

DAC Academy 2013

Agenda

- Welcome
- Data Pipeline
- Content Collaboratives
- Science and Social Studies Assessments
- PARCC
- Alternate Assessments
- Break outs:
 - Technology Readiness
 - PearsonAccess
 - DAC Input

Meet the Assessment Leadership and Support Team

Joyce Zurkowski
Executive Director
of Assessment

Christina Wirth-
Hawkins
Director of
Assessment
Development

Clayton
Hollingshead
Director of
Assessment
Administration

Margo Allen
Business Process
Manager

Meet the Assessment Team

Stephanie Boyd
PARCC

Glen Sirakavit
TCAP

Jason Clymer
Science and Social
Studies

Mira Monroe
Special Ed.

Christine Deines
CO ACT

Heather Villalobos
Pavia
ELL

Meet the Assessment Team

Jessica Allen
Data

Jasmine Carey
Psychometrician

Pam A. Sandoval
NAEP Coordinator

Angela Norlander
Content
Collaboratives

Collin Bonner
Technology
Support

Meet (some of the) Pearson Team

Will Bunting
Sr Program
Manager

Jennifer Riley
Program Manager

Danielle Schumaker
Project Coordinator

Dave Erichson
Sr. Project
Manager

Jeff Burklow
Director, Program
Support Office

Data Pipeline

CDE Contact: Jessica Allen
allen_j@cde.state.co.us

Data Pipeline - Overview

- What is the Data Pipeline?
- Logging into Data Pipeline and User Roles
- Assessment Collections in Data Pipeline

Data Pipeline - Project Overview

What is it?

Replacement of the Automated Data Exchange (ADE) system with a new method of capturing data that will reduce the data burden on Districts.

Why is CDE doing this?

- Reduces burden of correcting data prior to state reporting
- Streamline data demands and reporting burdens.
- Reduce number of times student demographic information is captured.
- Move from program-centric to a student-centric collection model.
- Positions us for further benefits beyond Pipeline – district data exchange

What does it mean for my district?

- File layouts will change
- Collections will no longer be program centric
- Data can be submitted to CDE transactionally vs. periodically allowing for earlier clean up.

Who will benefit?

- IT / Data Coordinators – Districts
- IT / Data Coordinators & Data Owners – CDE
- Administrators
- SEA (State Education Agency)/ CDE Staff

Data Pipeline: Six Interchanges

Student &
Enrollment

Staff &
Assignment

SPED
IEP

Discipline

Title I

Teacher/ Student
Data Link

Year-Round Collections

RITS

EDIS

Directory

Collections/Snapshots

Student October

Student End of
Year

Special Ed. End of
Year

Pre-coded Labels

SBD (ACCESS, TCAP,
ACT, Science/Social
Studies)

Human
Resource

Special
Education
December
Count (staff)

Special
Education
December
Count (student)

Special
Education
End of
Year

Special
Education
Discipline

Consolidated
State
Performance
Report (CSPR)

Math & Science
Partnerships

Periodic Collections/Snapshots

11th Grade
Alternate

Report Card
March

READ

COLORADO
DEPARTMENT of EDUCATION

cde

Data Pipeline: Gaining Access

- Data pipeline is part of CDE's Identity Management System
 - Same username/password information for many CDE applications (e.g. CEDAR, Colorado Growth Model)
- Local Access Manager (LAM) **Assigns Roles** for Data Respondents
 - Online assistance request form to contact LAM (<https://edx.cde.state.co.us/CDEIdM/districtLAMSupport.jsp>)

Data Pipeline: User Roles

- Three roles in Assessment collections
 - **LEA Viewer:** able to view data and reports - read only access
 - **LEA User:** can create and update snapshots
 - **LEA Approver:** has same permissions of the LEA User role AND able to provide final sign-off of data
- An individual may have only one role per collection
 - Example: A person can only be LEA User for TCAP/CoAlt SBD
- An Individual may have access to multiple collections
 - Example: A person can be LEA User for TCAP/CoAlt SBD and LEA Approver for CO ACT.

Data Pipeline Website

The screenshot shows the CDE Data Pipeline website. A green callout box points to the 'Periodic Collections' link in the left sidebar, stating 'SBD Collections are Periodic Collections.' Another green callout box points to the list of assessment collections, stating 'Each Assessment Collection has it's own webpage'. The main content area is titled 'Periodic Collections' and includes an overview, contact information, and social media links.

cde COLORADO DEPARTMENT OF EDUCATION

Data & Accountability

- Data Pipeline Home
- Data Pipeline Project
- Interchanges
- Snapshots
- Year-Round Collections
- Periodic Collections**
- ACCESS for ELL - SBD
- CO ACT - SBD
- Finance December
- Report Card March
- TCAP/CoALT - SBD
- Frequently Requested Codes
- Trainings
- Resources
- FAQ
- Contact Us

Teaching & Learning | **Policy & Funding** | **SchoolView**

[Site Index](#) | [CDE Offices](#) | [Staff Directory](#)

Search

Periodic Collections

Overview:
A periodic collection is a collection which is completed once a year and has a specific time window in which the work must be done. These dates indicate the start and end date of the collection. All work within the collection must be done within this specified time period. At the end of the collection the collection is closed and no modifications can be made until the following year.

Contact: Data Pipeline Support at datapipeline.support@cde.state.co.us

[Tweet](#) [Share](#) [Email](#) [Like](#) 0

Stay Connected [Twitter](#) [Facebook](#) [YouTube](#) [LinkedIn](#) [Email](#)

Quick Links

Contact Us
Colorado Dept. of Education
201 East Colfax Ave.
Hours:
Mon - Fri 8 a.m. to 5 p.m.

<http://www.cde.state.co.us/datapipeline>

Data Pipeline: Assessment Collections – Pre-ID Labels

No more January pre-coded label collection

- Data for labels will be pulled directly from Student Interchange
- DACs will be notified two weeks in advance of data being pulled
- **TENTATIVE** timeline
 - ACCESS for ELLs – mid-October
 - TCAP/CoAlt AND CO ACT – mid-January
 - New Science and Social Studies – mid/late-January

Data Pipeline: Student Biographical Data (SBD) Collections

- The purpose of the Student Biographical Data (SBD) review is to allow districts the opportunity to verify the accuracy of the demographic data submitted for each state assessment.
- Two options to complete SBD within Data Pipeline
 - Option 1 (Similar to ADE)
 - Download file, edit locally, upload new file, and approve data
 - Data pipeline allows you to choose a file format.
 - Option 2
 - Review, edit, and approve data online.

