

Overview: A Framework For Change

History and Context - Dr. Rebecca Garland

- o ABCs - History and Successes
- o Need For Global Competitiveness
- o On the Right Track - NC Grad Project and Writing

Process

A Simple Vision

Essential Standards

Assessments

Accountability

The Big Three

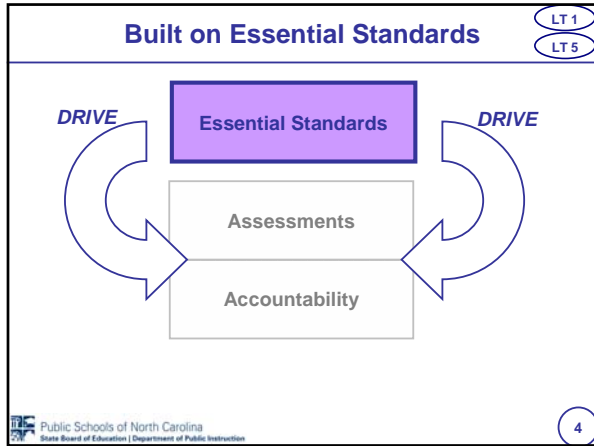
Immediate Improvements

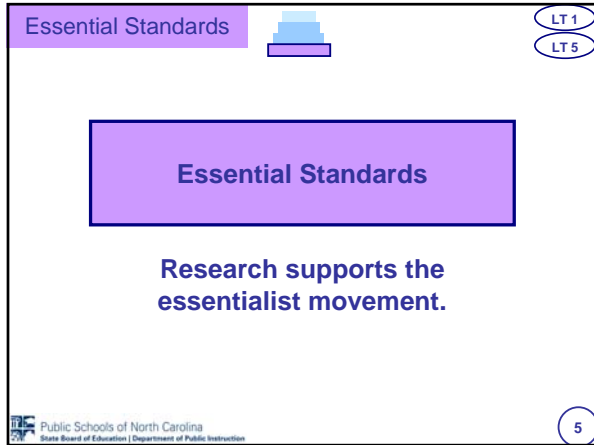
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- II 2
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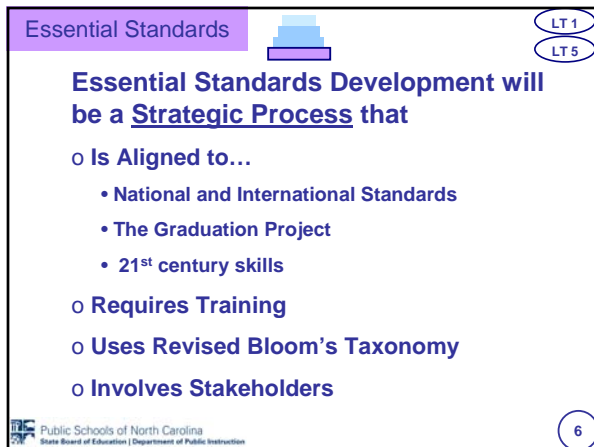
Essential Standards
Assessments
Accountability


Long-Term Redesign

- LT 1
- LT 2
- LT 3
- LT 4
- LT 5
- LT 6
- LT 7







Essential Standards 

LT 1
LT 5

The Strategic Process will increase

- o Rigor
- o Transparency
- o Prioritization

which lead to....

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Essential Standards 


LT 1
LT 5

The North Carolina State Board of Education's Mission

Globally Competitive Students

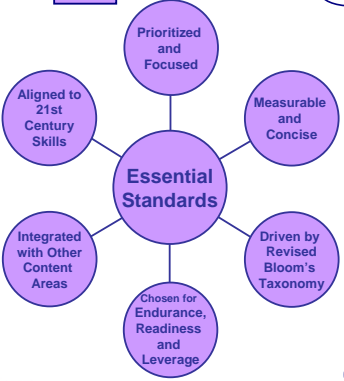
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Essential Standards 

LT 1
LT 5

Six Qualities



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A Framework For Change

The **Essential Standards**
are the foundation.

