

## 2022 CGSA AWARD PROJECT ABSTRACTS

### Contents

Louisiana Department of Education (LDOE) \$2,943,173 .....	1
Montana Office of Public Instruction (Montana OPI) \$2,967,259.....	3
New York State Education Department (NYSED) \$ 2,999,713.....	5
Missouri Department of Elementary and Secondary Education (Missouri DESE) \$2,544,344 .....	7
Hawaii Department of Education (HIDOE) \$2,998,466.....	9
Kentucky Department of Education (KDE) \$3,000,000.....	11
Nebraska Department of Education (NDOE) \$ 2,999,858 .....	13
Louisiana Department of Education (LDOE) \$2,953,137 .....	15
Arkansas Department of Education (ADOE) \$2,145,418 .....	17
Illinois State Board of Education (ISBE) \$3,000,000.....	19
North Carolina Department of Public Instruction (NCDPI) \$2,988,951 .....	21

### Louisiana Department of Education (LDOE) \$2,943,173

Louisiana Department of Education’s Testing What’s Taught: Equity in Test Design Project is being implemented to develop a comprehensive, “curriculum-relevant” through-year assessment system that better balances assessment of learning with assessment for learning; building a cohesive, competency-based education model which aligns standards, curriculum, instruction, and assessment. The project addresses Absolute Priority 2, the Competitive Preference Priority, and the Invitational Priority. The initial design and prototyping of these innovative assessments is being conducted in the 2022-23 school year through philanthropic support. A Competitive Grant for State Assessments would support the continuation of the project over an additional three years, during which the department will:

- 1) Develop models of math and ELA curriculum-relevant through-year assessments, which both connect to each of the high-quality curriculum in the state while also flexibly working across the total set of high-quality curriculum (Absolute Priority 2).
- 2) Develop and implement an approach to scaling these through-year models up from initial prototyped grade(s) in a small number of schools to additional grades and schools that leads to recommendations on whether to scale statewide in grades 3-8 (Absolute Priority 2).

3) Develop reports of through-year assessment results with corresponding supports to drive stakeholders understanding of and response to results (Competitive Priority).

The overall goal of Louisiana’s Testing What’s Taught: Equity in Test Design project is to reduce performance gaps between student groups and increase student engagement on math and ELA assessments in comparison to traditional summative assessments. The project will result in the state’s first through-year assessment model in math, an additional ELA through-year assessment model, new score reports, and supports for stakeholders. Surveys and focus groups with educators, parents, and students will be used to measure the success of the assessments, reports, and supports in improving teaching and learning along with psychometric studies comparing the new assessment models with the state’s traditional summative assessments and other innovative assessment designs in use in Louisiana.

The pilots of the math and ELA curriculum-relevant through-year assessments will involve 7,500 students in elementary and middle schools strategically selected from across the state to reflect the state’s student demographics and ensure inclusion of diverse learners.

Both the math and ELA curriculum-relevant through-year assessment models will consist of a series of shorter assessments administered over the course of the year, which collectively cover all grade-level standards and can be aggregated to provide a comprehensive measure of standards mastery which is comparable for summative purposes (Absolute Priority 2). The assessments will be designed to connect flexibly with high-quality curriculum across the state based on analyses of commonalities in ELA curricula and learning progressions in math. Unlike traditional summative assessment designs, the through-year assessments will also provide assessments for learning by providing dynamic, real-time data to educators,

parents, and students on learning. In consultation with stakeholders, the department will design innovative score reports connected to corresponding, curriculum-relevant supports which provide this more timely, actionable, and understandable information on student performance (Competitive Priority). Professional learning will support educators in using assessment results to implement these supports to improve instruction and classroom practices that meet the needs of all students (Invitational Priority).

## Montana Office of Public Instruction (Montana OPI) \$2,967,259

With a four-year Competitive Grant for State Assessments (Absolute Priority 2), the Montana Office of Public Instruction and New Meridian seek to develop and scale a flexible, innovative assessment system of short “testlets” in grades 3-8 mathematics and English language arts (ELA) that can be administered throughout the year to align assessment more closely with learning, while also providing summative data that meet state and federal accountability needs.

