

SIPS Project Objectives and Activities. The Stackable, Instructionally-embedded, Portable Science (SIPS) Assessments project will establish a bank of instructionally-embedded science assessment tasks; build educators' capacity to offer high quality science instruction, evaluate students' learning, and make appropriate instructional decisions; and engage educators, students, and parents in a partnership for student success across a range of circumstances. SIPS brings together eight partner states (Nebraska as lead, along with Alabama, Alaska, Montana, New Mexico, New York, South Carolina, and Wyoming) with technical support from five organizations (edCount, LLC, the Center for Assessment, the Learning Sciences Research Institute at the University of Illinois, Chicago, SRI International, and Creative Measurement, LLC) and an external evaluator (Garrett Consulting, LLC).

To address its objectives, SIPS is organized into six tasks. Task 1 includes **project planning and research** activities. Task 2 involves the articulation of **common construct definitions** and the development of a framework for designing **curriculum maps** and **common assessments**. Task 3 includes the development of **prototype science units** with **common, instructionally-embedded assessments**. Task 4 involves engaging educators in **classroom assessment development workshops** to develop a bank of assessment tasks using a principled-design approach. Task 5 includes a **pilot study** of curriculum prototypes and assessments tasks. Task 6 involves **evaluation** of the project and development of a **dissemination plan**.

Applicable Priorities. Through the SIPS project, we propose to address the Secretary's **Absolute Priority (AP) 3: Developing Innovative Assessment Item Types and Design Approaches**.

Proposed Project Outcomes. SIPS partners will produce generalizable deliverables for use beyond the project states including claims, measurement targets, and performance level

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descriptors; end-of-year/course and quarterly student profiles and progressions; curricular alignment tools; curriculum unit templates; instructionally-embedded common assessment tasks; year-long model courses aligned to phenomena and NGSS thematic or topics bundles; process guides articulating the design approach and process; and quarterly reports, annual reports, and a culminating project report.

Number of Participants to be Served. The SIPS project will directly involve key state and local education agency staff, approximately 64 educators, and hundreds of students from the eight participating states. The eight SIPS states serve nearly 800,000 students in our target grades 5 and 8. SIPS will generate widely applicable tools and resources for use and dissemination beyond the participating states and classrooms.

Number and Location of Proposed Sites. Project activities will be conducted virtually as well as on-site (in years 2 and 3, if possible) at local school districts and state education agencies within the eight partner states.

How the Absolute Priorities are Addressed by the Project. The SIPS project will address **AP3a** (*Development of Innovative Item Types*) by using principled-assessment design methodologies to develop innovative three-dimensional performance tasks. SIPS will address **AP3b** (*Development of a Modular Assessment Approach*) by establishing a bank of stackable, instructionally-embedded, portable science assessment tasks. We will address **AP3c** (*Development of a Dissemination Plan*) by developing a dissemination plan to document project processes and outcomes and to share lessons learned and best practices for employing a modular assessment approach.

In addition, SIPS is designed to address all four of the Secretary's Competitive Preference Priorities.

PART 3: PROJECT ABSTRACT

Project Objectives and Activities: The overarching goals, specific objectives and measurable outcomes specified for the proposed project are coherent with a broader theory of action guiding HIDOE in pursuing IADA flexibility. This innovative assessment program, or **Hawai'i Comprehensive Assessment Program (HICAP)**, is intended to enable all students to leave high school prepared for post-secondary success in college or a career through increased student learning and improved teaching.

The HIDOE intends for HICAP to work as a balanced statewide assessment system that meets federal accountability requirements, while also inspiring teachers and students to engage in deeper teaching and learning practices. HICAP contains two parts: (1) Smarter Balanced shortened summative computer-adaptive test and (2) classroom-based assessments, including common performance tasks, created by Hawai'i educators and implemented across Hawai'i classrooms. HICAP is a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. **This proposed Competitive Grants for State Assessment (CGSA) project supports the classroom-based assessment element of this comprehensive effort.**

The proposed project has two main objectives: (1) **build professional capacity of Hawai'i educators** around the design, implementation, and use of common performance tasks in grades 3-8 and 11 English language arts and mathematics; and (2) **build HIDOE project management capacity** to scale-up high-quality common performance assessment design and implementation across grades 3-8 and high school English language arts and mathematics.

Proposed Project Outcomes: The proposed project will result in at least three outcomes by the end of the 18-month planning grant: (1) **common performance task scaling plans**; (2) **common performance task technical documentation and resource library**; and (3) **common performance task bank**.

Number of Participants to be Served: Year 1 (2020-21 school year)—approximately 40 pilot schools, 100 teachers, and 4,000 students (Gr 4 ELA/Gr 8 Math). Year 2 (2021-22 school year)—approximately 50 pilot schools, 200 teachers, and 10,000 students (Gr 5 & 8 ELA; Gr 4 & 11 Math). The subset of participants in both years will be geographically and demographically representative of Hawai'i's public schools and the ethnic diversity of its public school students.

