

# TNReady Update State Board of Education

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## TNReady begins this school year in 2015-16

- Replaces the state's current multiple-choice only tests in English language arts and math for grades 3-11 and will include a variety of question types as well as writing.
- Provides true information about student readiness for postsecondary work.
- Provides actionable information for parents and educators to support student growth.
- Developed by Tennessee educators to better assess student knowledge, as well as critical thinking and problem-solving skills – in short, all the things students will need to succeed following high school.



## TNReady will be more engaging for students...

- In reading and writing students will read from texts and provide written responses to support their answers.
- In math students will solve multi-step problems, many without using a calculator, to show what they know.
- Much like teachers already do in their classrooms, TNReady will give students a variety of new ways to show what they really know and can do.
- TNReady will be administered in two parts.



## TNReady - Part I

- Part I for ELA will replace the state's current writing assessment.
  - It will require open-ended written responses in ELA.
- Part I for Math will include performance tasks in grades 3 – 8.
  - These performance tasks will include open-ended responses and be multi-step problems that allow students to demonstrate several skills towards a practical application.



## Sample Math Performance Task: 4th Grade

Joe went hiking for 1 week.

The table shows Joe's distance from the start of the trail in miles (mi) at the end of each day of hiking.

Day	Distance from Start of Trail (mi)
1	$15\frac{1}{8}$
2	30
3	42
4	66
5	82 <sup>4</sup> <sub>8</sub>
6	102 <sup>6</sup> / <sub>8</sub>
7	120

### Part A

Choose True or False for each statement about Joe's hiking.

	True	False
Joe walked more mi on day 1 than on day 2.		
Joe walked the most mi on day 7.		
Joe walked 3 more mi on day 6 than on day 7.		

### Part B

In decimal form, how many mi did Joe walk on Day 5? Enter your answer in the box.

n

### Part C

Complete the statement.

Joe walked Select mi on Day 4 as on Day 3.

Options: half as many, twice as many, 12 times as many

### Part D

Joe estimated that he walked about 15 mi each day. Did Joe estimate correctly? Why or why not? Enter your answer in the box.

## Sample ELA Writing Prompt: 3rd Grade

Students will read a set of passages.

The passages describe how beavers and a mole build their homes.

- How are the two homes different?
- How are they alike?

Write an essay that compares and contrasts the homes of beavers and moles. Be sure to use facts and details from both texts to support your essay. Follow the conventions of standard written English.

Manage your time carefully so that you can

- Plan your essay
- Write your essay

Type your answer in the space provided.



## TNReady - Part II

- The second portion of TNReady will be administered in April/May.
- This portion will ask students to select responses for multiple types of questions.
- Performance on Part I and Part II will be combined into a single composite score for each student.



## Previous TCAP Tests v. TNReady

### Grade 7 English language arts

### (Old) TCAP Example Question

### (New) TNReady Example Question

## Read the passage titled "Somebody's Daughter," and answer the question below.

The entire passage is located in the last section of this guidebook called "Resources."

## The character of Papa is mainly revealed through

- A. what the author tells us.
- B. what other characters say about him.
- C. what he says.
- D. what he thinks.

Read the passage titled "Galileo and the Lamps," and answer the questions below. The entire passage is located in the last section of this guidebook called "Resources."

### Part A

Based on the passage, how did seeing the lamps in the cathedral influence Galileo?

- A. He discovered a better method for lighting the lamps.
- B. He became interested in science for the first time.
- C. He noticed an unusual property of pendulums.
- D. He learned how to attach pendulums to timepieces.



## Previous TCAP Tests v. TNReady

#### Part B

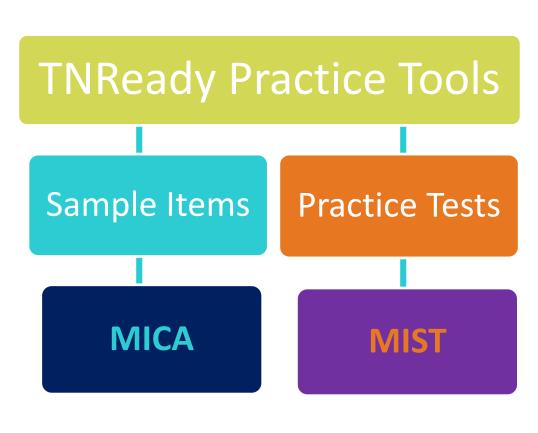
Select the section of text that best supports your answer in Part A. Students will have options pre-selected from the text and will choose the correct one.

