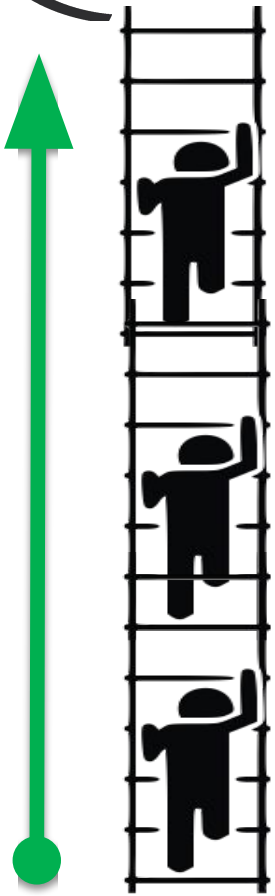
Defined by time (your age determines your grade level); Learning is variable.

Success Ready Graduates

Students progress through **priority standards** (competencies) as demonstrated by their level of **mastery** on **assessment evidence**.

Time, Structure and Instructional Strategies are variables that support the learner.

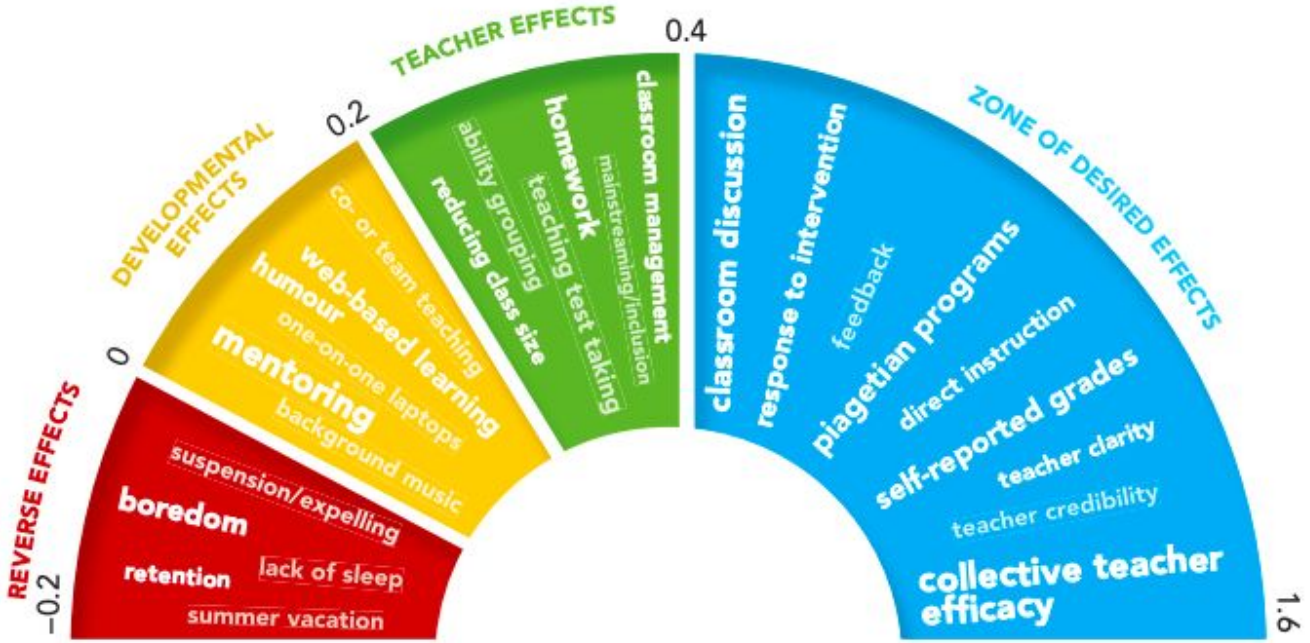
Entering School/ Preschool



Grade 12 Grade 11 Grade 10 Grade 9	College, Career and Workforce Readiness
Grade 8 Grade 7 Grade 6 Grade 5 Grade 4 Grade 3	High School Course Content Readiness
Grade 2 Grade 1 Kindergarten Pre-Kindergarten	Foundational Readiness

© PATTONVILLE SCHOOL DISTRICT

Hattie: Visible Learning



Practices That Yield Desired Effects			
Collective teacher efficacy	1.57	Classroom discussion	.82
Self-reported grades	1.33	Teacher clarity	.75
Response to intervention	1.29	Feedback	.70
Piagetian programs	1.28	Direct instruction	.60
Teacher credibility	.90	Providing formative evaluation	.48

COMPETENCY-BASED LEARNING (CBL)
A Personalized Strengths-Based Approach

Competency-based education is a system in which:

- **Students are empowered daily** to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.
- **Assessment is a meaningful**, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence.
- **Students receive timely, differentiated support** based on their individual learning needs.
- **Students progress based on evidence of mastery**, not seat time.
- **Students learn actively** using different pathways and varied pacing.
- **Strategies to ensure equity** for all students are embedded in the culture, structure, and pedagogy of schools and education systems.
- **Rigorous, common expectations** for learning (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable.

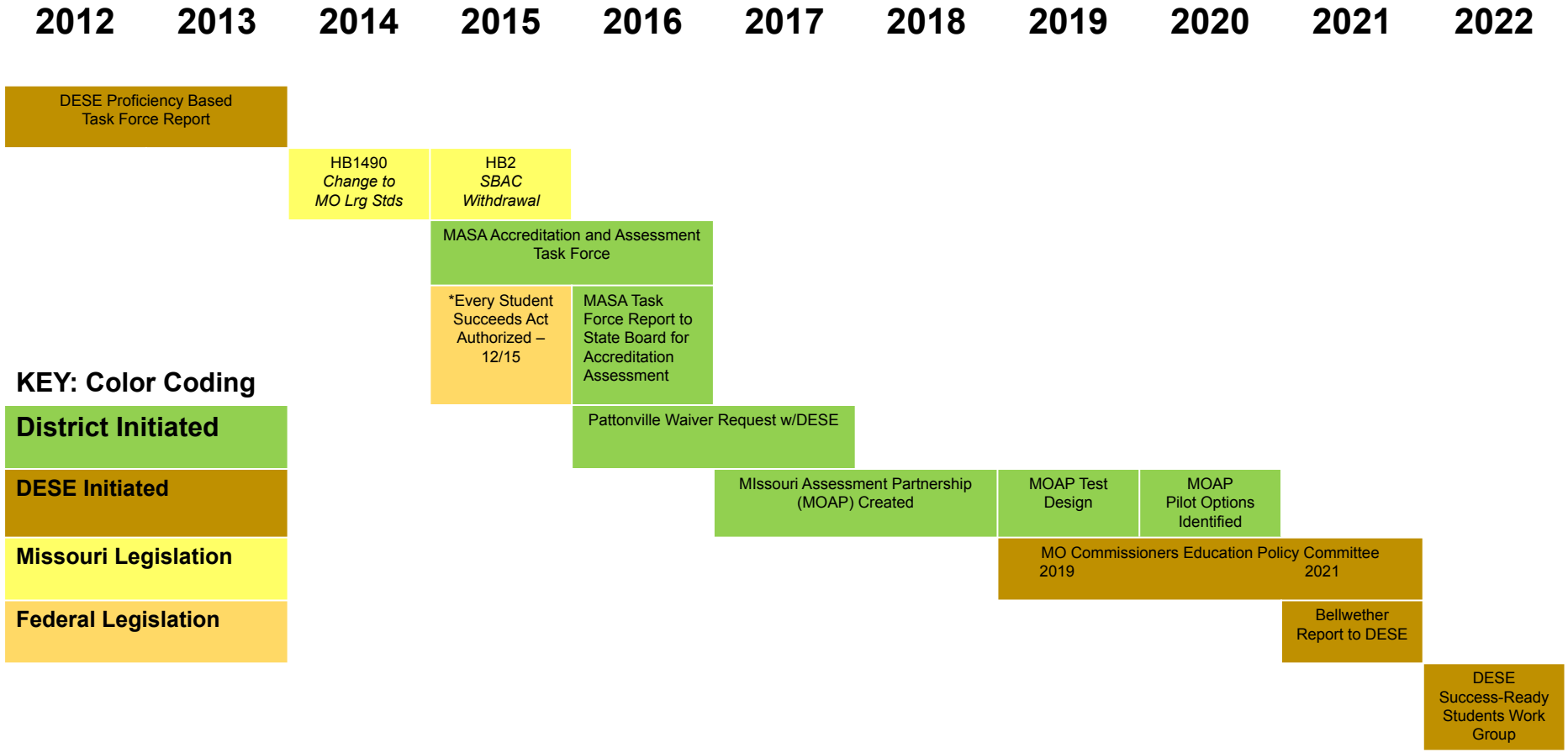
A competency-based school should implement all seven elements of the definition. Strong implementation also requires policies, pedagogy, structures, and culture that support every student.

