Transitioning to College-and-Career Ready Assessments

Opportunity is the key!

- Opportunity to Learn the Standards
  - Students must be provided the **opportunity to learn** content that will be measured on an assessment.

- Opportunity to Access the Assessment
  - Students must be provided the **opportunity to access** assessments containing new item types and new content.

Transitioning Standards and Assessments

- States must adopt college-and-career ready (CCR) standards
  - Indiana State Board of Education required to adopt standards by July 1, 2014
    - *Working toward adoption of new CCR standards on **April 28***

- States must administer assessments based on CCR standards by the spring of 2015
  - IDOE responsibility to provide students and educators with access to assessments that:
    - Measure CCR standards
    - Include technology-enhanced (TE) items

IMAGING
the possibilities.
MAKING THEM HAPPEN.

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Technology-Enhanced (TE) Item Types

- English Language Arts
  - Multiple-correct response
  - Drag-and-drop
  - Passage-based 2-part items

- Mathematics
  - Multiple-correct response
  - Drag-and-drop
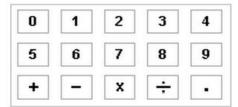 - Construct an answer using Math Palette (e.g., equation, number series)

REQUIRED Session 1: Mathematics
Question 2 of 4

Untimed Test

Stop Test

Mc Graw Hill Education | CTB

John Doe

Wilson Library bought 25 science books and 15 history books.

How many books did the library buy all together? Drag tiles to build an answer.

0	1	2	3	4
5	6	7	8	9
+	−	x	÷	.

books

Construct an answer using Math Palette

◀ Go Back   Go On ▶

Mark for Later Review

REQUIRED Session 1: Mathematics
Question 4 of 4

Untimed Test

Stop Test

Mc Graw Hill Education | CTB

John Doe

Part A

Jack is counting by 10s from 0 to 50.
Drag three number tiles into the boxes to fill in the missing numbers for Jack.

0,   10, [   ] , [   ] , [   ] , 50

30	35	40
15	20	25
11	12	13

Drag-and-drop

Part B
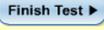
Which of these correctly shows counting by 5s? Select the three that apply.

☐ 5, 10, 15, 20

☐ 5, 25, 45, 65

☐ 50, 55, 60, 65

☐ 105, 110, 115, 120

☐ 150, 255, 350, 455

Multiple-correct response

◀ Go Back   Finish Test ▶

Mark for Later Review

REQUIRED Session 2: English/Language Arts
Question 1 of 4

Untimed Test

Stop Test

Mc Graw Hill Education | CTB

John Doe

Read the story. Then answer the question.

6 "If I had a bike, I would always be on time," Tracy said. She had been asking for a bike, and this seemed like another good reason to have one.

7 "If you had a bike, you would just sleep in later," Tracy's mom said. She patted Tracy on the head as she slid a plate of eggs and toast in front of her.

8 Tracy was still munching her toast a few minutes later when she saw it was time to go. She grabbed her coat and ran out of the house on her way to school.

9 As she ran to school, Tracy found herself behind Ron, who was on his scooter. Mel, of course, was ahead of him on her skateboard. Tracy wished she had something besides her feet to take her to school on time. At least Chad and Billy were also hurrying along by foot.

10 Mel made it to school first, with Ron close behind. Of course, Tracy came puffing through the door just as the bell rang.

11 As she slid into her seat, Tracy wondered whether her mom was right about whether she would still be late to school if she had a bike.

According to the story, which two students did NOT walk to school?

☐ Billy

☐ Chad

☐ Mel

☐ Ron

☐ Tracy

Multiple-correct response

YOU ARE HERE

1 2 3 4

Go On ▶

Mark for Later Review

REQUIRED Session 2: English/Language Arts
Question 3 of 4

Untimed Test

Stop Test

Mc Graw Hill Education | CTB

John Doe

Read the story. Then answer the question.

had been asking for a bike, and this seemed like another good reason to have one.

7 "If you had a bike, you would just sleep in later," Tracy's mom said. She patted Tracy on the head as she slid a plate of eggs and toast in front of her.

8 Tracy was still munching her toast a few minutes later when she saw it was time to go. She grabbed her coat and ran out of the house on her way to school.

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Part A

The name of the story is "The Big Question." What is the big question in the story?

- ○ Could Tracy's mom wake her up earlier?
- ○ What would happen if Tracy had a bike?
- ○ Would Tracy be faster than Mel on a bike?
- ○ How long could Tracy sleep in if she had a bike?

Part B

Look at the shaded sentences in the story. Drag the sentence into the box that BEST supports the answer to Part A.

Drag-and-drop

YOU ARE HERE

| 1 | 2 | 3 | 4 |

◀ Go Back   Go On ▶

Mark for Later Review

Assessment Horizon….

- Looking to the future:

2013-14	2014-15	2015-16
ISTEP+ CoreLink	ISTEP+ / College-and-Career Readiness Transition Assessment (CCRTA)	New CCR assessment
IMAST	N/A	N/A
ISTAR	CCR-based assessment	New CCR assessment

- First step in the CCR assessment journey: Administer "CoreLink"

"CoreLink" Overview / Phase 1 Assessment

*States are **required** to administer assessments aligned to college-and-career ready standards by the spring of 2015.*

Administering "CoreLink" is our first step toward meeting this federal requirement.

"CoreLink" Online will enable students to interact with technology-enhanced items before this item type appears on an operational test.

CCR Assessment Implementation: Phase 1

- Purpose of Phase 1 administration
  - Enable schools to gauge their progress toward preparing students to be college-and-career ready
  - Provide students and teachers with the opportunity to experience TE items measuring CCR readiness

- Use of Phase 1 results
  - Based on analysis of data collected, new group-level reports designed and disseminated to:
    - Provide feedback regarding student learning
    - Identify professional development needs for educators

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Professional Development

Professional development focused on College-and-Career Ready Standards and Assessments is essential to transition success!