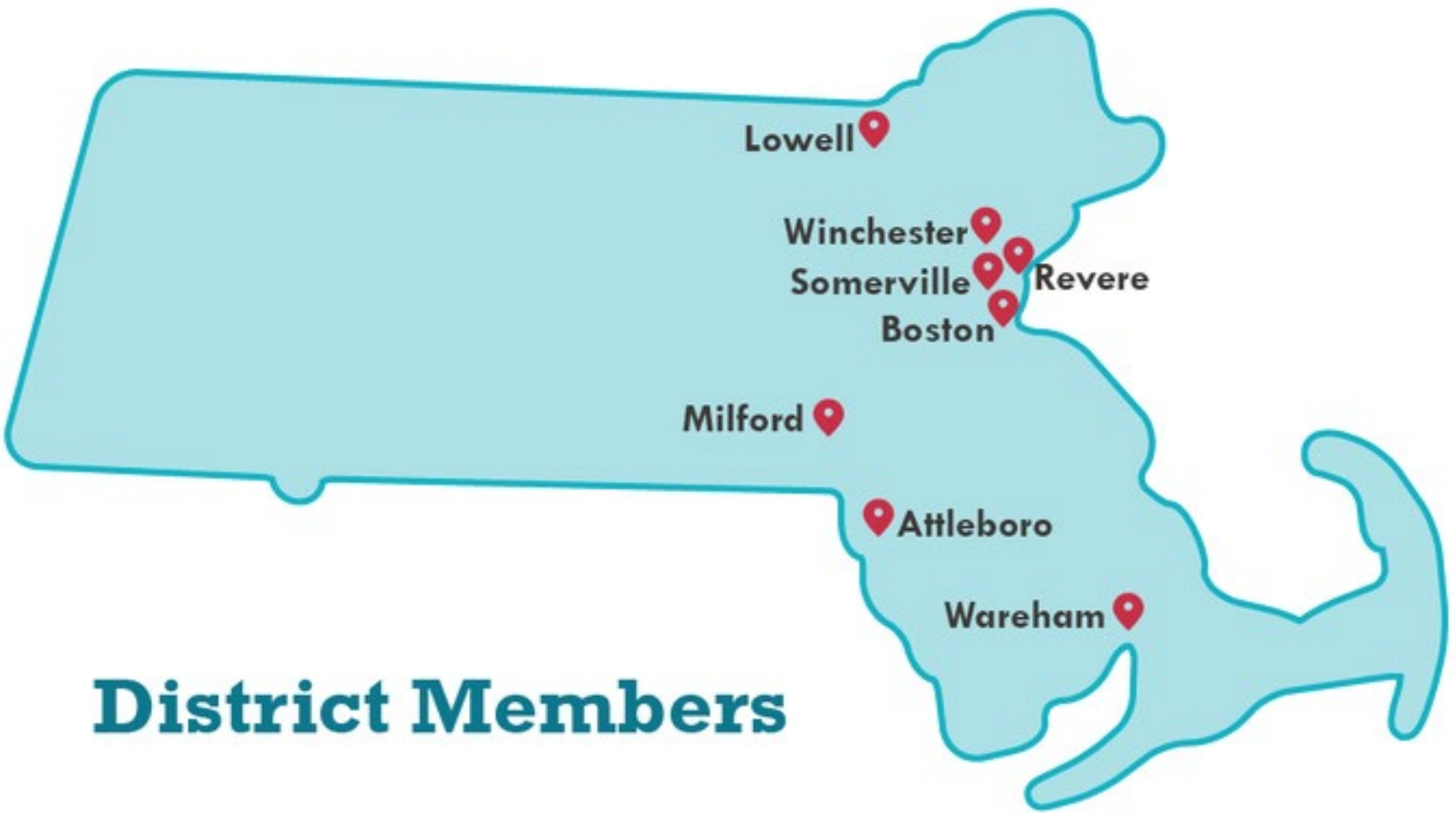




**MASSACHUSETTS CONSORTIUM FOR
INNOVATIVE EDUCATION ASSESSMENT**





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.

