Presenter’s Guide

Assessments
aligned to
Common Core State Standards
Acknowledgements

The IDEA Partnership extends appreciation to, and acknowledges the contributions of 29 cross-stakeholders, representing

- Teachers,
- General Education Administrators,
- Special Education Administrators,
- Specialized Instructional Support Providers,
- Families,
- Higher Education,
- Technical Assistance Providers, and
- Policymakers

from 15 states across the country, in the creation of this presentation.

Subsequent revisions have been made through the small group process ensuring representation of a wide range of stakeholder roles.
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Purpose of this guide:
This presenter’s guide is intended to support the PowerPoint slides by offering
- Suggested background readings;
- Talking points relative to each slide;
- Suggested activities to enhance learning opportunities for participants;
- Tips to facilitate the professional growth experience; and
- Suggested readings for extension of learning.

About the format:
There are three distinct sections of this document, “Preparation”, “Presentation/Process”, and “Supplementary Materials”.

The preparation section begins on the following page and includes:
- Participant objectives;
- Three suggested agenda/timeframes to help you meet the needs of the audience and/or available time allotment;
- Support/background materials the presenter may wish to access prior to preparation for presentation;
- Materials and supplies needed for the presentation; and
- Equipment needed for the presentation.

The presentation/process section follows preparation suggestions and includes:
- Suggested minutes for information sharing and/or suggested activities for each of the key concepts of the presentation, within each section minutes are enclosed in boxes and intended to be highlighted ahead of time dependent on the overall timeframe selected for the presentation;
- Slides in miniature, in sequential order, with talking points,
  - Usually in bulleted format, not intended to be read verbatim, and
  - Presenter is encouraged to interject his/her own style;
- Participant activities to enhance learning opportunities, indicated by a vertical line to the left of each activity,
  - May be carried out as suggested, or
  - Adjusted to audience and time allotment;
- Presenter notes to suggest background information or extension readings, noted in bold italic font;
- Presenter tips to suggest facilitation techniques, noted in bold italic font; and
- Suggested segue comments to bridge between ideas and/or activities, also noted in bold italic font.

The supplementary materials section contains handouts that may be copied and used to support or enhance the presentation.
Assessments aligned to the Common Core State Standards

Preparation

Objectives:

Participants will increase knowledge relative to
- Common Core State Standards
- Assessment development aligned to Common Core
- Where to find more formation

Participants will explore
- Membership and focus of each of five consortia (expanded version)

Agenda/Timing:

180 minutes - Total time including expanded consortia information, optional activities, and Q&A (Expanded presentation timeframe)
120 minutes - Total time for information sharing and learning activities (Mid-level presentation timeframe)
60 minutes - Total time for sharing of information and Q&A (Key information presentation timeframe)

180 minutes - Expanded presentation timeframe (all slides)
Suggested time allotments:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>10 min</td>
<td>Introduction</td>
</tr>
<tr>
<td>40 min</td>
<td>Common Core State Standards</td>
</tr>
<tr>
<td>110 min</td>
<td>Assessment Development</td>
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<tr>
<td></td>
<td>General Assessments (45 minutes)</td>
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<td></td>
<td>Alternate Assessments (45 minutes)</td>
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<td></td>
<td>English Language Learner Assessments (20 minutes)</td>
</tr>
<tr>
<td>5 min</td>
<td>Further information and resources</td>
</tr>
<tr>
<td>15 min</td>
<td>Question and Answer</td>
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</tbody>
</table>

120 minutes - Mid-level presentation timeframe (slides 1-11, 14-15, 18-23, 26-27, 30-34, 36, 38-41)
Suggested time allotments:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>10 min</td>
<td>Introduction</td>
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<tr>
<td>40 min</td>
<td>Common Core State Standards</td>
</tr>
<tr>
<td>50 min</td>
<td>Assessment Development</td>
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<tr>
<td></td>
<td>General Assessments (20 minutes)</td>
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<td>Alternate Assessments (20 minutes)</td>
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<tr>
<td></td>
<td>English Language Learner Assessments (10 minutes)</td>
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<tr>
<td>5 min</td>
<td>Further information and resources</td>
</tr>
<tr>
<td>15 min</td>
<td>Question and Answer</td>
</tr>
</tbody>
</table>
60 minutes – Key information presentation timeframe (slides 1-11, 14-15, 21-23, 26-27, 32-34, 38-41)

Suggested time allotments:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>5 min</td>
<td>Introduction</td>
</tr>
<tr>
<td>20 min</td>
<td>Common Core State Standards</td>
</tr>
<tr>
<td>25 min</td>
<td>Assessment Development</td>
</tr>
<tr>
<td>5 min</td>
<td>Further information and resources</td>
</tr>
<tr>
<td>5 min</td>
<td>Question and Answer</td>
</tr>
</tbody>
</table>

Support Materials:

- Assessment Services Supporting ELs through Technology Systems
  www.assets.wceruw.org/
  http://www.k12center.org/rsc/pdf/Coming_Together_June_2013.pdf
- Common Core State Standards Initiative
  www.corestandards.org
- Dynamic Learning Maps Alternate Assessment System Consortium
  www.dynamiclearningmaps.org
- English Language Proficiency Assessment for the 21st Century
  www.ELPA21.org (under construction)
- National Center and State Collaborative Partnership
  www.ncscpartners.org
- Partnership for Assessment of Readiness for College and Careers
  www.parconline.org
- Ready by 21, Forum for Youth Investment
  http://www.forumfyi.org/readyby21
- Smarter Balanced Assessment Consortium
  www.SmarterBalanced.org
- The IDEA Partnership Website; Common Core Collection
  www.ideapartnership.org

Materials and Supplies:

- PowerPoint slides - or -
- Overheads prepared from the PowerPoint slides
- Handout Masters – to be copied in appropriate numbers
- Chart paper and markers
- Paper and pencils for Participants

Equipment:

- Computer and projector -or-
- Overhead projector
- Projection screen
Assessments aligned to the Common Core State Standards

Presentation/Process

Introduction

Presenter Tip: The introduction should be very brief and garner interest immediately. The following is a starting point; adapt for the particular audience.

