The Nebraska Student-Centered Assessment System (NSCAS)

Innovation Overview and Timeline

February 2021

Level Setting

- October of 2019 Announced Transition
  - Through-Year Adaptive (TYA) Assessment Model
  - Context Setting and Impetus of Change
    - NSCAS Innovations Presentation – YouTube Video, Time: 1:00:21
  - High Level Description of the Model & Timeline
  - NSCAS General Summative
    - ELA
    - Mathematics

Level Set

- World Changed
  - Pandemic
  - Move to Remote Learning
  - Suspension of 2020 Assessments
- Since March of 2020
- NSCAS Innovation Update
  - Timeline and Evolution

NSCAS Innovation Update Agenda

- Innovation overview
- Timelines and results
  - 2020-2021
  - 2021-2022
- This is the Way…Forward
- Professional learning and Communications
- Research updates

Presentation Goals

- Provide high-level overview of TYA
- Reestablish timeline transition
  - 2020-21
  - 2021-22
  - 2022-23
- Review plans for ongoing feedback and communication
- Examine ongoing input methods and research needed to make the transition

Provide some reassurance!

High-Level Overview of through-year adaptive assessment model

The Evolution of NSCAS

- NSCAS was established with the goal of creating a more student-centered assessment system
- Since 2017 we have been engaged in an intentional process of evolution focused on making the system more relevant to teaching and learning
- Feedback from Nebraska educators has been and will continue to be critical to this process

Educator feedback in action

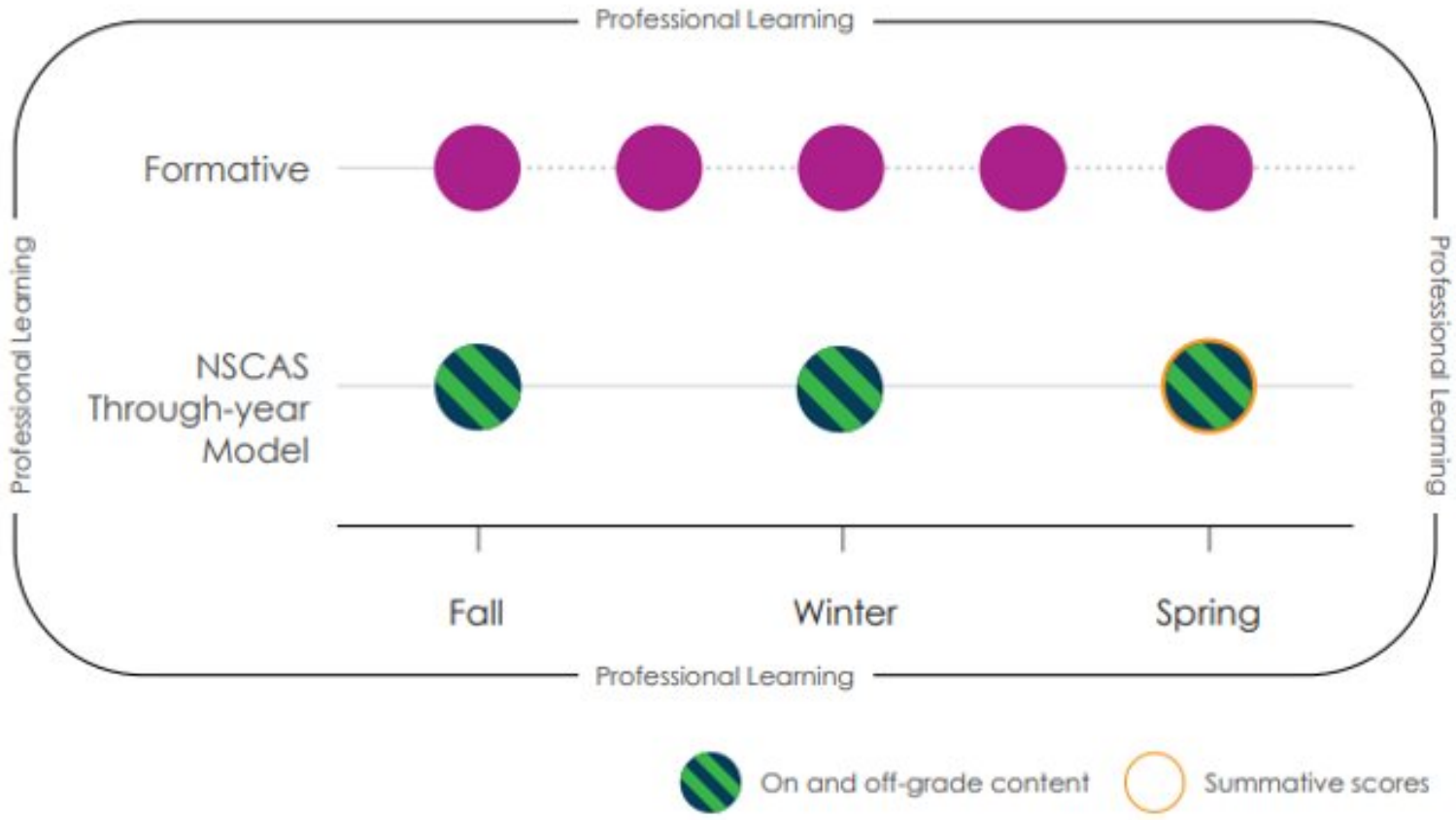
Goals of NSCAS adaptive through-year assessment:

- Provide more useful data throughout the year to guide instruction.
- Reinforce assessment as an instructional tool.
- Support the examination of learning in context.
- Provide multiple opportunities to showcase student learning within the context of Nebraska's College and Career Ready Standards.
- Decrease overall testing time.
- Utilize the strengths of NSCAS General Summative & MAP Growth.

AQuESTT Tenet Change

- **<u>Student Achievement and Growth</u>:** A balanced assessment system that includes results from multiple sources is used to measure student growth and achievement of Nebraska's college and career ready standards. A balanced assessment system is a necessary part of the instructional process to improve achievement and growth for each student.

Adaptive through-year model



Introducing . . .

NSCAS Growth

Our name for the NSCAS adaptive through-year assessment

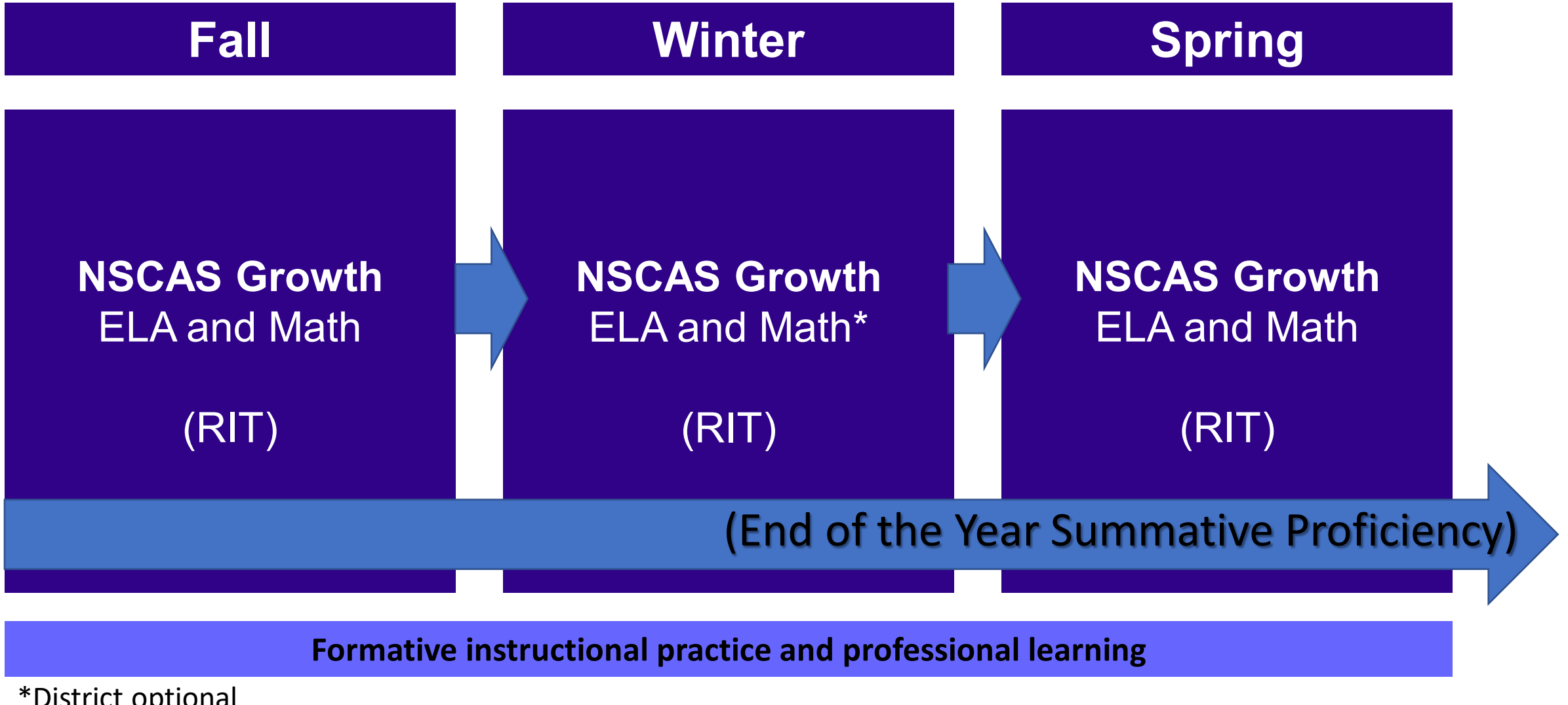
Where we have been:

Fall	Winter	Spring
MAP Growth* (RIT)	**MAP Growth*** (RIT)	**MAP Growth*** (RIT) **NSCAS General** (Summative Proficiency)

Formative instructional practice and professional learning

*District optional

Where we are headed:



*District optional

NSCAS Growth benefits

- Leverages interim assessments to produce both growth and proficiency information
- Aligned to Nebraska standards
- Streamlines testing and increases coherence (same learning targets and testing protocols vs. separate interim/summative systems)
- Adapts to efficiently and accurately measure student learning
- Helps inform next steps/actions in learning
- Measures growth within and across years
- Tells a longitudinal story
- Provides RIT scores, access to NWEA's national norms
- Avoids the administration of both an interim and a summative test in the spring (one test in spring vs. two)

The Pathway to NSCAS Growth

Spring 2021: A time of transition

- NSCAS Phase I Pilot for ELA and mathematics
  - Transitional test that is neither the NSCAS General Summative nor NSCAS Growth (adaptive through-year assessment)
  - Will assist with the transition to NSCAS Growth (through-year adaptive summative assessment)
  - Will support research related to the impact of COVID
  - May help identify unfinished learning that may exist for each student
- We are taking a different approach to science assessment
  - Students in grades 5 & 8 will take a field test for Nebraska's College and Career Ready Standards for Science (NCCRS-S)
- NSCAS Alternate is still available for ELA, math, science
- Third-year cohort high school students will still take the NSCAS ACT or NSCAS Alternate

2020-2021 Timeline

Fall

MAP Growth*

(Science, Reading, Language, Math)

Winter

MAP Growth*

(Science, Reading, Language, Math)

Spring

NSCAS Phase I Pilot (ELA, Math)

NSCAS Summative Field Test (Science)

MAP Growth* (Science, Reading, Language, Math)

*District optional

NSCAS Phase I Pilot Results

- Scores not reported to public or families
- Districts receive individual results (no aggregation)
- Spreadsheet file
- RIT Score (comparable to MAP Growth)
- Estimated achievement level
- Results will not be used for accountability classifications or designations
- Results not comparable to preceding years; should be interpreted with caution and in context of other data sources
- Districts should continue to rely on existing assessments such as MAP Growth to inform teaching and learning

2021-2022 Timeline Partially Operational

Fall

MAP Growth*

(Science, Reading, Language, Math)

Winter

NSCAS Growth Pilot

(ELA, Math)

MAP Growth*

(Science, *Reading, Language, Math*)

Spring

NSCAS Growth

(ELA, Math)

NSCAS Summative

(Science)

MAP Growth* (Science, *Reading, Language, Math*)

*District optional

Intended test results in 2021–2022

- Winter 2021-22 NSCAS Growth pilot provides within-year growth on the RIT scale
- Ability to provide immediate return of preliminary RIT scores (pending spring 2021 linking study results)
- Standard setting for ELA and Mathematics
- Proficiency score determined in summer 2022
- Research will inform results that can be provided

2022-2023 Timeline Fully Operational

Fall

- NSCAS Growth (ELA, Math)
- MAP Growth* (Science)

Winter

- NSCAS Growth (ELA, Math)
- MAP Growth* (Science)

Spring

- NSCAS Growth (ELA, Math)
- NSCAS Summative (Science)
- MAP Growth* (Science)

