



State Assessment Systems Summary Review

North Dakota Assessment Task Force

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Presentation Overview

Purpose

Data Sources

- ASG State Assessment Survey

- ECS State Assessment Survey

Summary State Assessment Data

States Changing From One Assessment System to Another in 2015

Example State – ME

Example State - MS

Small State (<100,000 students tested) Assessment Systems
Summary

Example State - AK

Trends in State Assessment Systems

Questions



Purpose

- Provide the North Dakota assessment task force with current and pertinent information on state assessment systems
- Share information on what states that are changing assessment systems are doing
- Provide a look at some small state assessment systems
- Review trends in the ASG's assessment survey data

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Data Sources

- ASG conducts an assessment survey with 40+ states each year
 - Collect detailed assessment system component data
 - Gather information on current trends in assessment
- ECS recently completed a survey providing highlights of each state's summative assessment
- Additionally, ASG regularly attends various industry conferences, CCSSO SCASS meetings, and regularly interacts with state assessment personnel

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Summary State Assessment Data



- For the 2015-2016 test year, 15 states will administer SBAC, 7 states + DC will use PARCC, ~23 states will use a custom test and ~5 states will use an off the shelf product (2 ACT Aspire, 1 ITBS*) or item bank items.
 - A few additional states will use ACT Aspire as part or all of their HS test
- Some of the SBAC/PARCC states are using consortium items only along with state-developed items; some may be transitioning to custom-developed state assessments (LA, MA, MI, ...)
- 10 or more states will be implementing new summative assessments in 2015-2016 (AR, IN, LA, ME, MO, MS, NV, OH, SC, TN, WI)
- A handful of states are strongly leaning to switching to new assessments after 2016 (IA, MA, NC, NE, WY)
- Further change can be expected

*ITBS – Iowa Test of Basic Skills (norm referenced test)

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States Changing Assessment Systems in 2015 - 2016



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States Changing Assessment Systems in 2015 – 2016



- Ten or more states will be implementing new assessment systems in the coming year, most as a result of leaving an assessment consortium
- Several different assessment models are being implemented in these states (3 still TBD)
 - Unified custom assessment in grades 3-8 and HS (IN)
 - Unified ACT Aspire in elementary, middle, and HS (AR)
 - Custom test in grades 3-8 and EOCs in HS (MS, TN)
 - Custom test in grades 3-8 and CEE in HS (WI)
 - Hybrid assessment using some PARCC items (LA)
 - Hybrid assessment using OTS and custom items in grades 3-8 and CCR assessment in HS (ME)
 - Item bank items in grades 3-8 and EOCs in HS (MO)

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States Changing Assessment Systems in 2015 - 2016



- States changing assessment systems will be testing largely via CBT which will become the predominant testing mode this year
- New assessments will use multiple item types and will take less time to administer than consortia developed assessments
- Most of the states implementing new assessments in 2016 have been able to find reasonably cost effective alternatives to the consortia assessments

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State Assessment Program Summary - States Changing Assessment Programs in 2015-2016

State/Characteristic	Grades 3-8 in ELA and Math			High School in ELA and Math			Combined Cost Per Student*
	Nature of Test	Item Types	Delivery Mode	Nature of Test	Item Types	Delivery Mode	
Arkansas	ACT Aspire	MC, CR, TEI, PT	CBT	ACT Aspire	MC, CR, TEI, PT	CBT	\$6M; \$21
Indiana	Custom	MC, CR, TEI	CBT & PPT	Custom	MC, CR, TEI	CBT & PPT	\$11.1M; \$20
Louisiana	Hybrid - PARCC Items	MC, CR, PT, TEI	CBT & PPT	Hybrid - PARCC Items	MC, CR, PT, TEI	CBT & PPT	
Maine	Hybrid	MC, CR, TEI	CBT	SAT	MC, Essay	PPT	\$4.1M; \$41
Mississippi	Custom	MC, CR, TEI	CBT & PPT	EOCs in Math and ELA	MC, CR, TEI	CBT & PPT	\$9.6M; \$39
Missouri	Existing DRC Item Bank Items	MC, CR, TEI (all items scored by computer)	CBT	5 EOCs in Math & ELA	MC, PT	CBT	\$11.3M \$25
Nevada	SBAC	MC, CR, PT, TEI	CBT	4 EOCs in Math & ELA		CBT	
Ohio	Custom	Mix		Custom	Mix		
South Carolina	Custom	Mix	CBT & PPT	Custom	Mix	CBT & PPT	
Tennessee	Custom	MC, CR, PT, TEI	CBT	9 EOCs in Math and ELA	MC, CR, PT, TEI	CBT	\$20M; \$22
Wisconsin	Custom	MC, CR, TEI	CBT & PPT	ACT Aspire + ACT	MC, CR, TEI	CBT & PPT	\$14.8M \$20