Ideas to share with the participants:

- An issue garnering much attention in the field of education today
- Beginning in the spring of 2009, Governors and state commissioners of education from 48 states, 2 territories and the District of Columbia committed to developing a common core of state K-12 English-language arts (ELA) and mathematics standards.
- ELA and mathematics standards have now been adopted by many states and some territories
- We will spend the next few minutes exploring what is happening currently with regard to the assessments that are being developed to measure growth in mastery of the Common Core State Standards
- It is important to note - States determine whether they will use assessments created by the existing assessment consortia or they will create their own assessments aligned to the CCSS (if the state adopted the Common Core)
Presenter Note: With information shared by the five consortia developing assessments to measure the Common Core at the 2012 Annual IDEA Partnership meeting, this presentation was created through collaborative efforts of many individuals working together. Participants represented a wide-range of roles within the field of education. [noted on slide] Time on this slide is very brief; however, it is important to recognize those who contributed to make this presentation accessible to the field and the public.

The original collection of bridging tools relative to the Common Core State Standards was initially created by a full range of education stakeholders in a 2011 general Partnership meeting. Each document was then edited and produced by a small group of persons including those representing teachers, general education and special education administrators, specialized instructional support personnel, families, higher education personnel, technical assistance providers, and policymakers. Subsequent revisions have been made through the small group process ensuring representation of a wide range of stakeholder roles.
**Presenter Tip:** The agenda slide is presented as an adult learner organizer tool and should not be omitted. Very little time needs to be spent here for the brief presentation. For the expanded presentation, the presenter may wish to configure the bullets to come in one at a time and give the participants a sentence or two about each as a preview of what is to come.

Ideas for sharing with the participants:

- **Common Core State Standards (CCSS)**
  - Who initiated this CCSS work; who actually developed the standards
  - Why the standards were developed; the rationale
  - Impact on instruction

- **Assessment development**
  - Five assessment consortia creating assessment tools based on the Common Core State Standards
    - General assessments – 2 consortia
    - Alternate assessments – 2 consortia
    - English Language Learner assessments – 1 consortium
  - Design, timeline, key components
  - Similarities and differences in the two general and two alternate assessments

- **Resources**
  - Web addresses for further exploration and keeping up to date as assessment development continues
Common Core State Standards

Ideas for sharing with the participants:

- Spring 2009, Governors and State Commissioners of Education from 48 states, 2 territories, and the District of Columbia committed to developing a common core of state K-12 English-language arts (ELA) and mathematics standards
- At time of printing (June 2012),
  - Core standards in ELA and Mathematics have been developed and published
  - New science standards have recently been released
  - In progress is the creation of core standards in social studies
- State-led and driven initiative from the beginning
  - Collaborative and voluntary effort on the part of states
  - Federal government was NOT involved in the development of the standards
  - Since the development of the standards the federal government has provided support by
    - Race to the Top state grants made acceptance of the CCSS one of the criteria for awards
    - US Department of Education funding the centers developing assessments aligned to the CCSS
  - States voluntarily adopt the standards based on the timelines and context in their state
  - States determine whether they will use assessments created by the existing assessment consortia or they will create their own assessments aligned to the CCSS
Segue: We have looked at who is involved in this initiative; let us now think about the why. The Mission statement of the Common Core State Standards Initiative states well the rationale for CCSS...

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

Presenter Note: Handout #1: Mission Statement of the Common Core State Standards Initiative is available for distribution, as needed. The bottom portion of the handout is intended for participant note-taking.
Ideas for sharing with the participants:

- **Disparate standards across states**
  - Strong evidence of significant differences in academic standards across states
  - Common Core provides a foundation to work collaboratively across states and districts
  - Pooling resources and expertise, to create curricular tools, professional development, common assessments and other materials

- **Student mobility**
  - Mobility increases problem of disparate standards across states
  - Expectations are consistent for all
  - Not dependent on a student’s zip code

- **Skills needed for today’s jobs/careers and jobs/careers of tomorrow**
  - Societal changes; job changes; expected skill sets have changed over the years
  - Standards are college- and career-ready
  - Will help prepare students with the knowledge and skills they need to succeed in education and training after high school

- **Global competition**
  - Increased global competition for existing jobs
  - Internationally benchmarked
  - Help ensure our students are globally competitive

- **CLICK to bring in overlay box**
  - Common core standards are fundamentally different from those standards that existed in many states prior to this initiative; many states are in process of implementation; timelines for implementation vary from state to state
  - Standards set expectations for all students
  - Assessments must be fundamentally different
  - Must assess all learners with validity and reliability
**Presenter Note:** Handout #2: *Thinking and doing differently*… is available for use at this time. It is intended as an adult note-taking organizer.

**Optional Activity for longer presentations:** Thinking and doing differently

*Depending on number of Participants and how conducted, 15 to 20 minutes*

Think, Pair, Share Activity

Use bottom portion of Handout #1

Lead in question

- In what ways will these different roles (people) need to think and do differently in relation to the past, based on CCSS?

Format of activity:

- Take a few moments (30 to 45 seconds for each role – presenter may signal at the end of the allotted time) to silently think about the question

- Turn to a partner and check in to see if you agree and/or disagree with the same statements.

- At your table, you will then have five minutes to share your thoughts. At the end of that time your table will be given a minute to build consensus around the most important points from your discussion.

- Each table will then share their ideas.

- Sharing options:
  - Each spokesperson shares for 2 minutes, 1 minute – dependent on number of tables
  - Each spokesperson shares, careful not to repeat what has been said before and add new insights

Presenter summarizes the statements includes any pertinent information in the notes below that participants may not have thought of and presented, and moves on to next slide.
For us, the adults, it means…

- Parents – our children will be learning in new ways; we need to know how to support them
- Teachers and administrators – students will be assessed in more authentic ways, our curriculum and instruction must match the expectations on which students will be assessed
- Policy-makers – will need to review existing policy, requirements, and financial incentives; and make changes that may be needed to implement the standards
- Community and business leaders – will need to facilitate implementation of standards by providing information on the application of the standards in the workplace and community settings; support authentic assessments; partners with schools to support any required changes in delivery methods of instruction
- Students – will need to be actively engaged in the learning process
Segue: Common Core State Standards set expectations for student learning and demonstration of learning.