With the design of a full-scale, through-year assessment system, the partners will address five goals: 1) Promote local control and cultural relevance through a flexible system of assessments that can be configured to align with local scope and sequence and are attuned to Montana’s unique cultural context; 2) Provide meaningful, actionable information on learning to students, parents, and educators, enabling them to address individual students’ academic needs and promote student agency over learning; 3) Better align assessment and instruction, thereby providing students additional opportunities to achieve proficiency; 4) Replace existing summative assessments, thereby streamlining testing and setting the stage for modernizing the accountability system with a balanced system of assessment by which students can demonstrate growth and proficiency; 5) Ensure systems of assessment, accountability, and reporting work together to inform educational policy, address educational needs, and direct resources.

The partners will design and refine the proposed through-year assessment model through a staged, three- year pilot, adding two grades per year and leading toward statewide operational administration of through- year assessments in 2025-26 for all 67,750 Montana students in grades 3-8. This ambitious initiative will be supported by multiple funding sources, including a private grant that is supporting the first phase of development. CGSA funds will allow the partners to put key delivery mechanisms in place, build educator capacity, and accelerate the timeline toward statewide implementation. The partners propose six areas of activity:

1. Stakeholder engagement: Conduct extensive engagement of students, educators, and families (including empathy interviews, focus groups, surveys, and cognitive labs) in an iterative design process to ensure the assessments meet local needs. (Absolute Priority 2)
2. Testlet design: Design, pilot, and refine ~ 60 flexible, short testlets for grades 3-8 in ELA and math that are culturally relevant, measure proficiency and within-year growth, provide actionable information for instruction, and can be aggregated to produce a summative performance measure. (Absolute Priority 2)
3. User-friendly reporting: Design, pilot, and refine an interactive reporting system that provides actionable individual and aggregate information for instruction and planning. (Competitive Preference)

4. Evaluation for summative use within a state proficiency framework: Plan and execute a research agenda to evaluate the assessment system and establish its efficiency for summative use; provide districts with a framework and guidance on implementing multiple measures to determine proficiency. (Absolute Priority 2)

5. Professional development: Provide introductory seminars and multi-session “communities of practice” for 16,500 math and ELA teachers through a train-the-trainer model, supporting educators in developing assessment literacy and in implementing data-driven instructional strategies. (Competitive Preference and Invitational Priority)

6. Stakeholder communication: Communicate extensively with stakeholders to build support for the new system, including a mix of strategies that secure buy-in by local and state decision makers and that support effective use of the new assessments by students, educators, and families.

## New York State Education Department (NYSED) \$ 2,999,713

The New York State Education Department (NYSED) proposes to implement the Performance Learning and Assessment Networks (“PLAN”) project to guide the design, development, and implementation of a new Statewide Assessment Strategy. The project will study and document the steps and supports necessary to transition to a Statewide Assessment Strategy that incorporates multiple measures of student learning to develop competencies necessary for success in college, career, and civic life. NYSED will support a set of 30 Pilot Schools to select, adapt, and implement effective performance-based learning and assessment (PBLA) models and take part in intensive research, development, and implementation processes focused on what it takes for a diverse set of schools to transition to schoolwide PBLA. Using a field-informed approach to systemic change, we will develop systems of support, policies, guidance tools, and resources to support schools across NYS to transition to PBLA. Specifically, NYSED will:

- Carry out PLAN Pilot Implementation over the four years of the grant, matching exemplar Mentor Schools with Pilot Schools to serve as models and provide on-the-ground support.
- Conduct a rigorous Evaluation of the PLAN Pilot, leading to a field-informed set of recommendations on the policies, regulations, and practices at the local, state, and federal levels that enable PLAN to expand and be sustained beyond the pilot phase.
- Generate recommendations for a Statewide Assessment Strategy that incorporates multiple measures of student learning and assessment, with a focus on PBLA; addresses key principles of equity, transparency, validity, and reliability; identifies conditions for schools to transition to multiple measure; and addresses multi-level barriers to implementation.
- Generate Road Maps for Transitioning to Schoolwide PBLA that will guide schools and districts in their transition from “traditional” forms of assessment to schoolwide PBLA in ways that support learning for all students.

