

Threading the Needle Session 4

00:16:23 DesLey Plaisance: DesLey from Eureka Math/Great Minds (Louisiana)

00:16:33 Ellie Sanford-Moore: Ellie Sanford-Moore, MetaMetrics

00:16:33 David Harrison (he/his): David Harrison, Cognia.

00:16:34 Jessica Allen: Jessica Allen, Seneca Consulting

00:16:36 Llana Williams: Llana Williams, Pearson

00:16:37 Leslie Nabors Olah: Leslie Nabors Olah, ETS

00:16:47 Marjorie Wine: Marjorie Wine, ATLAS, University of Kansas

00:16:54 Mark Johnson: Mark Johnson, Cognia

00:16:55 Cara Laitusis: Cara Laitusis, ETS

00:16:58 Dusty Shockley: Dusty Shockley, Delaware DOE

00:16:59 Chris Domaleski: Chris Domaleski, The Center. Looking forward to the anchor session!

00:17:03 Laura Pinsonneault: Slides for this session:
<https://www.nciea.org/sites/default/files/inline-files/Through%20Year%20Convening%20-%20Session%204.pdf>

00:17:04 Arthur VanderVeen: Arthur VanderVeen, New Meridian

00:17:06 Beth Fultz: Beth Fultz - Kansas

00:17:10 Christine DonFrancesco: Chris DonFrancesco, National Education Association

00:17:11 Kelly Bolton: Kelly Bolton, ETS

00:17:14 xiangdong liu: Xiangdong Liu Louisiana Department of Education

00:17:16 Jeri Thompson: Jeri Thompson, Center for Assessment

00:17:16 Shu-Kang Chen: Shu-Kang Chen, ETS

00:17:19 Susan Yesalonia: Susan Yesalonia, Vermont Agency of Education

00:17:21 Brooke Nash: Brooke Nash - ATLAS at the University of Kansas

00:17:22 Carla Evans: Carla Evans, Center for Assessment

00:17:34 Julie DiBona: Julie DiBona, Cognia

00:17:44 Steve Ferrara: Steve Ferrara, Cognia

00:17:45 TRAVIS JONES: Travis Jones, Great Minds/Eureka Math

00:17:47 Laura Pinsonneault: Laura Pinsonneault, Center for Assessment

00:17:57 David Sanderson: Dave Sanderson - Cognia

00:18:32 Sue Steinkamp: Sue Steinkamp, MetaMetrics

00:20:21 Qi Qin: Qi Qin, Gwinnett County Public Schools

00:20:45 Kathleen Judy: Kathy Judy, Louisiana Dept of Ed

00:21:01 Shu-Ren Chang: Shu-Ren Chang (Illinois State Board of Education)

00:21:08 Elizabeth Blackmon: Elizabeth Blackmon, Gwinnett County Public Schools

00:29:45 Jeremy Heneger, Nebraska Department of Education: @Allison Wonderful response about what districts want. Cannot agree more. Going to be tensions! Navigating the tensions-all about threading the needle. Lots of great questions and challenges.

00:34:46 Scott Marion, NCIEA (he/him): Don't hesitate to ask your questions here or in the Q & A

00:42:54 Jeremy Heneger, Nebraska Department of Education: We are also developing ALD tools to support result interpretations and to support teachers, schools, and districts. ALD provide insight across administrations.

00:51:12 Karen Barton: Kudos to all the ground breaking work for kids in the tails! Equity in action.

00:51:51 Jeremy Heneger, Nebraska Department of Education: @Karen +10

00:53:35 Meagan Karvonen: @Jim, this convening gives me a lot of hope!

00:54:35 James Pellegrino: @Meagan " If alt ed assessment can do it why not reg ed assessment?

00:54:51 Karen Barton: +JIM!!!!

00:58:39 Karen Barton: @Will -wondering the expectations for length of the assessment to address the sampling and how to handle/address redundancy in repeated skills? And, what is the purpose of the mid year scores vs the final, as in what decisions might we imagine educators will make?

