



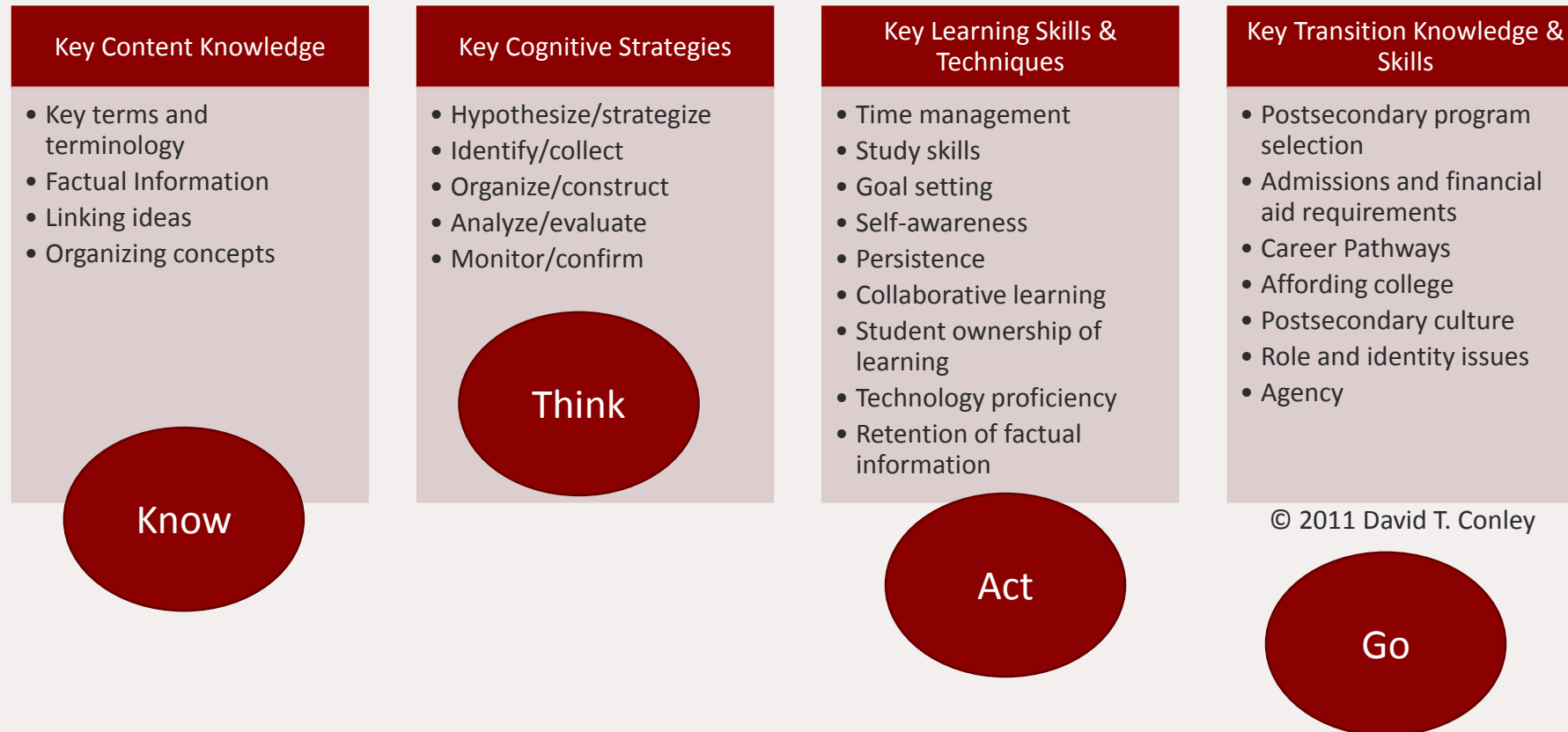
The Role of Assessment in a Career- and College-Ready Diploma Framework