The proposed PLAN Outcomes for Pilot Schools are (1) increased stakeholder awareness, understanding of, and support for PBLA; (2) changes in professional practices at Pilot Schools supportive of PBLA; and (3)

increases in student skills and competencies associated with readiness for post-secondary outcomes. Proposed PLAN Outcomes at the System Level include (1) increased stakeholder awareness, understanding of, and support for PBLA among stakeholders at all levels; (2) changes in policies, budgets, staffing, and resource allocations to support PBLA at all levels; and (3) increased capacity to support PBLA and use of multiple measures of assessment statewide.

The pilot will include 30 public schools from NYS’s diverse geographic regions, selected from a pool of at least 100 schools who will participate in exploration and application processes, as well as 10 Mentor

Schools. At least 20% of NYS educators will engage with PLAN professional learning resources. From this pilot, we will develop policy recommendations and resources to ultimately make PBLA and multiple measures assessment systems available to NYS's 700+ public school districts, 4,000+ district schools, and 300+ charter schools, in urban, suburban, and rural communities, and 2.5 million elementary and secondary school students from every social, economic, and racial/ethnic background.

The proposed PLAN project meets Absolute Priority 1 (AP1), the Competitive Preference Priority, and the Invitational Priority (IP). Under AP1, regulatory flexibility will be granted to allow Pilot Students to demonstrate their mastery of NYS Learning Standards and meet high school diploma requirements by successfully completing performance-based assessments, as an alternative to passing the full complement of currently required suite of end-of-course Regents Exams. For IP, extensive professional learning experiences will be implemented for educators in Pilot Schools to increase their capacity to develop and use high-quality, performance-based approaches to instruction and assessment to support student learning.

## Missouri Department of Elementary and Secondary Education (Missouri DESE)

\$2,544,344

Objectives and activities: States and their technical advisory committees are challenged to provide technically sound assessments aligned to rigorous academic standards that also provide timely data to teachers, allowing for early intervention to address potential achievement gaps. Missouri's Pathways for Instructionally Embedded Assessment (PIE) project addresses these issues by developing an innovative assessment model that yields diagnostic information during the year, is universally designed to be accessible to all test takers, and allows students to demonstrate competencies as they learn while also producing results that may be used for statewide summative assessment purposes. PIE will design, develop, and evaluate a prototype integrated assessment system that provides multiple measures of student achievement using instructionally embedded and end-of-year assessments based on learning pathways (LPs), developed using principles of Universal Design for Learning (UDL). Goal 1: Design, develop, administer, and evaluate the PIE Assessment System based on learning pathways aligned to grade-level content standards. PIE will use research-based LPs as the basis for assessments aligned to fifth-grade mathematics priority standards. The test blueprint and item specifications will inform item development for two assessment components of the PIE system: instructionally embedded assessments and an end-of-year assessment. Assessments will be field tested, reviewed, and evaluated. Goal 2: Evaluate the usability of the PIE Assessment System under natural conditions. Building on the outcomes from Goal 1 and expanding on the infrastructure of an existing operational instructionally embedded assessment system, the PIE online platform will be designed and developed to support delivery of PIE assessments, teacher and parent assessment literacy resources, and on-demand student progress and summary reports. The PIE

system will be evaluated during a pilot study in Year 3 of the project. The pilot study will yield evidence of the feasibility of the PIE project for broader implementation. Goal 3: Design an approach to evaluating technical adequacy, including scoring model, theory of action, and validation plan for future use as a statewide assessment system. A system theory of action for PIE will be developed with underlying propositions as a basis for remaining Goal 3 objectives, which include developing and evaluating scoring models for multiple measures of student progress and achievement, and implementing prioritized studies for specific propositions in the validity argument. Additional prototype concepts for a matrix-sampling test design and standard setting methods will be developed for future use in statewide assessment systems. Goal 4: Broadly disseminate project materials and findings to a variety of audiences, including the proof of concept for future use as a statewide assessment system. PIE dissemination plan includes distribution of materials generated in Goals 1-3, lessons learned during the design process, and research outcomes. Intended audiences include state and local education agency staff, educators in the field, parents, professional organizations, researchers, and policy makers.