*District optional

Retaining the best of MAP Growth

The new model will:

- Take about the same amount of time per content
- Measure student performance & growth irrespective of grade level, within and across years
- Produce RIT information in fall, winter, & spring
- Provide access to NWEA's norms so growth can be considered in context of similar students nationally
- Be adaptive, accounting for differences in scope & sequence (local control is retained)
- Include access to the Learning Continuum or a similar, improved tool
- Support student mobility (test scores & longitudinal history will follow students from one school or district to another)

Retaining & improving aspects of the NSCAS Summative

The new model will:

- Measure student performance relative to grade-level expectations, adding criterion-referenced information to reports in fall, winter, & spring
- Provide information based on Nebraska's Achievement Level Descriptors (ALDs) to better support teachers in helping students reach & exceed standards-based learning targets
- Potentially improve the Learning Continuum by transforming it into a tool rooted in Nebraska's ALDs
- Provide multiple chances for students to demonstrate proficiency (or beyond) vs. just one chance at year's end
- Nebraska educators will continue to have a strong voice in the assessment system.

How it will feel different from current state

- No more need to administer two tests (or trade MAP Growth for NSCAS Summative) in the spring
- Spring test is just one of three interim tests – about the same length as fall & winter tests, provided the student completed those tests
- Processes will become standardized across fall, winter, & spring – e.g. accommodations, linguistic supports, security, retake policies, test windows, etc.

But Jeremy…
what about
the details?

Decision Making Philosophy

- Prioritize Interim
- Prioritize Growth
- Prioritize Students
- Prioritize Educators
- Prioritize Ease of Use
- Prioritize Continuous Improvement

- Consider Summative
- Consider Accountability
- Consider Security
- Consider Policy Makers
- Consider Other Stakeholders
- Consider Statutory Requirements

Moving Forward…
NSCAS Growth Information

- Monthly Advisory Meetings
  - Based around key areas (data/reporting, test management, psychometrics, etc.)
  - Followed by monthly updates for everyone (30-60 min. remote)
  - Recorded webinars posted on our webpage
- Update NSCAS Frequently Asked Questions
- Examples & Feedback Opportunities
- Ongoing Educator Feedback

Nebraska Educator Opportunities

- Assessment & Accountability Advisory (Biannual & Ad Hoc)
- Assessment Thought Leaders (Ad Hoc)
  - Smaller group
- Content Advisory Boards (Ad Hoc)
  - ELA & Mathematics
  - NE content experts
- Annual Test Development
  - Content specific
- Achievement Level Descriptors
- Standards Review
- Accessibility Review and Update (summer 2021)

Professional Learning & Communications

Communications Plan

2021-22 Communications (starting in July)

- *Core audiences:*
  - Universal stakeholders (educators, parents, state board, general public)
  - Nebraska educators
  - District assessment coordinators
- *Goal*: Educate on the transition to through-year assessment and support preparedness, positive perceptions, and commitment to participating in the 2021-22 pilot
- *Tactics*:
  - NDE keynote at administrator days (target: educators)
  - Video focused on equity and through-year connection (target: universal audiences)
  - Video focused on educator involvement in shaping NSCAS and the evolution to through-year assessment (target: educators)
  - "Vignette" webinars tackling more specific or technical details (target: district assessment coordinators)

Professional Learning

2021-22

- *Core audiences:*
  - Certified Facilitators
  - Plus-ones to join CF
  - *Goal*: to strengthen the capacity of all Nebraska educators, including the Certified Facilitators, through system-wide professional learning (grounded in Professional Learning and Academic Content Standards) to increase the role-based knowledge, skills, and explicit transfer-to-practice of all aspects of the Nebraska balanced assessment system.
- *Tactics*:
  - Professional Learning Workshops: Assessment Literacy and Formative Assessment, Focusing on Growth, Interim Tools, and Writing with Evidence
  - CF Networking meetings
  - eNewsletter
  - Webinars