Data Pipeline: Planning

- New SBD training manual for data pipeline
 - Specific trainings will be available to DACs and respondents before each SBD collection.
- SBD **TENTATIVE** Schedule
 - ACCESS for ELLS/Alternate ACCESS for ELLs – mid/late March
 - TCAP/CoAlt – late May – early June
 - CO ACT – mid-June
 - New Science and Social Studies – TBD

Content Collaboratives

CDE Contact: Angela Norlander
norlander_a@cde.state.co.us

Colorado Content Collaboratives

- P-12 educators from around the state gathered to identify and create high-quality assessments in all content areas which are aligned to the Colorado Academic Standards
 - Phase 1 (2012) – developed and used an Assessment Review Tool to evaluate the quality of existing assessments based on four criteria.
 - Assessment Review Tool is available for educator use for local assessment review purposes
 - More than 300 assessment reviews are available in the Resource Bank
 - Phase 2 (2013) – developed and used a Performance Assessment Development Process to create performance assessments
 - Performance Assessments and process tools available in the Resource Bank in September 2013
- Goal is to provide assessment resources and tools for Colorado educators that support teaching and learning, and engage educators in high quality assessment practices



Colorado Professional Learning Community

In partnership with the Colorado Department of Education, Colorado BOCES Association, Centennial BOCES, and eNetColorado



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CDE Resource Bank

[Home](#)

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[Assessments](#)

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Announcements

Assessments in CDE's Resource Bank

Assessments are available in the following content areas:

Dance
Drama and Theatre
Music
Reading, Writing, and Communicating
Social Studies
Visual Arts

Introduction


Welcome to Colorado Department of Education Resource Bank

The CDE Resource Bank is intended to support and inform instruction by providing tools to help teachers understand what students know and are able to do and find quality resources to support teaching and learning. The first items in the CDE Resource Bank are assessments which will provide the field with a starting point in understanding student learning and may be used for educator effectiveness purposes.

Getting Started

The above introductory video introduces you to the overall make-up of the Resource Bank with the emphasis on Assessment. The tutorials below provide additional information on how to effectively use it.

Search By Content Area and Grade Level



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Go

CONTENT KNOWLEDGE KEYWORD(S)

CONTENT AREA

☐ Career & Technical Education

☐ Comprehensive Health

☐ Dance

☐ Drama

☐ Math

☒ Music

☐ Physical Education

☐ Reading, Writing, and Communicating

CAREER AND TECHNICAL EDUCATION

<Any>

GRADE LEVEL

☐ Pre-K☐ K☐ 1

☐ 2☐ 3☐ 4

☐ 5☐ 6☐ 7

☐ 8☐ 9☐ 10

☐ 11☐ 12

☐ World Languages Novice-Low

☐ World Languages Novice-Mid

☐ World Languages Novice-High

Assessments

To effectively understand why assessments are recommended or partially recommended and the process used to determine this, please review [Determining High-Quality Content Assessment](#) and the [Assessment Review Tool](#). Not all Colorado Academic standards have recommended assessments. To find what assessments were reviewed and where the gaps are in each content area, go to the Documents tab and select the Document Type you want (i.e. Assessment Inventory or Gap Reports).

Title	Grade Level	Content Area	Level of Recommendation ▼	Status
Auralia	4, 5, 6, 7, 8, 9, 10, 11, 12	Music	Recommended	Published
Connecticut Arts Assessment: 2nd Grade Solo Improvising	2	Music	Recommended	Published
Connecticut Arts Assessment: 2nd Grade Solo Singing	2	Music	Recommended	Published
Connecticut Arts Assessment: 5th Grade Composing and Self Evaluation	5	Music	Recommended	Published
Defined STEM -- Music performance task	9, 10, 11, 12	Music	Recommended	Published

Assessment Review Tool

Criteria to Determine Assessment Quality

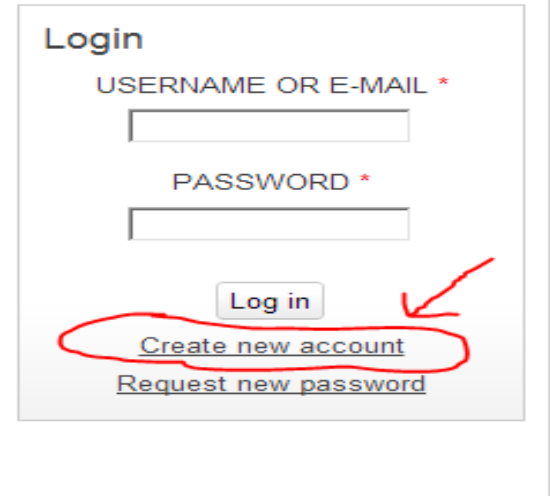
- **Alignment.** Assessments support the Colorado Academic Standards, including the intended Depth-of-Knowledge.
- **Scoring Guide.** When measuring student learning there should be a fair and objective tool. Scoring of some assessment types (constructed response, portfolio, performance assessments) can be subjective, the clearer the scoring criteria, the more reliable the scores will be. The inclusion of exemplars assists in reliable scoring of student work.
- **Fair and Unbiased:** Measures of student learning should provide access and opportunity for all students, including students with disabilities, English Language Learners, and gifted and talented students.
- **Opportunities to Learn.** Assessments should engage students in authentic situations that can be generalized to other contexts. The information gained from the student work should allow teachers and parents to have a clear sense of a student's understanding of the learning expectations. The assessment should also clearly allow the teacher to know *how* to use the results to plan for future instruction.

Performance Assessment Development Process

- Performance Assessment Development
 - Overview of Performance Assessments
 - Performance Assessment Development Template
- Rubric Development
 - Overview of Rubric Development
 - Rubric Development Guidelines
 - Rubric Development Template
 - Sample Rubrics
- Performance Assessment Trials
 - Trial Guidelines
 - Data Collection Tool
 - Reviewing Trial Data Presentation
- Inter-Rater Agreement
 - Rater Practice Guidelines
 - Rater Calibration Tool
 - Rater Scoring Sheets

Join the Community!

- Go to www.coloradopl.org/assessment
- Click on the “create new account”
- Follow the instructions
- “Join” the group!
- Now you can post reviews, comments and even your own assessments!