Outcomes: PIE will produce a prototype for a comprehensive instructionally embedded assessment model that provides states with multiple metrics of student achievement, while providing educators and parents with results and supports for using assessment data to inform instruction and intervention.

Participants and Sites: PIE will serve approximately 1,500 fifth grade students and their teachers in Missouri, with potential to serve thousands more if developed for full-scale use.

Priorities: PIE will develop an assessment model that integrates multiple measures of student achievement (absolute priority 1). PIE also addresses the competitive preference priority on improving the utility of information about student performance on assessment results, and the invitational priority on supporting educators using data from assessments to inform instruction.



## Hawaii Department of Education (HIDOE) \$2,998,466

**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 the Hawai'i Department of Education's (HIDOE) assessment system design and implementation. This 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.

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 assessment system. 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 mainly supports the classroom-based assessment system part of this comprehensive effort, though there is intentional cross-over with the state assessment system.

The proposed project has three main categories of design components: (1) continuing to develop, build, and scale the Performance Assessment Development Initiative (PADI); (2) creating Curriculum Unit Revision Guidance focused on embedded assessments and assessment processes within Common Core instructional materials (i.e., state-approved curriculums); and (3) exploring the development and use of Skills Profiles for Claim-Level Reporting on Federally-required individual student reports.

**Proposed Project Outcomes:** The proposed project will result in at least six measurable outcomes by the end of the 48-month grant: (1) Hawai'i Performance Task Bank populated with a set of performance assessments in grades 3-8 and high school English language arts and mathematics; (2) Calibrated Performance Expectations between PADI and Smarter Balanced performance tasks; (3) Online, Open Access Version of PADI Training created and linked on task bank website for use by any teacher across Hawai'i; (4) Curriculum Unit Revision Guidance Documents that align to each PADI performance assessment in the task bank; (5) Online, Open Access Assessment Literacy Professional Learning Modules to support implementation of Curriculum Unit Revision Guidance Documents; and (6) HIDOE Decision about whether to adopt a skills profile approach on their individual student reports.

**Number of Participants to be Served:** HIDOE anticipates approximately 240-280 participants, as well as 5,600 students over the 48-month proposed project. The subset of participants and students 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: HIDOE anticipates approximately 120-160 pilot sites over the 48-month proposed project. Hawai'i is a single SEA/LEA. HIDOE is actively recruiting educators, school/district leaders, and schools/complex areas to participate in the proposed project. The subset of pilot schools will be geographically and demographically representative of Hawai'i's public schools and the ethnic diversity of its public school students.

Absolute Priorities Addressed by the Project: The proposed project addresses Absolute Priority 1, the invitational priority, and the competitive preference priority.

## Kentucky Department of Education (KDE) \$3,000,000

The Kentucky Department of Education (KDE) is requesting \$3,000,000 over 48 months for a project that will support the cultivation and scaling of local innovations in assessment and accountability (A&A) that drive Kentucky toward a statewide competency-based education (CBE) model with associated statewide A&A systems that ultimately impact the entirety of the state's 171 LEAs, 1,477 schools, and nearly 648,000 students.

This project is directly responsive to the Competitive Grants for State Assessments (CGSA) program Absolute Priority 2 by tackling head-on the challenge of incoherence among state systems of A&A and local competency-based expectations for student learning. This misalignment hinders the progress of many districts and states pursuing CBE by forcing local leaders to prioritize their efforts around a state system at the sacrifice of their local needs and community-developed visions for CBE. The existence of competing systems sends inaccurate and confusing messages to students, families, educators, and community stakeholders about the progress of their learners.