Linda Drake, Director of Career- and College-Ready Initiatives

November 4, 2015



Conley's Four Keys to College and Career Readiness

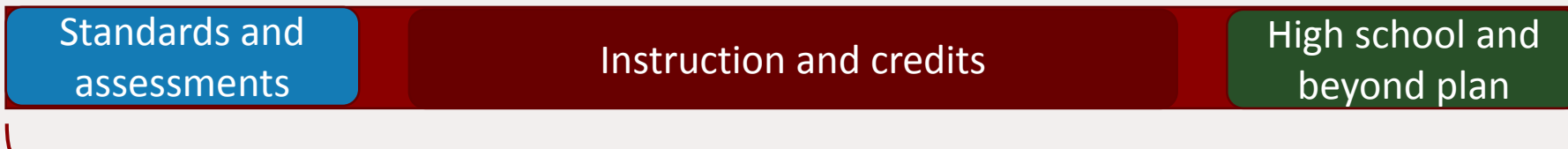




Career- and College-Ready Diploma

Key Content Knowledge	Key Cognitive Strategies	Key Learning Skills & Techniques	Key Transition Knowledge & Skills
<ul style="list-style-type: none">• Key terms and terminology• Factual Information• Linking ideas• Organizing concepts	<ul style="list-style-type: none">• Hypothesize/strategize• Identify/collect• Organize/construct• Analyze/evaluate• Monitor/confirm	<ul style="list-style-type: none">• Time management• Study skills• Goal setting• Self-awareness• Persistence• Collaborative learning• Student ownership of learning• Technology proficiency• Retention of factual information	<ul style="list-style-type: none">• Postsecondary program selection• Admissions and financial aid requirements• Career Pathways• Affording college• Postsecondary culture• Role and identity issues• Agency

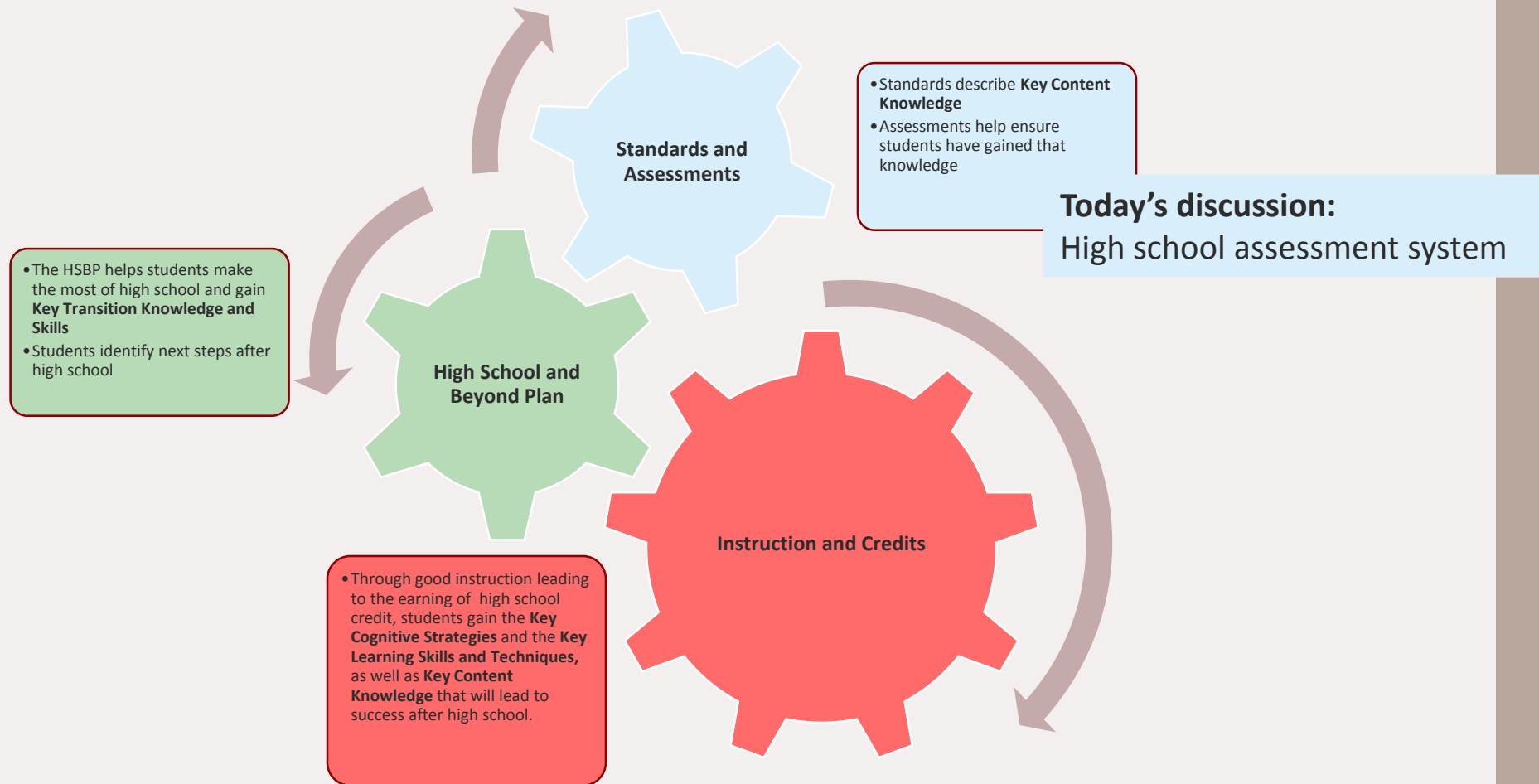
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24 Credit Career- and College Ready Diploma