Ideas for sharing with the participants:

- Common Core includes both knowledge and skills
- In schools, assessment is valuable to developing curriculum and designing instruction
- Curriculum design determines what is taught in lessons from day to day and week to week, at what grade level, and in what order; it is important to note the standards are statements of what students will know and be able to do; standards ARE NOT the curriculum; teachers and administrators design the curriculum for the school/district
- Lesson planning provides for instruction for all learners
- Instruction focuses on both knowledge and skills and processes
- Students learn in a variety of modalities (visual, auditory, kinesthetic) and demonstrate learning in a variety of ways (paper and pencil, projects, performances, process development)
- The standards and common core are driving instruction and student learning; these assessments will match/align with the common core – it is circular – assessments inform instruction
- CLICK – the word “assessments” magnifies – segue to next slide
Segue: Common core demands a different way of assessing.

**Presenter Tip:** Graphics on this slide appear through a series of CLICKs which are noted along with the points to share with the participants. Practice prior to presentation of this slide is recommended.

Ideas for sharing with the participants:
- Most current state assessments cannot tap into the knowledge and skills of the common core.
  - More writing and problem solving
  - Assessing process as well as knowledge and skills
  - A different way of thinking about assessment
- CLICK - Bell curve
  - Traditionally think of achievement of students in a bell curve
  - Most accomplish in the middle
  - With few at each end of the continuum
- CLICK – no symbol
  - Not applicable to a standards-based learning environment
- CLICK – arrow and runners enter one after the other
  - Goal is to support all students so that they are to the right on that curve – to achieve the standards at each grade level, move to the next, on to transition to being college and career ready
  - It is about progress in the standards and demonstration of growth by each and all students, regardless of
    - Ability or disability
    - Language/communication preference/mode
    - Preferred way of taking in information or demonstrating use of knowledge and skills
Assessment Development

Presenter Tip: The presenter may wish to configure the main bullets to come in one at a time as you share information about each with the participants.

Ideas for sharing with the participants:

- US Department of Education has awarded grants to support the development of assessments aligned to the Common Core State Standards
  - September 2010 – two grants to develop general (for the majority of students) assessments
  - October 2010 – two grants to develop alternate assessments for those students with significant/intensive support disabilities (approximately 1% of the student population)
  - October 2011 & September 2012 – one grant each year to develop assessments for students who are limited English Proficient; assessing their progress in the CCSS

- States electing to administer these aligned assessments will begin statewide by 2014-2015

- Although your state may choose to develop its own assessments aligned to the Common Core, many will administer assessments that are in the development stages within these consortia

- In the end – all states will still have 3 tests
  - General assessment (most students) – PARCC, Smarter Balance, or their own
  - Alternate assessment (1% of students) – Dynamic Learning Maps, NCSC, or their own
  - English Language Learners with limited proficiency – ASSETS, ELPA21, or their own

Important to note: Consortia creating the tests as we speak and so the information presented in the session is as current as possible at the time of writing/printing; please check websites for most current information

Recommended: Presenter and participants go to websites to see the upcoming activities and provide feedback as requested from time to time
Segue: Let us take a look at what is happening in the area of general assessments, those being developed for the majority of the students in our schools.

Presenter Tip: The presenter may wish to configure the main bullets to come in one at a time as you share information about each with the participants.

Ideas for sharing with participants:

- **2014-15 implementation** – pilots in prior years
- **Most all students** - all students with the exception of those with significant cognitive disabilities and those pre-determined with limited English proficiency; accessible from the beginning
- **With up front access and built in accommodations**
- **Built in accommodations and accessible from the beginning** will include such things as… highlighting, reading question aloud, allowing extra time for processing
  - Both general assessment consortia now have accommodations manuals available for their respective assessments
  - Accommodations are for any student with a need (students with disabilities, English language learners, general education students)
- **Formative and summative**
  - Formative at points/times throughout the year; to guide instructional decision-making; to monitor student progress
  - Summative at the end of the year; to measure growth; individual student growth and provide class, school, district growth data to meet accountability requirements
- Variety of types of questions
  - Selected response (multiple choice)
  - Constructed response (short answer, problem-solving, open response)
  - Performance tasks (models, diagrams, oral responses, etc.); using the knowledge and skills in different ways
- Use of technology – both have technology components
- Professional development resources – for teachers at all tested grade levels
  - Purpose of the test
  - Connection to instruction in the classroom
  - How to administer
  - How to interpret
Ideas for sharing with the participants:

- The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of states working together to develop a common set of K-12 assessments in English and math anchored in what it takes to be ready for college and careers. These new K-12 assessments will build a pathway to college and career readiness by the end of high school, mark students’ progress toward this goal from 3rd grade up, and provide teachers with timely information to inform instruction and provide student support. The PARCC assessments will be ready for states to administer during the 2014-15 school year.

- State involvement
  - Governing – participate in this general assessment consortium only; committed to administering this particular assessment statewide
  - Participating – open options

- The PARCC Vision - PARCC states have committed to building a K-12 assessment system that:
  - Builds a pathway to college and career readiness for all students,
  - Creates high-quality assessments that measure the full range of the Common Core State Standards,
  - Supports educators in the classroom,
  - Makes better use of technology in assessments, and
  - Advances accountability at all levels.