Source: https://aurora-institute.org/our-work/competencyworks/competency-based-education/

To what extent is competency-based learning integrated into your school/district instructional design?

How do your professional learning experiences support a CBL mind-set?

MISSOURI CONTEXT - CBL & ASSESSMENT



STUDY PHASE: DESIGNING UP LEARNING

PROFICIENCY-BASED TASK FORCE **(2013)***

Results:

- Defined Proficiency (Competency) Based Learning
- High school handbook revised to allow credit by competency (not just seat time)
- Minutes per course requirement moved to non-regulatory

Recommendations Not Yet Acted On

- Develop an assessment and reporting system that supports CBL.
- Fund Competency Based similar to virtual (95% ADA)*

*2021 ***SB 33 (Arthur)*** - Establishes the Competency-based Education Grant Program and Competency-based Education Task Force, and allows school districts and charter schools to receive funding for high school students taking competency-based credits.

MASA TASK FORCE: *ACCREDITATION* & *ASSESSMENT* (2016) MOAP (2017-21)*

Strengths based accreditation system with research based inputs and outputs that encourage local control and innovation

Assessment for learning system focused on growth toward high school readiness that supports CBL, ensuring every student has a strong foundation to become college, career and workforce ready.

Encourage districts to create and pilot solutions that work.

MISSOURI COMMISSIONER'S EDUCATION POLICY COMMITTEE RECOMMENDATIONS*: *2019* and *2021

Workforce Development & Tomorrow's Economy **- Strengthen education/business partnerships, develop framework for pathways to enter the workforce, expand secondary credentialing with equity**

Innovative & Flexible School Structures **- define what high school graduates should know and be able to do and design systems accordingly, planned flexibility with incentives, rethink accountability and assessment**

Using Data Systems **- thoughtful measurement and use of data, longitudinal analysis, clear communications with audiences on purpose**

Bellwether Report **(2021)***

Public stakeholders: **Public education leaders and stakeholders build shared vision for CBL**

Practitioners: **Educators build supportive assessment system and professional learning options**

Policymakers: **DESE/state policymakers provide flexibility with DESE taking a key role in pilots ,use of data and financial support**

***Click Underlined and Italicized Text for Hyperlink to Full Report**

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Success-Ready Student Work Group

THEMES ACROSS STUDIES AND REPORTS

Assessment: Redesign MAP test with an assessment system that supports competency-based learning (1,2,3,4,5)

- **Students as the focus** with the assessment system (including "state test") supporting using **time, structure and instructional strategies as variables** in learning design to **meet students where they are** and ensure **every student** has an academic foundation in place to be high school, college, career & workforce ready. (1,2,3,5)
- **Professional learning** to ensure educators have the tools they need to support student success.(2, 3, 5)

Assessment and Accountability: Develop a framework which supports competency-based learning through use of meaningful measures (data) that inform instructional and school improvement while also removing barriers inherent in the current system (1,2,3,4,5)

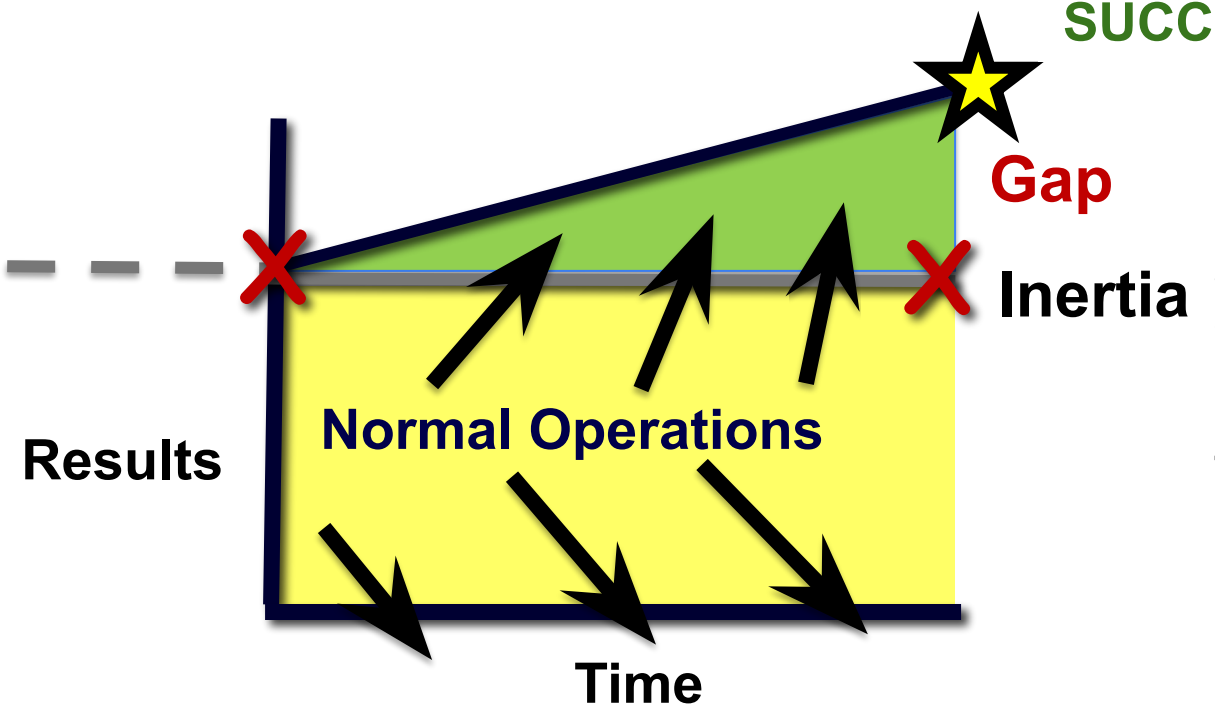
Innovation: Provide districts flexibility (e.g. pilots, waivers, etc) to implement competency-based learning and innovative assessment systems. (1,2,3,4,5)

Engagement: Include stakeholders groups in designing competency based learning and assessment systems. (1,2,3,4,5)

Reference of Source Documents

1 DESE Proficiency-Based Learning Task Force (2013)
2 MASA Show-Me Task Force Report on Accreditation & Assessment (2016)
3 Missouri Assessment Partnership (MOAP)
4 Missouri Commissioner's Education Policy Committee 2019 & 2021
5 Bellwether Report (2021)

Design Up Learning: Overcoming Inertia



SUCCESS-READY LEARNERS

Create a FUTURE FOCUSED FRAMEWORK for competency-based learning supported by REIMAGINED assessment and accreditation SYSTEMS THAT PROVIDE STUDENTS with the foundation they need to be high school, college, career and workforce ready.

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IMPACT OF CHANGE

ATTRIBUTES OF ORGANIZATIONAL BEHAVIOR

Creative Energy Upward Momentum	➡	**Paralyzing Fear** Reinforce Past Behavior
Commitment High School/College/Career/Workforce Ready	➡	**Compliance** Emphasize Artifacts
Service Every child demonstrates growth in mastering meaningful learning that supports their journey in being a success ready student	➡	**Survival** Get points to meet/exceed MSIP