Elements of the 24 Credit Career- and College-Ready Diploma





Assessment Discussion Background

- September Board meeting discussion
- Prezi
- Board member survey
- Board packet memo on exit exams



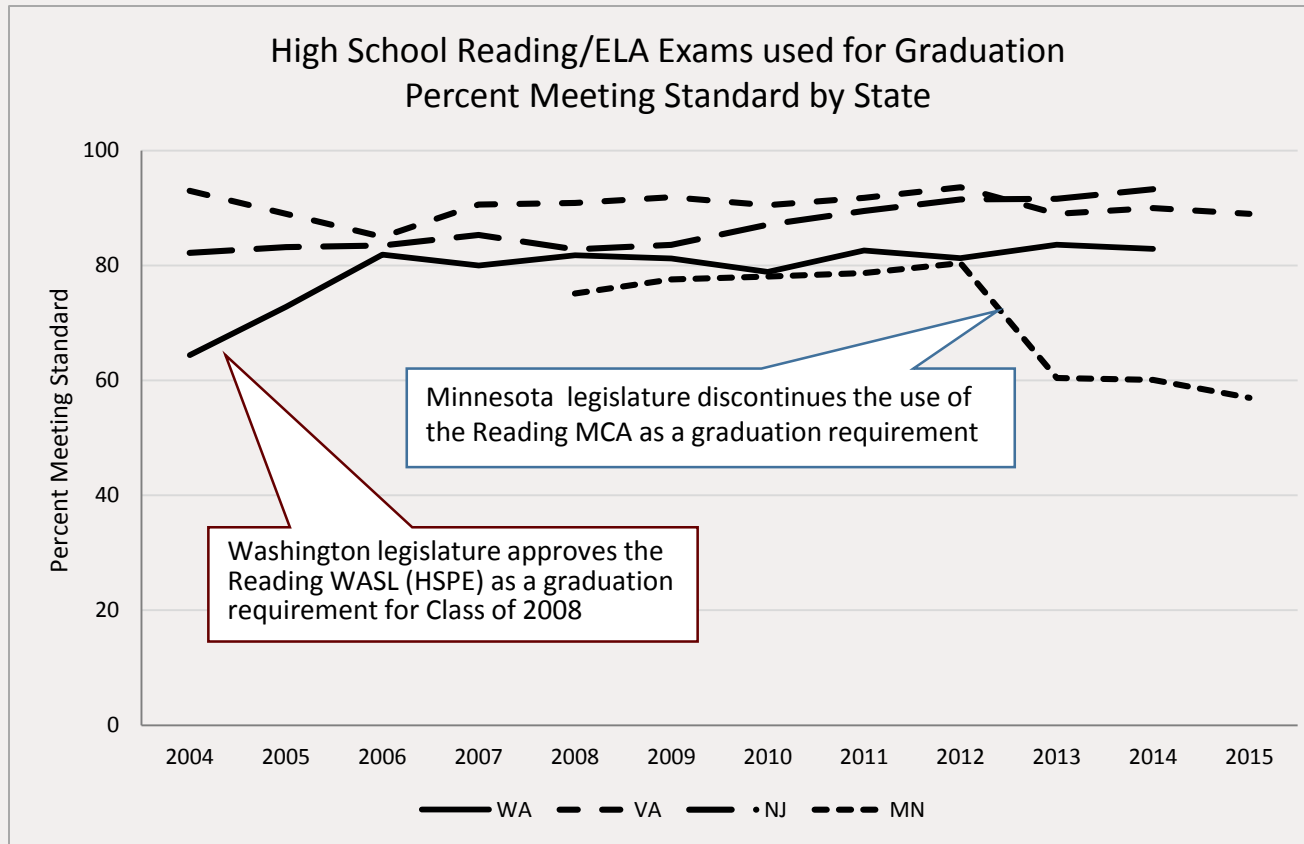
Most Important Topics for Discussion Based on Member Survey