- At time of writing, 19 members
- For latest information: [http://www.parcconline.org/about-parcc](http://www.parcconline.org/about-parcc)
Ideas for sharing with the participants:

- Summative assessments; performance based component, end-of-year machine scoreable test
- Grades 3-8 end of year assessments in ELA and math
- Grades 9-11 end of course assessments in ELA and math
- Optional
- Formative assessments — writing component
- Midyear project assessment – optional – with writing component
- Online technology - will be delivered online; workgroup attending to this
- Accessibility for all - accessible for all students from the beginning; workgroup is developing processes for accessibility and fairness for English Language Learners; as well as for students with disabilities; accommodations for access may be quite different for different learners
**Optional slides:** The following two slides are available for the expanded presentation timeframe.

**Presenter Note:** While sharing the information noted below, the presenter may choose to distribute **Handout #4: General Assessment Consortia Systems** to provide a take-away visual (top of page) for the participants.

Ideas for sharing with the participants:
- Graphic is self-explanatory
- Note the differences among optional assessments (green); required, but not used for accountability (orange line); summative for accountability (orange box)
- Summarize and allow discussion as time permits

**Presenter Tip:** If there is plenty of time available, the presenter may choose to configure the bullets to enter one at a time as each element of the timeframe is shared with the participants.

Ideas for sharing with the participants:
- Graphic is self-explanatory
- Summarize and allow discussion as time permits
Ideas for sharing with the participants:

- The Smarter Balanced Assessment Consortium (Smarter Balanced) is a state-led consortium working to develop next-generation assessments that accurately measure student progress toward college- and career-readiness. The work of Smarter Balanced is guided by the belief that a high-quality assessment system can provide tools for teachers and schools to improve instruction and help students succeed – regardless of disability, language or subgroup. Smarter Balanced involves experienced educators, researchers, state and local policymakers and community groups working together in a transparent and consensus-driven process.
- State involvement
  - Governing board states - participate in this general assessment consortium only; committed to administering this particular assessment
  - Advisory states - open options
- State-of-the-art adaptive online exams, using “open source” technology (open source technology promotes free redistribution and access to the product’s design and implementation)
- Online system will provide assessment information to teachers and others on the progress of all students
- At time of writing, 26 members
- For latest information: [http://www.smarterbalanced.org/about/member-states/](http://www.smarterbalanced.org/about/member-states/)

**Presenter Note:** While sharing the information noted below, the presenter may choose to distribute **Handout #3: General Assessment Consortia** to provide a visual of the states working together in this project (bottom of page). It is recommended to check the SBAC website prior to presentation to ensure the latest information.
Ideas for sharing with the participants:

- **Summative assessments**
  - Grades 3-8 and high school (grade level determined by when student takes the designated English language arts and math courses)
  - In last 12 weeks of school year

- **Optional formative assessments**
  - School may choose to use; for monitoring student progress
  - And/or guide instructional decision-making
  - Content-clustered
  - Administered at locally determined times throughout the year
  - Computer and performance tasks

- **Computer adaptive testing**
  - Students receive different questions based on their responses
  - Determines each student’s achievement level/progress/growth
  - Measures growth over time
  - States have option to use paper and pencil tests over a 3-year transition period
Optional slides: The following two slides are available for the expanded presentation timeframe.

Presenter Note: While sharing the information noted below, the presenter may choose to distribute **Handout #4: General Assessment Consortia Systems** to provide a take-away visual (bottom of page) for the participants.

Ideas for sharing with the participants:
- Graphic is self-explanatory
- Note the differences between optional assessments (green) and summative for accountability (orange)
- Summarize and allow discussion as time permits

Presenter Tip: If there is plenty of time available, the presenter may choose to configure the bullets to enter one at a time as each element of the timeframe is shared with the participants.

Ideas for sharing with the participants:
- Graphic is self-explanatory
- Summarize and allow discussion as time permits
**Optional slides:** The following three slides are available for the mid-level and expanded presentation timeframes.

Source: Coming together to raise achievement. June 2013. ETS

Ideas for sharing with the participants:
- Online assessments; grades 3-8 and high school; ELA and math
- Mix of item types – selected response, constructed response, complex performance tasks
- Two components administered at end of school year; summative
  - Performance-based – extended tasks such as research, oral response, exhibit, product development, etc.; human scoring
  - End of year comprehensive – online and computer scored
Ideas for sharing with the participants:

- Practice tests – increases student comfort
- Optional interim assessments – for instructional decision-making; not part of the summative results for students
- Professional development modules – both web-based and face-to-face delivery systems to be utilized
- Formative items/tasks for classroom use – at the discretion of classroom teachers
- Model curricular/instructional units – in both ELA and math
- Online reporting suite – for efficiency
- Digital library – of resources and tools
Ideas for sharing with the participants:

- **PARCC**
  - Fixed-form summative assessment – assesses students on the standards at the grade level/course in which they are enrolled
  - Performance based assessment – three tasks in ELA and one task in math
  - Retake opportunity – one time for elementary and middle school students; up to three times for high school students
  - Paper and pencil option – one year only as schools prepare for the technology needed, and as an accommodation throughout
  - Required non-summative speaking and listening assessment (gr 3-8 & high school) – required to administer and score; score does not add into the summative score for the student

- **SBAC**
  - Computer adaptive summative assessment – assesses across full spectrum of standards; responds to student responses; adapts to student’s skill level
  - Performance based assessment – one task each in ELA and math
  - Retake option available – when there is irregularity in administration
  - Paper and pencil option – for up to three years as schools prepare for the technology needed, and as an accommodation throughout
Optional Activity for longer presentations: Personal/Professional Connection

Whole Group Discussion Activity

[depending on time available; 10-20 minutes]

Lead in statement and questions:
Now that we have spent time in an overview of consortia developing general assessments aligned to the Common Core State Standards…

- What issues are coming to the forefront for you?
- What questions are uppermost in your mind?

Format of activity:
- Open the floor for discussion
- Paraphrase and repeat whenever clarity is needed
- Answer questions that are answerable
- Record
  - Questions for which there are no answers at this time
  - Issues to explore
  - Suggestions for moving forward
- Facilitate so that all may share in the discussion. Should one or two persons seem to be dominating the discussion, ask for a response from a specific table or from a specific person.