One evening when he was only eighteen years old he was in the cathedral at Pisa at about the time the lamps were lighted. The lamps – which burned only oil in those days – were hung by long rods from the ceiling. When the lamplighter knocked against them, or the wind blew through the cathedral, they would swing back and forth like pendulums. Galileo noticed this. Then he began to study them more closely.

He saw that those which were hung on rods of the same length swung back and forth, or vibrated, in the same length of time. Those that were on the shorter rods vibrated much faster than those on the longer rods. As Galileo watched them swinging to and fro he became much interested. Millions of people had seen lamps moving in this same way, but not one had ever thought of discovering any useful fact connected with the phenomenon.

## What are the TNReady Practice Tools?

- Sample items in MICA (Measurement Incorporated Classroom Assessment) along with the..
- Practice tests delivered in MIST (Measurement Incorporated Secure Testing) make up the...
- TNReady Practice Tools
   available to educators and
   students.





## TNReady: Educator Involvement

- Tennessee educators both at the K-12 and higher education levels — were involved in the selection process of TNReady.
- Tennessee educators determined item selection, test length and composition, and scoring.
- Going forward and on an ongoing basis, Tennessee will decide on changes to the test based on changes to standards, and Tennessee teachers will be engaged in item development and review.
  - Assessment will be updated to reflect any changes to standards in 2017-18 school year.



## TNReady: Higher Education Partnership

- Higher education support will be vital to success of TNReady.
  - Higher Education faculty participated in RFP process in fall 2014, where Measurement Inc. was selected as TNReady vendor
- As with PARCC, TBR, TICUA, and UT faculty and staff have engaged to validate our TNReady assessments as reflecting postsecondary and career success.
- Higher education faculty have committed to help in the following areas:
  - Vetting the assessment and publicly communicating about alignment with postsecondary expectations
  - Range finding for hand-scored elements of HS math and ELA
  - Creation of performance level descriptors for HS math and ELA
  - Standards setting to determine cut-scores for HS math and ELA

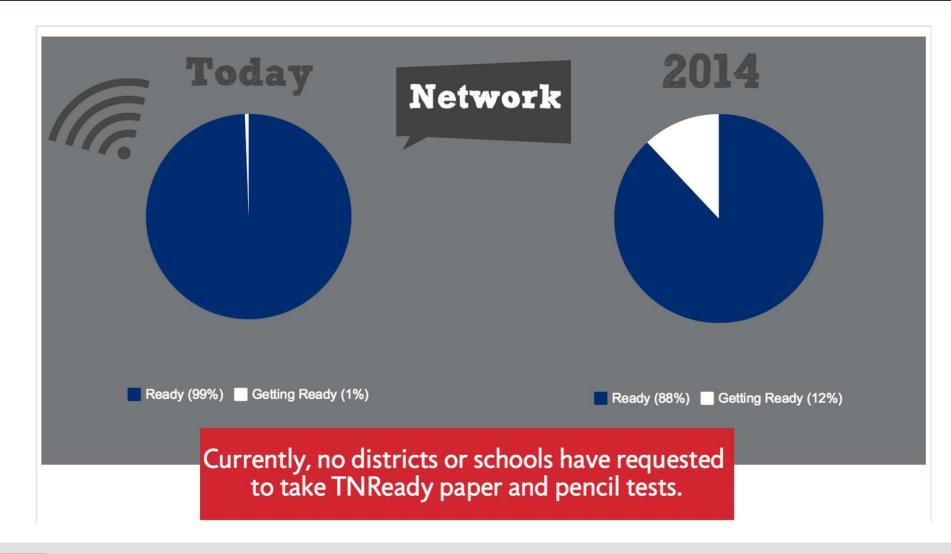


## TNReady → Online Assessment

- TNReady will be administered online with paper back-up available.
- This gives Tennessee students an opportunity to develop critical technology skills they need for success, while also ensuring that they do not fall behind their peers in other states where online tests are given.
- We have phased in required online testing over the last four years. Many states have been testing online for 15+ years.