* NCLB required grades and subjects only

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State Example – Maine (small state with 94K students tested)



- Maine adopted the common core state standards and joined the SBAC consortium in 2010/2011
- Maine legislature withdrew the state from SBAC during 2014-2015 testing, leaving little time to find an alternative for 2015-2016
- In 3Q 2015, the state issued a “general RFP” seeking options for a summative assessment system for grades 3-8 and high school. RFP was open as to custom, OTS and hybrid solutions, as well as mix and match between grades 3-8 and HS. The RFP expressed a preference for a college ready assessment for HS students.

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State Example - Maine



- Vendors had between 3 - 4 weeks to respond to the RFP (tight window) and 4 vendors submitted bids
 - Measured Progress (MP) – CCSS aligned MP OTS test for G 3-8 with custom Maine items (both machine and hand scored) to be added after year 1; SAT for grade 11. Low cost interim assessments, aligned with the summative, are also available at an extra cost
 - DRC – CCSS aligned existing DRC item bank items for grades 3-8 with custom Maine items (machined/AI* scored only) to be added after year 1; SAT for grade 11. Interim assessments are also available at an extra cost.
 - Pearson – ACT Aspire for grades 3-8 with MC and CR items (Human and AI* scoring); ACT for grade 11.
 - Questar – Combination of NWEA and custom items for grades 3-8; SAT for grade 11

* AI – Artificial Intelligence

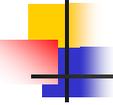
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Small State Example - Maine



- The contract can be for as many as 10 years and the bid prices varied from \$33M to \$58M for the period
- Significant negotiations were required with the number 1 option (MP) and an agreement was struck for \$41M
 - A reasonable price for a small state assessment for 10 years
 - ASG assisted the state in evaluating the bids and negotiating the final contract
- Initially, the RFP called for an outside review of the proposed assessment system during year 1 to ensure the state's new system met its quality standards. This review was eliminated in price negotiations.
 - ND may want to consider such a review

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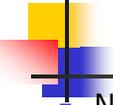


State Example – Mississippi (Medium state -300K Students)



- Mississippi was very involved in PARCC from the beginning and also adopted the CCSS.
- Due to political pressures, Mississippi was forced to drop PARCC in summer of 2014 and procure a new summative assessment in time for use in 2015.
- The new assessment was required to be aligned to the state core standards (not CCSS) and contain a variety of item types.
- The state also wanted to own all the items. This precluded their use of an OSA like ACT or Aspire.

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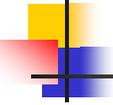


State Example - Mississippi



- New design called for summative tests for grades 3-8 in Math & ELA and EOCs in Algebra I and English II
- A “specific” RFP was written in short order (by ASG) and a new vendor contracted in early 2015.
- Three vendors submitted bids with a range of \$110M - \$123M for a 10 year period
 - Well written “specific” RFPs will have a narrower range of bid pricing relative to “general” RFPs
- Custom development began immediately so new items could be field tested in the spring.
- State is happy with its transition to a custom high quality assessment

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Overview of Small State Assessment Systems (<100,000 Students Tested Annually)

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Small State Assessment Systems

- Most of the small states have remained in an assessment consortium and will continue to use the SBAC or PARCC tests in 2015-2016
- This is possibly due to cost considerations as assessment cost per student for a custom test can be quite high (mostly for fixed costs such as item development , labor/mgt., etc.)
- Maine seems to have found an affordable, middle ground approach with its hybrid assessment system
- Alaska is partnering with the Univ. of Kansas and KDE for its assessment system. This could become a less expensive option if additional states join.

