

Future Assessment Design Workgroup Presentation

Full Report Available:
<http://education.state.mn.us/MDE/dse/test/>

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Presenters

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ESSA Workgroups

- With the passage of the Every Student Succeeds Act (ESSA) in 2015, annual testing in grades 3-8 and high school in mathematics and reading or language arts and grade-span testing in science is maintained.
- There are technical requirements that must be satisfied for any statewide assessment used for accountability. ESSA does provide an option of a district administering a nationally recognized assessment at high school.

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Nationally Recognized Assessment Workgroup

- A working group that will develop the criteria needed to fully implement the flexibility allowed in ESSA for districts to administer nationally recognized assessments in place of the high school MCA.

** This is a different committee related to the ESSA changes who were working at the same time. They have their own report and recommendations.*

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Future Assessment Design Workgroup

A working group commissioned by the Minnesota Department of Education, to explore how Minnesota might redesign the state's academic **assessment system**. These changes would be implemented as the assessments are revised to align with the revised Minnesota Academic Standards. The process would begin with science in 2019-2020 after the standards are revised in 2018-2019.

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Purpose of the MCAs

“The purpose of Minnesota assessments is to measure Minnesota students’ achievement with regard to the Minnesota Academic Standards. Assessment results can be used to inform curriculum decisions at the district and school level, inform instruction at the classroom level and demonstrate student academic progress from year to year.”

MCA - III Test Specifications p. 5

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Recommendation 1: Features of the Accountability Assessment System

The accountability assessment system should be:

- **Transparent:** MDE will provide information regarding the method of test development, the personnel involved in the development of the assessments, how the assessments are aligned to the standards, and the purpose and validity of results. The intent is to build trust and buy-in around the accountability system.
- **Informative:** The results are clear and concise for educators, district administrative staff, students, parents, and the public.
- **Actionable:** Results provide annual evidence to support system-level decisions.

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Recommendation 2: Alignment of the Academic Assessments

- Assessments will continue to be **aligned** from elementary school through high school and be consistent with Minnesota's academic standards and aligned to career and college readiness standards.
- Assessments aligned to standards help schools analyze growth toward meeting goals.
- Items outside of grade-level standards **do not** provide actionable information for schools and teachers.

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Recommendation 3: Reduce Length of the Academic Assessments

- Reduce the length of the assessments to the minimum length to meet the federal requirement.
- MDE should request a waiver from the U.S. Department of Education that allows it to cease providing individual student strand / sub-strand scores.

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Recommendation 3: continued

- Depending on the simulations and details of the shortened test, MDE should continue to provide district and school-level benchmark reports.
- Assuming the reports are technically valid, this will satisfy the requirements of the tests administered while decreasing the test length.

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Recommendation 4: Revisions to State Legislation

- Eliminate Career and College readiness trajectory reporting for grades 3-8 (Consistent with OLA Report, pages 70-71).
- Eliminate above and below grade level additional items (Consistent with OLA Report, pages 80-81).
- Eliminate Requirement to provide student-level diagnostic information. In order to provide technically valid and meaningful student-level diagnostic information, an assessment must be of sufficient length and designed as a diagnostic assessment.

This recommendation is in an effort, consistent with Recommendation 1, to be forthright and transparent regarding the limitations of a single test, and consistent with Recommendation 3, to reduce test length.

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Recommendation 5: Educator Support and Professional Learning

- Improving communication with districts in a variety of modes (including, but not limited to, face-to-face trainings, webinars, online videos, and data review protocols).
- Encourage and facilitate a District Assessment Coordinator mentoring and network program.

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Recommendation 5: Continued

Providing an assessment item bank, aligned to benchmark and Depth of Knowledge, with some items matching the format and style experienced on the MCA.

- Educators will have open online access to the resources.
- MDE will provide example rubrics where appropriate, and MDE will not be responsible for grading or scoring.
- MDE will facilitate development of the resources and rubrics to ensure quality, accuracy, and validity.
- Volunteer districts may share results with MDE to be used to guide edits in the item bank.

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What have you heard
about MCA testing from
your constituents?

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Questions??

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