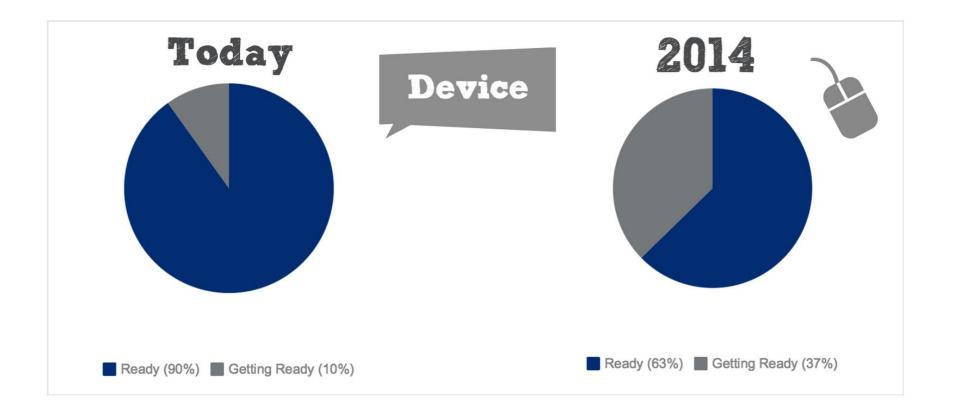


### Network Readiness





### **Device Readiness**



## "Break MIST Day" - System Stress Test

Test Date: October 1, 2015

• **Test Window:** 7:30 am to 10:30 am local time

Participation: Optional

• Intent: To test the technology systems (administration, audio, proctor accounts, student accounts) that are in place to send and receive test questions and responses between the school and Measurement Incorporated.

 100% of users with text-to-speech – most bandwidth intensive feature – activated for directions at the start of the test. Typically only available for students with approved accommodations.



## "Break MIST Day" - Test Results

- Nearly 110,000 students logged on to MIST. Peak load was 3 to 4 times more than we experienced during writing assessment in the spring, as we compressed a four-week window for administration into three hours.
- These conditions truly created a "stress test," a load we would not expect during the normal operational window.
- Results: MIST system did experience slow response time at midway point through 3-hour window but eventually recovered from bottleneck issues.
- Next Steps: Vendor will review data collected and make updates to ensure seamless performance during the operational assessment.



### Online Assessment... Flexible Administration

**District** 

- Set calendar
- Choose 5 days per grade/content

School

- Choose days for subtests
- Set unique schedules

**Proctor** 

- Ample time (not speed)
- Provide breaks as necessary

TNReady will minimize interference with teaching and learning...



## Student Experience with Flexible Administration

3<sup>rd</sup> Grader

**11.2** hours total student time on task

7 – 12 test sessions across four subjects

45 minutes to an hour per session

7<sup>th</sup> Grader

**11.7** hours of total student time on task

7 – 12 test sessions across four subjects

45 minutes to an 1.5 hours per session

11<sup>th</sup> Grader

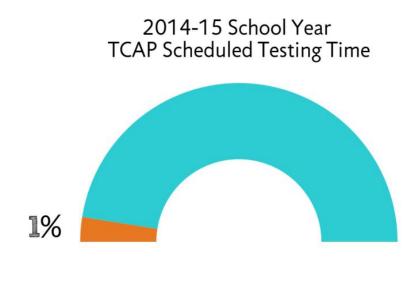
**12.3** hours of total student time on task

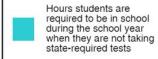
7 – 11 test sessions across four subjects

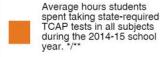
1 hour to 1.5 hours per session



## **Testing Time Comparison**







testing window in a given subject area, the calculations here represent the longest time in the window that a student could be testing.

\*\* This calculation is based on an average of hours spent testing among the three grade groups: Grades 3-5,

Grades 6-8, and High School.

\* If a range of times was given for the

 Students will spend a similar amount of time taking staterequired tests as they have in previous years.



Includes the new TNReady TCAP test



Hours students are required to be in school during the school year when they are not taking state-required tests

Average hours students will spend taking TCAP tests in all subjects during the 2015-16 school year. This includes the new TNReady TCAP test. \*/\*\*

\* If a range of times was given for the testing window in a given subject area, the calculations here represent the longest time in the window that a student could be testing.
\*\* This calculation is based on an average of hours scheduled for testing among the three grade groups: Grades

3-5, Grades 6-8, and High School.