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Small State Assessment Systems



- Both Alaska and Maine were initially in SBAC but left the consortium for other alternatives
- While grade 3-8 assessment systems are pretty standard, more choice exists and occurs at the high school level (EOC tests, CB SAT, ACT, Aspire)
- Almost all state's assessments use multiple item types (MC, CR, Essays, TEI) to fully assess student knowledge and critical thinking skills
- Summative testing has substantially moved online as of 2014 – 2015 for small states as well

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State Assessment Program Summary Small States (< 100,000 Students Tested)

State/Characteristic	Grades 3-8 in ELA and Math			High School in ELA and Math			Combined Cost Per Student**
	Nature of Test	Item Types	Delivery Mode	Nature of Test	Item Types	Delivery Mode	
Alaska	OTS - Univ. of Kansas	MC, SCR, ECR	CBT & PPT	OTS - Univ. of Kansas	MC, SCR, ECR	CBT & PPT	\$5M; \$62.50
Delaware	SBAC	MC, CR, PT, TEI	CBT	SBAC & EOCs in Alg II/Int M II	MC, CR, PT, TEI	CBT	\$3.7M \$53.50
Dist. of Columbia	PARCC	MC, CR, PT, TEI	CBT & PPT	PARCC*	MC, CR, PT, TEI	CBT	\$880K; \$25
Hawaii	SBAC	MC, CR, Grid	CBT	SBAC & Algebra I, II	MC, CR, Grid	CBT	5.4M; \$57
Maine	Hybrid	MC, CR, TEI, Writing prompt	CBT	SAT	MC	PPT	\$4.1M; \$41
Montana	SBAC	MC, CR, Grid	CBT	SBAC	MC, CR, PT, TEI	CBT	No Data
Rhode Island	PARCC	MC, CR, PT, TEI	CBT & PPT	PARCC - Alg. I, Geom.	MC, CR, PT, TEI	CBT	\$2.3M; \$30
South Dakota	SBAC	MC, CR, Grid	CBT	SBAC + EOCs in Alg. I, II, Geom.	MC, CR, PT, TEI	CBT	\$1.8M; \$26
Vermont	SBAC	MC, CR, PT, TEI	CBT	SBAC	MC, CR, PT, TEI	CBT	\$1.4M; \$32
Wyoming	Custom	MC	PPT	ACT Aspire + ACT	MC, WP, TEI	PPT	\$7.2M; \$148.50

*PARCC HS Math consists of EOCs in Algebra I, Geometry and Algebra II or Integrated Math I, II, and III ** NCLB reqmts. only 18

Small State Example - Alaska



- Alaska did not adopt the CCSS but its new state standards were very close to the CCSS
- The state worked with SBAC to see if its standards were close enough to the CCSS to join the consortium
- Alaska did join the consortium briefly but left prior to the 2014-2015 testing year
- After researching alternatives, the state joined up with the University of Kansas (AAI) to implement an assessment developed by AAI for the 2014-2015 year
- Alaska and Kansas are the two states currently using the assessment

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Small State Example - Alaska

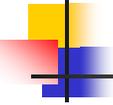


- The assessment is aligned to the CCSS and contains MC, SCR, and ECR item types
- Roughly 95% of Alaska students tested online and the first year of testing using the new platform went well. The state plans on using the same platform to implement a new science assessment based on Alaska state science standards.
- Alaska uses the assessment system for grades 3-10 and the cost is about \$5M per year or \$62.50 per student