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A Framework For Change

*How do we know students are achieving
what is **essential** to compete in the 21st
century?*

*How do we assess to inform instruction
and evaluate knowledge, skills,
performance, and dispositions needed in
the 21st century?*

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Assessment

LT 2 LT 3
LT 4 LT 5

**A Comprehensive Balanced
Assessment System**

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Assessment

Current System

Evaluate Knowledge: **Summative (Statewide)**
 Characterized by
 o Limited Transparency
 o Inappropriate Use

Inform Instruction: **Benchmarking and Formative Assessment**
 Characterized by
 o Uneven use of benchmarking
 o Variability in formative assessment
 o Lack of alignment
 o Lack of systematic PD

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Assessment

Proposed System

Summative (Statewide)
Benchmark (Classroom, School, District)
Formative Assessment (Classroom)
Essential Standards

To Evaluate Knowledge...
 o Transparent
 o Appropriately Used

To Inform Instruction...
 o Centralized Benchmarking Tool
 o Systematic Formative Assessment PD Modules

Built on what is most important for students to learn in the 21st century

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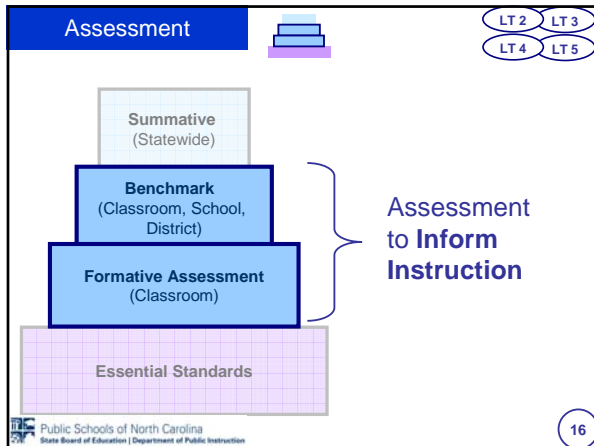
Assessment

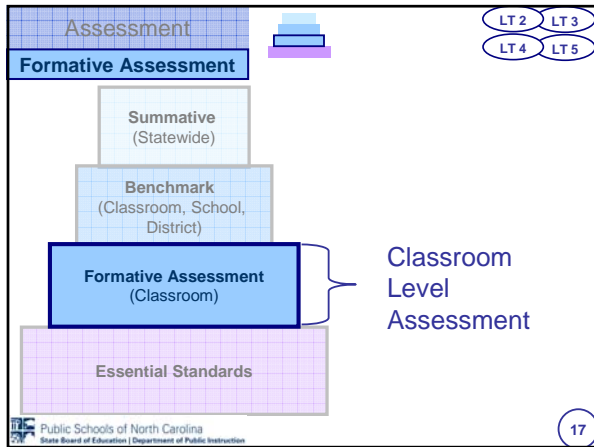
Summative (Statewide)
Benchmark (Classroom, School, District)
Formative Assessment (Classroom)
Essential Standards

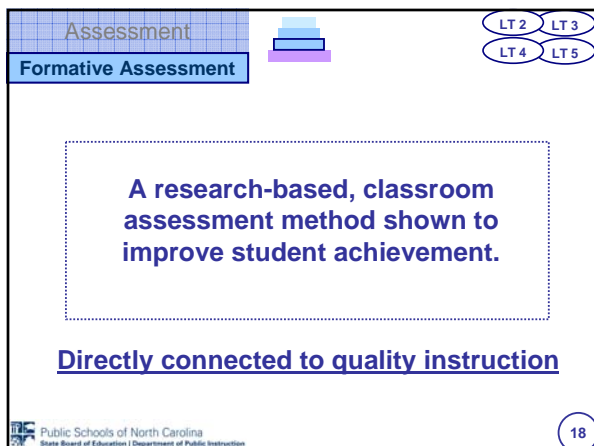
Alignment

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Assessment

Formative Assessment

LT 2 LT 3
LT 4 LT 5

Formative Assessment...

- o Is Aligned to the **Essential Standards**
- o Incorporates **Learning Progressions**
- o Provides **Clear Learning Goals**
- o Provides **Clear Criteria for Success**
- o Provides **Descriptive Feedback**
- o Includes **Student Self and Peer Assessment**
- o Is Daily and Diagnostic

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Assessment

Formative Assessment

LT 2 LT 3
LT 4 LT 5

• Recommendation •

Professional development through the use of modules, digital learning sites, and an online professional learning community be designed, maintained, and delivered by the North Carolina Department of Public Instruction.