Trainer Tip: Capture key ideas on chart paper. Visual recording for all to see indicates that there will be something done after the discussion and that this is not an exercise in futility.

Presenter paraphrases and summarizes the discussion. He/she indicates where the responses from the discussion will go from here.
**Optional Activity for longer presentations:** Technology Challenges

Whole Group Discussion Activity
*[depending on time available; 10-20 minutes]*

Lead in statement and questions:

There have been several school districts, and some states, that have expressed concern regarding their technology and ability to be online in time for the rollout of these assessments…
- How are your schools dealing with the technology requirements to administer these assessments? In your district? In your state?
- What preparations are being made? If you do not know, how can you find accurate information?

Format of activity:
- Open the floor for discussion
- Paraphrase and repeat whenever clarity is needed
- Answer questions that are answerable
- Record
  - Questions for which there are no answers at this time
  - Issues to explore
  - Suggestions for moving forward
- Facilitate so that all may share in the discussion. Should one or two persons seem to be dominating the discussion, ask for a response from a specific table or from a specific person.

**Trainer Tip:** Capture key ideas on chart paper. Visual recording for all to see indicates that there will be something done after the discussion and that this is not an exercise in futility.

Presenter paraphrases and summarizes the discussion. He/she indicates where the responses from the discussion will go from here.
Segue: Two consortia are developing Alternate Assessments for those children who cannot show what they know on a typical assessment even with accommodations, as determined by the student’s IEP team.

Presenter Tip: The presenter may wish to configure the main bullets to come in one at a time as you share information about each with the participants.

Alternate Assessments...

- 2014-15 implementation
- 1% of student population
- Alternate achievement standards
- Universal Design for Learning embedded
- Technology use
- Professional development resources

Ideas for sharing with the participants:
- 2014-15 implementation
- Pilots conducted in previous years in some states and districts
- Approximately 1% of student population - those students who cannot show what they know on a typical assessment even with accommodations; students with the most significant cognitive disabilities; also based on alternate academic achievement standards (intellectual disabilities, multiple disabilities, etc.)
- Alternate academic achievement standards – aligned to Common Core State Standards; based on grade level content with different achievement expectations that are appropriately challenging for students with significant cognitive disabilities; as determined by the consortia
- Universal Design for Learning embedded – ensuring that the system is designed for students with disabilities will take it
- Technology use – both alternate assessment consortia are making use of technology for the summative assessment
- Professional development resources – for teachers at all grade levels
Presenter Note: While sharing the information noted below, the presenter may choose to distribute Handout #5: Alternate Assessment Consortia to provide a visual of the states working together in this project (top of page). It is recommended to check the DLM website prior to presentation to ensure the latest information.

Ideas for sharing with the participants:

- The DLM project is guided by the core belief that all students should have access to challenging grade-level content. The new DLM alternate assessment system will let students with significant cognitive disabilities show what they know in ways that traditional multiple-choice tests cannot. The DLM system is designed to map a student’s learning throughout the year. The system will use items and tasks that are embedded in day-to-day instruction. In this way, testing happens as part of instruction, which both informs teaching and benefits students. An end of the year assessment will be created for states that want to include a summative test in addition to the instructionally embedded system
- 13 states, 2 universities, and 2 organizations involved
- Option for a single stand-alone test in the spring; will use items and tasks embedded in day-to-day instruction throughout the year to help map a student’s learning
- Student may take 30 small, integrated (embedded in daily instruction) assessments by the end of the year Optional summative assessment will also be developed for states desiring a supplement to the instructionally embedded system
- Implementation plan
  - 2012 pilot assessments
  - 2014 available for use in the states
- At time of writing, 15 members
- For latest information: http://dynamiclearningmaps.org/about/about.html
Ideas for sharing with the participants:

- **Common Core Essential Elements (CCEE)** - as they are being developed and defined by this consortia
  - Think of a common road map; students may share the same destination, they all begin their journeys from different starting points on the map
  - Shows several alternate routes in case the main route can’t be travelled
  - Put simply, will help see beyond where students should be, to focus more on where students are and how they can get to where they need to go
  - Inclusion of instructionally-relevant tasks; do more than test concepts; they also model good instruction.

- **Learning maps** – set the roadmap for learning and for assessment
  - Think of a common road map; students may share the same destination, they all begin their journeys from different starting points on the map
  - Shows several alternate routes in case the main route can’t be travelled
  - Put simply, will help see beyond where students should be, to focus more on where students are and how they can get to where they need to go
  - Inclusion of instructionally-relevant tasks; do more than test concepts; they also model good instruction.

- **Dynamic assessment**
  - Instructionally-embedded and stand-alone summative versions
  - Selects items and tasks for a student based on that student’s previous responses
  - Development of over 11,900 tasks/items
  - Advanced feedback and reporting systems (including growth modeling)

- **Universal design for learn concepts embedded**
  - To ensure student access
  - Technology platform

- **Professional development** to understand learning maps and appropriate tasks for students; will be part of available professional development created by the consortium
**Optional slides:** The following two slides are available for the expanded presentation timeframe.

**Presenter Note:** While sharing the information noted below, the presenter may choose to distribute **Handout #6: Alternate Assessment Consortia Systems** to provide a take-away visual (top of page) for the participants.

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**Idea for sharing with the participants:**
- Graphic is self-explanatory
- Note the two options for summative assessment
- Summarize and allow discussion as time permits

**Presenter Tip:** If there is plenty of time available, the presenter may choose to configure the bullets to enter one at a time as each element of the timeframe is shared with the participants.

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**Ideas for sharing with the participants:**
- Graphic is self-explanatory
- Summarize and allow discussion as time permits
**Presenter Note:** While sharing the information noted below, the presenter may choose to distribute Handout #5: *Alternate Assessment Consortia* to provide a visual of the states working together in this project (bottom of page). It is recommended to check the NCSC website prior to presentation to ensure the latest information.