01:02:30 Neal Kingston: @Jim (and @Karen) of course they can, and seamlessly (one overall assessment program, not multiple programs), but the visibility and politics of general assessments make it very difficult to gain traction.

01:03:13 Meagan Karvonen: @Jim, I have theories on that topic. There's a much longer history of what is "typical" in large-scale assessments for general assessments. It would be nice if we could step back and question whether what is typical is really what is "required."

01:05:11 James Pellegrino: @Neal " because the Alt assessment was less visible and the politics of reg ed assessment are much greater. That said, we have a "proof of concept" from alt assessment and the feds have even accepted it. With that, we could have a single coherent assessment approach for all students " alt and regular ed

01:05:12 Karen Barton: +Meagan - and what is more helpful for educators. How do we change the conversation back to the actual purpose of ESSA, which is why any of these assessments even exist. That is - close the achievement gap and provide fair and equitable opportunities to "receive high quality education." Context matters, no?

01:05:54 Meagan Karvonen: Jim +100 - our students are a continuum of learners

01:06:47 Will Lorie, NCIEA: Thanks for the question @Karen. The length of the interim assessment(s) can be on the order of the end-of-year, or shorter. Any standard can show up at the EoY, proportional to its representation in the blueprint. Your second question is harder to answer. What is the instructional usefulness of summative classroom assessment? It's limited, but not zero. How do students and teachers use mid-term information to help students achieve expectations on the standards at the end of the year?

01:06:58 Meagan Karvonen: @Karen, in my opinion overlooking instructional uses (or putting most of our resources into summative uses) is an underpowered approach to meeting the goal of ESSA.

01:07:07 Scott Marion, NCIEA (he/him): @Jim and @Neal, great points on the alternate assessment. That's why Jim and I did so much work on validity of AA-AAAS. Nobody wanted us to look that closely on general ed assessments. We have a ton to learn from AA-AAS

01:07:30 Karen Barton: Thank you, Will!

01:08:27 Neal Kingston: @Meagan +infinity YES!

01:08:38 Steve Ferrara: @ Brian Suzanne Lane did research in the 1990s and showed that schools that bought into the learning outcomes and state performance assessment approach made more achievement progress than other schools; some indication of potential for benefits from state accountability assessments; papers are published and listed on the U MD MARCES website

01:09:17 Will Lorie, NCIEA: Instructional utility of end of year is less than the instructional utility of anything summative before the end of year, which is less than the instructional utility of formative assessment.

01:09:34 Meagan Karvonen: @Brian, how close does the end of your last slide come to personalized learning?

01:09:59 Karen Barton: +Will for sure

01:10:14 Karen Barton: @Steve - wonder how those results would look today.. just curious

01:11:06 Scott Marion, NCIEA (he/him): Folks, we're getting ready for the open Q & A! You don't want to rely on my questions only, do you:-)

01:11:08 Chris Domaleski: My least favorite measurement term (phrase) "operational field test"

01:11:26 Steve Ferrara: Why would things be different now, if the on the ground conditions, philosophy, and behaviors are the same as then? Do you think the intervening NCLB, RTTT, and ESSA policies have changed the local world?

01:12:11 James Pellegrino: in learning sciences we talk about design-based research and Tony Bryck and Louis Gomez talk about implementation science. The challenge is doing work in similar ways in the assessment world but as Nathan points out the constraints on states prevent this or make it very hard

01:12:26 Karen Barton: @ Steve - are those the same now? I really don't know. It's an honest question...

01:12:28 Randy Bennett: Plan to fail--early, often, small, and gracefully.

01:12:31 Brian Gong: Meagan, change the goals of learning, change the structures of learning (i.e., schooling), then we'll need to change assessment designs. Personalized learning disrupts assessment designs based on more common or standardized learning models.

01:12:48 Chris Domaleski: Randy +!

01:12:51 Will Lorie, NCIEA: +1 Randy

01:13:13 James Pellegrino: this is a design problem "engineers know you need to fail early and fail often along the way to the final solution"

01:13:15 Ye Tong: +1 Randy

01:13:32 Scott Marion, NCIEA (he/him): @Jim +1

01:13:52 Ye Tong: Small and gracefully are important.

