



**BEST** FOR  
**ALL**

We will set all students on a path to success.

**2020-21 Assessment Update**  
**Casey Haugner-Wrenn, AC Assessment**

State Board of Education Workshop | July 22, 2021



# BEST FOR ALL

We will set all students on a path to success.

## ACADEMICS

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ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

## STUDENT READINESS

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TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS

## EDUCATORS

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TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL



# Agenda



- Impact of COVID & Flexibilities for Districts
- Spring Administration Review
- Look ahead to 2021-22
- Standard Setting Summary



# Assessment Update

Impact of COVID & Flexibilities for  
Districts



# Assessment Update: Impact of COVID

- Shortened time frames to show value with assessments
- Increased need for formative and diagnostic testing
- Requirement for more district flexibility in summative testing
- Uncertainty and variability around district instructional calendars and modes of instruction



# Assessment Update: 2020

## March

- Tornadoes
- Online Verification Test
- School Closures due to COVID
- Passage of HB2818/SB2672
- U.S. Dept. of Ed. Waiver
- Assessment Stop Work Order

All but 5 districts successfully participate, overwhelming response from field to return to online testing, particularly for high school EOC.

## June - August

- Develop Checkpoints & Interims
- Launch Schoolnet Platform
- Negotiate Fall Testing options for ACT, WIDA ACCESS
- Award Development RFP to Pearson, contract transition

As we discussed last year, new item/form development contract was evaluated over summer, awarded to Pearson, and transition of all testing assets complete.

## April - May

- Halt of any preparations for spring
- Return of unused alternate testing materials
- Planning for formative begins

## Fall 2020

- Launch of Checkpoints, Interims
- October ACT Testing
- Fall EOC Testing (2 Windows)



# Assessment Update 2021

## January - February

- Release of second testing window results
- Preparations for Spring TCAP
- Launch of final Interims
- Launch of new formative “testlets”
- Additional Verification Test opportunities begin
- Passage of Learning Loss Legislation

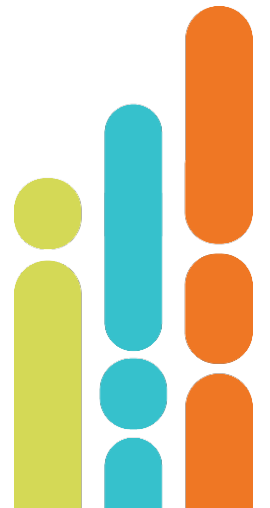
Remaining districts participated in verification test. Additional districts opted to “re-verify” given new technology.

## June - August

- Support Summer pre- and post-tests
- Prepare Schoolnet for 2021-22
- Develop additional testlets
- Final reporting for TCAP results
- Committee meetings & standard setting

## March - June

- WIDA Testing
- MSAA Testing
- ACT Spring Testing
- TCAP Testing
- Creation of pre- and post-tests for summer programming
- Item reviews





# 2020-21 Formative Supports

## New Formative Assessment Tools

- *Start of Year Checkpoints*: Math, ELA, Grades 3-EOC
- *Mock Interims*: All tested subjects, grades
- *Item Bank*: Released TCAP items educators can use to create classroom assessments
- *Assessment Builder*: Educators can create/upload questions into Schoolnet for online testing and automatic scoring of classroom assessments
- *Summer Pre- and Post-Tests*: State adopted tests to measure students during summer learning loss bridge camps



**705,515** students  
in Schoolnet platform



**366,423** state assessments  
taken as of July 14



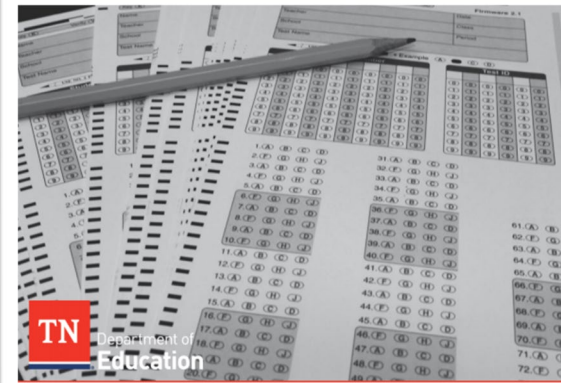
# Need for District Flexibility in Summative

- Expanded available use of off-site testing locations, flexibility of testing schedules, training proctors
- Issued guidance on use of Medical Exemptions for COVID-impacted students, including legal guidance
- Provided peer support and profiles of district solutions
- Expanded testing windows:
  - Fall: 2 windows provided, December and January
  - Spring: 4 windows provided, April 12 – June 10
  - Extended windows for WIDA, MSAA, offered additional dates for ACT
- Allowed student make-ups across windows
- Provided virtual trainings, meetings, and daily webinars
- Increased official communications to weekly