Ideas for sharing with the participants:

- NCSC is building a comprehensive assessment system that includes project-developed products and processes to support educators as they plan for and provide appropriate instruction that addresses common standards. These supports will help Individualized Education Program teams accurately identify the learner characteristics of students with the most significant cognitive disabilities and make appropriate decisions about how each student participates in the overall system of assessments.
- Focus on
  - Best practices and lessons-learned from over a decade of research on assessment, academic instruction, communication, and learner characteristics of students with the most significant cognitive disabilities
  - A collaborative effort that brings together experts and practitioners from a variety of fields including special education, assessment, curriculum and instruction, and communication sciences
  - A practice-oriented approach designed to support administrators, teachers, and families
  - An opportunity to ensure that students with the most significant cognitive disabilities benefit from the national movement toward Common Core State Standards designed to prepare all students for success in college and careers
- At time of writing, 26 members
- Tier II (orange on the map) states implement without intensive support from project staff; will provide usability and sustainability tests to refine products before broad dissemination
- For latest information: [http://www.ncscpartners.org/about-states](http://www.ncscpartners.org/about-states)
Ideas for sharing with the participants:

- Alternate assessments based on alternate achievement standards (AA-AAS); as developed by this consortium
  - To evaluate performance of students who are unable to participate in general state assessments even with accommodations
  - Provide mechanism for students with the most significant cognitive disabilities to be included in an educational accountability system
- Based on the grade-level content covered by the general assessment
- Different achievement expectations that are appropriately challenging for students with significant cognitive disabilities
- Curriculum, instruction, and professional development will be made available throughout the project; being developed through Communities of Practice
- Final product to be a summative assessment for students in grades 3 through high school
**Optional slides:** The following two slides are available for the expanded presentation timeframe.

**Presenter Note:** While sharing the information noted below, the presenter may choose to distribute **Handout #6: Alternate Assessment Consortia Systems** to provide a take-away visual (bottom of page) for the participants.

Ideas for sharing with the participants:
- Graphic is self-explanatory
- Note the differences between progress monitoring tools (green) and summative for accountability (orange)
- Summarize and allow discussion as time permits

**Presenter Tip:** If there is plenty of time available, the presenter may choose to configure the bullets to enter one at a time as each element of the timeframe is shared with the participants.

Ideas for sharing with the participants:
- Graphic is self-explanatory
- Summarize and allow discussion as time permits
Optional slides: The following two slides are available for the mid-level and expanded presentation timeframes.

Idea for sharing with the participants:

- Online assessment system – building in efficiency
  - Student response when possible – students may respond online; teacher recording is an option
  - Teacher management of data
- Attend to communication, sensory, and motor needs – taking into consideration needs of students with the most significant cognitive disabilities
- Professional development resources – curriculum, instruction, assessment administration, accommodations
### Key differences...

<table>
<thead>
<tr>
<th>DLM</th>
<th>NCSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Common Core Essential Elements</td>
<td>- Grade-level assessment content targets</td>
</tr>
<tr>
<td>- Embedded tasks</td>
<td>- Trained teachers in each state to support implementation</td>
</tr>
<tr>
<td>- Series of 100 or more items/tasks throughout year</td>
<td>- 10 to 40 teachers in each participating state; to lead implementation of NCSC-developed curriculum and assessment materials</td>
</tr>
<tr>
<td>- 5-10 minutes per task</td>
<td></td>
</tr>
<tr>
<td>- Optional stand-alone summative assessment</td>
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</tr>
</tbody>
</table>

### Ideas for sharing with the participants:

- **DLM**
  - Common Core Essential Elements – how DLM defines links to grade level CCSS; statements of essential elements and achievement descriptors; includes precursor academic skills, communication skills, attention skills
  - Embedded tasks – integrating assessment and instruction
    - Series of 100 or more items/tasks throughout year
    - 5-10 minutes per task
  - Optional stand-alone summative assessment – adapts based on the mastery of concepts throughout the year; administered in the spring

- **NCSC**
  - Grade-level assessment content targets – and alternate achievement standards for each grade level
  - Trained teachers in each state to support implementation – 10 to 40 teachers in each participating state; to lead implementation of NCSC-developed curriculum and assessment materials
Optional Activity for longer presentations: Personal/Professional Connection

Whole Group Discussion Activity
[depending on time available; 10-20 minutes]

Lead in statement and questions:
Now that we have spent time in an overview of consortia developing alternate assessments aligned to the Common Core State Standards…
- What issues are coming to the forefront for you?
- What questions are uppermost in your mind?

Format of activity:
- Open the floor for discussion
- Paraphrase and repeat whenever clarity is needed
- Answer questions that are answerable
- Record
  - Questions for which there are no answers at this time
  - Issues to explore
  - Suggestions for moving forward
- Facilitate so that all may share in the discussion. Should one or two persons seem to be dominating the discussion, ask for a response from a specific table or from a specific person.

**Trainer Tip:** Capture key ideas on chart paper. Visual recording for all to see indicates that there will be something done after the discussion and that this is not an exercise in futility.

Presenter paraphrases and summarizes the discussion. He/she indicates where the responses from the discussion will go from here.
Segue: One consortium is developing an assessment aligned to the Common Core State Standards for children with limited English language proficiency.

Presenter Tip: The presenter may wish to configure the main bullets to come in one at a time as you share information about each with the participants.

<table>
<thead>
<tr>
<th>English Language Proficiency Assessments ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Equitable opportunities for English language learners</td>
</tr>
<tr>
<td>- Assess English language proficiency</td>
</tr>
<tr>
<td>- Use of technology</td>
</tr>
</tbody>
</table>

Ideas for sharing with participants:

- Equitable opportunities for English language learners – in the nation-wide accountability system
- Assess
  - English language proficiency - to better assess English language learners’ acquisition of the academic language
  - Skills in the Common Core - to succeed in the classroom and ultimately in college or a career
- Use of technology – assessments will be administered in an online application
**Presenter Note:** For the key information presentation timeframe omit this section of slides and move directly to the slide entitled “For accountability”.