## TNReady will provide better information for families....

- Parents will receive more and better information on their student's performance.
- The new reports are designed to do three things:





### Current TCAP Individual Student Reports for grades 3 – 8

Tennessee Comprehensive Assessment Program (TCAP)

### ridual Profile Report

est - Spring 2012



Achievement Form C

Cut for

43

33

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erformance Index (RCPI)

Cut for

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RCPI Cut for

Basic

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ng strategies. The student typically

### Reading/Language

Purpose: This report provides a comfor instructional planning specific to Your Student's Individual Profile R

#### Your Student's Perform

A graphic representation of your street performance on the Reporting Car Reading/Language Arts is show The Achievement Level achieve Reporting Category is represental following symbols:

Achievement Level (AL) Indicators	Sc	je
★ = Advanced		2
● = Proficient		9
→ = Basic		9
△ = Below Basic		Э

Your Student's Scale S

### Results

student's performance on the Reading/Language Arts portion of the teacher during a parent-teacher conference. Please see the teacher during a parent-teacher conference. Please see the teacher during a parent-teacher conference.

the state of the s			The second secon
Repor	Student Achievement Level	Student RCPI	Achievemen 0 10 20 30 40 50 6
Language	*	85	
Vocabulary	*	90	
Writing and Research	•	62	
Communication and Me	0	25	<del>                                    </del>
Logic	•	34	<del>                                </del>
Informational Text	*	95	
Literature		32	- <b>\( -</b>
Reading Composite		34	: :  : <del>-                               </del>
Language Arts Composite		51	I +♦
The Penorting Category Performance Index		140	Λ

System: SY

The Reporting Category Performance Index of the number of items your student would be excorrectly if there had been 100 such items for the

This report shows that your student has an opportunity Communication and Media

Represents your Student's Re

Represents the Confidence E
The line to the right and left c
which your student would make the same as similar test experience.

Represents the Proficient reasons ing Category

Represents the RCPI necessity and the Basic Achievement Level.

#### Your student's Achiever Reading/Language Arts is Proficient.

Language: A student at this level of vel mastery by typically using standard grammar, usage, and mechanics. The stude<mark>r</mark> pronunciation, and usage of words at ent typically understands and uses correctly a variety of sentence structures. Communication: A student at this lev level mastery by typically using critical listening skills essential for comprehension, eva differentiate between summarizing and ent typically begins to distinguish between a summary and a critique. The student typical Writing: A student at this level demonstra by typically writing in a variety of modes for a variety of purposes and audiences. The st organizes ideas into an essay with an introd raphs, appropriate transitions, and conclusion. The student typically refines strategies for Research: A student at this level demonstrate typically defining and narrowing a research topic. The student typically makes distinctions relevant information from a variety of primary an student writes a research paper typically using a standard format with technology and cre Logic: A student at this level demonstrates grade process. The student typically uses logic to make inferences and draw conclusion text for logical relationships, including fact and opinion at typically explores deductive and inductive reasoning. The student typically Informational Text: A student at this level demonstrate ing process. The student typically comprehends and summa identifies the organizational structures of informational text rets, and analyzes the text features of informatic Media: A student at this level demonstrates grade level maste The student typically recognizes how visual and sound technique

y of strategies termine the definition,

tudent typically begins to

ational structure of a speech.

he student typically gathers and uses

tten contexts. The student typically analyzes
or persuasive devices.
ang details of informational texts. The student typically

rie relationship between the visual and the verbal in media.

forms of literature. The student typically analyzes works of



Example of all subjects ACH

Literature: A student at this level demonstrates grade level mastery

literature with regard to their historical periods. The student typically unders

## TNReady Potential Ideas for Report Redesign

2015-2016 TNReady Assessment

### **ENGLISH I STUDENT REPORT**



**Janet Doe** 

Grade: 9
USID: XXXXX4321

Teacher: Burgess

School: 00312 - City High System: 00321 - City Schools

#### **About This Assessment**

Janet took the TNReady Assessment in English I in Spring 2016. This test asks students to answer questions that measure the knowledge and skills they need to succeed in their grade. If you have questions about this report, please talk to Janet's teacher or principal, or contact City Schools District at (800) 123-4567. There is also additional information in the Parent Guide at https://www.tn.gov/education/section/assessment.

### PERFORMANCE LEVEL

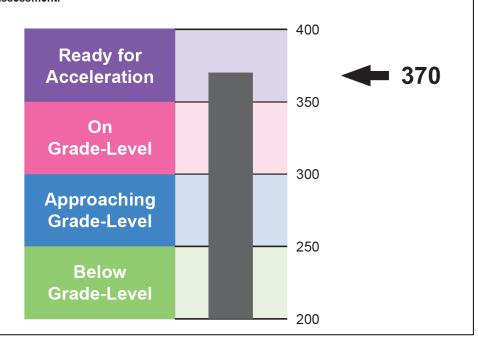
Ready for Acceleration

OVERALL SCORE

370

### Janet's Performance on the English I Assessment

Students who score in the *Ready for Acceleration* level show strong understanding of the expectations for their grade. They are <u>fully prepared</u> for English II and <u>on-track</u> for post-secondary and career readiness.