The KDE proposes to utilize the CGSA funds to advance a first-of-its-kind "system of A&A systems" for CBE that meets federal requirements for ensuring opportunity to learn and honors local innovations in competency-based A&A. The "system of systems" model will uniquely achieve vertical coherence between local and state systems through the implementation of an innovative, governance structure that supports state-and-local co-creation.

The project will build on Kentucky's success in bringing together state and local leaders through the inclusive A&A design processes pioneered in 2021 by the Kentucky Coalition for Advancing Education (KCAE) and the Local Laboratories of Learning (L3s). The CGSA award will allow Kentucky to expand this work into a scaleable, statewide system of A&A that is coherent with local, innovative efforts.

Grant activities will include four objectives:

- (a) Bring local and state A&A systems into coherent alignment and facilitate local ownership of change efforts by convening an inclusive Kentucky United We Learn (KUWL) Council to support innovation, create policy, and guide strategy across local and state levels,
- (b) Build capacity at the local level for inclusive co-creation of high-quality innovations in A&A systems for CBE, at increasing scale by (1) creating a Bank of Local Systems of A&A after conducting analyses on promising models (2) support scaling of promising CBE A&A systems aligned to local needs using a "Community of Practice" approach,
- (c) Create a path towards a new, federally-approved CBE A&A system for the state by (1) developing a roadmap for design and implementation of a statewide "system of A&A systems" for CBE that can meet federal Title 1 requirements, (2) developing recommendations for a reorganization of the

KDE to more effectively support CBE (3) developing state policy recommendations and legislative priorities for 2024 and 2026 that will advance CBE implementation,

(d) Evaluate how co-creation impacts the nature, quality, and effectiveness of A&A systems and policies within CBE models.

All aspects of the work are guided by a pioneering, equity-seeking design framework that foregrounds processes for inclusion, empathy, co-creation and reciprocity to help the state build systems with communities. The technical aspects of each deliverable will reflect the expertise of the students, families, educators, business and community leaders in the KUWL Council, and co-creation with them will be the cornerstone of shared commitment and system coherence.

## Nebraska Department of Education (NDOE) \$ 2,999,858

CASCIA Project Objectives and Activities. The Coherence and Alignment for Science Curriculum, Instruction, and Assessment (CASCIA) project will enrich and extend the federally funded Stackable, Instructionally-embedded, Portable Science (SIPS) Assessments innovative through-course assessment model by designing a scoring and score reporting framework that builds educators' capacity to track, interpret, and communicate students' learning in science and to offer effective instruction for all students. CASCIA brings together three partner states and four organizations to complete five tasks. Task 1 includes project planning and management activities. Task 2 involves the establishment of replicable and scalable score reports and reporting mechanisms that communicate assessment results. Task 3 includes the evaluation of the assessment system including a comparability study of end-of-unit (EOU) assessments and end-of-year (EOY) 3D sense-making tasks with state large-scale summative assessment results. Task 4 involves development of scoring guidance and interactive training modules. Task 5 involves evaluation of the project and development of a dissemination plan.

Proposed Project Outcomes. CASCIA partners will produce generalizable deliverables for use beyond the project states including score reports, reporting mechanisms, task annotations, task-specific instructional supports, a validity framework and evidentiary argument, EOY 3D sense-making science tasks, scoring guidance and interactive training modules to build educator capacity, and interim and final reports.

Number of Participants to be Served. The CASCIA project will directly involve key state education staff, a range of 30 to 150 educators, and approximately 300 students from the three participating states. The three states serve nearly 180,000 students in our target grades.

Number and Location of Proposed Sites. Task 1 annual meetings will be held on-site at locations within the CASCIA partner states; all remaining project activities will be conducted virtually in collaboration with participating state education agencies and local school districts.

