

## **Minutes of the 5.30.17 SOL Innovation Committee - Assessment Subcommittee Meeting**

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### *Attendees in Person:*

Brian Matney  
Jennifer Parish  
Linda Hyslop  
Karen Cross  
Karen Thomsen  
Laurie McCullough

Annette Patterson  
Lilla Wise  
Pat Murphy

### *Staff Attendees:*

Shelley Loving-Rider, VDOE

Holly Coy, Office of Sec. of Ed.

### *Phone Attendees:*

Stewart Roberson  
Sarah Gross  
Jim Livingston

### **Introductions:**

Laurie facilitated the introductions, and provided an overview of the meeting agenda. She then explained how she developed the Assessment Themes and Content Document, which is a compilation of the Committee's previous recommendations related to assessment; and the survey that was shared

### **The Survey and Its Results:**

Intention to focus on all questions over time  
Eventually get to all questions

Only a few comments alongside responses to the survey, including the following themes:

1. Subcommittee needs to keep eye on the need for professional development of educators and educational leadership, who are ready and willing to change but need tools to implement new systems. Also need to loop in teacher preparation programs.
2. The state needs to develop clear expectations for professionals, and provide resources and funding to go with the effort.
3. Related to project based learning, there is a knowledge gap between professionals in the field and policymakers. There is a need to create recommendations that address concern legislators may have that this turns into less rigorous system. A huge part of ensuring rigor is investing in professional development.

Shelley and Laurie shared a bit about the Jobs for the Future grant that VDOE received which will offer professional development regionally to practitioners on performance assessments. A tool is being developed to help divisions evaluate the assessments they've created and establish a common language to help ensure everyone is on the same page. The tool will include a set of criteria that will focus on the different qualities of performance assessments, great first step to evaluating previously developed assessments. VDOE has a 3 year rollout plan for this work that will provide leaders and teachers a variety of supports, but that hasn't yet been communicated out to the field.

There was some discussion of need to help communicate these issues out to divisions and practitioners; and the urgency of the state needing to do everything it can to make this new system work.

- ➔ Therefore we need to make strong recommendations in the next few months.
- ➔ We should keep in mind our charge as the innovation committee. We don't have to figure out state budget, or develop detailed implementation plan. Need to push best practice for the future – need to stay focused on that goal. Simultaneously don't want out recommendations to be impractical, but should reflect what is best for children and why. That's where our responsibility ends.

### **Discussion of 2015 Proposed Framework for Assessing Student Learning**

Laurie provided a history and rationale behind how this document came to be developed. Grade ranges used to give schools flexibility within grade span. It was an attempt to proffer an example of what we mean by a “balanced assessment system” that includes SOL tests, performance based assessments, and growth measures.

Primary grades (K-2): No testing for accountability, but important to diagnostic testing in reading and math so that early interventions can take place and instruction individualized.

Upper Elementary (3-5): These are the grades in which it is most important to measure student growth, and the chart reflects that as a replacement for achievement testing. Growth measures should be used in accountability. This raised questions about the best ways to measure growth, how CAT testing could be adjusted – could be area of focus for this committee. The group agreed to look at this at the June meeting in more detail.

Middle School (6-8): Several ideas behind high quality science and civics assessments with writing component: Virginia legislation from a few years back allowed for assessments to be interdisciplinary, therefore could score a science assessment for both science content and writing skills. Attempt to also assess students’ ability to write in a variety of different ways across subjects areas. Committee wanted these to be performance based but not locally developed, ideally from a vetted bank to ensure high quality. Cross-division scoring and small samples would be audited by the State. Goal was to have more authentic types of assessment that could also serve accountability purposes. (There seem to be some misperceptions from policymakers that all performance assessments are locally developed, need to be clear that they can be statewide and reliable and valid).

High School: More self explanatory. PSAT as substitute – subject of legislation this past year; DOE is evaluating and expects PSAT to be an alternative for next schools year.

### **Key Questions for and Discussion by the Group:**

When you look at the framework do you see this group doing more work with this? Using it to generate more recommendations?

- Recommendations need to address how this system could maintain high rigor, clarify roles of state and local banks of performance based assessments.
- Need to build on interdisciplinary assessments
- Clearly make connections from this framework to the Board’s work and changing policy
- We many need to generate 3 part document: Communication to the field; Clarification to discussion here; prelude to additional recommendations

Do we have consensus on the previously Proposed Framework s one possible example of a balanced system we seek to design for the state? Many of the things we’re discussing moving forward with assumes consensus on that framework. All members agreed that the framework is still foundational.

How can the state ensure quality in alternative assessments?

-VDOE has plan and had extensive discussions on ensuring quality in assessments.

If we're using the chart as a basis, do you see the proposed Assessment Framework as effective for assessing the 5 C's? Where? Or would it have to be changed?

-Need to assess 5C's early on in the model → What do upper elementary years look like to align with new High School Redesign so that students are prepared to be successful?

-Group projects to assess collaboration and communication – nowhere in the existing plan, but part of conversation around capstone project

-Could make recommendations about assessing collaboration outside this assessment framework.

-Background question about how the 5C's are going to be incorporated into standards, and then tests will align with those new standards.

-May have recommendations around examples of where 5C's could be emphasized. Align with business leaders requests for different skills sets.

### **Anonymous Exit question:**

Based on this morning's discussion, what potential recommendation or recommendations do you propose the subcommittee discuss? Possible prompts from discussion today could include...

Professional Development

Communication from state to the field

Growth

Interface between performance based assessments and local assessments

Interdisciplinary assessments

5C's

Alignment of standards to assessments

Responses will help Laurie guide and inform the Subcommittee's June meeting.

### **Next Steps/ Preparation for June meeting:**

- Need more info on efforts underway at VDOE on ensuring quality in alternative assessments (JFF grant and other efforts)
- Need info on options for measuring growth (existing CAT test, etc).
- Revised framework to reflect progress and changes
- Re-share "rogue report" there might be info we want to build on