Missouri
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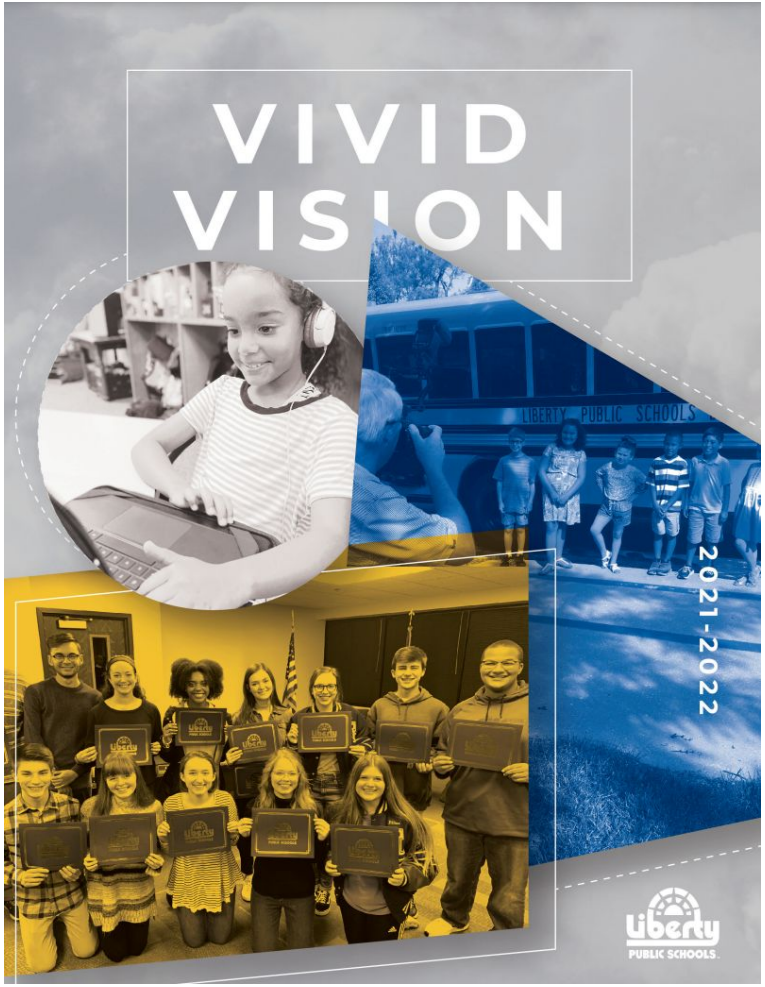
STUDY SESSION 2

Designing Up: College, Career & Workplace Readiness

During the presentation, reflect on the big levers we need, and barriers that need to be removed, in a reimagined accreditation and assessment system that supports every student in being college, career and workplace ready.

VIVID VISION



2021-2022

Liberty PUBLIC SCHOOLS

THRIVE

#LPSleads

LIBERTY PUBLIC SCHOOLS

GRADUATE PROFILE

EVERY STUDENT *will:*

ACADEMIC

Apply skills attained from literacy, mathematics, humanities, sciences, technology, the arts and physical education across a variety of contexts in meaningful ways.

Critical Thinker | Analytical | Curious | Problem Solver | Goal Oriented

CULTURAL

Interact, work, and develop authentic relationships with people from diverse cultural backgrounds with respect for all unique beliefs, customs, and perspectives.

Empathetic | Active Listener | Civically Engaged | Culturally and Globally Aware

PERSONAL

Cultivate a deep understanding of self and the ability to leverage strengths, while recognizing and addressing areas of needed growth.

Reflective | Learner | Leads with Integrity | Financially Literate | Manages Well-Being

PROFESSIONAL

Engage and contribute to a work environment in a professional manner, equipped with necessary skills to succeed.

Collaborative | Effective Communicator | Self-Directed | Resourceful | Dependable

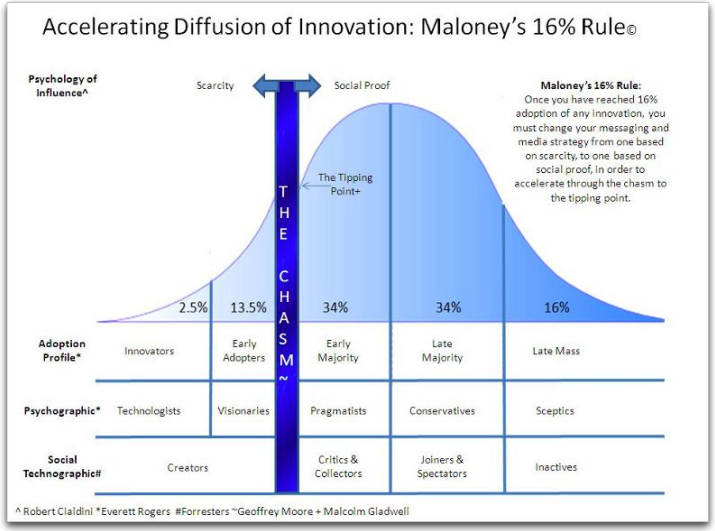
ENTREPRENEURIAL

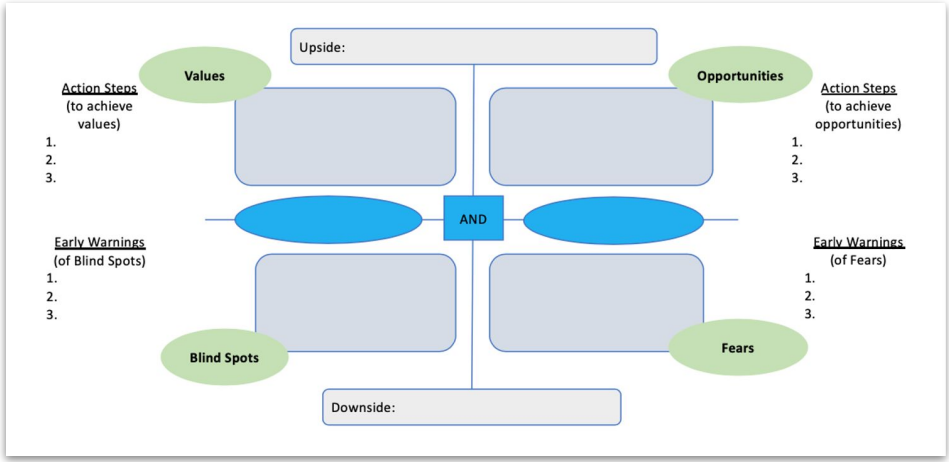
Recognize opportunities for success while applying divergent thinking and bias toward action to their work.