**Presenter Note:** While sharing the information noted below, the presenter may choose to distribute **Handout #7: ELL Assessment Consortia** to provide a visual of the states included in the consortia. It is recommended to check the ASSETS website prior to presentation to ensure the latest information.

Ideas for sharing with the participants:

- **Focus on**
  - Providing equitable opportunities for English language learners
  - Develop an online English language proficiency test to better assess English language learners’ acquisition of the academic language needed to succeed in the classroom and ultimately in college or a career
- At time of writing, 33 members
- For latest information: [http://assets.wceruw.org/aboutus/memberStates.aspx](http://assets.wceruw.org/aboutus/memberStates.aspx)
Ideas for sharing with the participants:

- Measure English language proficiency; focus on academic language acquisition and CCSS
- K-12 assessment – scores will be connected to a vertical k-12 scale to chart language acquisition
- Technology based – summative, benchmark, and screener assessments; interactive online application to teach educators to rate students’ oral language proficiency
- Will also include screeners for identification and placement due to limited English language proficiency – to support students in language and skill acquisition
- Interim and annual assessments – for formative and summative data
Optional slide: The following slide is available for the expanded presentation timeframe.

**Presenter Note:** While sharing the information noted below, the presenter may choose to distribute Handout #8: ELL Assessment Consortium System to provide a take-away visual for the participants.

Ideas for sharing with the participants:
- Graphic is self-explanatory
- Note the differences locally determined use of interim assessments (green) and summative for accountability (orange)
- Summarize and allow discussion as time permits

Optional slide: The following slide is available for the expanded presentation timeframe.

**Presenter Tip:** If there is plenty of time available, the presenter may choose to configure the bullets to enter one at a time as each element of the timeframe is shared with the participants.

Ideas for sharing with the participants:
- Graphic is self-explanatory
- Summarize and allow discussion as time permits
Presenter Note: While sharing the information noted below, the presenter may choose to distribute Handout #7: ELL Assessment Consortia to provide a visual of the states included in the consortia. It is recommended to check the ELPA21 website prior to presentation to ensure the latest information.

Ideas for sharing with the participants:

- Focus on
  - To enhance quality of assessments used by states for measuring English language proficiency development
  - Alignment in deep and meaningful ways with Common Core
- At time of writing, 11 members
- For latest information: www.ELPA21.org (under construction at time of writing)
Ideas for sharing with the participants:

- Measure English language proficiency; focus on academic language acquisition and CCSS; The English Language Proficiency Development (ELPD) Framework will be used to guide the development of ELP standards that reflect the academic vocabulary and English language skills needed to be successful in the content area classes
- K-12 assessment – in six grade bands; k, 1, 2-3, 4-5, 6-8, 9-12
- Technology based – intended to interface with platforms for PARCC and Smarter Balanced assessments
- Screeners for identification and placement – upon entry to school and as needed throughout
- Annual assessments – for summative data

Ideas for sharing with the participants:

- Graphic is self-explanatory
- Note the differences locally determined use of interim assessments (green) and summative for accountability (orange)
- Summarize and allow discussion as time permits
  
  [http://www.k12center.org/rsc/pdf/Coming_Together_June_2013.pdf](http://www.k12center.org/rsc/pdf/Coming_Together_June_2013.pdf)
Optional slides: The following two slides are available for the mid-level and expanded presentation timeframes.

Key similarities...

- Four language domains
  - Listening – 15% of summative assessment
  - Speaking – 15% of summative assessment
  - Reading – 35% of summative assessment
  - Writing – 35% of summative assessment
- Diagnostic screeners
- Formative and summative assessments
- Professional development

Ideas for sharing with the participants:

- Four language domains
  - Listening – 15% of summative assessment
  - Speaking – 15% of summative assessment
  - Reading – 35% of summative assessment
  - Writing – 35% of summative assessment
- Social and instructional language – developing language progressions for both as associated with school success and career readiness
- Accommodations for ELLs with disabilities – students with limited English proficiency and disabilities
Ideas for sharing with the participants:

- **ASSETS**
  - Assessments being developed based on learning progressions for each grade level K-12
  - Full implementation in 2015-16

- **ELPA21**
  - Assessments being developed by grade level bands
    - K
    - 1
    - 2-3
    - 4-5
    - 6-8
    - 9-12
  - Full implementation in 2016-17; funded one year later than ASSETS
Optional Activity for longer presentations: Personal/Professional Connection

Whole Group Discussion Activity
[depending on time available; 5-10 minutes]

Lead in statement and questions:
Now that we have spent time in an overview of ASSETS & ELPA21...
  • What issues are coming to the forefront for you?
  • What questions are uppermost in your mind?

Format of activity:
  • Open the floor for discussion
  • Paraphrase and repeat whenever clarity is needed
  • Answer questions that are answerable
  • Record
    o Questions for which there are no answers at this time
    o Issues to explore
    o Suggestions for moving forward
  • Facilitate so that all may share in the discussion. Should one or two persons seem to be dominating the discussion, ask for a response from a specific table or from a specific person.

Trainer Tip: Capture key ideas on chart paper. Visual recording for all to see indicates that there will be something done after the discussion and that this is not an exercise in futility.

Presenter paraphrases and summarizes the discussion. He/she indicates where the responses from the discussion will go from here.
Segue: Through these large-scale assessments, aligned directly to the Common Core State Standards, accountability measures for schools and districts will be more comparable from state to state.

For accountability...
- Each state and territory determines
  - General assessment
  - Alternate assessment
  - ELL assessment

Presenter Note: The text box overlay enters on a CLICK as the information is being summarized.