Login

USERNAME OR E-MAIL *

PASSWORD *

Log in

[Create new account](#)

[Request new password](#)

Next Steps

- **Assessment Review:** In order to continue to build and refresh the CDE Resource Bank, we will organize established meeting times for Collaboratives to review new assessments using the Assessment Review Tool.
- **Sample Curriculum Project:** The next phase of this work taking place Fall 2013 will focus on the development of complete instructional units that include assessment options. This will involve identifying existing assessments and building performance assessments to support the unit, as necessary.
- **Assessment and Data Literacy:** This work will focus on the assessment knowledge and skills educators to need to cultivate in order to effectively and strategically use assessment information to support student learning.

Moving Forward with the New State Assessment System

Timelines and General Information

New Assessments

- CO developed science and social studies assessments
- PARCC developed English language arts and mathematics assessments

Summative Assessment Timeline

2013-14

- TCAP Reading, Writing and Math
- New Social Studies and Science assessments & corresponding alternate (elementary and middle school)
- Colorado ACT
- ACCESS for English language learners

2014-15

- New PARCC English Language Arts and Mathematics assessments expected to be operational & Alternate
- New Social Studies and Science assessments & corresponding alternate (high school)
- Second year of new Social Studies and Science assessments & Alternate (elementary and middle school)
- Colorado ACT
- ACCESS for ELLs

Important Notes for 2013

- New elementary and middle school science and social studies assessments
- NO 10th grade science assessment
- Strongly encouraged to complete TCAP testing by March 28, 2013 (Before spring break)

Regular Testing Windows

- ACCESS:
January 6 - February 7, 2014
- TCAP:
March 10 – April 11, 2014
- Science and social studies:
April 14 – May 2, 2014*
- ACT: April 23, 2014
 May 7, 2014

Science and Social Studies

CDE Contact: Jason Clymer
clymer_j@cde.state.co.us

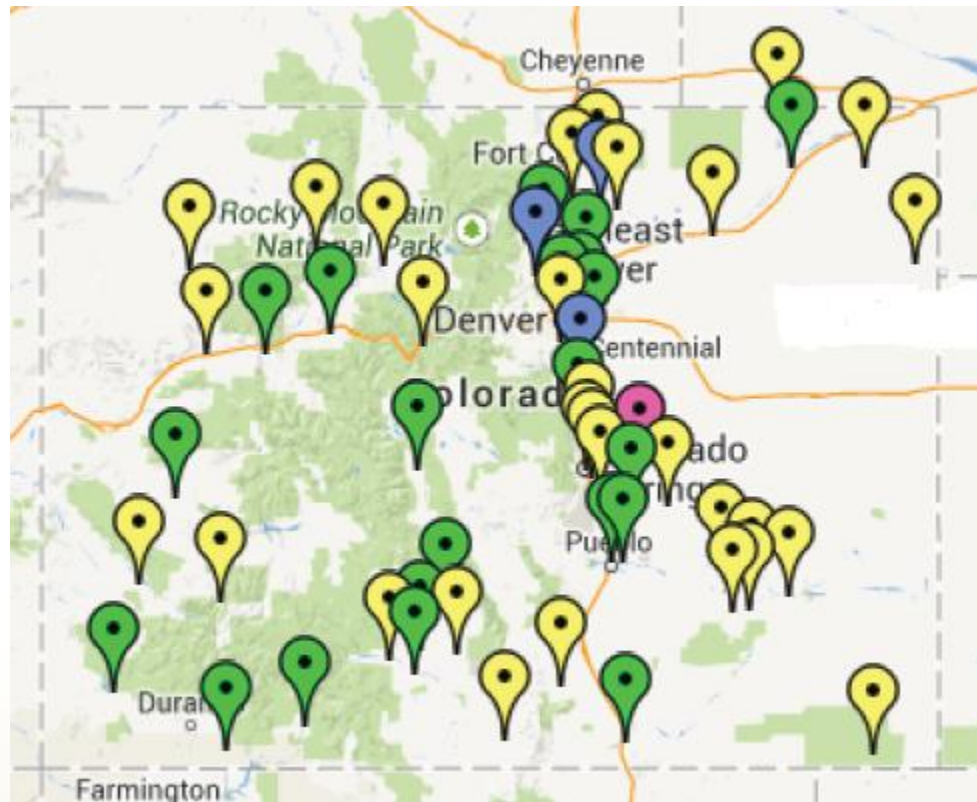
Science and Social Studies Assessments

- Based on the Colorado Academic Standards
- Grades
 - Science: grades 5, 8 and 12
 - Social Studies: grades 4, 7 and 12

Science and Social Studies Assessments

- Item types:
 - Selected response
 - Constructed response
 - Computer-enabled/technology-enhanced
 - Simulations
 - Performance events

Spring 2013 Field Test Districts



Spring 2013 Field Test Science and Social Studies

- 24 sampled districts
- 28 additional volunteer districts
- 261 schools
- 25,408 tests submitted

Additional Field Test Opportunities This Fall

FALL FIELD TEST CONTENT AREAS AND GRADES

Content area	Grade of Content	Grade of Students Assessed	Field Test Dates
Social Studies	Grade 4	Grade 5	Sept. 16 – Sept. 30
Science	Grade 5	Grade 6	
Social Studies	Grade 7	Grade 8	
Science	Grade 8	Grade 9	
Science Social Studies	High School	Grade 12	Oct. 28 – Nov. 22

Why Participate?

- Ensure your district is reflected in the resulting data
- Opportunity to engage in the process under low stakes conditions.
- Opportunity for districts to test technology
- Opportunity for districts to practice proctor caching, session creation, ticket printout, session initiation, etc.
- Opportunity for students to be exposed to new item types