Creative | Values Networks | Strategic | Adaptable | Perseveres

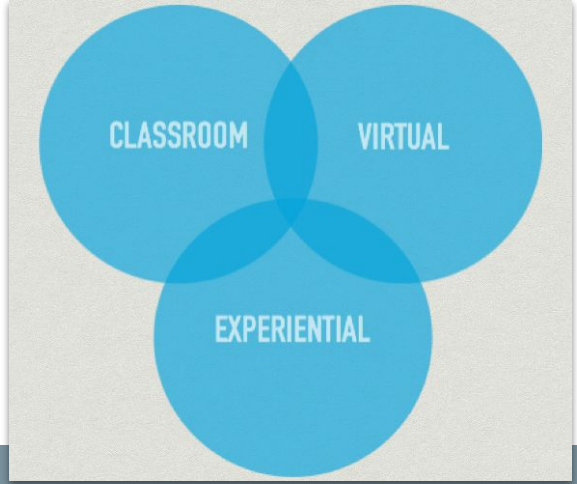
SEPTEMBER 2019

Liberty PUBLIC SCHOOLS

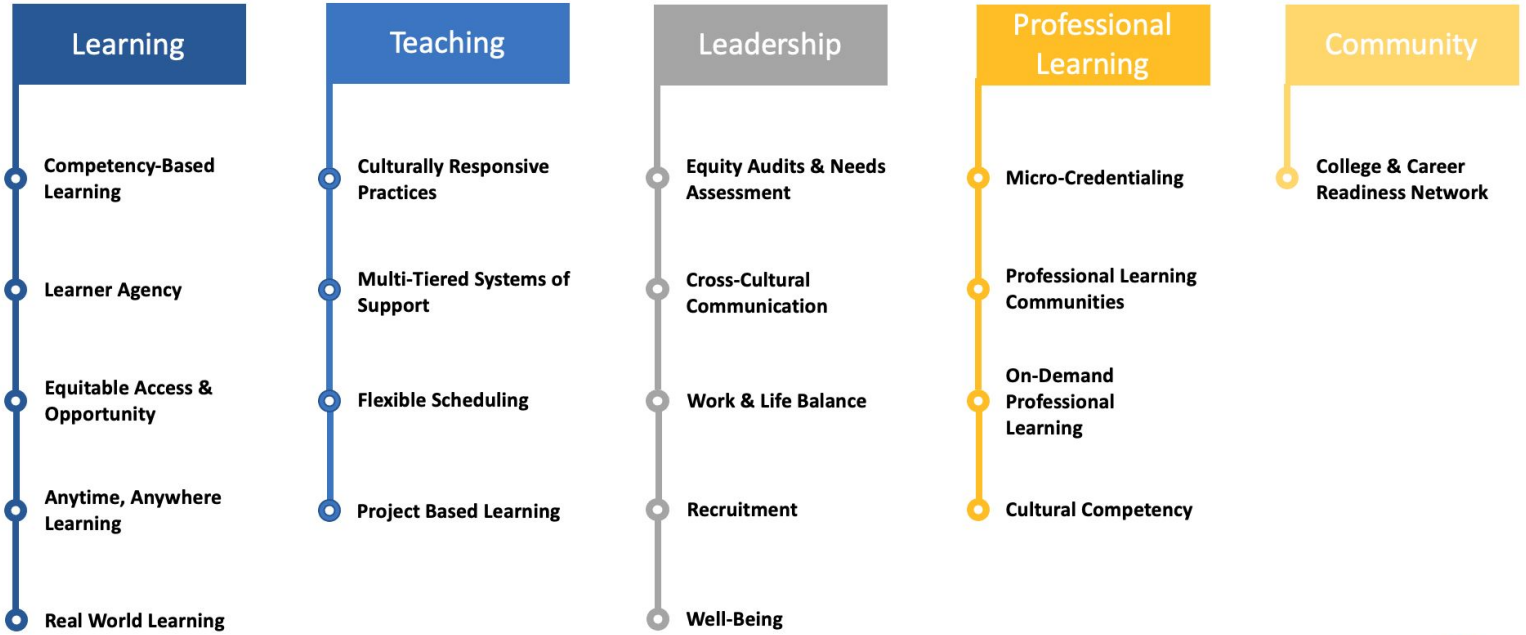

Accelerating Diffusion of Innovation: Maloney's 16% Rule©
Psychology of Influence^
Scarcity
Social Proof
THE CHASM~
The Tipping Point+
Maloney's 16% Rule:
Once you have reached 16% adoption of any Innovation, you must change your messaging and media strategy from one based on scarcity, to one based on social proof, in order to accelerate through the chasm to the tipping point.
2.5%
13.5%
34%
34%
16%
Adoption Profile*
Innovators
Early Adopters
Early Majority
Late Majority
Late Mass
Psychographic*
Technologists
Visionaries
Pragmatists
Conservatives
Sceptics
Social Technographic#
Creators
Critics & Collectors
Joiners & Spectators
Inactives
^ Robert Cialdini *Everett Rogers #Forresters ~Geoffrey Moore + Malcolm Gladwell


Upside:
Values
Opportunities
Action Steps (to achieve values)
1.
2.
3.
Action Steps (to achieve opportunities)
1.
2.
3.
AND
Early Warnings (of Blind Spots)
1.
2.
3.
Early Warnings (of Fears)
1.
2.
3.
Blind Spots
Fears
Downside:

THE CYNEFIN FRAMEWORK
DISORDER
COMPLEX
COMPLICATED
CHAOS
SIMPLE
DIFFERENT SITUATIONS REQUIRE DIFFERENT WAYS OF NAVIGATION
DISORDER
COMPLEX
COMPLICATED
CHAOS
SIMPLE
GOOD TO KNOW
IF YOU DON'T KNOW WHERE YOU ARE IF YOU FEEL LOST IN THE WOODS....
WELCOME TO THE HOME OF DISORDER
GATHER INFORMATION → IDENTIFY THE DOMAIN → MOVE ON
WHEN YOU BELIEVE
ALL IS SIMPLE
EVERYTHING IS ORDERED
PAST SUCCESS MAKES YOU INVULNERABLE TO FUTURE FAILURE
BEFORE YOU KNOW IT THE CHAOTIC DOMAIN GRABS YOU BY THE THROAT AND DRAGS YOU INTO A CRISIS
THINK AGAIN

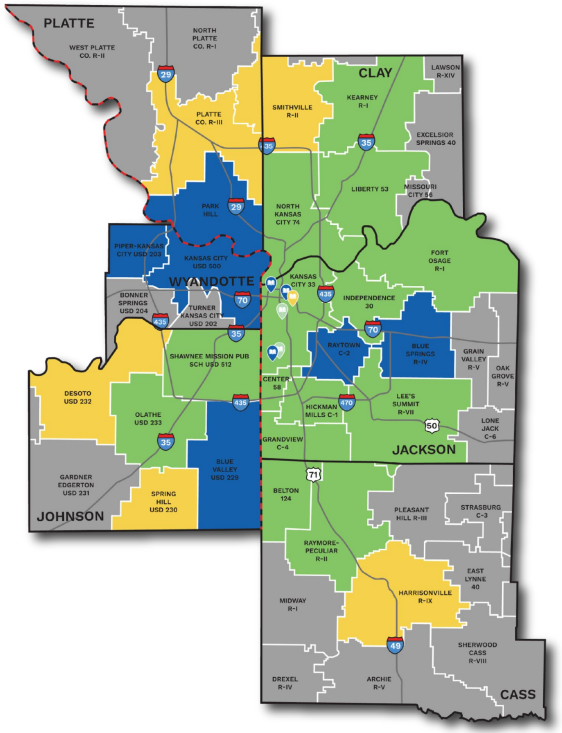

CLASSROOM
VIRTUAL
EXPERIENTIAL

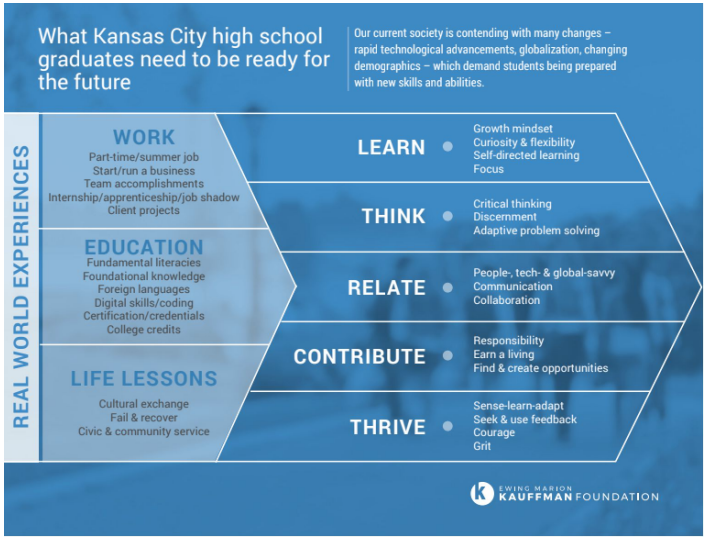
Agile Strategy Map



Liberty Public Schools

Real World Learning





- work experiences
- industry-recognized credentials
- college credit
- entrepreneurial experiences

Elementary

- **Schools/Programs**
  - LENS
  - EPiC Elementary
  - Warren Hills Re-Design
  - Project Lead The Way (PLTW) – LAUNCH Program

- Project Based Learning (PBL) – Buck Institute
- Visible Learning
- Proficiency Scales
- 21st Century Skills Team
- KSD expansion of PBL into all elementary buildings with the goal of connecting PBL units to our Career Pathways

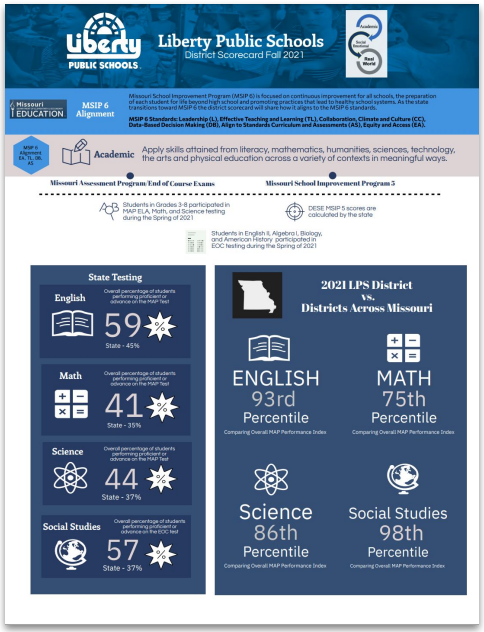
Middle School

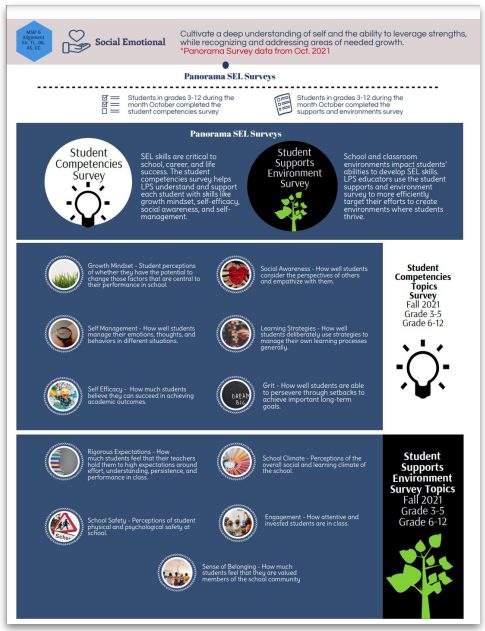
- HMS by Design
- Project Based Learning (PBL) – PBL Works/Buck Institute
- Interdisciplinary PBL
- Summer CAPS Experience
- Proficiency Based Grading Pilot

