

# Common Formative Assessment Project

## 3-8 ELA and Math

UPDATE

October 23, 2013



# Goal of the Project

- To create new end-of-module assessments that can be used as on-demand/stand-alone measures of learning
- To collect data from participating districts across the state in order to assess student progress
- To identify practices that are resulting in improved student performance

# Assumptions

- A data driven instructional model improves student performance
  - Common, periodic assessment are required
  - These common periodic assessments must be aligned with the state assessments
  - Data from these assessments must be used to create specific action plans for a teacher/building/district
  - The assessments should provide evidence of progress throughout the year
- It is necessary for students to participate in both “on demand assessment” and in longer performance assessments throughout the year. These common periodic measure would be used for the on-demand assessments
- District’s confidence in the predictability of the data is improved when their data is included in a larger data set (regional, multi-regional, statewide)
- Improvement strategies are shared within and between BOCES regions, creating greater capacity.

# Statewide Participation

- Grades 3-8 ELA
  - 20 educators representing 15 BOCES
  - E2CCB represented by Theresa Gray
- Grades 3-8 Math
  - 22 educators representing 17 BOCES
  - E2CCB represented by Erin Wheeler

# Assessment Development Process

- BOCES experts divided into grade level teams:
  - Qualifications: Experts in modules and experience in test item development preferred.
- eDoctrina used to house the assessment items and create assessments
- Each assessment reviewed by at least 2 other teams
  - Proofread
  - Ensure the answers are accurate
  - Ensure questions follow standard recommendations for development of those types of test items
- Teams will take the tests as if they were students to ensure the questions are clear and answerable

# General Test Construction

- Assessments should be administered in one sitting (30 – 45 minutes depending upon the grade of students)
- Assessments would include both extended responses and multiple choice questions
- Assessments would include scoring guidelines and exemplar papers

# What was accomplished? ELA

	1 <sup>st</sup> Assessment	2 <sup>nd</sup> Assessment	3 <sup>rd</sup> Assessment
Grade 3	DONE	DONE*	
Grade 4	DONE	DONE*	
Grade 5	DONE	DONE*	
Grade 6	DONE	DONE*	DONE*
Grade 7	DONE	DONE*	
Grade 8	DONE**	DONE*	

*\*Recommend review AFTER first administration*

*\*\* no exemplar*

## **This includes:**

- Creation of assessments
- Mapping of items to the standards
- *Creation of rationale for distractors in multiple choice\* (Not completed)*
- Adoption of the state provided rubric for extended response questions
- Created one exemplar for each question (highest level of rubric)

# What was accomplished? Math

	1 <sup>st</sup> Assessment	2 <sup>nd</sup> Assessment	3 <sup>rd</sup> Assessment
Grade 3	Done	Done* needs to be reviewed	
Grade 4	Done	Done* needs to be reviewed	
Grade 5	Done	Done* needs to be reviewed	
Grade 6	Almost Done		
Grade 7	Done		
Grade 8	Done		

## This includes:

- Creation of assessments
- Mapping of items to the standards
- Creation of rationale for distractors in multiple choice
- Adoption of the state provided rubric for extended response questions
- Created one exemplar for each question (highest level of rubric)



# Next Steps

- Determine participation levels
  - Google Form link
  - Grade level, content and level of participation
- Timeline for administration
  - OK if not using modules or not “finished” with module
- Scoring and DDI
  - Optional session to score and share results
  - Data Management Coser support