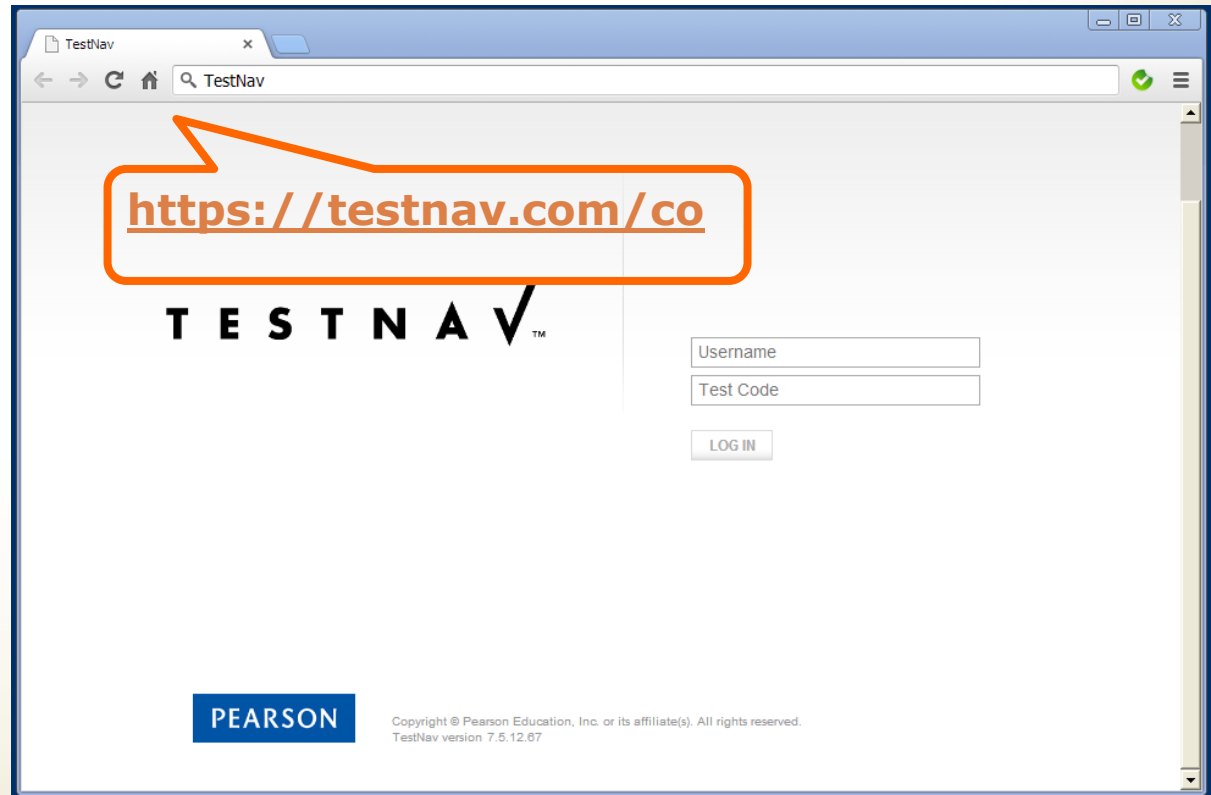
Opportunities for Educator Involvement in Development

- Item writing
- Item review
- Field testing
- Anchor paper selection
- Data review

Interested educators should submit their information at <http://educator.force.com/CO>

TestNav

- TestNav is Pearson's proprietary, browser-based, test delivery application. No downloads are necessary for TestNav.
- TestNav is accessed over the Internet to deliver secure tests online.
- TestNav is accessed by typing the URL provided to students on authorization tickets into a standard browser.



Summative Practice Test Items

Science and Social Studies

- For students to have experience with the test system functionality prior to testing, practice items have been made available:
 - Go to www.pearsonaccess.com
 - Select Colorado from drop down menu
 - Click on “Support” tab
 - Click on the relevant file ending in “ePAT”

ePATs are scheduled to be updated September 9, 2013

Summative Practice Test Items

Science and Social Studies

- Sample item practice guides are also available
 - Tools overview and use
 - Directions for how students will access ePATs
 - Screenshots of sample items
 - Correct answers, scoring guides and rubrics

TestNav 7.5 Tools

•Pointer

•Eraser

•Highlighter

•Eliminate Choice

•Note Pad

•Pencil

•Ruler

•Calculator (science only)

•Periodic Table (science only)

•Magnifier

•Help

« I 1 2 3 4 5 6 7 8 9 »