01:14:02 Steve Ferrara: @Jim I agree that there are constraints now that we didn't face before NCLB. My original point was that accountability programs have had positive influences on school instruction and student achievement; see also Rand studies in MD and KY

01:14:18 Chris Domaleski: Ye, I've mastered the early and often part.

01:14:41 Karen Barton: @Chris - me too!! ;-)

01:14:44 Ye Tong: @Chris -- you are not alone!

01:17:40 Leslie Nabors Olah: As a special ed Mom, I wonder if the "accountability" for special needs kids resides in the IEP.

01:18:05 Steve Ferrara: To be clear, I'm not talking about what is now. I'm talking about what could be, despite policy and culture differences btn now and then, based on what has happened in the past. Plus, Allison's comments right now!

01:18:40 Karen Barton: Let me readdress the comment on the value of summative... I think accountability is important, and I think the WAY we "do summative" deserves a fresh review. I fear we've succumbed to fast, easy, cheaper and population based models.. We've asked educators to bend to our models rather than changing our models for the benefit of educators and students.. there are other models and approaches out there.. to BETTER address equity and closing the gaps...

01:19:18 Karen Barton: And not require so much time away from instruction for the sake of our limited models and approach.

01:19:46 Russell Keglovits: "Big A" Accountability purports to make school level claims. This does not require every student to assess.

01:20:02 Randy Bennett: We should be clear here about whether we're talking about accountability, the purpose, or accountability, the method

01:20:40 Scott Marion, NCIEA (he/him): Randy, good point. I think Allison is addressing that, right?

01:20:41 James Pellegrino: @Randy " yes " we need to differentiate these different meanings

01:20:46 Russell Keglovits: Bring on the matrix sampling!

01:21:20 Karen Barton: +Russell

01:21:22 Will Lorie, NCIEA: +1 Russell on matrix sampling

01:21:31 Steve Ferrara: Content matrix sampling, annual grade sampling, student sampling within an assessment year--all useful tools to reduce accountability testing time if you're willing to set aside the requirement that you have to produce full coverage test scores for all students

01:23:06 Will Lorie, NCIEA: Randy I hope it's OK to quote from your email to us: "Policymakers and the public have a right to know, and we as educators an obligation to help them know, how effectively education is functioning in their states and whether that effectiveness is inequitable." Accountability the purpose, right?

01:23:06 Allison Timberlake: @Steve if you have a through-year or other formative assessment, that gives you the student-level data you need. You don't need a full traditional summative for every student every year. Just a different design that gets at school/district level accountability or "check ins."

01:23:29 Steve Ferrara: Excellent point, Allison

01:23:30 James Pellegrino: The NAEd volume on Comparability has a lot to say about different sets of needs and uses <https://naeducation.org/comparability/>

01:24:46 Kathleen Judy: AMEN!!!!

01:25:20 Randy Bennett: @Will, yes, that's assessment the purpose. I think our task is to think about what methods (in the plural) would be better ones to address the purpose of accountability. That is, what system of indicators would best address the accountability purpose.

01:25:56 James Pellegrino: don't back down Scott!!

01:26:30 Chris Domaleski: Scott Marion, Chris Brandt, and I explored some of these ideas here: https://www.nciea.org/sites/default/files/inline-files/Center%20for%20Assessment_ESEA.ReauthorizationReport_0.pdf

01:26:56 Randy Bennett: @Scott, part of any revision to accountability as a system is thinking about how to make it a mechanism for educator support, rather than a hammer a la NCLB

01:27:25 Scott Marion, NCIEA (he/him): @Randy, absolutely!

01:27:40 Jeremy Heneger, Nebraska Department of Education: @Randy +1

01:29:54 Laura Pinsonneault: Thank you, @Nathan. Awesome point.