- The value of exit exams/delinking tests from graduation
- Board's position on HB 2214, including suggestions for improvement
- Time spent on testing, in response to the President's Action Plan
- Exploring alternative assessments that demonstrate career readiness
- Options for students to graduate who perform poorly on exit exams
- Phasing out the former assessment system
- What can the SBE do make assessments meaningful and valuable to student outcomes?
 - Improving academic achievement, preventing dropouts, increasing college enrollments and successful employment in the workforce
- Differentiating the purposes of assessment: measuring system health/quality with an emphasis on the achievement gap, real time data to guide instructional practice, demonstrating competency for quality HS diploma



How do results change when a test is linked or delinked to graduation?

- When assessments are linked to graduation, stakeholders get a clearer picture of student achievement.





Testing and Time

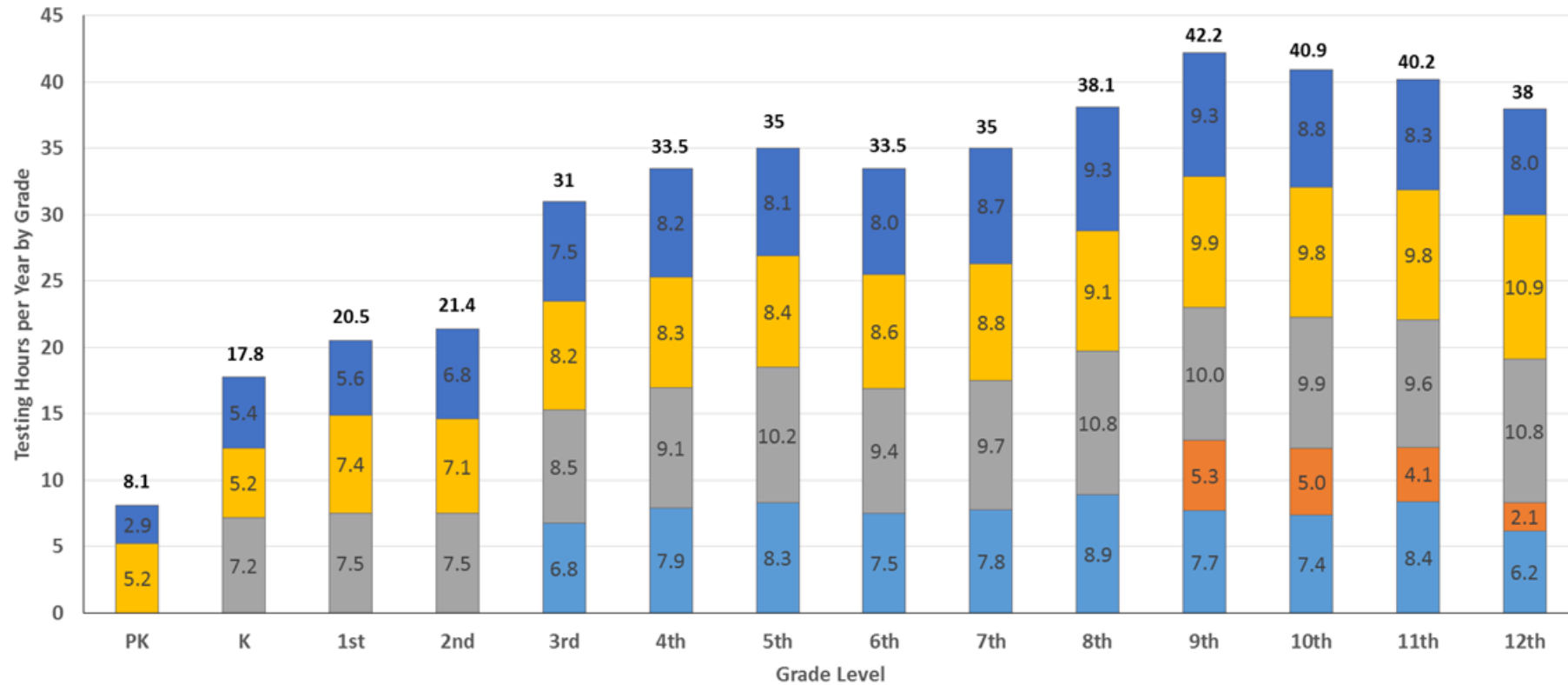
USED Testing Action Plan Principles for Fewer and Smarter Assessments