Flag for Review

Sample 6 of 10 Sample Items

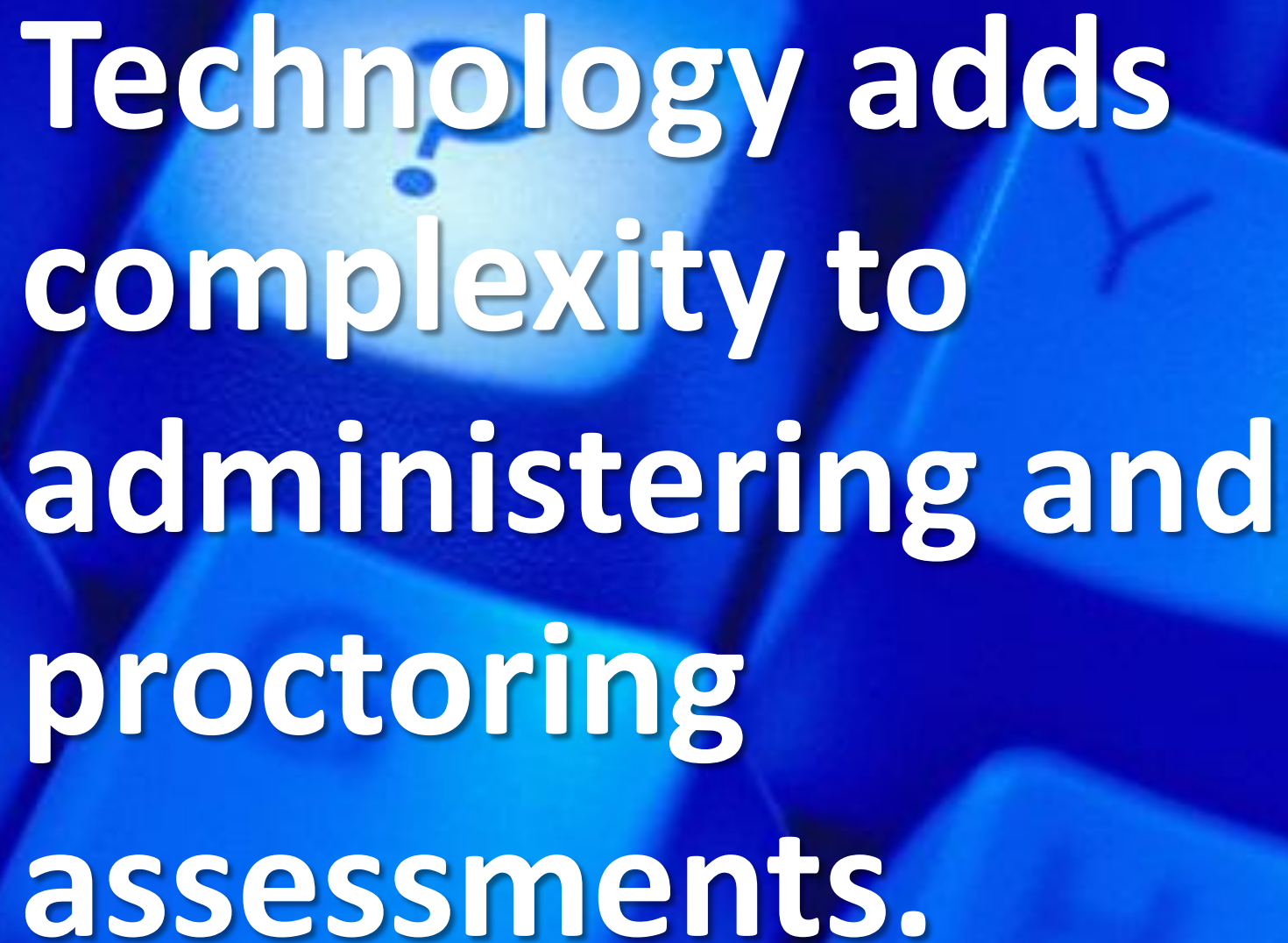
Section Review

◀ Previous

Next ▶

Technology Readiness

CDE Contact: Collin Bonner
bonner_c@cde.state.co.us

The background is a close-up, blue-tinted photograph of a computer keyboard. A key with a question mark is prominently visible in the upper center, slightly out of focus. The text is overlaid on this background.

**Technology adds
complexity to
administering and
proctoring
assessments.**



**Need both assessment and
technology expertise.**

Tools to Assist in Assessing Readiness

- Technology Readiness Tool
- System Check

Technology Readiness Tool

- Collects device and bandwidth information.
- Provides districts an inventory of their technology by school
- State uses for a variety of purposes:
 - Determine state testing window
 - Target technical assistance

System Check

- First need to know:
 - PearsonAccess
 - TestNav
- System check is embedded in PearsonAccess
 - Verifies device configuration
 - Recommends number of simultaneous test takers
 - Two tabs specifically provide bandwidth specific information **Network User Capacity** and **Testing Volume Calculator**


Network User Capacity

This tab will give you student testing capacity of your assessment environment

Computer Name: 3NFVGV1
Computer IP Address: [REDACTED]

TestNav 7 **Network User Capacity** Testing Volume Calculator

[▶ Start](#) [Print Friendly](#)

 **Completed.**

Network User Capacity Estimate
Please select your administration: CO Summative 2013 Field Test ▼

Proctor Caching Computer
[+ Add Caching Computer](#) [- Delete Caching Computer](#)


	SERVERS	DOWNLOAD SPEED	UPLOAD SPEED	STUDENT TESTING CAPACITY
✓	Pearson Servers	8.024 Mb/s	12.481 Mb/s	30 students

Network User Capacity

Compares the student testing capacity with and without Proctor Caching

Network Configuration

Host Name: GX790-5461
Host Address: [REDACTED]

 Completed

Administration: CO Summative 2013 Field Test

Name	Download Speed	Upload Speed	Student Testing Capacity
Proctor1 (proctor.[REDACTED]k12.co.us :4480)	31.764 Mb/s	0.628 Mb/s	119 students
Pearson Server	10.19 Mb/s	2.78 Mb/s	38 students

Testing Volume Calculator

The Testing Volume Calculator allows you to adjust variables to find the maximum concurrent TestNav users for your assessment environment.

Computer Name: 3NFVG1
Computer IP Address: 192.168.1.1

TestNav 7 | Network User Capacity | **Testing Volume Calculator**

Print Friendly

Testing Parameters

Please select your administration:

CO Summative 2013 Field Test

Number of students testing concurrently: 30

Network Environment Parameters

Are you using Proctor Caching? ☐ No ☒ Yes

Available link speed between work stations and Proctor Caching work stations: 34 Mb/s

Average network utilization for the network between work stations and Proctor Caching work stations: 65%

Common network speeds:

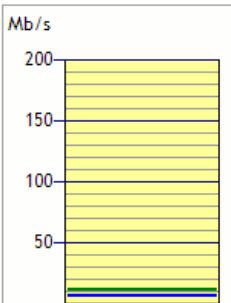
GigaBit	1000 Mb/s
OC3	155 Mb/s
Fast Ethernet	100 Mb/s
OC1	50 Mb/s
T3	45 Mb/s
T1, DSL	1.5 Mb/s
ISDN	0.1 Mb/s

Average available network throughput for buffering: 11.9Mb/s

Outputs Legend

White = Good
Yellow = Caution
Red = Attention Required

Outputs



Average available network throughput for buffering
Required data transfer rate during buffering

Interpretation

Calculated results are based on data obtained in the Network User Capacity Screen.

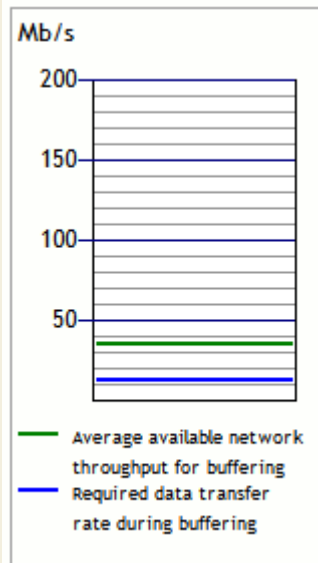
Planned results are based on information entered on this Testing Volume Calculator screen.

Maximum Concurrent TestNav Users

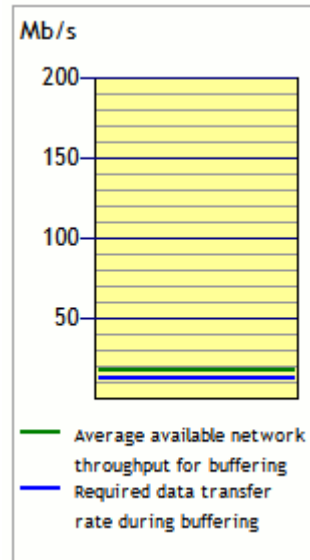
Calculated: 30 at 8.024 Mb/s
Planned: 30 at 11.9 Mb/s

Your planned download speed is higher than what has been calculated. Planning with a speed much higher then the calculated amount may result in slow performance during testing.