Ongoing Work

Research goals to support the transition to NSCAS Growth

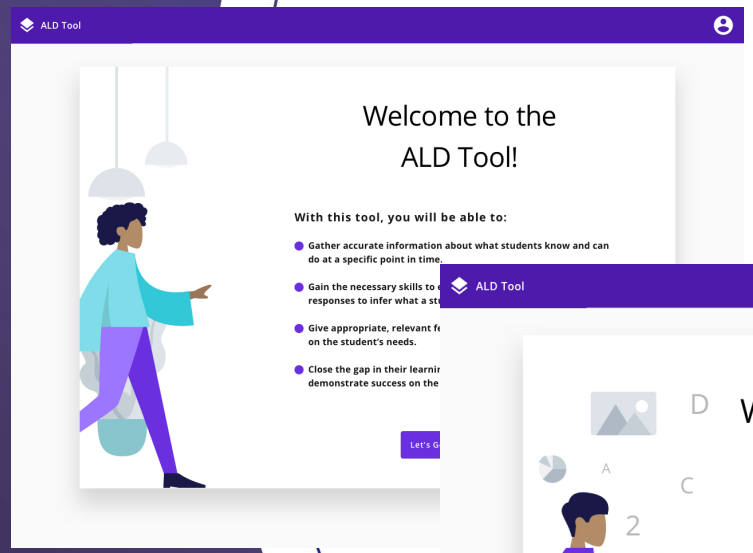
- Research study goals:
  - Establish a statistical link between MAP Growth and NSCAS scales
  - Running simulations and examining models

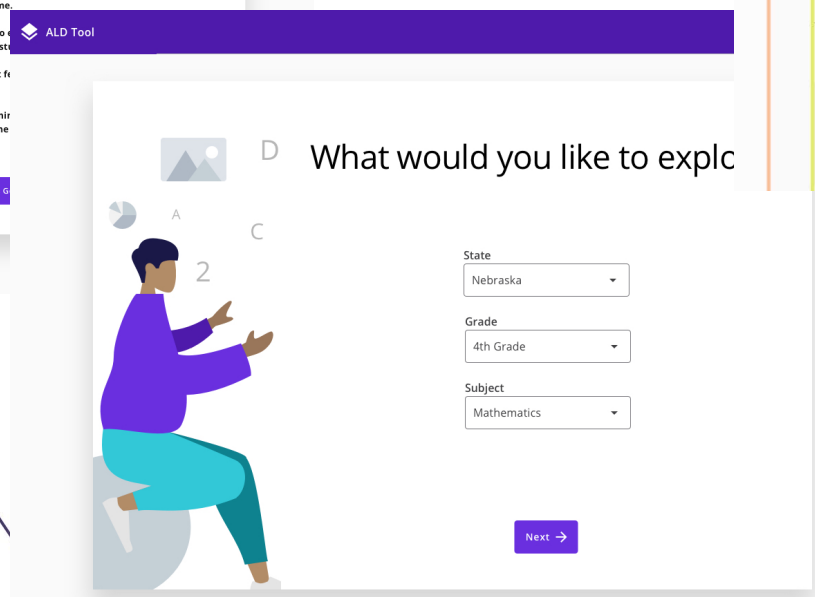
Content activities for transition to NSCAS Growth