1. Worth Taking
 2. High Quality
 3. Time-limited
 4. Fair – and Supportive of Fairness – In Equity in Educational Opportunity
 5. Fully Transparent to Students and Parents
 6. Just One of Multiple Measures
 7. Tied to Improved Learning
- Recommendation for states to set a two percent cap of instructional time used for state mandated tests



Testing Time by Grade

Breakdown of Testing Time by Grade: Based on Student Testing in America's Great City Schools Report



- Other Mandated Assessments - Interim/Benchmark Tests, Nationally Normed Tests, College Entrance Exams, Pre-K Tests, and Other Assessments
- District Assessment of Student Learning Objectives
- Formative Assessments
- End-of-Course Exams
- All PARCC/SBAC/Other State NCLB Assessments



WA High School Assessments are Decreasing in Number

Grade	2015-2016	2016-2017	2017-2018	2018-2019
12	Retakes/alternatives	Retakes/alternatives	Retakes/alternatives	Retakes/alternatives
11	Smarter Balanced ELA Smarter Balanced Math Retakes/alternatives	Smarter Balanced ELA Smarter Balanced Math Retakes/alternatives	Smarter Balanced ELA Smarter Balanced Math Biology retakes/alternatives	Smarter Balanced ELA Smarter Balanced Math Biology retakes/alternatives
10	Smarter Balanced ELA Math EOCs Biology EOC	Biology EOC	Biology EOC	Biology EOC
9				
Total Tests (not counting retakes and alternatives)	5	3	3	3

Class of 2019

Most students take biology in the 9th or 10th grade.



Grade of Administration

10 th Grade	11 th Grade
More time for students to access retakes and alternatives	Students are closer to finishing high school and may be planning for beyond high school
Students only have two years of instruction	More high school instruction may better prepare students
Allows a measure of two years of growth as opposed to three years of growth	Provides comparability with other Smarter Balanced states

- Other SBAC states are having similar discussions about the use of the tests and when to administer them
- The WA higher education partners have agreed to use the 10th grade ELA results for placement decisions and Running Start.
- Success on math test may be more closely tied to when student takes algebra 2 or their third credit of high school math.



2EHB 2214

- Discontinued the Biology End-of-Course in favor of the development of a comprehensive science assessment.
- Discontinued 10th grade reading, writing and math assessments after the 2014-2015 school year, and eliminated all but one alternative assessment option (SAT/ACT).
- Beginning with the Class of 2016, earning a Level 3 or Level 4 is required for graduation.
- Allowed for a “locally determined course,” preferable a transition course, to be an alternative to earning a Level 3 or 4. (Eliminated the “equal rigor provision” for alternatives.)
- Added specificity to the High School and Beyond Plan.
- Provided for a study and report regarding transition and locally determined courses.



SBE Concerns with 2EHB 2214

- SBE testified in support with concerns
 - Changing the graduation requirements for students who are already in high school
 - Urged caution with regard to eliminating and adding alternatives
 - (Current Board position is to expand rather than eliminate alternatives)



Emerging Issues

- First administration of new assessments
 - Refusals
 - Large disparity between 10th and 11th grade ELA performance
- US Dept. of Education Testing Action Plan
 - Responds to a general concern on the part of many about time spent on testing
- Science assessment
 - The legislature eliminated the requirement for graduation for only two years.



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