How the Absolute Priorities are Addressed by the Project. CASCIA will address AP 1: measuring student academic achievement using multiple measures of student academic achievement from multiple sources by leveraging established SIPS science assessment tasks and building the means for these tasks to yield actionable information that is proximal to instruction, and an end-of-year profile that educators can use in conjunction with, and perhaps in lieu of, their statewide science assessment. CASCIA will also address AP 2: evaluating student academic achievement through the development of comprehensive academic assessment instruments that emphasize the mastery of standards and aligned competencies in a competency-based education model. CASCIA will establish reporting mechanisms that identify and connect specific learning performances to expectations and to the next steps for instruction. Further, CASCIA will establish EOY 3D sense-making tasks at grades 5 and 8 to reinforce and expand upon opportunities students have through the year to demonstrate their learning. With the combination of information from the EOU assessments and the EOY task, CASCIA will provide an overarching report on

student learning that is far richer than a single number on a score scale. CASCIA proposes to address the CPP: Improving assessment scoring and score reporting by developing scoring

and reporting mechanisms that yield actionable information at four points during the school year and reports that link directly to learning goals and expectations at the end of the year. CASCIA will address the Invitational Priority by building educator capacity for teaching and assessing learning by allowing them to collaborate with one another and their state partners in the co-construction of learning goals and expectations and the definition of learning and achievement evidence.

## Louisiana Department of Education (LDOE) \$2,953,137

The State of Louisiana is applying for funding under the 2022 Comprehensive Grants for State Assessments (CGSA) program, under the Every Student Succeeds Act, Section 1203(b)(1)(A), which describes “developing or improving assessments for English learners, developing or improving models to measure and assess student progress or student growth on assessments, and evaluating student academic achievement using comprehensive academic assessment instruments that emphasize the mastery of standards and aligned competencies in a competency-based education model” (ESSA, 2015).

Louisiana, along with the ELPA21 Consortium of states, the National Center for Research on Research, Evaluation, Standards and Student Testing at UCLA (CRESST) as project management partner, and experts from leading educational organizations and institutes of higher education, propose to design a system of interim English language proficiency assessments. The proposed project—called Project INTEL: Interim Assessments for English Learners—meets the following Absolute, Competitive, and Invitational Priorities in the 2022 CGSA Program:

### Absolute Priority 2:

Evaluating student academic achievement through the development of comprehensive academic assessment instruments (such as performance and technology-based academic assessments, computer adaptive assessments, projects, or extended performance test assessments) that emphasize the mastery of standards and aligned competencies in a competency-based education model (ESEA, 1965 & rev. 2015; Section 1201(a)(2)(L)).

### Competitive Priority:

Propose projects, in consultation with organizations representing parents (including parents of English learners and students with disabilities), students, teachers, counselors, and school administrators to address needs related to score reporting and improve the utility of information about student performance included in reports of assessment results and provide better and more timely information to educators and parents.

### Invitational Priority:

Supporting effective instruction and building educator capacity by developing and implementing high-quality assessments of student learning, and strategies that allow educators to use the data from assessments to inform instructional design and classroom practices that meet the needs of all students, and providing high-quality professional development to support educators in implementing these strategies.

If funded, Project INTEL will:

- create an interim assessment system to measure English learners' growth toward English language proficiency,
- develop enhanced score reporting templates for communicating assessment results and their meaning,
- improve the assessment literacy of educators, and English learners' parents and caregivers to help them interpret test results,
- provide strategies that allow educators to use the data from assessments to inform instructional design and classroom practices, and
- provide high-quality professional development to support educators in implementing these strategies.



## Arkansas Department of Education (ADOE) \$2,145,418

The Making Improved Decisions for Students on the Cusp of Alternate Assessment Participation Using Multiple Measures of Academic Achievement from Multiple Sources (MIDAS )project addresses the complex issues surrounding how to help teachers develop the knowledge and skills they need to successfully instruct students with disabilities, including English learners (ELs) with disabilities, who move from the alternate assessment based on alternate academic achievement standards (AA-AAAS) to the state general assessment. Arkansas is the lead state for this project, and is joined by North Carolina and West Virginia.