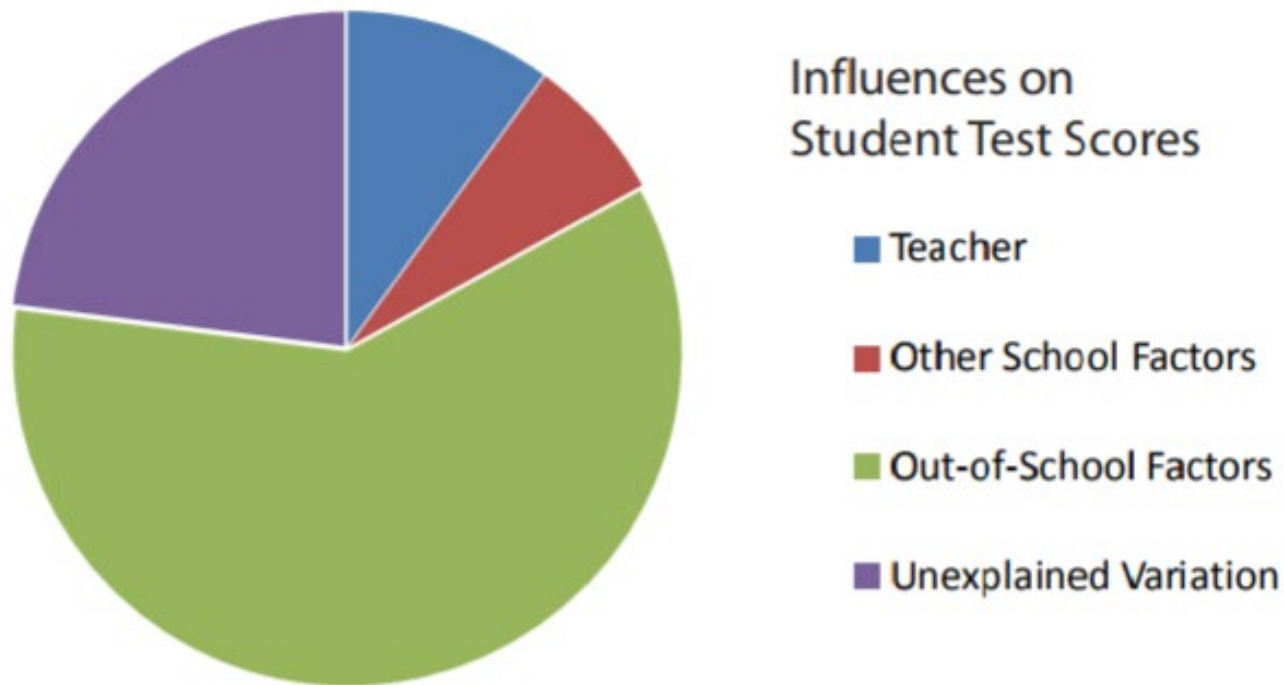


Performance Assessments

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

2022 – 2023 ▾

School Quality Framework Indicators

Warning      Ideal



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%

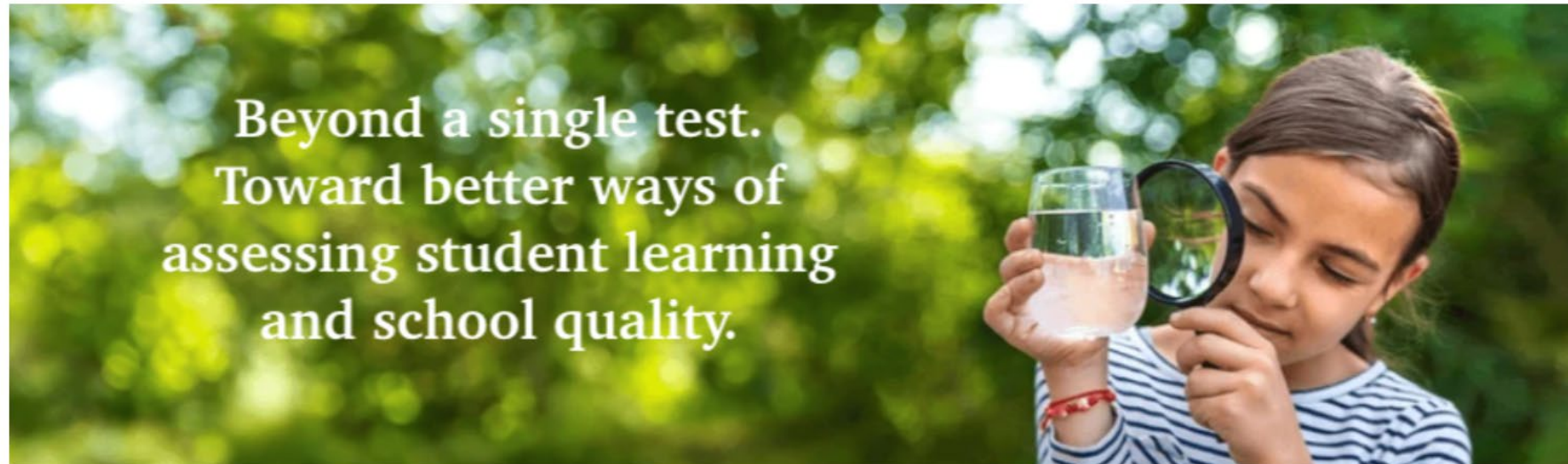
Response Rates as of 03/08/23 Teacher  100%



How should we assess student learning?

Elements of a Quality Performance Assessment





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.

[Attleboro's A Night to Discover](#)



Performance Assessments Aligned with Portrait of a Graduate

	A	B	C
1	Continuous and Lifelong Learner: A graduate of Milford Public Schools has the passion, skills and growth mindset to be a lifelong learner. Each student:		
2		Element	PoG Alignment
3	####	embraces and develops a sense of curiosity.	Task works toward developing the characteristic or skill in students
4	####	shows initiative in learning new concepts and skills.	Task could develop the characteristic or skill with some revision
5	####	develops and works to reach both short and long term goals.	Task does not develop the characteristic or skill
6	####	perseveres and is resilient in the face of adversity.	
7	####	acknowledges and embraces failure as part of the learning process.	
8	####	accepts and uses feedback from others.	
9	####	realizes that the classroom is not the end of learning and continuous	
0	###	applies financial literacy skills.	
1	###	creates and develops the tools to execute a post secondary plan.	
2			
3		Validator Notes:	
4			



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.)

<i>Before Testing</i>	Complete the pre-administration SR/PNP process	January 22–February 2 ¹⁹