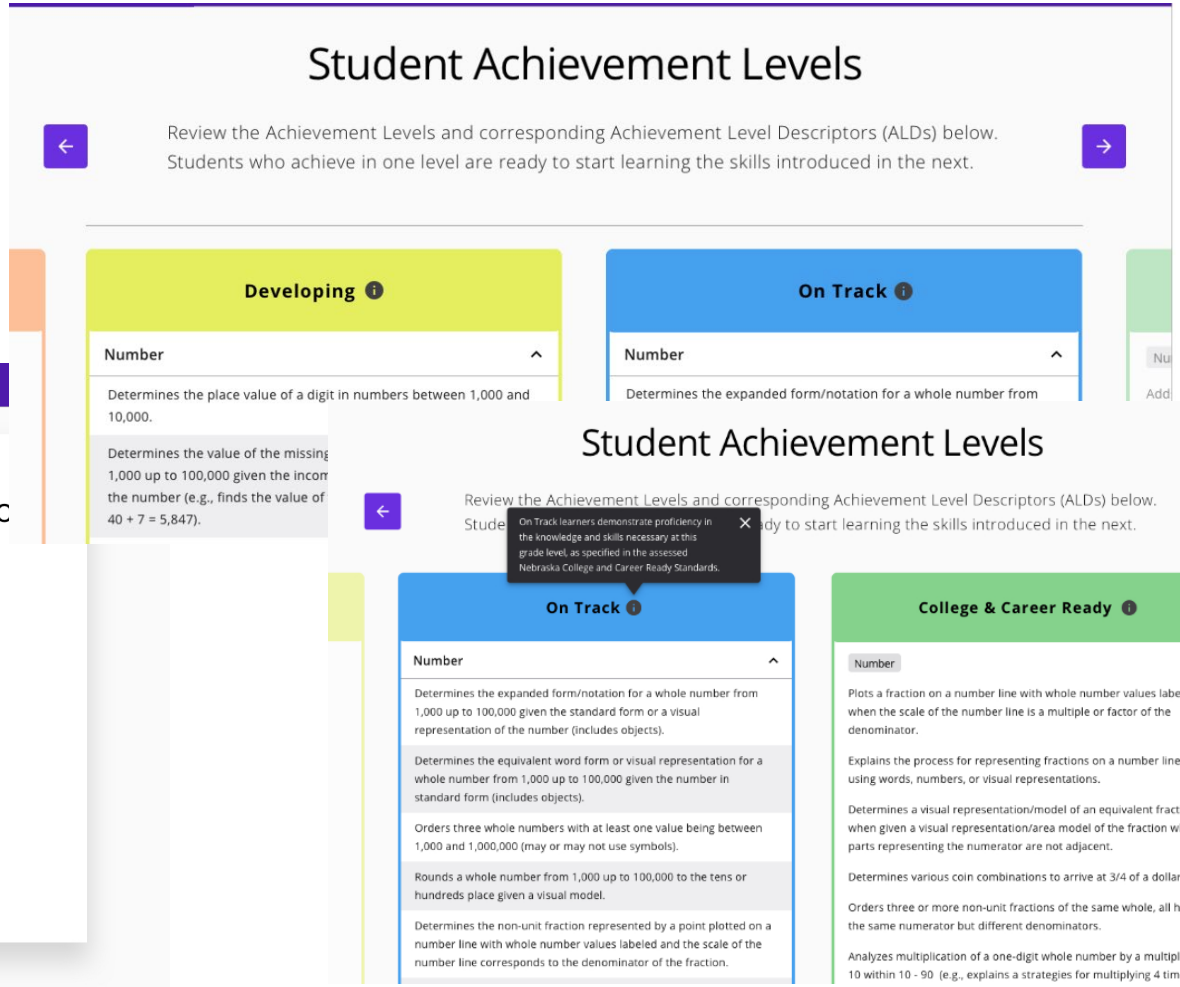
- Phase I Pilot in Spring 2021 to prepare for the transition
- Alignment studies
  - MAP Growth Grades 3-8
  - Additional banks and MAP Growth Grades 1, 2, and HS
- Range ALD review
- Range ALD Tool