01:30:42 Beth Fultz: What large scale examples exist internationally? Where have we seen meaningful change to the roles of assessments and accountability on a state, province, or national scale? Smaller isolated changes to assessments or accountability seem to be an ongoing tinkering towards utopia.

01:31:50 TRAVIS JONES: @beth - great book reference!

01:32:42 James Pellegrino: we have seen some bad examples of use of international results " use of PISA to dramatically change education and excessive focus on PISA scores " even a prime time PISA question show " are you smarter than a 15 year old " complete with a Dr. Pisa " Manfred Prenzel

01:33:10 James Pellegrino: My PISA example comes from Germany

01:33:39 Steve Ferrara: Yikes

01:37:36 Karen Barton: "testing out" would allow for a definition of summative to be BY the end not AT... correct?

01:38:33 Meagan Karvonen: @Karen, it potentially allows multiple ways for students to demonstrate they meet grade level expectations

01:38:43 Meagan Karvonen: @Nathan, don't summative scores also reflect some forgetting?

01:38:45 Steve Ferrara: Might expect political pushback, as in It's not fair that the rich kids get to test out of the EOY and we poor kids have to do more testing. Buying out of the draft during the Civil War didn't work out all that well for Lincoln

01:39:34 Karen Barton: @Scott - boring kids - I am pretty sure those kids exist whether they take the test or not.. ;-)

01:39:56 Karen Barton: Teachers already know in most cases, imo

01:40:17 Russell Keglovits: Could you test out after one of three?... is someone about to suggest competency based/move on when ready? Tough to fit into to current federal accountability

01:41:06 Katie McClarty: That is where looking at growth can help too - all kids needing to show some amount progress. I understand the challenges with wanting all students to meet some minimal level as well, and challenges in building a model with both status and growth, but those may be some of the innovative accountability demonstration ideas.

01:41:35 Brian Gong: @Russell, allowing advanced math students in grade 8 to take the 9th algebra test is an example of current "move on when ready" already accepted in federal accountability

01:42:51 Russell Keglovits: @ Brian - good point. I believe that flexibility is constrained to math

01:43:34 Brian Gong: @Yes, very limited flexibility, but a good "existence proof" to spur conversations

01:43:46 Randy Bennett: We have an obligation--as part of the design of a balanced assessment system--to help teachers improve their teaching practice, including their assessment practice.

01:43:51 Chris Domaleski: I think we have to abandon the idea that the through-year (presumably combined score) and end-of-year score are interchangeable. But that doesn't mean that through-year can't provide evidence of having met a benchmark level of performance like proficiency. But, such a claim comes at a cost (e.g. Is this an efficient approach? Does it diminish instructional value?)

01:43:53 Kristen Huff: For what it's worth, I'm not using the term "assessment literacy" any longer. It slyly puts the blame on others for not being "literate" when, personally, I think we (the "assessment experts") have just done a terrible job of making the information we are selling (the score reports) as cryptic as possible. A lot of that is due to very poor assumptions on our part, not lack of assessment literacy on users' part.

01:44:28 Allison Timberlake: @Russ We had a waiver extending that flexibility to other content areas. But we no longer have it. Our legislature reduced the number of high school tests, so we no longer qualify for the waiver since we don't have a higher level test in HS.

01:44:28 Will Lorie, NCIEA: I don't like the term either, Kristen

01:44:43 Steve Ferrara: Agree, Kristen- We design score reports and choose score report elements without actually talking to end users, our audience for the info

01:44:43 Jeremy Heneger, Nebraska Department of Education: @Kristen Interesting perspective

01:45:14 Karen Barton: +Brian Plus @Steve - I think loosening the TYPE of assessments that would allow for DEEPER knowledge models within the grade... . collaborative problem solving, project based assessments, etc. that have been summarily dismissed over the years, limiting the cohesion in "Balanced"

01:45:32 Allison Timberlake: @Steve. Good point. And that gets back to short timelines and poor funding. It's hard to do everything we would want to do.

01:45:35 Steve Ferrara: Agree with Karen!

01:45:55 Steve Ferrara: ...and with Allison!