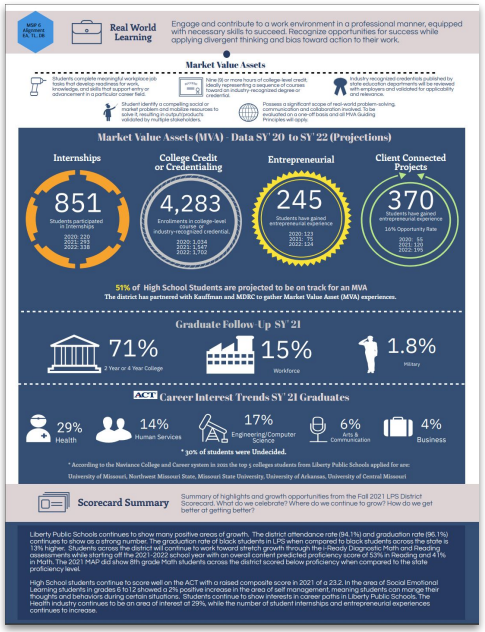
High School

- Northland CAPS
- College & Career Centers
- Project MOST
- KC Tech Academy
- Real World Learning
- Math Personalized Learning Plan
- North Nation by Design
- Network 53
- Beyond KSD
- EDGE Microschool

Uncommon Measures







STUDY SESSION 3

Designing Up: Success-Ready Students

During the presentation, reflect on the big levers we need, and barriers that need to be removed, in a reimagined accreditation and assessment system that supports every student in being high school ready.

OUR PLAN 2018-2023

1. All students demonstrate significant improvement in their understanding and application of state standards.
2. Develop and implement building-level school improvement plans consistent with the district's Comprehensive School Improvement Plan (CSIP).
3. Develop a plan that addresses critical issues.

View full plan online at
bit.ly/PSD-CSIP-2018-2023

Pattonville Personalized Learning Vision

Students own their learning, unconstrained by time, practice, or structure, to meet their unique learning goals supporting their future success.

Create learner progressions that...

- Create continuity from grade to grade
- Highlight the most important learning targets
- Include language that communicates achievement and progress in specific terms

Domains: *The skills and strategies that support the competency.*

Competency Title

Competency: *An overarching statement describing knowledge and skills that apply both within and beyond a subject area.*

Reading Literary Texts

Competency: Explore, analyze, and evaluate grade-level works from a range of literary genres

	K	1	2	3	4	5	6	7	8
Retell & Summarize	I can retell main events including beginning, middle, and end after a read-aloud.	I can retell main events including important details and using beginning, middle, and end.	I can retell beginning, middle, and end and identify the central message or moral.	I can summarize a story explaining the main events and the overall message.	I can summarize a story explaining the main events and identify the theme.	I can summarize the different elements of a story including the conflict, resolution, and theme(s).	I can determine the theme of a text, cite evidence, and summarize the text.	I can determine the theme of a text and explain why this is the theme using textual evidence.	I can determine the theme of a text and explain how the theme develops throughout the text using textual evidence.
Predict & Infer	I can make predictions when looking at a book.	I can make predictions about what will happen next using what I know.	I can make and confirm predictions using clues from the text.	I can make an inference using events, illustrations, and words in a story with text evidence for support.	I can make an inference using events and words in a story with text evidence for support.	I can make appropriate inferences and draw conclusions using evidence from text. I can give my opinion by providing evidence from the text.	I can draw conclusions, infer, and analyze by citing textual evidence to support analysis of grade level text.	I can analyze a fictional text by inferring meaning, drawing conclusions, and giving textual evidence to prove analysis of grade level texts.	I can analyze a fictional text by inferring meaning, drawing conclusions, and giving the textual evidence that most strongly proves analysis of grade level texts.

Learning Targets: *A specific, intermediate goal, describing progress toward a competency within a domain.*

A correlation of end of year expectations for each grade level.

Standards: *What we want students to be able to know and do at the end of any given time. Standards are provided by the state. The learning targets are built from standards.*

The what and why for Pattonville SD proficiency scales

A Proficiency Scale is a measurement tool that has the potential to:

- define proficiency of a learning target
- articulate rigorous learner progressions
- inform and liberate how teachers plan lessons and assessments
- help students know what learning is required at each level
- assists teachers in giving more specific and timely feedback to students about the next step in their learning.

Learner Progressions
English Language Arts

	K	1	2	3	4
	Connections/Compare& Contrast	**Connections/Compare& Contrast**	**Connections/Compare& Contrast**	**Connections/Compare& Contrast**	**Connections/Compare& Contrast**
Reading Literary Texts: Connections/Compare & Contrast	I can make connections to stories (Text-to-Self).	I can make connections (Text-to-Self and Text-to-Text) to stories based off experiences and books.	I can make connections (Text-to-Text and Text-to-World) including various versions of the same story.	I can make connections to texts (Text-to-Text and Text-to-World) independently.	I can explain connections between Text-to-Text and Text-to-World independently.
	Predict/Infer	**Predict/Infer**	**Predict/Infer**	**Predict/Infer**	**Predict/Infer**
Reading Literary Texts: Predict/Infer	I can make predictions when looking at a book.	I can make predictions about what will happen next using prior knowledge. I use "I wonder…" statements to question and predict.	I can make and confirm predictions using clues from the text.	I can make an inference using events, illustrations, and text evidence for support. I can ask/answer questions using inferences.	I can make an inference using events and words in a story with text evidence for support.
	Retell	**Retell**	**Retell**	**Summarize**	**Summarize**
Reading Literary Texts: Retell/Summarize	I can retell a story that includes a beginning, middle, and end.	I can retell the main events of a story including important details.	I can retell a story in detail and identify the central message.	I can summarize a story explaining the main events and the overall message.	I can summarize a story explaining the main events and identify the theme.
	Word Meaning	**Word Meaning**	**Word Meaning**	**Word Meaning**	**Word Meaning**
Reading Literary Texts: Word Meaning	I can use new words/phrases from reading in conversation.	I can determine what new words mean using the sentence and picture in the text.	I can determine what new words mean by using multiple sentences and illustrations in a text.	I can use context clues or multiple strategies to determine meaning of unfamiliar or multiple-meaning words.	I can use multiple strategies or context clues to determine the meaning of unfamiliar or multiple-meaning words.