Nebraska research participation

- **TY instructional tool (ALD-based recommendations) and teacher insights**

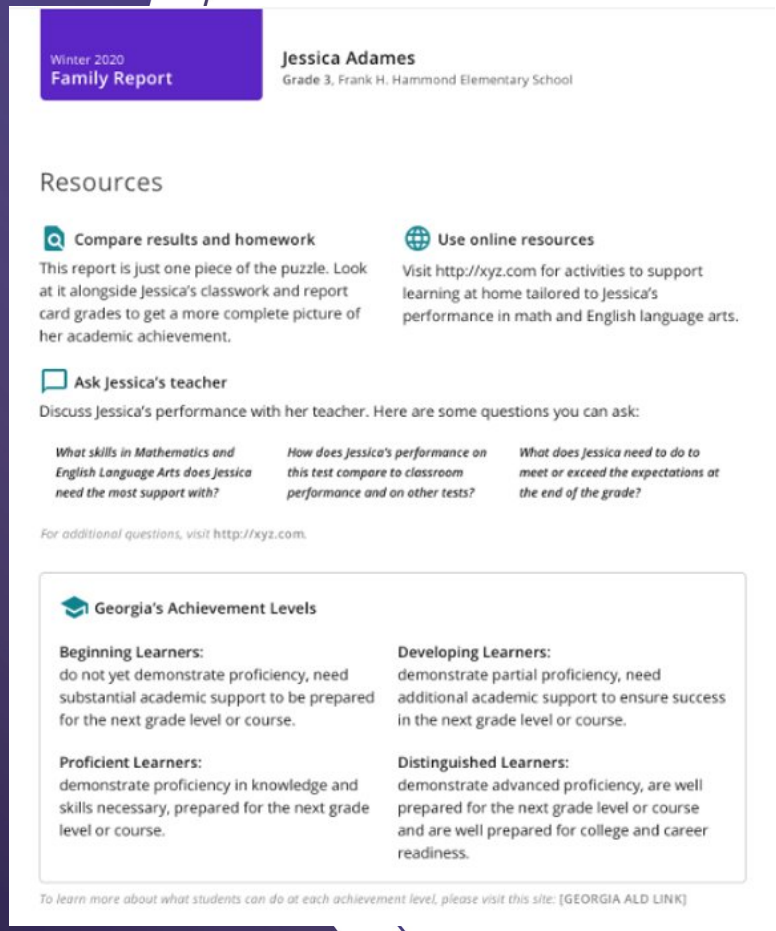






Nebraska research participation

- **WFF Grant Family Report**



Winter 2020
Family Report

Jessica Adames
Grade 3, Frank H. Hammond Elementary School

Resources

Compare results and homework
This report is just one piece of the puzzle. Look at it alongside Jessica's classwork and report card grades to get a more complete picture of her academic achievement.

Use online resources
Visit http://xyz.com for activities to support learning at home tailored to Jessica's performance in math and English language arts.

Ask Jessica's teacher
Discuss Jessica's performance with her teacher. Here are some questions you can ask:

What skills in Mathematics and English Language Arts does Jessica need the most support with?

How does Jessica's performance on this test compare to classroom performance and on other tests?

What does Jessica need to do to meet or exceed the expectations at the end of the grade?

For additional questions, visit http://xyz.com.

Georgia's Achievement Levels

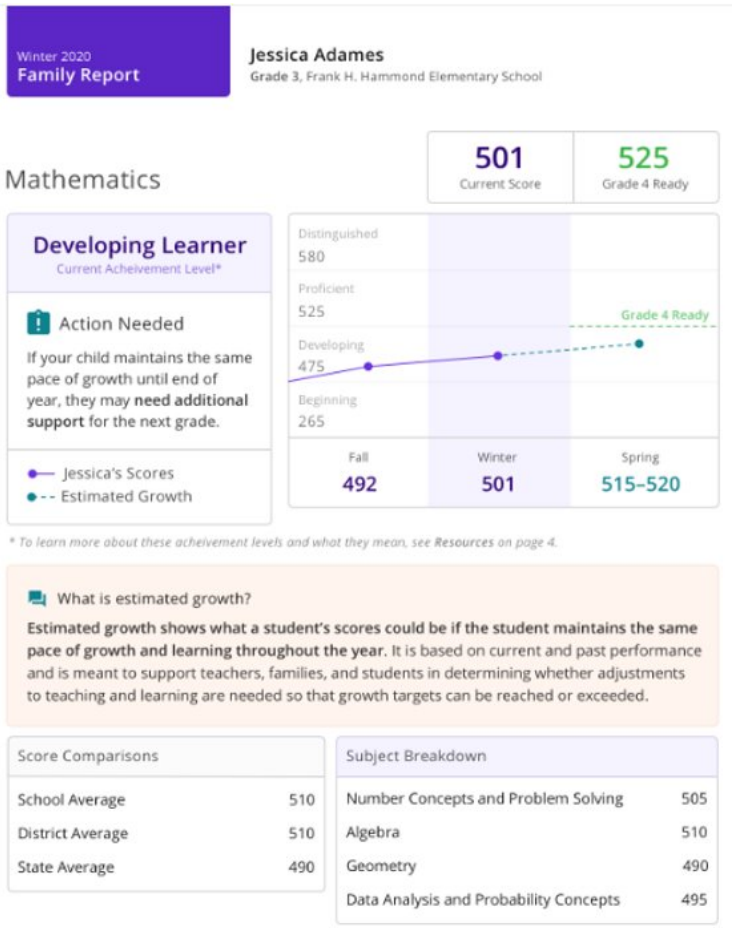
Beginning Learners:
do not yet demonstrate proficiency, need substantial academic support to be prepared for the next grade level or course.

Developing Learners:
demonstrate partial proficiency, need additional academic support to ensure success in the next grade level or course.

Proficient Learners:
demonstrate proficiency in knowledge and skills necessary, prepared for the next grade level or course.

Distinguished Learners:
demonstrate advanced proficiency, are well prepared for the next grade level or course and are well prepared for college and career readiness.

To learn more about what students can do at each achievement level, please visit this site: [GEORGIA ALD LINK]



Winter 2020
Family Report

Jessica Adames
Grade 3, Frank H. Hammond Elementary School

Mathematics

501
Current Score

525
Grade 4 Ready

Developing Learner
Current Achievement Level*

Action Needed
If your child maintains the same pace of growth until end of year, they may **need additional support** for the next grade.

