MASSACHUSETTS CONSORTIUM FOR INNOVATIVE EDUCATION ASSESSMENT
District Members
School Quality Measures

Stakeholders identify what is most important to know about school quality. Multiple measures provide a robust picture of school strengths and areas for improvement.

Performance Assessments

Teachers lead the design of curriculum-embedded performance assessments and the scoring of student work. Students demonstrate what they know and can do through real-world application.
Here are the school districts that scored the best — and worst — on the MCAS

By Matt Rocheleau Globe Staff, October 2, 2018, 12:49 p.m.
What do we value in our schools?

Areas Of Interest

School Quality Framework Indicators

**Teachers & Leadership**
- Measures the relevant abilities of a school’s teachers and the degree to which they are receiving the support they need to grow as professionals.
  - Teachers & The Teaching Environment
  - Leadership

**School Culture**
- Measures the degree to which the school environment is safe, caring, and academically-oriented.
  - Safety
  - Relationships
  - Academic Orientation

**Resources**
- Measures the adequacy of a school’s facility, personnel, and curriculum, as well as the degree to which it is supported by the community.
  - Facilities & Personnel
  - Learning Resources
  - Community Support

**Academic Learning**
- Measures how much students are learning core academic content, developing their own academic identities, and progressing along positive trajectories.
  - Performance
  - Student Commitment To Learning
  - Critical Thinking
  - College & Career Readiness

**Community & Wellbeing**
- Measures the development of traits relevant for students leading full and rewarding lives—in society, the workplace, and their private lives.
  - Civic Engagement
  - Work Ethic
  - Creative & Performing Arts
  - Health

Response Rates as of 02/14/23: Student 70%
Response Rates as of 03/08/23: Teacher 100%
How should we assess student learning?

Elements of a Quality Performance Assessment

- Aligns to learning targets & 21st century skills
- Is open-ended & relevant to the real world
- Requires application & transfer of learning
- Is fair & culturally responsive
- Outlines clear criteria for success
- Results in original products or solutions
Beyond a single test. Toward better ways of assessing student learning and school quality.

Massachusetts Consortium for Innovative Education Assessment MCIEA

The Massachusetts Consortium for Innovative Education Assessment (MCIEA) is a partnership of eight MA public school districts and their local teacher unions, joined together to create a fair and effective accountability system that offers a more dynamic picture of student learning and school quality than a single standardized test. MCIEA seeks to increase achievement for all students, close prevailing opportunity gaps among subgroups, and prepare a diversity of students for college, career, and life.
Performance Assessments Aligned with Portrait of a Graduate

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous and Lifelong Learner: A graduate of Milford Public Schools has the passion, skills and growth mindset to be a lifelong learner. Each student:</td>
<td>Element</td>
<td>PoG Alignment</td>
</tr>
<tr>
<td>*** embraces and develops a sense of curiosity.</td>
<td>Task works toward developing the characteristic or skill in students</td>
<td></td>
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<tr>
<td>*** shows initiative in learning new concepts and skills.</td>
<td>Task could develop the characteristic or skill with some revision</td>
<td></td>
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<tr>
<td>*** develops and works to reach both short and long term goals.</td>
<td>Task does not develop the characteristic or skill</td>
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<tr>
<td>*** perseveres and is resilient in the face of adversity.</td>
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<tr>
<td>*** acknowledges and embraces failure as part of the learning process.</td>
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<td>*** accepts and uses feedback from others.</td>
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<tr>
<td>*** realizes that the classroom is not the end of learning and continuous</td>
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<tr>
<td>*** applies financial literacy skills.</td>
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<tr>
<td>*** creates and develops the tools to execute a post secondary plan.</td>
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Validator Notes:
### Spring 2024 MCAS Tests for Grades 3–8 in ELA, Mathematics, and STE

CBT; PBT available as an accommodation. (Refer to the [ELA](#), [Mathematics](#), and [STE](#) test designs for more information, including question types.)

<table>
<thead>
<tr>
<th>Before Testing</th>
<th>January 22–February 219</th>
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<tbody>
<tr>
<td>Complete the pre-administration SR/PNP process</td>
<td>ELA: February 5–March 2220</td>
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<tr>
<td>Extended pre-administration SR/PNP window for CBT</td>
<td>Math/STE: February 5–April 2219</td>
</tr>
<tr>
<td>Review <a href="#">Best Practices document</a>, and based on guidance, download ProctorCache software and conduct an Infrastructure Trial (both suggested in certain circumstances)21</td>
<td>January 29–March 15</td>
</tr>
<tr>
<td>Receive manuals and PBT materials (See above; PBT materials are available as an accommodation.)</td>
<td>ELA (including all manuals): March 11</td>
</tr>
<tr>
<td>Pre-cache operational test content for spring 2024 testing (optional; see <a href="#">recommendations</a> on precaching)</td>
<td>Math/STE: April 9</td>
</tr>
<tr>
<td>If necessary, order additional manuals and PBT materials, and report packing discrepancies for PBT shipments</td>
<td>Operational test content for ELA will be available for precaching on March 18 and available for Math/STE on April 16, but schools should not precache until one week prior to the start of the testing window for each subject area.22</td>
</tr>
<tr>
<td>Test Administration</td>
<td>ELA: March 11–21</td>
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<tr>
<td>Mathematics testing window (includes make-up testing)</td>
<td>Math/STE: April 9–19</td>
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<tr>
<td>ELA testing window (includes make-up testing)</td>
<td>March 25–April 26  (Note the earlier window for ELA.)</td>
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<tr>
<td>STE testing window (grades 5 and 8) (includes make-up testing)</td>
<td>April 23–May 24  (Unlike in previous years, Math will begin on the same day as STE.)</td>
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<tr>
<td>After Testing</td>
<td>ELA: April 29</td>
</tr>
<tr>
<td>Deadline for updating SR/PNP information, if necessary</td>
<td>Math/STE: May 28</td>
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<tr>
<td>Mark students’ tests complete, if necessary</td>
<td>May 28</td>
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<tr>
<td>Deadline to complete the PCPA (one PCPA for all subject areas and grades tested in the school)</td>
<td>ELA: April 3023</td>
</tr>
<tr>
<td>(PBT only) Pre-scheduled UPS pickup (and deadline)</td>
<td>Math/STE: May 2923</td>
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</table>
1. I am happy when I am at school.

Making a Difference: Speaking at a Public Forum

**GRADES:**
- 7
- 8

**MA STANDARDS:**
- W.8.1
- SL.8.4

**IB STANDARDS:**
- None

**CONTENT AREAS:**
- English Language Arts
- Social Studies

**DESCRIPTION:**
There is a controversial decision being voted on in your city/town. At the public meeting, there is ...
Transforming the assessment of student learning & school quality
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