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Trends in State Assessment

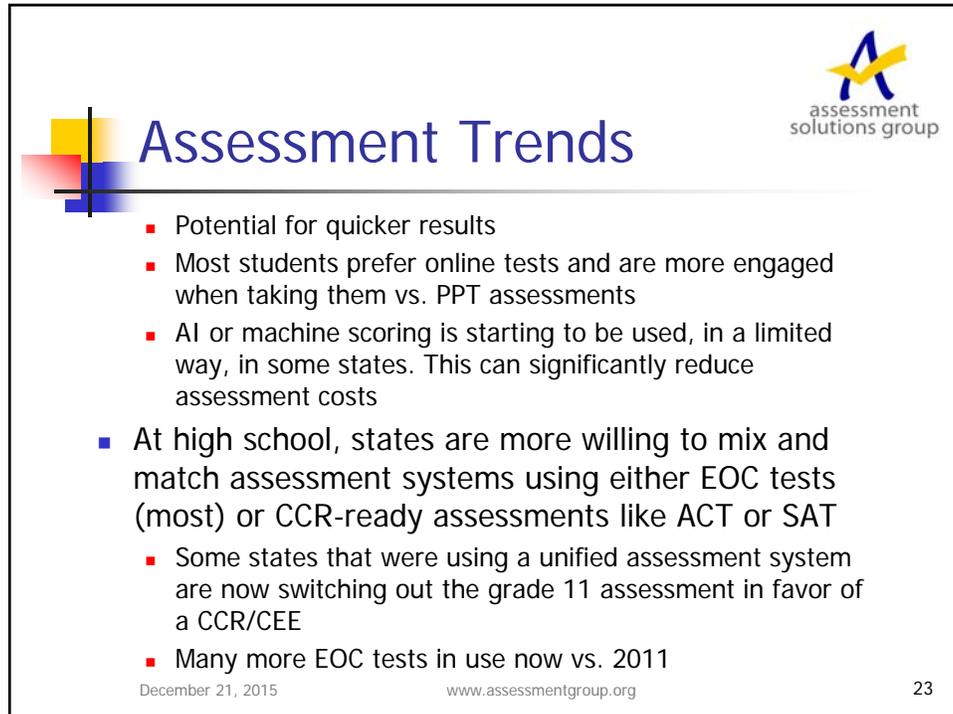
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Trends in the Survey Data (2011 – 2016)

- By far the biggest shift in state assessments we have seen is the move to online assessment
 - In 2011, only a handful of states were testing online. In 2016, only a handful will be testing predominantly via PPT
 - Online testing has generally gone well for the majority of states (in recent years)
- Potential benefits of online testing include
 - Allows use of new innovative item types that can better assess student knowledge. Much work still to be done in this area.
 - Adaptive tests
 - Computer simulations
 - Online accommodations
 - Reduces assessment cost

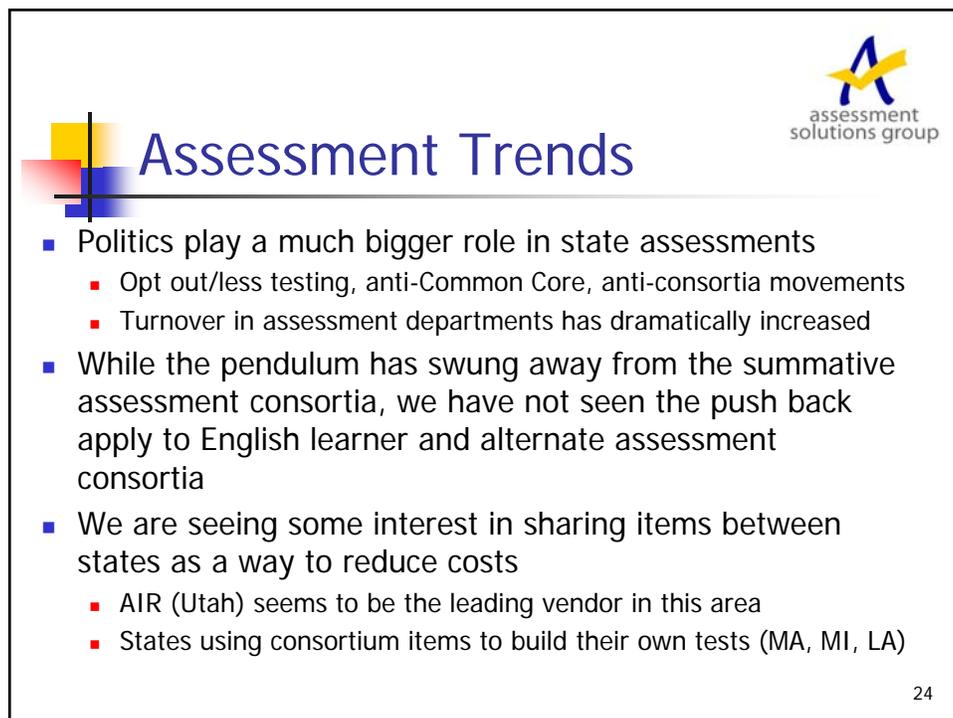
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 **Assessment Trends** 