# District Support in Summative

- Guidance documents
- Sample communications and social media tools
- Profiles of district promising practices
- Toolkits and checklists to support maximizing participation



## 2021 Spring TCAP Assessment Support

### Guidance to Support Student Participation

Tennessee Department of Education | March 2021

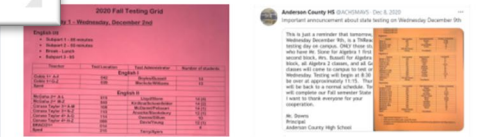
Area	Examples	Security, Scheduling, and Logistics	Additional Ideas
Staff and Schedules	Assessment schedules and build-level plans utilize the year to address needs or concerns of testers and families and accommodations are made, including off-hours or building-level test administrators and proctors are deployed as an off-site testing, increased rooms to account for time for sanitation and transitions, make-up opportunities for students who are unable to attend, and training for proctors and test administrators.	Security, Scheduling, and Logistics	Additional ideas can be found in <a href="#">Spring Toolkit</a> .
School Operational Needs	District promotes "all hands on deck" approach to supporting build-level needs by deploying district office staff to support schools to be responsive.	Security, Scheduling, and Logistics	Additional ideas can be found in <a href="#">Spring Toolkit</a> .
Make-up Testing	Clear plans for how to transport, feed, and keep safe students who may be in school whose learning environment has been virtual or homebound. Enhanced cleaning/sanitation procedures for facilities with increased attendance.	Security, Scheduling, and Logistics	Answers to FAQs about make-up exams found in <a href="#">Spring Toolkit</a> .
Student Expectations and Engagement	Evidence district is maximizing make-up opportunities for students, including testing in spring (Fall EOC only), providing clear make-up expectations, dedicated space/staff to facilitate ongoing make-up plans for dealing with quarantined students during testing window, evidence fall window is used for make-up opportunities (until June 10).	Security, Scheduling, and Logistics	Answers to FAQs about make-up exams found in <a href="#">Spring Toolkit</a> .
	District level, school level, and teacher level engagement plans ensure two-way communication with each child, especially those at risk for not participating, has been established, and individualized plans made.		
	Updated attendance policies, grading policies, and/or school reward programs to encourage participation and best effort, such as creating incentives in the afternoons on testing days to encourage attendance.		
	Individualized communication and engagement plans for students displaying patterns of chronic absenteeism are in place with joint commitments from school and family about attendance.		

nd schools are strongly encouraged to test as early as feasibly possible, given their instructional Districts should reserve the latter weeks of their chosen window to ensure make-up tests can be red for students who may have been impacted by illness or quarantine. With the expanded testing Districts should have more than enough time to schedule student make-up exams, on an ed basis, for any student who was unable to test during the first week(s) of the original window ss or quarantine. Students who are unable to return to instruction because of a documented ical condition may qualify for a medical exemption. Districts should consider the following as fe their make-up testing procedures:

idicate a district conference room, computer lab, administrative office, or classroom to completing dent make-up exams. Dedicating a space throughout the remainder of the available testing time n maximize flexibility for families to bring their students in to test outside of the normal testing heduhe. Provide make-up testing dates until the end of the semester, rather than stopping at the end of the istrict's chosen window. Even if schools have completed the bulk of their testing in their chosen ndow, districts are able to test students all the way to June 10 to maximize participation of idents who were unable to participate in the normal window. Sure all make-up tests taken by students have the sub-parts of the exam taken in sequential der.

#### Anderson County, Scheduling & Communications

ore Fall 2020 end of course testing, Anderson County High School made the difficult decision to return to ction to protect students and staff from the spread of COVID-19. Despite this challenge, district and building ctors designed an in-person testing schedule that **split classes by student last name and utilized rooms per course to maximize social distancing**, keeping less than 15 students in a room. They also **bjects (all subparts) on the same day** to speed completion of tests and minimize disruption to their chedule while minimizing the number of students in the building. **Transportation and meals were** students who were testing, encouraging participation and addressing family needs, while non-testing icipated in virtual coursework through their Google Classroom accounts. Ben Downs, ACHS Principal, took **aily updates**, including posting testing schedules and reminders. As a result of their efforts, Anderson ed a **92% participation rate** in Fall EOC testing.