01:46:12 Randy Bennett: Everyone can improve their practice. That includes us as well as the educators we serve.

01:46:21 Russell Keglovits: @Allison - I did not know such a thing existed. thanks. Good that you got to try it, but I'm sure fewer exams was a welcome change

01:48:10 Chris Brandt: Sorry - hit the wrong button! No question.

01:48:15 Kathleen Judy: This seems to be part of the problem, focusing only on mastery and not considering the experience of the instruction as useful, especially in ELA. We're not building life-long readers; in fact, we're usually doing the opposite.

01:48:33 Steve Ferrara: Agree Garron

01:49:03 Karen Barton: +Garron -and align the design of the assessments to the decisions to be made. and to Allison -agree, communicating that is a challenge

01:50:48 Meagan Karvonen: +Garron and Allison, those early, iterative processes and opportunities for educator involvement may feel like a drop in the bucket...but I wonder how much farther off we would be if we took a less agile approach.

01:51:43 James Pellegrino: some of these ideas have been designed into the larger SBAC "system" of resources

01:52:06 Karen Barton: And to uplevel our development practices to include instructional best practices in item/assessment design first - even before the report!

01:52:25 James Pellegrino: but issues persist about proper interpretation and use of information

01:53:07 Karen Barton: Agreed, Jim..

01:53:18 Randy Bennett: +1 Jim

01:53:42 James Pellegrino: @Nathan " and how do we insure that those curricula have valid and instructionally useful assessments

01:54:02 Steve Ferrara: Nathan makes an excellent point. As state assessment providers we don't get to work directly with district curriculum leaders

01:57:27 Karen Barton: WRT Curriculum - how would a state manage local control and choice?

01:58:11 Karen Barton: If they are aligned to the standards, would not the standards be the anchor?

01:58:40 Sheila Briggs: @Karen--Districts that are using a set of HQIM, could use the aligned through-year assessment in lieu of the summative assessment everyone else is using. (assuming we prove comparability)

01:59:22 Cara Laitusis: One of the uses of state tests (evaluating efficacy of curriculum) would go away if we tied to specific curriculums.

01:59:40 James Pellegrino: @Karen " but standards can have very different curricular and instructional interpretations " Saxon vs EDM vs CMP etc. Not all curricula are created equal despite their claims about being standards aligned.

02:01:00 Russell Keglovits: @ James - Does curricula need to be equal in order to measure, say, mathematics knowledge?

02:01:06 Karen Barton: @ James - totally agree. Then we are back to the usefulness of summatives, I think.. right? If per the center's definition of Through Year includes summative opportunities before the end of the year.

02:02:04 Steve Ferrara: Check out What Works Clearinghouse for evaluations of various curricula and other interventions

02:02:09 Cara Laitusis: IES considers state tests the gold standard (common measure) of efficacy. Given this is the only agreed upon use of state tests I would argue we shouldn't mess with it.

02:02:35 Scott Marion, NCIEA (he/him): Then we have an argument:-)

02:02:37 James Pellegrino: @Russell "curricula don't need to be equal" whatever equal means "the issue is in defining the math knowledge we care about"

02:02:48 Cara Laitusis: @scott let's go

02:03:15 Scott Marion, NCIEA (he/him): :-)

02:03:23 Allison Timberlake: Can I defer my minute to watch you two argue? :-)

02:03:34 Scott Marion, NCIEA (he/him): No!

02:03:36 Chris Domaleski: LOL

02:03:39 Cara Laitusis: haha

02:03:42 Jeremy Heneger, Nebraska Department of Education: @Nathan +1

02:04:33 James Pellegrino: these two days have provided an incredible dose of reality as related to the through course "idea" or mantra. Lots of good discussion

02:04:50 Will Lorie, NCIEA: Happy to throw my minute in to Allison's proposal

02:04:59 Laura Pinsonneault: @Nathan, I like how you've considered that/how context matters at every level of this conversation, ending with the historical context for our consideration in light of the conversation the last couple days.