## TNReady Potential Ideas for Report Redesign

2015-2016 TNReady Assessment

### **ENGLISH I DETAILS**



PERFORMANCE LEVEL

Ready

for

Acceleration

#### Janet's strengths are in these areas:

- Referencing and comprehending grade level literary texts
- Responding to writing prompts and drawing evidence from multiple sources

### Janet needs to improve her knowledge and skills in these areas:

- Referencing and comprehending grade level information texts
- Understanding, interpreting, and utilizing standard English, grammar and usage

### **Next Steps:**

Discuss the following with Janet and her teacher to enhance her performance:

- Read increasingly challenging or above grade level text.
- Gather evidence to support an idea when speaking or writing.
- Consider working as a peer tutor to help others and to increase her own knowledge.

### **Performance Comparison**

Percent of students scoring at each Performance Level.

	City High	City Schools	State
Acceleration	6%	10%	9%
On	24%	32%	27%
Approaching	46%	40%	44%
Below	24%	18%	20%

Janet's Level: Ready for Acceleration

**Key:** ✓ At/Above Mastery ★ Below Mastery

### OVERALL SCORE

370

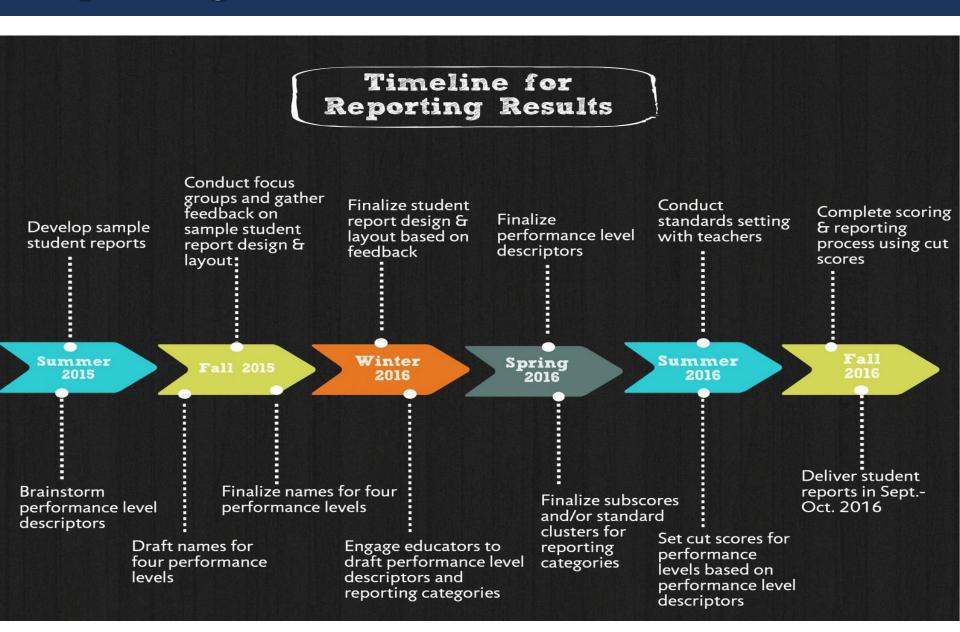
### **Writing Scoring Categories**

Development	Understands and develops ideas from complex informational articles	<b>✓</b>
Focus and Organization	Focuses and organizes a range of ideas from complex informational articles	<b>✓</b>
Language	Understands and uses the English language effectively	<b>√</b>
Conventions	Demonstrates command of the conventions of standard English grammar and usage when writing	<b>√</b>

### **Reading Scoring Categories**

Reading Literature	Reads, understands, and analyzes a range of complex literary articles when writing or reading	<b>√</b>
Reading Informational Text	Reads, understands, and analyzes complex informational articles	<b>✓</b>
Vocabulary	Understands, interprets, and uses standard English	<b>✓</b>
Conventions	Demonstrates command of the conventions of standard English grammar when reading	<b>√</b>

## Reporting Timeline





## Questions?