- Potential for quicker results
- Most students prefer online tests and are more engaged when taking them vs. PPT assessments
- AI or machine scoring is starting to be used, in a limited way, in some states. This can significantly reduce assessment costs
- At high school, states are more willing to mix and match assessment systems using either EOC tests (most) or CCR-ready assessments like ACT or SAT
 - Some states that were using a unified assessment system are now switching out the grade 11 assessment in favor of a CCR/CEE
 - Many more EOC tests in use now vs. 2011

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 **Assessment Trends** 

- Politics play a much bigger role in state assessments
 - Opt out/less testing, anti-Common Core, anti-consortia movements
 - Turnover in assessment departments has dramatically increased
- While the pendulum has swung away from the summative assessment consortia, we have not seen the push back apply to English learner and alternate assessment consortia
- We are seeing some interest in sharing items between states as a way to reduce costs
 - AIR (Utah) seems to be the leading vendor in this area
 - States using consortium items to build their own tests (MA, MI, LA)

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Assessment Trends

- NGSS standards are slowly being adopted (about half the states) and assessments just starting to be developed by individual states.
 - Several states are interested in collaborating in item development
- States are interested in shorter assessments. The consortium tests take 7-9+ hours.
- Longitudinal data tracking has increased among the states in our survey and continues to be of interest

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Assessment Trends

- The new ESEA Law (ESSA) limits the federal role in testing and puts states more in charge of determining how much weight to place on state assessments. Rule making over the next year will help to determine the full extent of this.
- The changing federal and state roles may have an influence on the future of state assessment.
 - Reduced testing time
 - A few states given the flexibility to develop a different balance of state and district testing to meet the ESSA requirements
 - More mixing and matching (incl. district and state tests)?
 - More consortia defections?

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Assessment Trends

- State assessments are not going away as the new law still requires:
 - Annual testing in Math and ELA in grades 3-8 and one year in HS
 - Testing of science once in elementary, middle and HS
 - An emphasis on high quality assessments that align to state standards
 - Detailed reporting that provides actionable information for parents, teachers and administrators
 - Peer review of state assessment systems

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Factors to Consider

Build Vs. Buy Vs. Hybrid - Summary

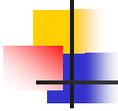
Assessment Option	Cost*	Control			Online Requirement	Comparability W/other states	Quality+	Other Tools and Support	Internal Requirements	Time To Market**
		Structure	Content	Timing						
Custom Developed Assessment	Highest	High	High	High	Up to State	Low	High	Depends	Med- High	1 year to Dev. 1 year to FT
Buy Off the Shelf Assessment	Lowest	Low	Low	High	Most Likely Up to State	TBD	?	High	Lowest	6 months
Develop Hybrid Assessment	Middle	Med	Med	High	Most Likely Up to State	TBD	Med/High	Depends	Med- High	6-9 months

* Consider technology upgrade costs; Costs to replicate a CAT is prohibitive for an individual state unless items are shared
 + Quality and depth of alignment to College and Career Ready standards; Depth of Knowledge (DOK) of items; Reporting cabability
 ** From RFP award to test administration. Allow 2 to 5 months for RFP development and approval depending on state requirements/regulations

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Questions?

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