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Assessment

Benchmark

LT 2 LT 3
LT 4 LT 5

Summative (Statewide)

Benchmark (Classroom, School, District)

Formative Assessment (Classroom)

Essential Standards

Benchmark assessments are given to students periodically to assess the learning that has taken place up to a particular point in time and to track progress toward goals.

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Assessment

Benchmark

LT 2 LT 3
LT 4 LT 5

Benchmark Assessment...

- o Is Aligned to **Essential Standards**
- o Is Used by the Teacher, School, and District
- o Includes Various Item Types
- o Is Diagnostic

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Assessment

Benchmark

LT 2 LT 3
LT 4 LT 5

• Recommendation •

A benchmark assessment tool that contains an item bank that can be used for developing benchmarks for classrooms, schools, and districts **should be developed, maintained, and disseminated by DPI.**

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Assessment

Benchmark

LT 2 LT 3
LT 4 LT 5

• Recommendation •

Proposed Statewide Benchmarking Tool

Rich bank of performances, constructed response and multiple-choice assessment items that align to every objective within the Essential Standards.

Teacher and Student Accessible Portion (~80%)

District Leadership Accessible Portion (~20%)

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Assessment

Benchmark

LT 2 LT 3
LT 4 LT 5

• **Recommendation •**

Why produce a benchmarking tool centrally?

- o Alignment
- o Quality Assurance
- o Equity
- o Transparency

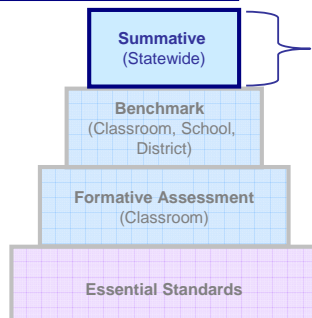
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Assessment

Summative Assessment

LT 2 LT 3
LT 4 LT 5



Measures of achievement to provide evidence of student competence or program effectiveness.

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Assessment

Summative Assessment

LT 2 LT 3
LT 4 LT 5

Summative Assessment....

- o Is Aligned to the **Essential Standards**
- o Is Transparent
- o Is Used Primarily for School, District and State Accountability
- o Uses 21st century Technology
- o Includes Various Item Types
- o Is Technically Sound

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Assessment

Summative Assessment

LT 2 LT 3
LT 4 LT 5

Recommendation

Developing Criteria for determining which essential objectives will be assessed with constructed response and performance tasks

Convening Innovative Assessment Research Team

Conducting Case Studies of Administration of 21st Century and Computer-Based Assessments in anticipation of a phased-in shift to computer-based statewide summative assessments

Increasing Transparency by releasing testing forms and materials, writing performance indicators for each objective in the Essential Standards and developing a rich, standards-aligned benchmarking tool

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Assessment

Authentic Ongoing Assessments

LT 2 LT 3
LT 4 LT 5

Summative

Benchmark

Formative

Essential Standards

North Carolina Graduation Project

North Carolina Writing Assessment

Proposed Electronic Binder System

To be addressed by Innovative Assessment Research Team reporting out July 2009

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Assessment

In Summary....

LT 2 LT 3
LT 4 LT 5

Summative (Statewide)

Benchmark (Classroom, School, District)

Formative Assessment (Classroom)

Essential Standards

To inform instruction and evaluate knowledge, skills, performance, and dispositions needed in the 21st century....

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Assessment

LT 2 LT 3
LT 4 LT 5

North Carolina will develop a comprehensive system in which every category of assessment is necessary and...

Is in exact alignment with the Essential Standards

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Accountability

LT 6
LT 7

An Accountability Model with a 21st Century Focus

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Accountability

LT 6
LT 7

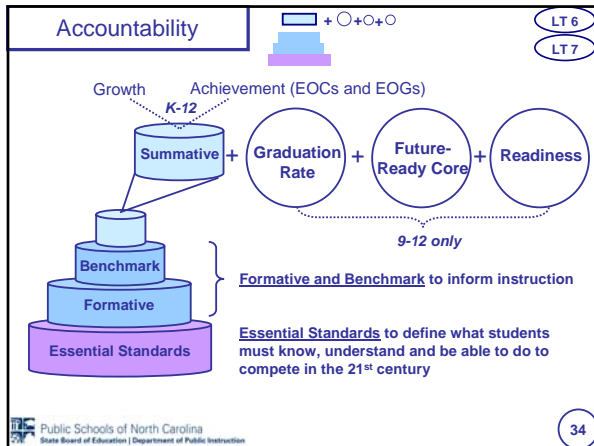
Statewide Accountability is important because...