# Assessment Update

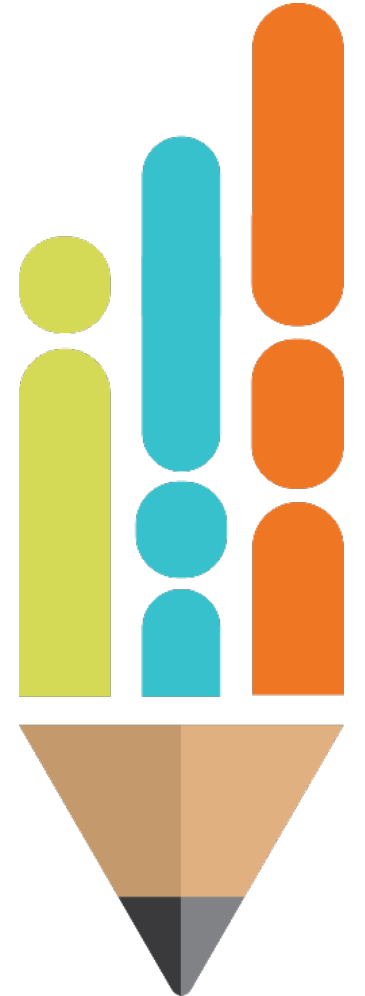
## Spring Administration Review



# Spring 2021 TCAP Testing: By the Numbers



- **689,414** essays hand scored  
**1,923,639** answer documents scanned
- **44,553** boxes shipped to districts to fulfill  
**3,634** orders
- **1,950,372** tests taken by **749,453** unique students\*
- **0** tips submitted to anonymous test security tip-line



# Spring 2021 TCAP Testing

## Successes

- Districts took advantage of flexibilities offered by department.
  - Testing windows, make-up exams
  - Off-site testing
- Districts set clear participation rate goals and strategies.
  - Increased communications with parents
  - Clear goals and tactics, customized by school and community
  - Positivity, joy, and celebrations surrounded testing activities
- Administration vendor was flexible and accommodating.
  - Increased raw score files
  - Wave shipments and processing
  - Expanded hand scoring timeline
  - Earlier delivery of raw scores to support summer programming decisions



# Spring 2021 TCAP Testing

## Challenges

- Testing students in virtual instruction
- Staffing impacts of COVID-related quarantine, sickness, or no-volunteer policies
- Shipping partners and delays
  - Impacted both ACT (FedEx) and TCAP (UPS, XPO)
  - Increased materials orders to address increased social distancing groups
- “Wave” approach lessons learned
  - Difficult to prioritize receipts at warehouse for scanning, scoring
  - Data flow in platforms between windows
  - Increased quality control for results files

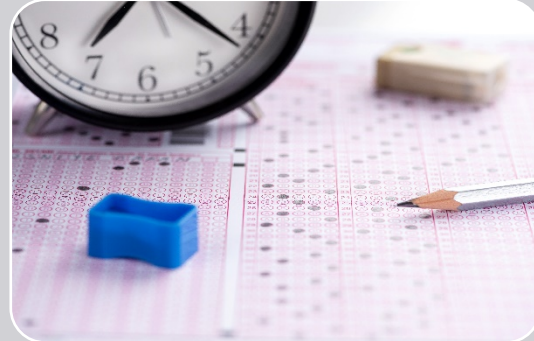


# Assessment Update

A Look Ahead



# A Look Ahead: Assessment in 2021-22



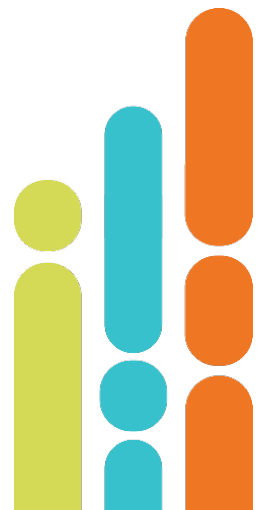
## Increased Formative Options

- Larger item bank
- More “testlets”
- District support opportunities
- Measurement of summer programs