Number and Location of Proposed Sites: Hawai'i is a single SEA/LEA. The HIDOE is actively recruiting schools to participate in the proposed project. Demographic information on 38 anticipated pilot schools currently committed to participate in Year 1 is in Appendix A.

Absolute Priorities Addressed by the Project: The proposed project addresses *Absolute Priority 2: Planning to Apply for the IADA* as the HIDOE plans to resubmit for flexibility under the IADA. Hawai'i's approach to innovative assessments in terms of the subjects and grades the HIDOE anticipates addressing, the proposed assessment design, proposed use of common performance tasks, and other relevant features are described in detail in the narrative section of this application. The use of funds for the proposed project will be used to carry out activities (e)—Measuring student academic achievement using multiple measures of student academic achievement from multiple sources; and (f)—Evaluating student academic achievement through the development of comprehensive academic assessment instructions—namely, complex performance assessments—that measure the depth of student performance relative to Hawai'i's adopted content standards.

Louisiana Department of Education | Application for New Grants Under the Competitive Grants for State Assessment Program (CGSA) CFDA 84.368A

Project Abstract

Applicable Priority

Absolute Priority 1: Implementing the Innovative Assessment Demonstration Authority (IADA).

Louisiana was approved for IADA in 2018.

Overview

The Louisiana Department of Education (LDOE) is using the Innovative Assessment Demonstration Authority (IADA) to establish and operate an innovative assessment system that seeks to end skills-based test prep as a mode of pedagogy in English language arts (ELA). Built from the Louisiana State Standards and aligned to high-quality curriculum, the summative through-course assessments include end-of-unit tests so that students' mastery of the standards may be assessed using complex tasks that leverage the knowledge students have recently acquired from their classroom lessons. At the end of the IADA demonstration period, the goal is for every student in Louisiana to have the opportunity to take a LEAP 2025 assessment format that best matches the curriculum their teachers use and the instruction they receive on a daily basis. Thus far, Louisiana has piloted items in grades 6-8 for an assessment aligned to the ELA Guidebooks, which is the most widely used curriculum in the state. (The grade 7 assessment was scheduled to be operational in 2019-2020, but the final administration window was canceled due to Covid-19.)

With overwhelming support from pilot participants in middle school, LDOE believes there is a strong foundation for scaling the assessment to elementary grades. Therefore, Louisiana is seeking funding under the Competitive Grants for State Assessment Program specifically to expand its summative through-course assessment to grades 3-5.

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Project Abstract

CGSA Project Goal: 100% of eligible students in grades 3-5 take a curriculum-aligned ELA assessment by Year 2 of operational testing (Year 4 of the grant).

Project Objectives

To reach the goal stated above, LDOE will achieve the following measurable objectives:

1. Develop the Guidebooks-aligned, summative through-course assessment for operational administration in grades 3-5 in 2022-2023 (Year 3 of the grant).
2. Increase the share of Guidebooks curriculum users participating in the innovative assessment to 100% by 2023-2024 (Year 4 of the grant).
3. Support at least one other high-quality ELA publisher to develop their own summative through-course assessment for grades 3-5.
4. Ensure 100% of teachers participating in the innovative assessment have access to curriculum-aligned professional development.

Project Outcomes

Through the proposed objectives and the activities outlined in this proposal, the project will achieve the following measurable outcomes by the end of the grant period:

1. 100% of students participating in the innovative assessment will receive content-rich, standards-aligned ELA instruction.
2. The number of economically-disadvantaged students, English learners, and students with disabilities achieving Mastery and above on the state's ELA assessment in grades 3-5 will increase 20%.

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Part 3: Two-Page Project Abstract

Massachusetts is applying for the Competitive Grants for State Assessments (CGSA) opportunity under Absolute Priority 1 to support the implementation of the state's approved IADA plan. Under this project, Massachusetts will: (1) develop an innovative science test that uses computer-simulated, authentic performance tasks to measure students' mastery of science knowledge and practices and (2) provide professional development and support to participating schools on practices for deeper learning.

While Massachusetts's overall student outcomes lead the nation, we recognize that some students, especially those historically marginalized (i.e., students of color, students with disabilities, and ELs), continue to be underserved by our education system. We believe that the current system of high standards and rigorous assessments has contributed to Massachusetts's top performance on NAEP (National Assessment for Educational Progress) and improved graduation rates, but it has also had unintended negative consequences.

We commonly hear feedback from teachers, especially those working in schools with high levels of poverty, that it is difficult to cover all the standards when so much time is dedicated to formative assessment and preparation for MCAS (Massachusetts Comprehensive Assessments System). While standards-based instruction and data use are powerful approaches and used effectively in many districts, teachers have seen these concepts become distorted into an emphasis on coverage and test scores that deprives students of high-quality learning experiences. Our path forward requires that we support deep learning for all students that is rigorous, relevant and engaging.