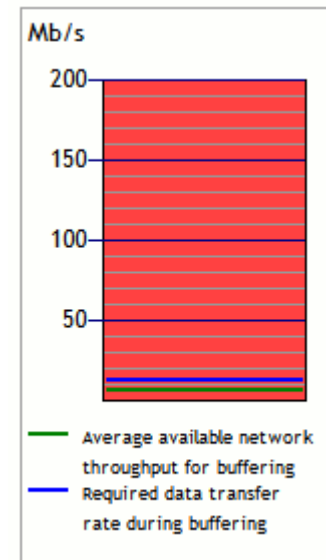
Testing Volume Calculator Tab - Interpretation



Planned testing is feasible with available network capacity



Planned testing is dangerously close to available network capacity



Planned testing exceeds the available network capacity

The graph will display the results based on your inputs. The background should remain white to ensure your planned testing volume can be supported by your available network capacity.

**Low bandwidth issues
addressed through proctor
caching.**



Proctor Caching

- ▶ Encrypted test content is downloaded before a test and securely stored on a local computer.
- ▶ Reduces bandwidth requirements for school or campus networks and accelerates the delivery of test content.
- ▶ Enhances the performance of local existing technology with no additional hardware required.
- ▶ Software (Mac or PC) can be downloaded and installed to an existing computer on the school's network.

Proctor Caching: How effective is it?

	Number of Concurrent Testers without Proctor Caching	Number of Concurrent Testers with Proctor Caching
District 1	3	180
District 2	10	300+
District 3	13	277
District 4	76	1000+

What can districts do to assess their readiness?

- Complete the Technology Readiness Tool
 - Minimum: device and bandwidth information
- Run System Check in the fall
- Participate in fall field testing
 - Will receive more targeted support
 - Will provide the opportunity to verify
 - Devices operate as expected
 - Bandwidth proven sufficient
 - Staff know how to engage with the system to proctor cache, create test sessions, complete demographic updates, print test tickets, launch the system, and proctor the assessment
 - Students are familiar with the test engine.

Key Minimum Recommended Guidelines for New Hardware Purchases for 2015

Hardware	Operating System	Device Types
<ul style="list-style-type: none">•9.5 inch or larger screen size•1024 X 768 or better screen resolution	<ul style="list-style-type: none">•Windows 7 (Windows 8 for tablets)•Mac 10.7•Linux (Ubuntu 11.10, Fedora 16)•Chrome OS 19•Apple iOS 6 •Android 4.0 is being investigated	<p>As long as they meet the hardware, operating system, networking specifications and security requirements, devices may include:</p> <ul style="list-style-type: none">•Desktops•Laptops•Netbooks•Thin client•Tablets (iPad2 and Windows. Android is being investigated)

English Language Arts & Mathematics PARCC Update

CDE Contact: Stephanie Boyd
boyd_s@cde.state.co.us

English Language Arts and Mathematics

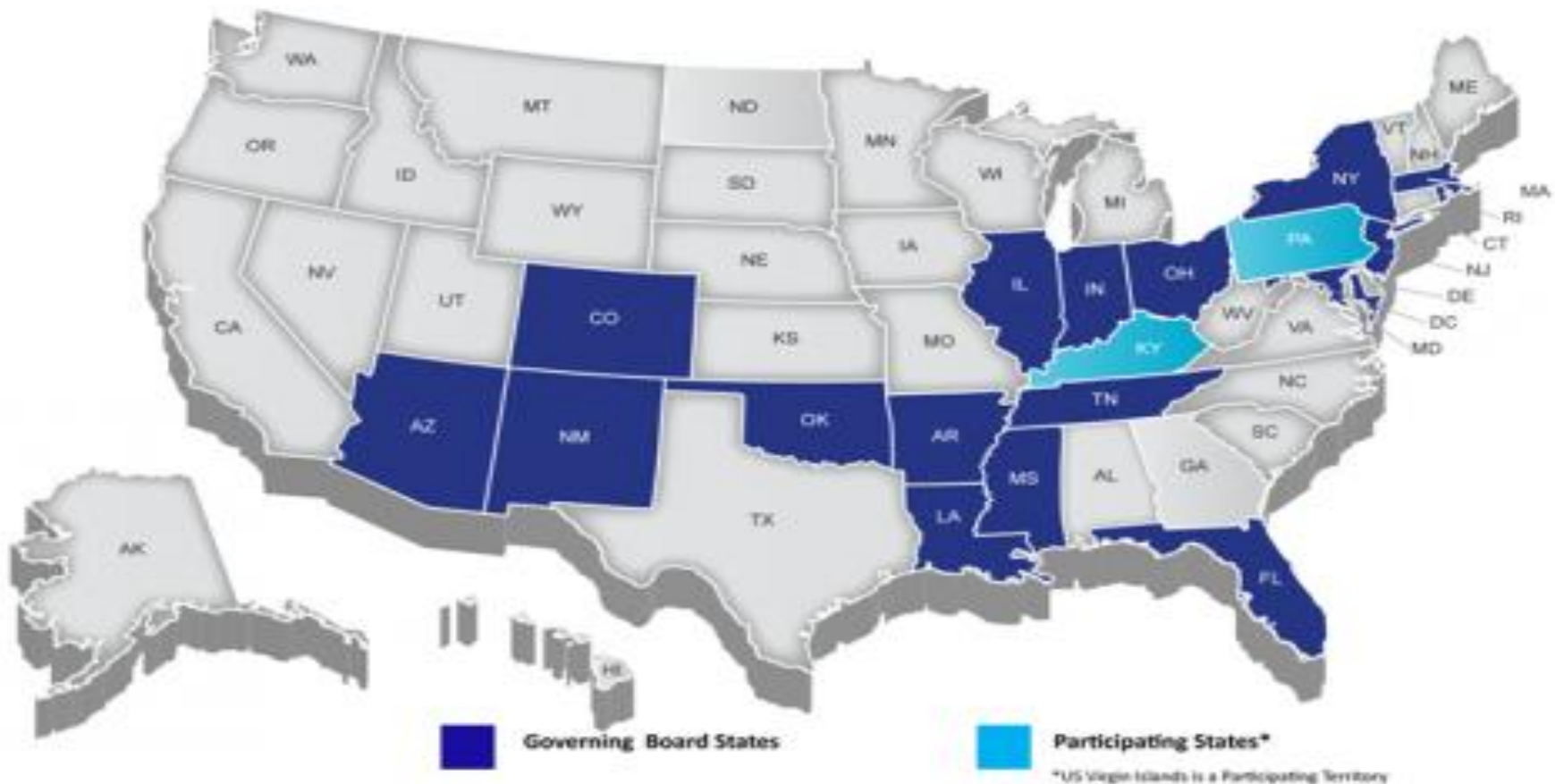
- State Legislation

- Requires Colorado to participate as a Governing Board member in a consortium of states that focuses on the readiness of students for college and careers