	Extended pre-administration SR/PNP window for CBT	ELA: February 5–March 22 ²⁰ Math/STE: February 5–April 22 ¹⁹
	Review Best Practices document , and based on guidance, download ProctorCache software and conduct an Infrastructure Trial (both suggested in certain circumstances) ²¹	January 29–March 15
	Receive manuals and PBT materials (See above; PBT materials are available as an accommodation.)	ELA (including all manuals): March 11 Math/STE: April 9
	Precache operational test content for spring 2024 testing (optional; see recommendations on precaching)	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
	If necessary, order additional manuals and PBT materials, and report packing discrepancies for PBT shipments	ELA: March 11–21 Math/STE: April 9–19
<i>Test Administration</i>	ELA testing window (includes make-up testing)	March 25–April 26 (Note the earlier window for ELA.)
	Mathematics testing window (includes make-up testing)	April 23–May 24 (Unlike in previous years, Math will begin on the same day as STE.)
	STE testing window (grades 5 and 8) (includes make-up testing)	April 23–May 24
<i>After Testing</i>	Deadline for updating SR/PNP information, if necessary	ELA: April 29
	Mark students' tests complete, if necessary	Math/STE: May 28
	Deadline to complete the PCPA (one PCPA for all subject areas and grades tested in the school) (PBT only) Pre-scheduled UPS pickup (and deadline)	May 28 ELA: April 30 ²³ Math/STE: May 29 ²³

English

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 ...



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*Transforming the assessment of student learning
& school quality*



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