Assessment innovation

Jason Mendenhall
Chief Product Officer
EVP, Research
NWEA
National Summit on Education Reform
December 2018
What does innovation look like?

- Adaptive, personalized approaches
- Multiple measures for a holistic view
- Cohesive, student-centered systems
- Efficient approaches that maximize classroom time
- LEAs and SEAs working together
Learn more with adaptive testing

- Adaptive Testing Distribution
- Traditional Testing Distribution

Learn more about low performers
Learn more about high performers

Achievement Score
Who had a better year?
Who had a better year?
Rapid guessing: Accuracy for equity
Rapid guessing behavior

Student begins rapid guessing

Student re-engages

Test slowly works back up to student’s level. Items and time are wasted

Test is less precise, many wasted items
Rapid guessing behavior

- Student begins rapid guessing.
- Test data is more precise, with fewer items wasted.
- Student re-engages. Test is already at student’s level.
Student engagement

Why it matters

- Rapid guessing is more prevalent for the most underserved students
- Achievement gaps are likely sensitive to test disengagement
- Equity implications:
  - Misidentification of students “in need of intervention” costs the student and the system
  - Inaccurate understanding of gaps results in misinformed policies
Empowering students with actionable data

- College Explorer takes the value of assessment beyond a score to help students see which schools they are on track to enter.
- Integration of College Scorecard data further informs student and parent decisions.
Early learning innovation
### Reading is especially important

#### Early intervention is critical

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>90%</strong></td>
<td>Of struggling readers can increase skills to average levels with early intervention</td>
</tr>
<tr>
<td><strong>67%</strong></td>
<td>Of fourth graders in the U.S. are not proficient readers</td>
</tr>
<tr>
<td><strong>15%</strong></td>
<td>Fewer students are exited from special education services after 3rd grade</td>
</tr>
<tr>
<td><strong>100%</strong></td>
<td>Is how much more it costs to educate a student in special education services</td>
</tr>
</tbody>
</table>
New assessment models
Adaptive through-year assessment

- Fall: Grade-level expectations
- Winter: Grade-level expectations
- Spring: Grade-level expectations

End-of-year summative proficiency scores:
- F
- W
- S

Within Year Growth and Student Learning Level
Instructionally relevant results

- Scale scores and growth norms
- Inquiry-based reporting
- Narrative descriptions of student performance
- Recommended classroom-based performance tasks
Districts leading

Georgia Innovative Assessment Pilot: GMAP

- District-led, state-supported innovation
- 10 districts, 5-year pilot
- Begin with MAP Growth and transition to through-year assessment
- Content areas: ELA, math, science
- New, unified solution will preserve MAP Growth functionality and culminate in summative proficiency scores
Multiple content areas

**Louisiana Innovative Assessment Pilot**

- English and social studies combined
- Passaged from books students have read
- Several brief assessments throughout the year
- Local choice of books students will read
Questions?