- PARCC Membership

- In August 2012, Colorado became a governing member of the Partnership for Assessment of Readiness for College and Careers (PARCC)
- PARCC is a consortium with about 20 states working together to develop assessments in English language arts and mathematics

PARCC States



BEGINNING
OF YEAR

PARCC Assessment Design

END
OF YEAR

2015-16

Diagnostic Assessment

- K-1 and 2-8
- Early indicator of knowledge and skills to inform instruction, supports, and PD

•Optional

2014-15

Mid-Year Assessment

- Grades 3-11
- Performance-based
- Emphasis on hard-to-measure standards

•Optional

Performance- Based Assessment

- Extended tasks
- Applications of concepts and skills

•Required

End-of-Year Assessment

- Innovative, computer-based items

•Required

**Speaking and Listening Assessment
(Required): Locally scored (2015-16)**

English Language Arts/Literacy PARCC

Two four week testing windows

- **Performance-based assessment component** (3 sessions)
 - Three tasks: a research simulation, a literary analysis, and a narrative task
 - For each task, students will read one or more texts, answer several short comprehension and vocabulary questions, and write an essay that requires them to draw evidence from the text(s)
- **End-of-year assessment component** (2 sessions)
 - 4-5 texts, a combination of literary and informational
 - A number of short-answer comprehension and vocabulary questions will be associated with each text



Claims for ELA/Literacy

ELA/Literacy for Grades 3–11

“On Track” Master Claim/Reporting Category:

Students are “on track” to college and career readiness in ELA/Literacy.

Major Claim: Reading Complex Text

Students read and comprehend a range of sufficiently complex texts independently.

SC: Vocabulary Interpretation and Use
(RL/RI.X.4 and L.X.4-6)

Students use context to determine the meaning of words and phrases.

SC: Reading Literature
(RL.X.1-10)

Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.

SC: Reading Informational Text
(RI.X.1-10)

Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational texts.

SC: Written Expression (W.X.1-10)

Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

Major Claim: Writing

Students write effectively when using and/or analyzing sources.

SC: Conventions and Knowledge of Language
(L.X.1-3)

Students demonstrate knowledge of conventions and other important elements of language.

SC: Research

(data taken from Research Simulation Task)

Students build and present knowledge through integration, comparison, and synthesis of ideas

Typing Answers PARCC

- Elementary students, including those in grade 3, will type responses to all questions on the PARCC assessments (including writing)
- Students will need to know how to use the keyboard, mouse, and headphones
- Headphones are required for all students during testing

Mathematics PARCC

Two four week testing windows

- Performance-based assessment component (2 sessions)
 - Comprised of short- and extended-response questions focused on conceptual knowledge and skills, and the mathematical practices of reasoning and modeling
- End-of-year assessment component (2 sessions)
 - comprised primarily of short answer questions focused on conceptual knowledge, skills, and understandings
- Note: High school mathematics assessments are “end of course” and are offered for two mathematics pathways:
 - Algebra I, Geometry, and Algebra II
 - Integrated I, Integrated II, and Integrated III



Claims Driving Design: Mathematics

Master Claim: Students are on-track or ready for college and careers

Sub-claim A: Students solve problems involving the major content for their grade level with connections to practices

Sub-Claim B: Students solve problems involving the additional and supporting content for their grade level with connections to practices

Sub-claim C: Students express mathematical reasoning by constructing mathematical arguments and critiques

Sub-Claim D: Students solve real world problems engaging particularly in the modeling practice

Sub-Claim E: Student demonstrate fluency in areas set forth in the Standards for Content in grades 3-6

Test Specifications PARCC

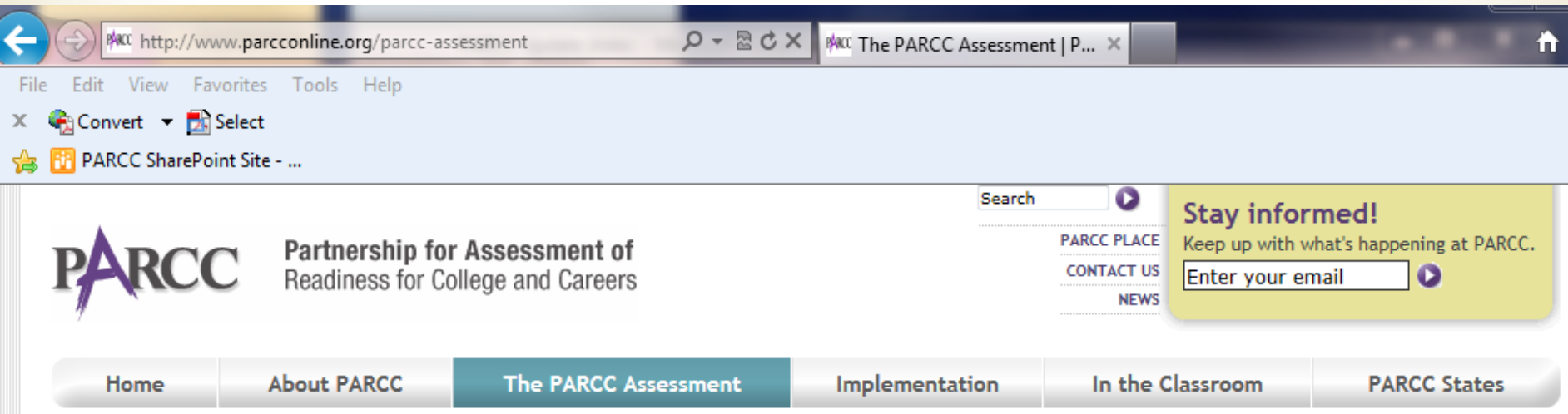
More refined test design information, including the specific standards that are addressed in each component (performance-based assessment and end-of-year assessment), as well as the number, types, and value of the items that will appear on each component, are available on the PARCC website.