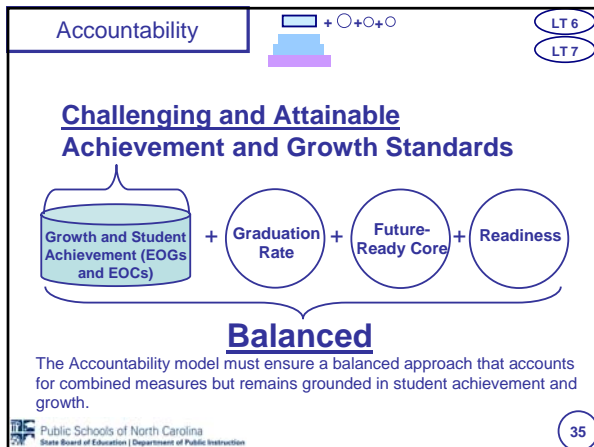
All adults working on behalf of, or in, North Carolina's public schools are responsible for graduating globally competitive students.

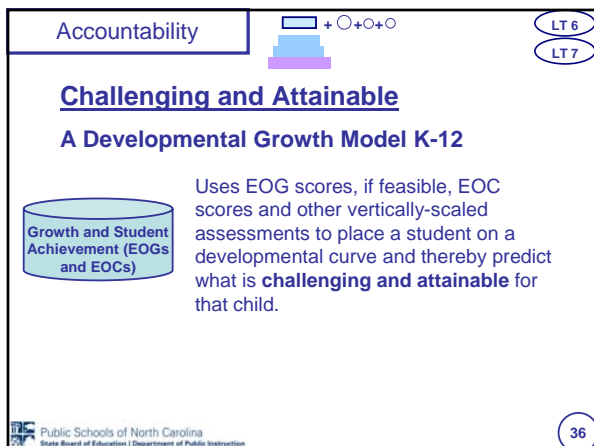
The public must have a clear, comparable understanding of the performance of students within all North Carolina public schools.

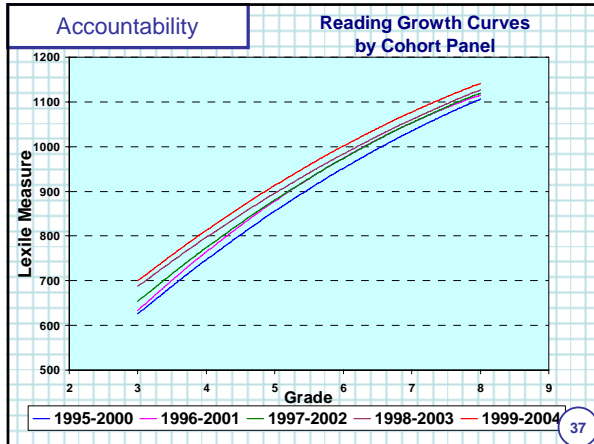
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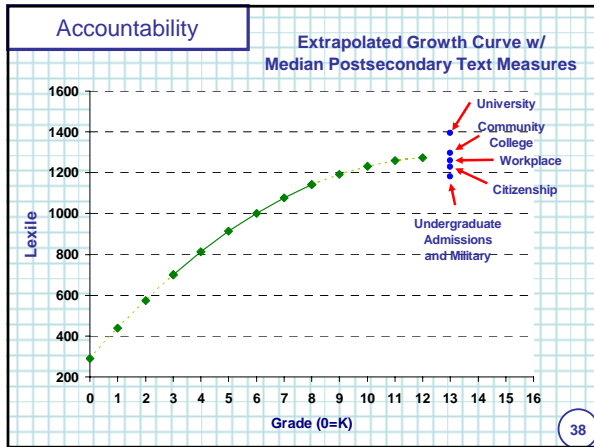
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Accountability

LT 6
LT 7

• Recommendation •

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Research Recommendation 1:
Convene Technical Advisory (TAC) Committee to explore the adoption of a new growth model

