THE PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS [PARCC]

ACCESSIBILITY, ACCOMMODATIONS, AND FAIRNESS

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ACHIEVE

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Smarter Balanced Assessment Consortium
Magda Chia, Ph.D.
Director, Support for Under-represented Students

Webinar Update on ELLs and the CCSS and NGSS: Building an Additional Dimension to the Core
Webinar, August 30, 2012
**Overall PARCC Governance Structure**

- **Governing Board**
  Deals with major policy issues

- **Leadership Team (LT)**
  Responsible for operation and management

- **Advisory Committee on College Readiness (ACCR)**
  Advises Governing Board on postsecondary issues; Gov State reps vote on key college-ready matters

- **Technical Advisory Committee (TAC)**
  Responsible for technical and research work

- **Technical Working Groups (TWG)**
  Domain-specific technical advisors, appointed by TAC and Leadership Team

- **Operational Working Groups (OWG)**
  Responsible for day-to-day-aspects of specific projects and vendor contracts – e.g. item development and tech architecture (incl. LT and some HELT)

- **Sustainability OWG**
  Responsible for long-term governance strategy

- **Design, Development and Implementation Committees**
  Responsible for day-to-day-aspects of major projects – e.g. assessment development, technology

- **Higher Education Leadership Team (HELT)**
  Responsible for postsecondary engagement to advance college readiness

- **HelT Working Groups**
  Responsible for advancing research and planning around key higher education issues

- **Steering Committee**
  HELT Working Groups
  Responsible for advancing research and planning around key higher education issues
Create High Quality Assessments

Diagnostic Assessment
- Early indicator of student knowledge and skills to inform instruction, supports, and PD
- Non-summative

Mid-Year Assessment
- Performance-based
- Emphasis on hard-to-measure standards
- Potentially summative

Performance-Based Assessment (PBA)
- Extended tasks
- Applications of concepts and skills
- Required

End-of-Year Assessment
- Innovative, computer-based items
- Required

Speaking And Listening Assessment
- Locally scored
- Non-summative, required
Assessment Structure

DIGITAL LIBRARY of formative tools, processes and exemplars; released items and tasks; model curriculum units; educator training; professional development tools and resources; scorer training modules; and teacher collaboration tools.

INTERIM ASSESSMENTS
- Computer Adaptive Assessment and Performance Tasks

Scope, sequence, number, and timing of interim assessments locally determined

INTERIM ASSESSMENTS
- Computer Adaptive Assessment and Performance Tasks

PERFORMANCE TASKS
- ELA/literacy
- Math

END-OF-YEAR ADAPTIVE ASSESSMENT
- ELA/literacy
- Math

Optional interim assessment system — no stakes
Summative assessment for accountability

*Summative assessments for grades 3 – 8 and 11; Interim assessments available for grades 3 – 12.

**Time windows may be adjusted based on results from the research agenda and final implementation decisions.
<table>
<thead>
<tr>
<th>Policy</th>
<th>Engagement</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>PARCC-approved definition of “English language learner”</td>
<td>AAF Operational Working Group</td>
<td>December 2012</td>
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<td>AAF Technical Working Group on ELL</td>
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<td>Common set of policies and procedures for participation of ELLs in</td>
<td>AAF Operational Working Group</td>
<td>December 2012</td>
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<td>the assessment system</td>
<td>AAF Technical Working Group on ELL</td>
<td>[tentative]</td>
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<td>Cross-consortia engagement</td>
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<tr>
<td>Common set of policies and procedures for providing assessment</td>
<td>AAF Operational Working Group</td>
<td>June 2013</td>
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<td>accommodations for ELLs</td>
<td>AAF Technical Working Group</td>
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<td>Group on ELL</td>
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## Theory of Action—Ongoing

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<tr>
<th>Key Principals (ELLs)</th>
<th>Action(s)</th>
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<tr>
<td>An integrated system</td>
<td>CCSS+FA+SA: testing linguistic complexity tool that will align with CCSS; addressing heterogeneity of ELLs within FA and SA</td>
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<td>Teacher involvement</td>
<td>Item writing; item reviewing; cognitive lab interviewers; develop teacher leader teams at state level; review FA practices and curriculum tools for FA library</td>
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<td>State-led; Transparent governance</td>
<td>Common definition; accessibility and accommodations framework; A&amp;A work group informing process</td>
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<td>Focus is on Improving teaching and learning</td>
<td>Formative assessments; professional development on matching best accommodations and student need</td>
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<td>Establish professional standards</td>
<td>ELL AC with disabilities expertise; Technical Advisory Committee; literature reviews commissioned</td>
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Designing an Accessible Assessment System for ELLs

- **Accessibility as a key part of the development process**
  - Design review and feedback
  - Test blueprint development
  - Technology development and selection
  - Passage and media review committee involvement
  - Item review committee involvement
  - Bias and sensitivity committee involvement
  - Testing the efficacy of assessment items with accommodations with the intended groups of students in pilot and field testing
  - Including sufficient number of ELLs (across sub-categories) in pilot and field testing
  - Data review committee involvement
  - Research studies during item tryout, field testing, and operation
SBAC and ELLs – Current Work

• Item development and review
• Stimuli review
• Cognitive labs
  – Item types and accessibility/accommodations options
  – Technology enhanced
• Accessibility and Accommodations Framework
• Translation framework
• Computer Adaptive Testing work
• Tagging
  – Item level
  – Delivery level
• Planning student sampling and validity studies
• AI Scoring planning
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<th>Milestones</th>
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<tr>
<td>Engage Leadership Team on use of key accommodations</td>
<td>By Fall 2012</td>
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<td>ELL sub-TWG white paper development</td>
<td>Fall –Winter 2012</td>
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<td>Definition of English language learner</td>
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<td>Participation policy discussion for ELL</td>
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<td>OWG, TWG, national organization outreach around Accommodations Manual</td>
<td>Winter 2013</td>
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<td>Participation policy for ELL</td>
<td>Winter 2013</td>
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<td>First draft of PARCC Accommodations Manual</td>
<td>Spring 2013</td>
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<td>Public Review of draft PARCC Accommodations Manual</td>
<td>Spring 2013</td>
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<td>Leadership Team endorsement of PARCC Accommodations Manual</td>
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<td>Governing Board approval of PARCC Accommodations Manual</td>
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