Assessment Blueprints and Test Specifications

- <http://www.parcconline.org/assessment-blueprints-test-specs>

Sign Up PARCC

- <http://www.parcconline.org/parcc-assessment>



Colorado Educators PARCC Committees

- Committees with Colorado Educators and State Leaders
 - Item Review (2 levels of involvement: state and district)
 - Bias reviews
 - Developing reporting attributes
 - Non-summative (Speaking and Listening and the diagnostic assessments)
 - Educator Leader Cadre (ELC)

Sample Items

- Sample items released – they are in PDF form, but will be re-released later this year in practice test format
- <http://www.parcconline.org/samples/item-task-prototypes>
- Practice tests based on these and additional sample items will be available prior to the field test
 - Once these are available, we will let all districts know where they are

Implication of Increased Rigor

Given the increased rigor of both the Colorado Academic Standards and the new assessments, it is reasonable to prepare for a drop in performance based on them compared to the performance demonstrated under the current system.

Field Test PARCC

- CO will have both paper and computer testing
 - Schools will do one or the other
- Two testing windows (PBA and EOY)
 - PBA - March 24- April 11
 - EOY – May 5 – June 6
- Two testing conditions
 - Take both PBA and EOY in one content area (ELA OR Math)
 - Take either PBA **OR** EOY in one content area

Field Test PARCC

- Colorado has chosen to test less schools, so most students in a grade at a school will be asked to participate
- If you are interested in participating let me know
 - We are not taking volunteers, but are keeping names of districts to replace those who choose not to participate

Practice Tests

- PARCC intends to provide all schools with computer-based practice tests next spring at the same time as field testing begins.
- The practice tests will be similar in content to the field tests and allow all schools to become familiar with administering computer-based assessments.
 - item types
 - interactive item functionalities
 - computer-delivered accessibility features and accommodations


Recommend people for committees

- PARCC will be starting phase 2 of item review
- If you know of educators who would like to be a part of the PARCC process, they can email me their information
 - When there is an opening on a committee/work group, I will pull from my list of interested educators

Alternate Assessments

CDE Contact: Mira Monroe
monroe_m@cde.state.co.us

Participation

- Students must qualify to take alternate assessments, and if they do not meet **all** the qualifications they must take the general assessment.
 - <http://www.cde.state.co.us/cdesped/AssessmentDisability.asp>
 - Accommodations Training WebEx on Thursday 8/22
- 
- It is important to remember that the term significant cognitive disabilities is *not* a category under IDEA, nor is it synonymous with the term Intellectual Disability (ID).

CoAlt – Reading, Writing and Math

2014 Test Window:

February 5 – March 14

Training:

November 18 – December 6



CoAlt – Science and Social Studies

2014 Grades 4,5,7 & 8 Test Window:

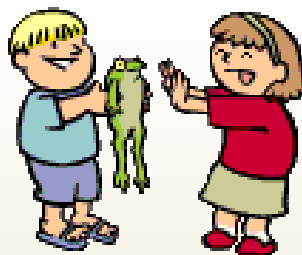
April 14 – May 2

2013 High School Field Test:

October 21 – November 22

Training:

November 18 – December 6



Supported Performance Tasks

This task requires the use of specific manipulatives.

Task 00:

Present the task to the student. Point to the columns of the chart on the student-response page as they are referenced and read the task exactly as it appears below.

Actions have consequences. Place each action onto the chart to show whether the action will have a positive consequence or a negative consequence.

Present and read each option card aloud:

Fighting at school, Having perfect attendance, Leaving class without permission

Prompt 1: Hand the Fighting at school card to the student and point to the columns of the chart on the student-response page as they are referenced. Read the prompt exactly as it appears below.

Will fighting at school have a positive consequence or a negative consequence?

The student receives a score of 2 for a correct response. If the student does not respond, repeat the prompt *only once*, exactly as it appears above.

If the student responds correctly, the student receives a score of 2.

If the student responds incorrectly, the student receives a score of 1.

If the student does not respond, the student receives a score of NR.

If the student does not respond correctly, pick up and place the option card in the correct response box and say:

Fighting at school will have a negative consequence.

Leave the option card in place on the student-response page.

Prompt 2: Hand the Having perfect attendance card to the student and point to the columns of the chart on the student-response page as they are referenced. Read the prompt exactly as it appears below.

Will having perfect attendance have a positive consequence or a negative consequence?

The student receives a score of 2 for a correct response. If the student does not respond, repeat the prompt *only once*, exactly as it appears above.

If the student responds correctly, the student receives a score of 2.

If the student responds incorrectly, the student receives a score of 1.

If the student does not respond, the student receives a score of NR.

If the student does not respond correctly, pick up and place the option card in the correct response box and say:

Having perfect attendance will have a positive consequence.

Leave the option card in place on the student-response page.

2
1
NR

2
1
NR

Supported Performance Tasks

Positive Consequences	Negative Consequences
	Fighting at school
	Leaving class without permission

Selected Response

Item 00:

Present the primary prompt to the student. Point to the picture at the top of the student-facing page and read the following prompt exactly as it appears below.

Primary Prompt:

A strawberry plant and an apple tree grow some common structures. What is a structure that they both grow?

Point to and read each answer option aloud:

Thorn, Fruit, Bark

Choose your answer.

The student receives a score of 4 for a correct response.

If the student does not respond, repeat the primary prompt and answer options *only once*, exactly as they appear. If the student responds correctly after the second presentation of the primary prompt, the student receives a score of 4.

If the student responds incorrectly or does not respond after repeating the primary prompt, move to Level 3.

4

Turn the page and present the additional prompt to the student.

Present the primary prompt and answer options again, exactly as they appear above.

The student receives a score of 3 for a correct response.

If the student does not respond or responds incorrectly, move to Level 2.

3

Point to the correct answer and read aloud:

A strawberry plant and an apple tree both grow fruit.

Present the primary prompt and answer options again, exactly as they appear above.

The student receives a score of 2 for a correct response.

If the student does not respond or responds incorrectly, move to Level 1.

2

If the student responds incorrectly at Level 2, the student receives a score of 1.

1

If the student does not respond at Level 2, the student receives a score of No Response (NR).

NR

Correct answer: Fruit

Selected Response



Thorn

Fruit

Bark

Selected Response

Alternate Prompt



Flowers

1050000000

Dynamic Learning Maps



- Started the process of joining DLM
- Computer based assessment will **replace** the CoAlt – R, W & M assessments in SY 2014 – 2015
- <http://dynamiclearningmaps.org/>

Breakout Sessions!

Technology
Readiness

PearsonAccess

DAC Input

PearsonAccess

DAC Input

Technology
Readiness

DAC Input

Technology
Readiness

PearsonAccess