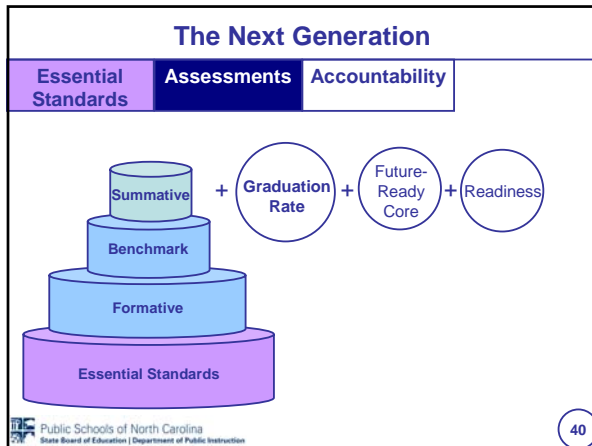
Action Recommendation 1:
Replace Drop-Out Rate with Graduation Rate

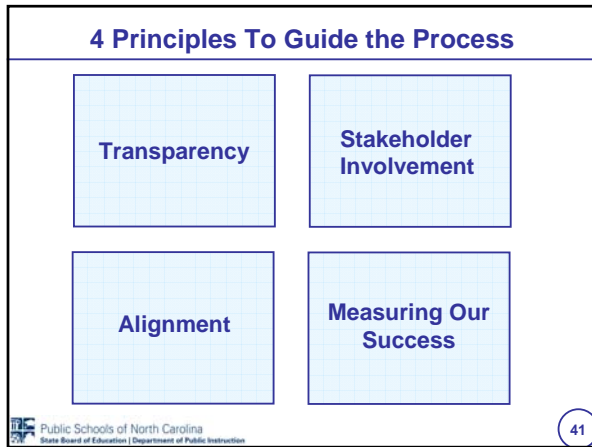
Research Recommendation 2:
Measures of career and post-secondary readiness be considered in the accountability model by TAC

Action Recommendation 2:
Replace former courses of study with Future-Ready Core status

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Timeline

2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013
Math, Science, Eng 10, Comp Essential Stds.	Math, Sci, Eng 10, Comp Skills Item Tryout	Math, Sci, Eng 10 Comp, Skills Field Test	Math, Sci, Eng 10 Comp, Skills Operational	ELA and Social Studies Operational
Innovative Assessment Team (July 09)	Benchmarking Tool Operational for Math, Science and Eng 10 (July 2011)			
Criteria for choosing CR/PT (Aug 09)		Benchmarking Tool Operational for ELA and Social Studies (July 2012)		
Formative PD Modules 1-5 (Aug 09)	Modules 6-13 (Jun 2010)			
Online PD Community (June 2010)				
Case Studies on Administering 21st Century, Computer-Based Assessments (Jan 2011)				
TAC on Accountability Reports (Sept 09)				

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Items For Consideration

Technology

Cost

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Next Steps Discussion – JB Buxton

- Begin** the Essential Standards revision process for Math, Science, Eng 10 and Computer Skills (using Revised Bloom's Taxonomy)
- Begin** development of formative assessment PD modules/online learning community
- Begin** the RFP for the development of a centralized benchmarking tool
- Convene** committee to plan phased-in shift to computer-based testing
- Convene** the Technical Advisory Committee to begin accountability research based on recommendations and proposed objectives
- Convene** the Innovative Assessment Committee
- Conduct** Case Studies on administering 21st century assessment
- _____

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...More Next Steps

Measuring Our Success

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Immediate Improvement Items From FFC

Dr. Lou Fabrizio

4. Move to a five-year graduation rate for Adequate Yearly Progress (AYP) purposes.

Status: *The USED did not grant permission to DPI for a five-year cohort graduation rate. This does not preclude 5-year rate for ABCs purposes.*

5. Count retest scores in performance composites

Status: *The USED has advised DPI that retest scores can be used at all grade levels and for all EOCs IF the SBE mandates that retesting be required for all grades and EOC courses and not remain as a local option. SEM may not be used for AYP calculation but may be used for SAS.*

Immediate Improvement Items From FFC

6. Eliminate the redundancy in end-of-course (EOC) and end-of-grade (EOG) testing by allowing EOC scores to count as EOG scores in middle grades.

Status: *The USED has advised us that the same score for a student cannot be used in two grades. The USED did indicate that they are having further discussions about whether certain other courses could be substituted.*

Immediate Improvement Items From FFC

9. Revamp the current computer skills test to ensure it measures 21st century Information Communication Technology (ICT) literacy.

Status: *To ensure the test measures 21st Century Information Communication Technology (ICT) literacy, the SBE will need to adopt new content standards.*