The National Center on Educational Outcomes (NCEO) will manage the work of the project.

Project Objectives and Activities: Overall goals: (1) increase capacity of SEAs to provide TA to LEAs on using multiple measures of academic achievement to improve instructional practices for students with disabilities who move from AA-AAAS to general assessment; (2) increase capacity of teachers to successfully instruct these students. Objectives: (1) Identify existing resources/measures that could inform the instruction of this group of students; (2) Learn more about successes and challenges of using multiple measures when making instructional decisions; (3) Generate strategies to effectively use multiple measures of academic achievement to inform instruction of these students; (4) Develop templates, modules, and materials on using multiple measures to inform instructional decisions; (5) Widely disseminate project materials. Activities: (1) Compile information about existing resources/measures; (2) Conduct analyses of identified resources; (3) Identify gaps; (4) Hold educator online focus groups; (5) Conduct classroom observations; (6) Conduct parent interviews; (7) Conduct targeted data analyses; (8) Hold stakeholder meeting to identify strategies for effectively using multiple measures to inform instruction; (9) Draft customizable templates for using data from multiple measures; (10) Draft PD modules and materials; (11) Stakeholders review drafts; (12) Iteratively refine; (13) Pilot; (14) Revise; (15) Implement dissemination plan.

Project Outcomes: Short-term: (1) Collaborating states participate in project activities; (2) Optimal strategies for using multiple measures generated through project findings; (3) Modules and materials developed and disseminated among collaborating states. Intermediate: (1) Collaborating states implement modules and materials; (2) Modules and materials disseminated nationwide. Long-term: (1) Instructional

practices improve; (2) Data-informed decisions are of higher quality than non-data informed decisions; (3) Student performance improves.

Number of Participants: The number of students on the cusp between the AA-AAAS and the general assessment is estimated to be about 2% of the student population. More than 43,147 students with disabilities on the cusp between these assessments in participating states will be directly served, though

all 2,157,339 students in those states will indirectly benefit when instructional practices improve. Ultimately, products will be disseminated to all states.

Number & Location - Proposed Sites: Activities will occur in all 3 states: Arkansas, North Carolina, West Virginia.

Priorities: MIDAS addresses Absolute Priority 1: Measuring student academic achievement using multiple measures of student academic achievement from multiple sources by focusing on the use of multiple measures to inform the instruction of students who move from the AA-AAAS to the general assessment. It addresses Competitive Preference Priority: Improving assessment scoring and score reporting by developing customizable templates for reporting and using scores/data from multiple measures for instructional decision making. It addresses the Invitational Priority of supporting effective instruction and building educator capacity by developing resources that will support the use of data from multiple measures of academic achievement to inform instructional decision making meets the needs of students who have shifted from the AA-AAAS to the general assessment.

## Illinois State Board of Education (ISBE) \$3,000,000

Across the country and in Illinois, educators and policymakers are expressing serious concern about the significant high school dropout rates of English-learner (EL) students: This student demographic is both the country's fastest growing and the least likely to graduate. Moreover, an emerging body of research is suggesting that native language assessments can be effective in helping educators (and students and families) identify the best instruction and other supports for these students.

The Illinois State Board of Education proposes to create innovative assessments— alongside significant educator professional learning and parent/ student engagement activities— for students in grades 9 and 10 in Spanish language arts.

The Illinois proposal meets the Competitive Grants for State Assessments' Absolute Priority 2. It also meets the program's Competitive Priority for improving the utility of information about student performance, and it meets the program's Invitation Priority for supporting effective instruction and building educator capacity by developing and implementing high-quality assessments aligned with grade-level content.