## Consistent & Quality Summative Testing

- Fall EOC
- Spring TCAP
- Faster reporting

## Transition back to Online Administration for High School Students



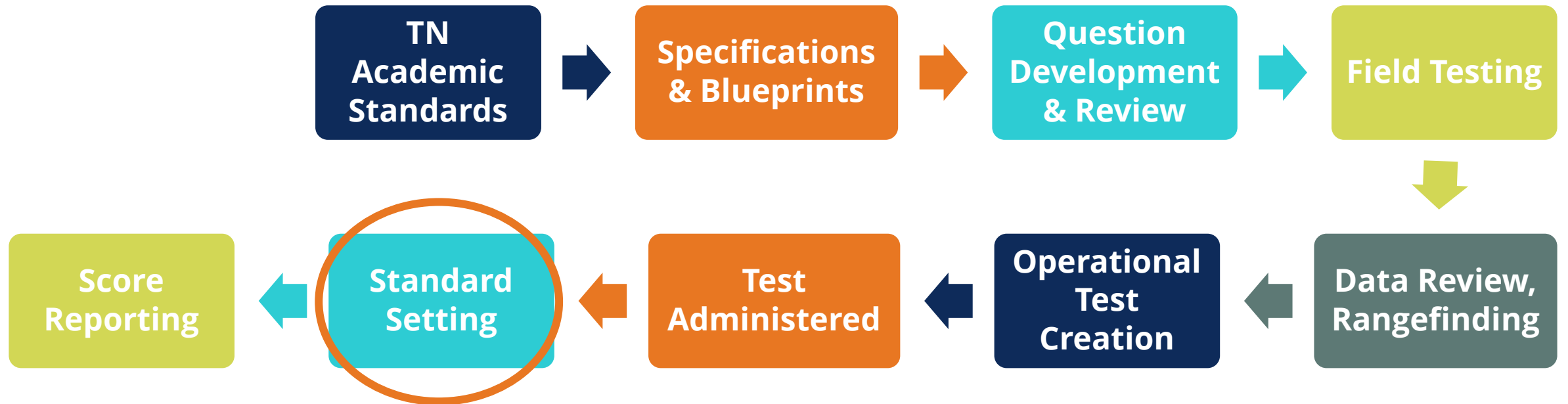


# Standard Setting Update

Recommended Cut Scores for  
Science, Social Studies



# Assessment Life Cycle: 3 Year Process

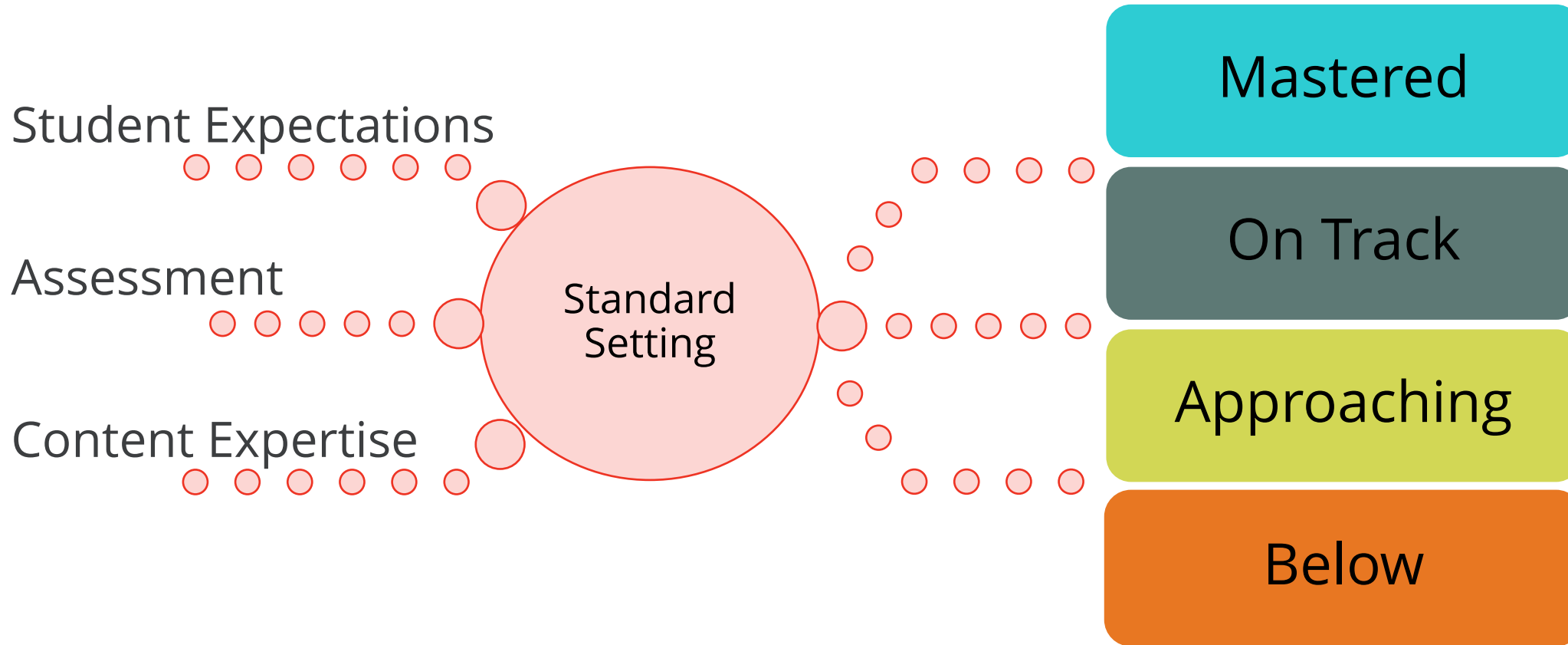


# What is Standard Setting?

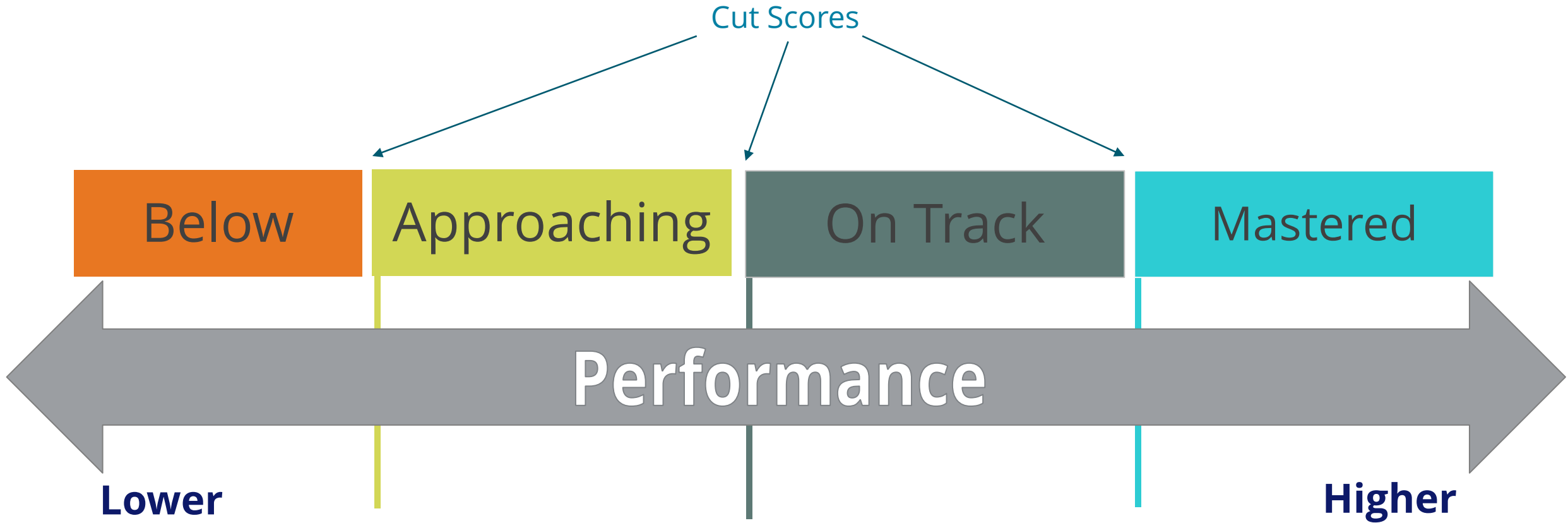
- “Standard setting is the methodology used to **define levels of achievement** or proficiency and the **cut scores** corresponding to those levels.
- A cut score is simply the score that serves to classify the students whose score is below the cut score into one level and the students whose score is at or above the cut score into the next and higher level.”



# What is Standard Setting?



# What is Standard Setting?



# Why do a Standard Setting?



**Revised TCAP Science and Social Studies exams were in place starting in 2019-20, which require standard setting to determine performance levels.**

## **Revised Science Standards**

- Grades 3-8 and Biology, including Alternate exams
- Adopted by State Board in October 2016 for implementation during 2018-19 school year

## **Revised Social Studies Standards**

- Grades 6-8 and U.S. History
- Reviewed and revised in 2019
- Test design was adapted to remove constructed response item and align to revised standards

# Standard Setting Summary



## Standard Setting Educator Committees Held in November

- Conducted virtually (utilizing proprietary Pearson platform)
- Included educators from across Tennessee, diversity of backgrounds, years of experience, school characteristics
- Reviewed Fall and Spring assessment questions in comparison to standards and policy level descriptors (PLDs)
- Utilized Extended Modified Yes/No Angoff method (Davis & Moyer, 2015) instead of Bookmark methodology

## Vertical Articulation and Alternate Committees Held in July

- Reconvened sub-set of original educators to confirm recommended scores considering more information
- Alternate committee utilized Modified Angoff with student profiles
- Recommended raw score and scale score cuts are on agenda for your approval tomorrow

# Questions?

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