Proficiency Scale Development Process

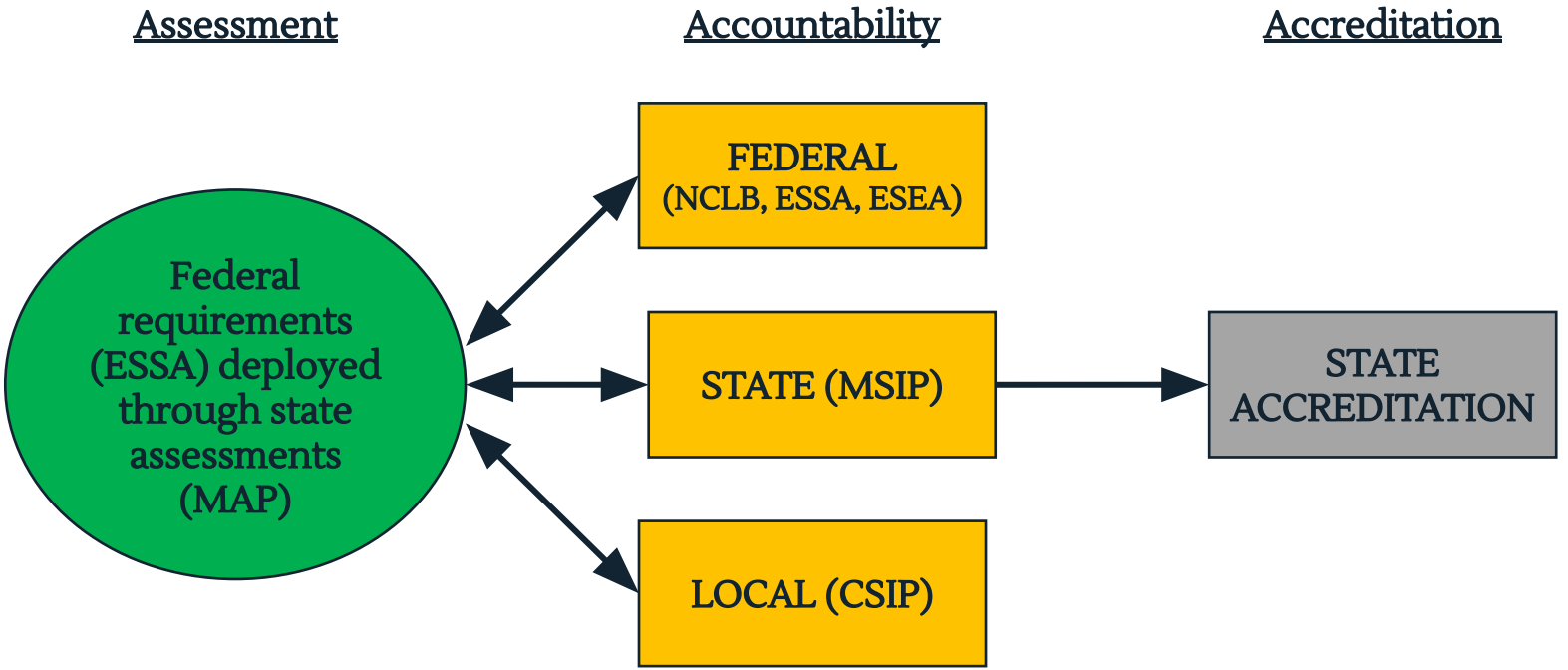
1. Determine level of rigor for the learning target
   a. This is ***Mastery*** Level
2. Utilizing taxonomy levels, go DOWN one level of taxonomy
   a. Select good-fit verb and write "I can" statement
   b. Include needed vocabulary
   c. This is ***in progress***
3. For "getting started" …
   a. Go down one more level of taxonomy
   b. Select good-fit verb and write "I can" statement
   c. This is ***getting started***

Measure	Description	Rigor
Mastery	**Shapes 5** **I can classify figures in a hierarchy based on properties.** **1st** →	**Analyzing** **Knowledge: Classifying** **2nd**
In Progress	**Know/Do:** **I Can:** **I Can:** **Vocabulary:** **4th** ←	↓ **3rd**
Getting Started	**Know/Do:** **I can:** **I can:** **6th**	**5th**

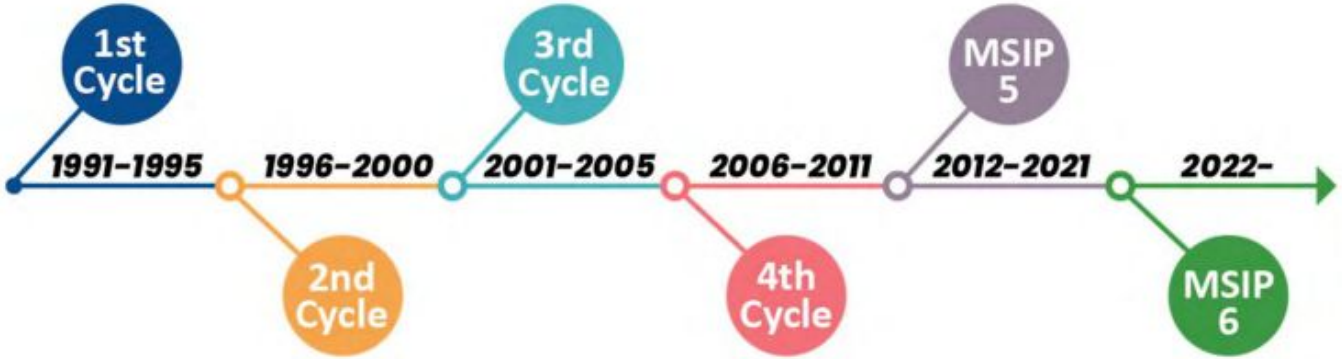
Fourth Grade

Measure	Description	Rigor
Mastery	**Domain & Grade Level:** 4th Grade 17. Reading Informational: Main Idea/Summary **Learning Target:** **I can use details from the text to determine and support the main idea.** **Know/Do: (Use Item Specification lists)** **I can independently cite text evidence used to infer and draw conclusions of the main idea in a nonfiction text.** **I can independently cite text evidence used to infer and draw conclusions of the supporting details in a nonfiction text.**	**Marzano Taxonomy Level:** **Analyzing Knowledge: Logical Inferences**
In Progress	**Know/Do:** • **I can distinguish between direct and indirect details in a text.** • **With assistance I can cite text evidence used to infer and draw conclusions of the main idea in a nonfiction text.** • **With assistance I can cite text evidence used to infer and draw conclusions of the supporting details in a nonfiction text.** **Vocabulary: main idea, details, infer, draw conclusions**	**Analyzing Knowledge: Similarities & Differences**
Getting Started	**Know/Do:** • **I can identify the main idea based on what is directly stated in a nonfiction text.** • **I can find evidence in the text that directly supports the main idea.**	**Comprehending Knowledge: Integrating**

Assessment, Accountability, and Accreditation

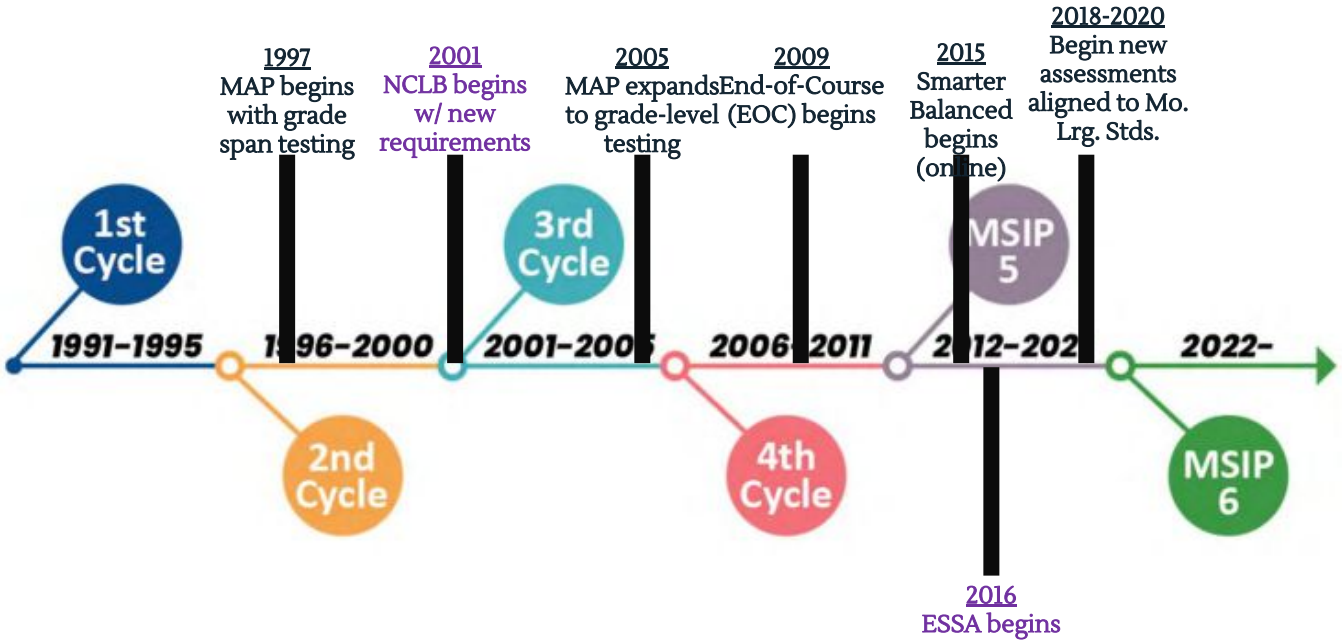


History of Missouri School Improvement Program (MSIP)



(MODESE, March 2022; MODESE a , n.d.)