Illinois is just beginning to develop Spanish language arts assessments for students in grades 3–8 and 11, which are the grades that are the focus of school accountability and reporting systems. The additional, proposed Illinois grades 9-10 assessments will both complement these other tests and be different from

them. Uniquely and innovatively, the grades 9 and 10 assessments will be “through-course” assessments offered at each semester over these two years (four tests total for the two grades). The goal is to provide more relevant information about students' literacy skills between and through grades 8 and grade 11, and to provide these data more quickly after test-taking and in a form that is easily digestible and actionable.

Developed based on strong evidence and research findings about Spanish-language dominant high school students, Illinois' proposed innovation holds promise to help educators in the state improve teaching and learning and to provide lessons and insights to leaders across the country on improving outcomes for this especially vulnerable population.

Alongside developing the new grades 9 and 10 assessment, ISBE will be engaging up to 150 educators across the state (total over four years) in intensive, high-quality year-long professional learning activities to help them better understand the new assessments and strategies to improve the success of Spanish-dominant high school students. ISPE plans that, in addition to developing and strengthening their own

teaching practices, many of these participating teachers will agree to service as coaches for colleagues in their districts and/or professional development leaders.

In addition, because the intent is for educators, families/parents and students themselves to use the assessment data for improvement, ISBE will closely coordinate with an advisory group of Spanish-speakers to ensure the new grades 9-10 assessment score reports are understandable to native Spanish speakers and actionable.

## North Carolina Department of Public Instruction (NCDPI) \$1,171,196

The North Carolina Department of Public Instruction (NCDPI) and the Center for Applied Linguistics (CAL) are joining to address the needs of NC English learners in the 3rd – 5th grades for a performance-based assessment system that addresses the Competitive Grants for State Assessments program, Assistance Listing Number (ALN) 84.368A. The primary purpose of the proposed project is to address the grant announcement absolute priority: “Absolute Priority 1: Measuring student academic achievement using multiple measures of student academic achievement from multiple sources.” The proposed project also addresses a competitive priority for improving assessment information on the achievement of English learners to educators and their family members. The grant announcement invitation priority for “Supporting effective instruction and building educator capacity by developing and implementing high-quality assessments...for student learning.” is also addressed. The North Carolina Department of Public Instruction will serve as the fiscal agent for the proposed project, with the Center for Applied Linguistics providing support through a subcontract. The proposed Principal Investigator will be in the services of the NDPI, and the Co-PI will be in the services of CAL.

The proposed project the development of a multilingual-multimodal Science Inventory (M2-Si) e-portfolio that will have implications for assessing 131,247 English learners in science content knowledge within the NCDPI system and producing enhanced reporting mechanisms for families, educators, and students and will be made available to other states through the project’s dissemination activities for their consideration in

utilizing it within their states. There are Nationwide implications for the project results for approximately five million students, or around ten percent of the public-school population, (Irwin et al. 2021) are classified as “English learners.

The proposed project will include educators and students in dual-language immersion programs and in content-based in development programs in science in North Carolina schools. Family members, educators and students will participate in focus groups to provide input and feedback into the proposed formative assessment development effort. The project will also benefit from input and feedback from experts in assessment and the education of English learners and from members of a technical working group (TWG).

The proposed approach draws on the studies related to assessment and formative assessment for English learners. The promise of a multilingual and multimodal assessment for English learners is that of its enhanced usefulness for addressing their language development, full linguistic repertoire, and content acquisition needs for facilitating the teaching and learning process.

The proposed project addresses the following seven goals, which respond to the grant purpose and priorities.

Goal 1: Develop score reporting mechanisms that improve the utility of information about student performance that provides better and more timely information to educators and families.

Goal 2: Produce a classroom rubric that can be used with the range of multilingual and multimodal strategies that upper elementary students use to express science knowledge.

Goal 3: Develop a set of standards-aligned science tasks.

Goal 4: Develop and validate an electronic portfolio process that draws upon multiple observations to provide an interpretable and meaningful score report.

Goal 5: Disseminate project activities and outcomes.

Two additional project goals address project management and project evaluation activities. Project objectives are developed for each of the seven goals and serve as the basis for developing the proposed project design and implementation of project activities.