As we work to promote deeper teaching and learning, we will need a context of state assessment and accountability that is aligned. We have begun work on a new, innovative assessment, and this grant will enable us to accelerate and deepen our work. In early 2020, we

applied and received approval for the Innovative Assessment Demonstration Authority (IADA), with a proposal to create a new assessment for Science and Technology/Engineering (STE). The innovative assessment will feature more in-depth, computer-based performance tasks in which students engage with simulations of authentic scientific phenomena via deep application of both science knowledge and practices.

DESE has contracted with top experts in science instruction and assessment from WestEd, Pearson and Concord Consortium to create performance tasks for a May 2021 pilot, using cycles of rapid prototyping with input from teachers and students. We have multiple goals for this assessment: to serve as a model of deeper learning tasks and illustrate the desired shift in classroom instruction; to measure more of what matters, potentially including mastery of science practices or 21st-century skills; to be more engaging and relevant for students; to create more equitable opportunities for all students to demonstrate what they know and are able to do.

We plan to support schools taking part in the assessment pilot with professional development and tools in partnership with the state's science curriculum team and the Kaleidoscope Collective for Learning (a closely related initiative working with demographically representative cohort of schools to further refine the state's model of deeper learning). Professional development will focus on three areas: deeper learning, high-quality science instruction, and assessment literacy.

Throughout this work, we must keep our central goal at the forefront: bringing about greater equity for students in Massachusetts. We have already built a diverse team of state leaders for this work and a broad coalition of stakeholder groups, schools, districts, and charter management organizations. As we develop the innovative assessment and supportive professional development, we will draw on their expertise and perspectives to ensure that we create culturally relevant materials and instructional practices with equitable access, so that we make an impact for the students who need this change the most.

Texas Through-Year Assessment Pilot: Texas Plan for the Competitive Grants for State Assessments (CGSA) Program - Abstract

Texas currently educates a diverse 5.4 million students annually, with around 3.5 million students taking the summative STAAR exam. Over the last decade, the state has added approximately 770,000 students, with roughly 80% of those new students classified as low income and nearly 40% considered as English learners. These students, as well as all Texas students, deserve assessments that provide timely and meaningful information on their mastery of academic standards to drive instructional decision-making.

Current summative assessment models nation-wide provide student assessment data once at the end of the school year. The Texas assessment program currently provides students, parents, and educators with reliable and valid assessments to measure progress and growth. Although this data is useful for making end-of-year instructional decisions and providing information to educators and parents on student learning and progress, the data does not currently inform instructional decision-making throughout the year. In 2019, the Texas Legislature passed House Bill 3906 calling for the development and pilot of an integrative formative assessment to potentially replace the current summative assessment. This would more quickly address instructional gaps by providing detailed and timely data throughout the school year and multiple opportunities for students to demonstrate proficiency, while allowing for more rapid measurement of learning loss due to instructional disruptions such as COVID-19.

Under Absolute Priority 3(b), the Texas Education Agency (TEA) will create a Through-Year Assessment Pilot consisting of modular assessments that provide timely feedback to educators and parents while creating a valid, reliable, and fair summative assessment of individual students. The design of the pilot will align with elements that are most important to

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stakeholders, such as: equity for different student groups, minimally disruptive testing schedules, and immediate and useful educator data that can be used to inform instruction. The pilot will be online, allowing for a more accurate diagnosis of student mastery of content and standards with personal needs preferences (PNPs), and will need to meet the same high standards for quality, fairness, validity and reliability as the current STAAR. The pilot will also be designed to ensure equity across underrepresented student groups, such as transient students and English learners.

This project is part of a comprehensive effort to support student learning, including assessment initiatives such as exploring new item types and enabling teachers to write and review items for inclusion in the Texas assessment program. TEA is creating asynchronous trainings on topics of assessment literacy and creating high-quality assessments and assessment items. In addition, other TEA initiatives such as Texas Instructional Leadership and the Effective School Framework focus on supporting and growing data-driven instructional practices.

The objective and desired outcome of this project is to pilot a through-year assessment model that 1) equitably measures student learning (meeting the same strict requirements for quality and fairness as the STAAR currently does), 2) supports ongoing academic mastery, and 3) can feasibly replace the current end-of-year Texas summative assessment, STAAR. The Through-Year Assessment Pilot will be developed, deployed, and evaluated across multiple years. Continuous improvement will occur over the lifetime of the pilot with TEA revisiting and adjusting models year after year based on stakeholder feedback and metrics gathered. Given successful metrics and positive feedback, the pilot can scale statewide in four years, seeking to impact all 3.5 million students taking the STAAR across almost 9000 campuses. The \$3 million grant fund requested by the TEA will help fund item development to create a pilot across multiple grade levels and content areas.