Jessica's Scores
Estimated Growth

Distinguished 580
Proficient 525
Developing 475
Beginning 265
Grade 4 Ready

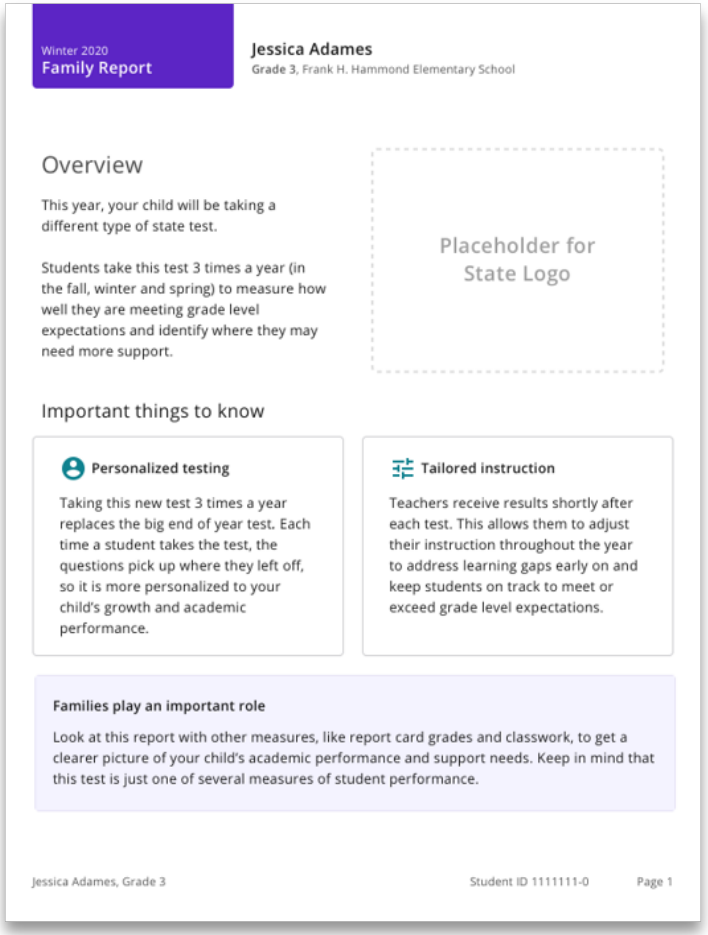
Fall	Winter	Spring
492	501	515–520

** To learn more about these achievement levels and what they mean, see* ***Resources*** *on page 4.*

What is estimated growth?
Estimated growth shows what a student's scores could be if the student maintains the same pace of growth and learning throughout the year. It is based on current and past performance and is meant to support teachers, families, and students in determining whether adjustments to teaching and learning are needed so that growth targets can be reached or exceeded.

Score Comparisons	
School Average	510
District Average	510
State Average	490

Subject Breakdown	
Number Concepts and Problem Solving	505
Algebra	510
Geometry	490
Data Analysis and Probability Concepts	495



Winter 2020
Family Report

Jessica Adames
Grade 3, Frank H. Hammond Elementary School

Overview

This year, your child will be taking a different type of state test.

Students take this test 3 times a year (in the fall, winter and spring) to measure how well they are meeting grade level expectations and identify where they may need more support.

Placeholder for State Logo

Important things to know

Personalized testing
Taking this new test 3 times a year replaces the big end of year test. Each time a student takes the test, the questions pick up where they left off, so it is more personalized to your child's growth and academic performance.

Tailored instruction
Teachers receive results shortly after each test. This allows them to adjust their instruction throughout the year to address learning gaps early on and keep students on track to meet or exceed grade level expectations.

Families play an important role
Look at this report with other measures, like report card grades and classwork, to get a clearer picture of your child's academic performance and support needs. Keep in mind that this test is just one of several measures of student performance.

Jessica Adames, Grade 3 Student ID 1111111-0 Page 1

Closing message…

- We hear your concerns…

  …working on getting you answers.

- We know you value MAP Growth…

  …working to provide and improve on that data.

- We acknowledge that you need resources…

  …working on providing resources for you to share.

- We value your input…

  …keep asking questions and challenging us to do better.

Thank you!

Questions?