History of MSIP, Federal Changes & State Assessment



(MODESE, March 2022; MODESE a , n.d.; MODESE b, n.d)

U.S. Department of Education – Innovative Assessment Demonstration Authority (IADA)

The Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) includes in title I, part B of the ESEA a new demonstration authority under which an SEA or consortium of SEAs that meets certain application requirements **may establish, operate, and evaluate an innovative assessment system, including for use in the statewide accountability system, with the goal of using the innovative assessment system after the demonstration authority ends to meet the academic assessment and statewide accountability system requirements under title I, part A of the ESEA.**

(U.S. Department of Education, January 17, 2020)

States Participating in Innovative Assessment Pilots

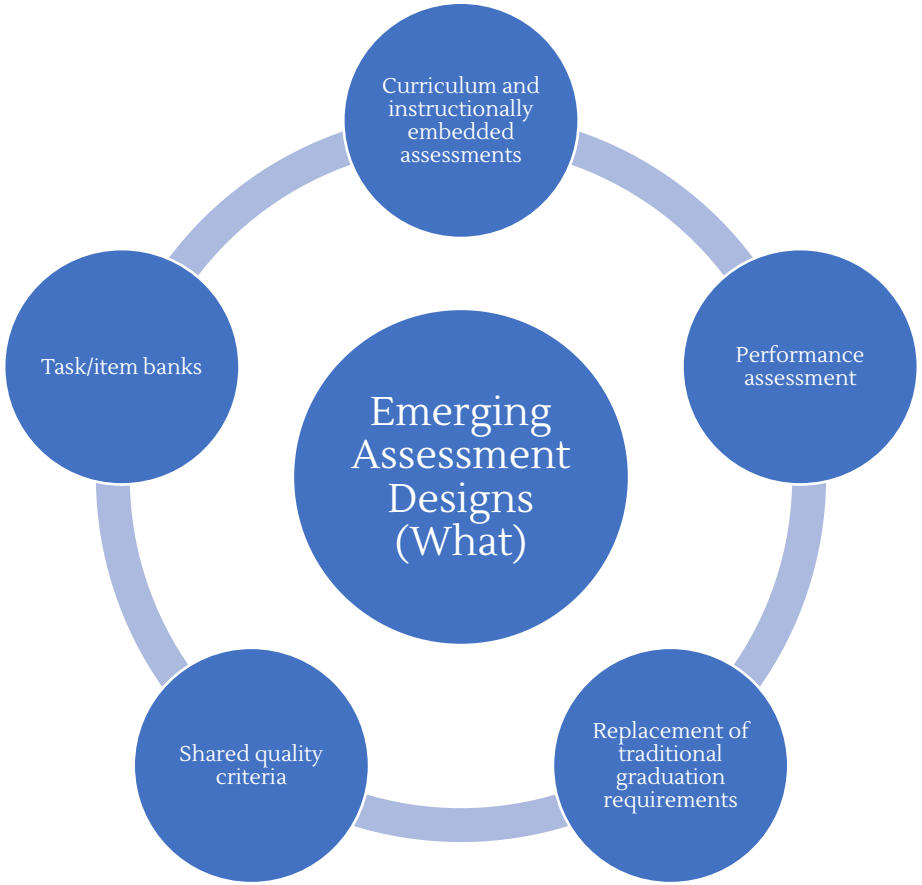
State and Approval Date	Features
Louisiana (July 2018)	Combine ELA & SS tests to streamline state testing by assessing students through year with local readings
New Hampshire (Sept. 2018)	PACE System – locally developed, locally-administered performance assessments tied to grade and course competencies determined by local districts that are aligned with the State's challenging academic content standards. Student proficiency, as required under federal law, are produced using educator judgements at the end of the school year based on which achievement level best describes each of their students, and end-of-year competency scores for each student. Statewide assessments occur in grade span approach.
North Carolina (June 2019)	System of through-course assessment opportunities aimed towards a balanced assessment system that will provide granular data for immediate feedback about students' performance throughout the year.
Georgia (July 2019)	Three pilot programs/approaches to innovative assessment all of which rely on interim assessments during the year – GMAP (NWEA), Putnam Consortium (Navvy), and Cobb Teaching and Learning System Assess Platform (CTLS-Assess).
Massachusetts (April 2020)	Focus on increasing access to deeper learning, piloting an assessment system in science and technology/engineering for grades 5 and 8. The new design will combine the current Massachusetts Comprehensive Assessment System (MCAS) with a new hands-on session, where students will be assessed in dynamic, interactive simulations, much as they might experience a task in a science class.

(Louisiana Department of Education, 2018; Hedger, 2020; New Hampshire Department of Education, n.d.; North Carolina Department of Public Instruction, n.d.; Georgia Department of Education, 2019; Schaffhauser, 2019)

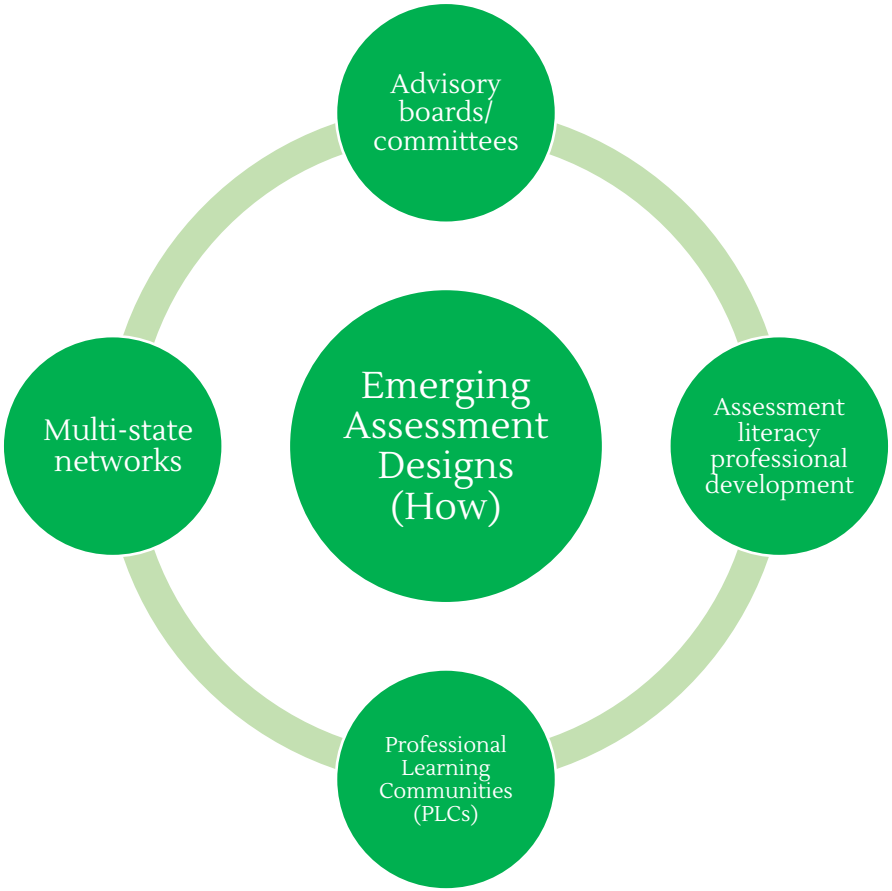
Key Themes Driving Assessment Innovation

Need for Change *What are the most common concerns about today's assessment systems?*	Vision for Change *What are the most common aspirations for future assessment systems?*
Curriculum has narrowed toward rigid test preparation	Ensure equitable teaching of foundational skills while also supporting deeper, more personalized learning
State testing data is not actionable for instruction and data from the classroom is not valued	Balance a small state assessment footprint with richer assessments that provide actionable data for students, teachers and caregivers
Instructional time lost to test preparation and testing time	Embedded into instruction to support teaching and learning
Students experience testing stress	Students engage with meaningful challenges to gauge where they are in their learning
Standardized test results are used without additional and broader indicators to evaluate schools, which can often stigmatize communities	Assessment systems are designed to be culturally responsive/sustaining to ensure that every student can see themselves in the assessment experience

(Knowledge Works, 2021, p.1)



(Knowledge Works, 2021, p.2)