02:05:11 Scott Marion, NCIEA (he/him): @Jim--Thanks so much for all your great comments. I always learn from you!

02:05:18 James Pellegrino: @Nathan "wisdom beyond your age!!"

02:05:50 Randy Bennett: I don't think "tying to curricula" necessarily means that all teachers use the same materials and teach in the same way. I think it only means that certain standards are in play with respect to an assessment and, in Louisiana's case, a *subset* of the materials.

02:06:07 Scott Marion, NCIEA (he/him): @Jim--Yes, we say that all the time about Nathan!

02:06:29 James Pellegrino: what is the expression "all models are wrong, some are useful"?

02:07:01 Cara Laitusis: agree with Randy on that point. #TeamETS

02:07:03 Karen Barton: +Will - well said

02:07:25 Scott Marion, NCIEA (he/him): @Cara @Randy--you guys are a cult!

02:07:28 Brian Gong: @Randy, yes - there are many ways assessment and curriculum could be related. I'm just advocating that we investigate some models in addition to our current "curriculum agnostic" or "curriculum ignorant" approach in our summative assessments.

02:07:52 Randy Bennett: +1 Brian

02:08:28 Karen Barton: @NCIEA - this has been a great series of conversations. thank you all!!!

02:09:07 Will Lorie, NCIEA: Thanks, @Karen! And for being a part of it!

02:09:13 Randy Bennett: Kudos to Center Team. Great conference!

02:09:40 Scott Marion, NCIEA (he/him): Thanks for all your wisdom Randy, even if you side with Cara!

02:09:41 Cara Laitusis: Agree with Randy on that too. Nice job planning and great speakers.

02:09:48 Will Lorie, NCIEA: Thanks @Randy!

02:09:50 ELIZABETH GILBERT: +1 Meagan and Garron

02:10:03 Maria Worthen: Excellent convening. I really appreciate the nuance of the discussion. Please don't keep it within the assessment professional bubble. Policymakers need to hear this.

02:10:10 Chris Domaleski: Thank you to my terrific Center colleagues and amazing panelists.

02:10:24 Jeremy Heneger, Nebraska Department of Education: Thanks for providing a space for these conversations.

02:10:44 Randy Bennett: Thanks Panelists for your really thoughtful and provocative contributions!

02:10:51 Steve Ferrara: Thanks to CFA and panelists for a great and very instructive two days!

02:11:16 Chris Domaleski: Are you going to reveal the solution now, Scott?

02:11:25 James Pellegrino: hope some of the educators in IL and in the state superintendent's office were on line and heard this discussion

02:11:26 Jeremy Heneger, Nebraska Department of Education: TILT!

02:11:28 Maria Worthen: And the silver bullet is... drumroll

02:12:07 James Pellegrino: I'm not against tilting at windmills let's dream the impossible dream

02:12:18 Leslie Nabors Olah: @NCIEA thanks for the "cross pollination"!

02:12:21 Karen Barton: @Scott - interesting idea!!

02:12:22 Russell Keglovits: Thank you Center. Well done. Great to see you all. Take care

02:12:48 Allison Timberlake: Fantastic job guys!

02:12:51 ELIZABETH GILBERT: Thank you, Center.

02:12:59 James Pellegrino: thanks to everyone at the center, the presenters and all the participants really good two days of hard thinking

02:13:05 Elena Nightingale: Thanks to the Center and partners for a series of great conversations and information!

02:13:20 David Harrison (he/his): Thank you! Wonderful couple of days. Great conversations

02:13:30 Neal Kingston: Thanks to all for a great set of conversations!

02:13:38 Julie DiBona: Thank you for great conversations! So much to think about.

02:13:40 Brooke Nash: Thank you all! Great convening!

02:13:46 ELIZABETH GILBERT: Thanks, Jeremy for sharing from the Nebraska perspective.

02:13:49 Andre Rupp: Thanks to everyone for the thoughtful and deep conversation about the systemic considerations around through-year assessment solutions! I learned a lot! :)

02:13:57 Sheila Briggs: Thanks! everyone!