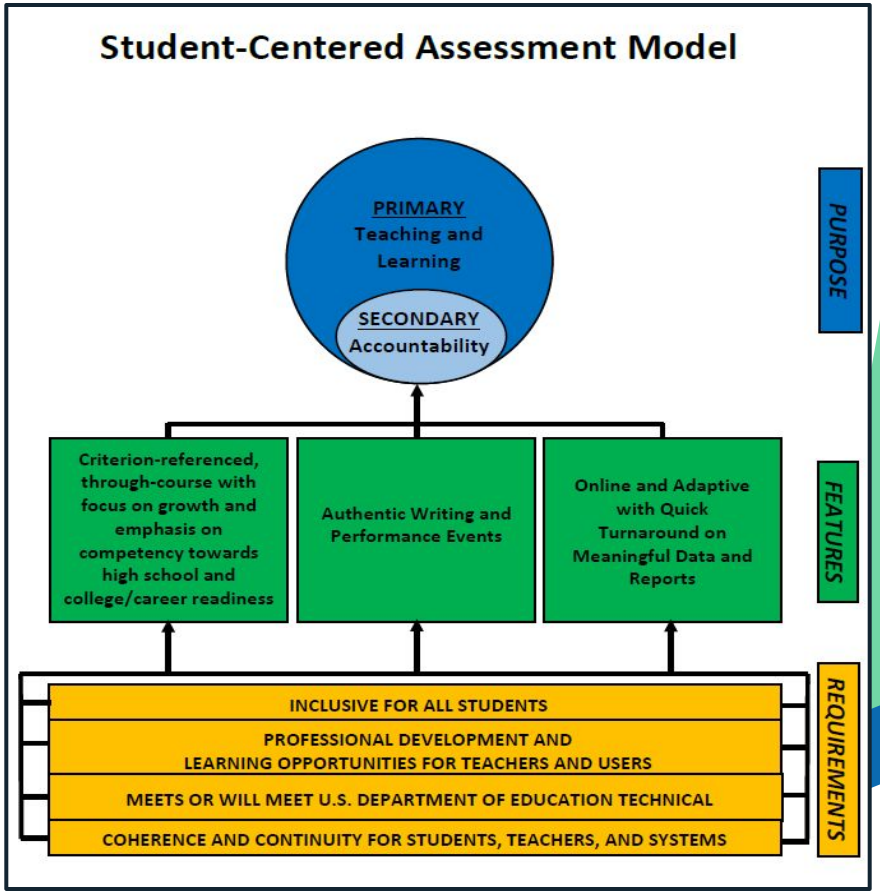
(Knowledge Works, 2021, p.3)

Missouri Assessment Partnership

- Group of around sixty districts from across the state that came together and believed assessments for learning used effectively put students on course for a meaningful life.

- Sought to create a model assessment program that incorporates authentic evidence of student mastery, captures and honors student growth, and allows students the opportunity to demonstrate their learning within and across years to ensure readiness for high school course content and college/career.

Vision and Elements Identified for Student Centered Assessment



Vision and Elements Identified for Student Centered Assessment

- System focused on **teaching and learning first**, accountability second.
  - Every student – Every day
- Online, with a **quick turnaround** providing **meaningful data** and reports.
  - This will be exclusively on the vendor/partner.
  - Thus, the vendor/partner are foundational to this being a successful endeavor.
- **Focus on growth** with **emphasis on competency** towards high school and college/career readiness.
  - Currently assess at the state's pace – need to assess at the student's pace
- **Criterion-referenced through-course**, done in shorter iterations and less invasive than done in the current model, showing proficiency throughout the course and not just at the end of the year.
- **Authentic Writing**
- **Professional Development** for teachers on system-usage and connections to improve/deliver instruction and resources for students that aren't on pace.
- **Inclusive for all students**, regardless of arbitrary 1% caps
- **Coherence and Continuity over time** – long-term commitment with the vendor/partner
- **Integration of subjects** would be **ideal**, but we recognize that may be for future iterations.
- Must be able to **meet all technical requirements** of the *U.S. Department of Education's Peer Review of State Academic Assessment Systems*

Through-Year Assessment

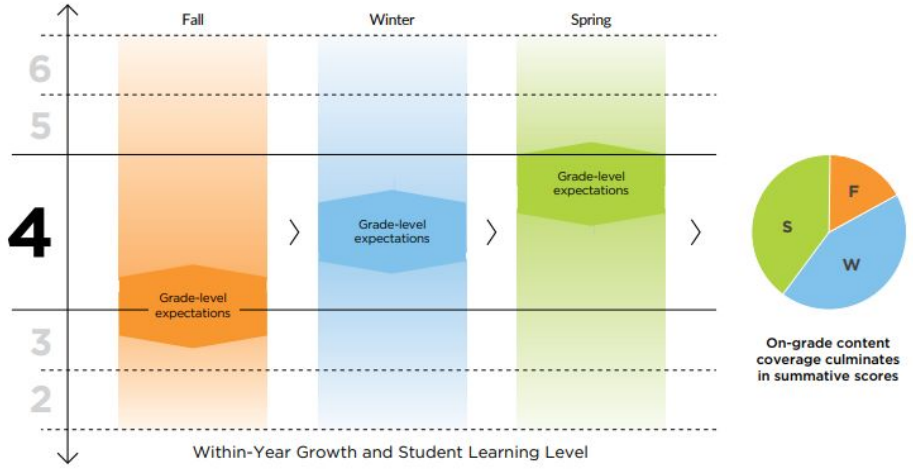
- The Partnership's vision for through-year assessment is to administer interim/benchmark/formative assessments across the year that supports teaching, learning, and program improvement which builds towards a summative profile of student learning and proficiency.

- Two types of through-year assessment are being planned in other states.
  - Nebraska: Integrated Through-Year
    - ✔ Beginning-of-Year connects to Middle-of-Year which connects to End-of-Year.
  - Alaska: Connected Through-Year
    - ✔ Beginning-of-Year connects to Middle-of-Year
    - ✔ Summative in the spring is stand alone with RIT score
    - ✔ Connection for growth

How Adaptive Through-Year Assessment Works

Video

The below graphic represents one fourth grade student's experience. Each assessment adapts to individual student performance, so the pie will look different for each student.



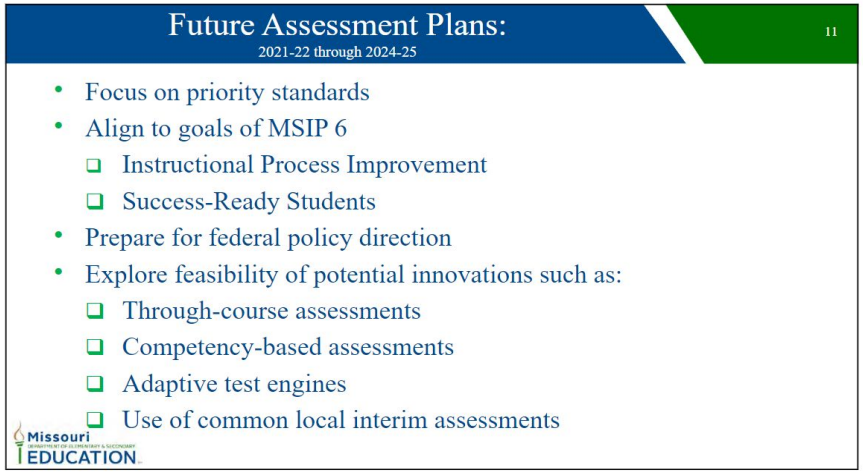
Adaptive measurement
Adaptive assessments administered fall/winter/spring measure student learning relative to grade-level expectations and adapt within, below, or above grade level based on the student's performance.

On and off-grade-level data
Educators receive instructionally-relevant reports on student grade-level performance, as well as individual learning level and cross-grade-level growth throughout the school year—in time to impact learning.

Accountability scores
Summative proficiency scores are generated for accountability using grade-level performance data from the three interim assessments. Scores also incorporate results from performance tasks, such as writing assessments, in states that use them.

DESE Interest on Assessment Redesign

January 2021 SBOE Item



(MODESE, January 2021, p.12)

January 2022 SBOE Covid Update Item section, related to ESSER Statewide Initiatives

(MODESE, January 2022, p.10)

"...the U.S. Department of Education is releasing the 2022 notice inviting applications for the *Competitive Grants for State Assessments* program, a program designed to enhance the quality of state assessment systems to better reflect the needs and experiences of our nation's students and communities" (Peasley, 2022, p.1).

"The program will award up $17.7 million in grants to 4-6 state educational agencies, with estimated grant awards of up to $3 million per grantee. Grantees will use these grant funds over a period of up to four years. **The program will focus on assessment systems based on multiple measures, competency-based education, and improved reporting of assessment results to parents and educators**" (Peasley, 2022, p.1).

Sharing our thinking through Thoughtexchange