Ideas for sharing with the participants:
- **States determine whether they will use assessments created by the existing assessment consortia or they will create their own assessments aligned to the CCSS**
- States electing to administer these aligned assessments will begin statewide by 2014-2015
- Although your state may choose to develop its own assessments, many will administer assessments that are in the development stages within these consortia
- In the end – all states will still have 3 tests
  - General assessment (most students) – PARCC, Smarter Balance, or their own
  - Alternate assessment (1% of students) – Dynamic Learning Maps, NCSC, or their own
  - English Language Learners with limited proficiency – Assets or their own
- CLICK brings in text box – When we talk about accountability for all students we mean all; we must have assessments that accurately and reliably assess each and all students as they progress in the Common Core State Standards
Further information and resources:

**Presenter Note:** These slides are included to summarize and remind the participants of the websites referenced throughout the presentation. **Handout #9:** Common Core State Standards Websites is available for distribution.
Question and Answer:

15 minutes
15 minutes
5 minutes

**Presenter Note:** This slide is recommended for use with the longer presentation.

Q&A: *depending on time available, takes 5 to 10 minutes*

Whole Group Discussion Activity

Lead in statement and questions:
Now that we have spent time in an overview of the Assessments being developed to align with the Common Core State Standards…
- What issues are coming to the forefront for you?
- What questions are uppermost in your mind?

Format of activity:
- Open the floor for discussion
- Paraphrase and repeat whenever clarity is needed
- Answer questions that are answerable
- Record
  - Questions for which there are no answers at this time
  - Issues to explore
  - Suggestions for moving forward
- Facilitate so that all may share in the discussion. Should one or two persons seem to be dominating the discussion, ask for a response from a specific table or from a specific person.

**Trainer Tip:** Capture key ideas on chart paper. Visual recording for all to see indicates that there will be something done after the discussion and that this is not an exercise in futility.

Presenter paraphrases and summarizes the discussion. He/she indicates where the responses from the discussion will go from here.
Assessments aligned to the Common Core State Standards
Supplementary Materials

Handout #1: Mission Statement of the Common Core State Standards Initiative
Handout #2: Thinking and Doing Differently (activity)
Handout #3: General Assessment Consortia
Handout #4: General Assessment Consortia Systems
Handout #5: Alternate Assessment Consortia
Handout #6: Alternate Assessment Consortia Systems
Handout #7: ELL Assessment Consortium
Handout #8: ELL Assessment Consortium System
Handout #9: Common Core State Standards Assessment Websites
### Mission Statement of the Common Core State Standards Initiative

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

To address…

<table>
<thead>
<tr>
<th>Disparate standards across states</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student mobility</td>
</tr>
<tr>
<td>Skills needed for today’s jobs/careers and jobs/careers of tomorrow</td>
</tr>
<tr>
<td>Global competition</td>
</tr>
</tbody>
</table>
**Thinking and doing differently…**

<table>
<thead>
<tr>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
</tr>
<tr>
<td>Teachers and administrators</td>
</tr>
<tr>
<td>Policy-makers</td>
</tr>
<tr>
<td>Community and business leaders</td>
</tr>
<tr>
<td>Students</td>
</tr>
</tbody>
</table>
General Assessment Consortia

PARCC States
Partnership for Assessment of Readiness for College and Careers

SBAC States
Smarter Balanced Assessment Consortium
General Assessment Consortia Systems

PARCC Assessment System

English Language Arts/Literacy and Mathematics, Grades 3-8 and High School

- **DIAGNOSTIC ASSESSMENT**
  - Returns information about student strengths and weaknesses to inform instruction, supports a professional development plan.
  - Flexible timing, all year.

- **MID-YEAR ASSESSMENT**
  - Mid-Year Performance-Based Assessments.
  - Flexible timing.

- **PERFORMANCE ASSESSMENTS**
  - ELA/Literacy
  - Math

- **END-OF-YEAR ASSESSMENT**
  - ELA/Literacy
  - Math

Source: Coming together to raise achievement. June 2013. ETS

Smarter Balanced Assessment System

English Language Arts and Mathematics, Grades 3-8 and High School*

- **INTERIM ASSESSMENTS**
  - Computer Adaptive Assessment and Performance Tasks.
  - Scope, sequence, number, and timing of interim assessments locally determined.

- **PERFORMANCE TASKS**
  - ELA/Literacy
  - Math

- **END-OF-YEAR ADAPTIVE ASSESSMENT**
  - ELA/Literacy
  - Math

Source: Coming together to raise achievement. June 2013. ETS
Alternate Assessment Consortia

DLM States
Dynamic Learning Maps
Alternate Assessment System Consortium

NCSC States
National Center and State Collaborative Partnership
Alternate Assessment Consortia Systems

**DLM Assessment System**

*English Language Arts and Mathematics, Grades 3-8 and High School*

**DIGITAL LIBRARY** of learning maps, professional development resources, guidelines for IEP development and student selection for the alternate assessment, instructionally relevant tasks with guidelines for use materials, accommodations, and scaffolding; automated scoring for most and diagnostic feedback and online reporting system.

**EMBEDDED TASKS ASSESSMENTS**

A series of more than 100 items/tasks per year embedded within instruction, each with various forms and scaffolds to allow for customization to student needs. Each task typically requires one to five minutes for completion.

**Two options for summative assessment**

- Instructionally embedded tasks used with all DLM students. States may choose to use aggregate data for summative purposes (state decision).
- Summative assessment for accountability for those states that choose not to use the embedded tasks for accountability.

*Research will be conducted to review the technical feasibility of using data from the tasks for summative accountability purposes.*

**NCSC Assessment System**

*English Language Arts and Mathematics, Grades 3-8 and High School*

**DIGITAL LIBRARY** of curriculum, instruction, and classroom assessment resources; online professional development modules and support materials for state-level educator Communities of Practice to support teachers with the resources they need to improve student outcomes; guidelines for IEP teams to use in student participation decision making; training modules for assessment administration and Interpretation of results; online assessment delivery, administration, and reporting.

**COMMUNITIES OF PRACTICE** established in each state to support teacher training and use of the curriculum, instruction, and assessment resources. Resources will be available for use in all schools and districts, as locally determined.

**Curriculum, Instruction, and formative assessment resources for classroom use**

**Interim progress monitoring tools**

**Summative assessment for accountability**

Source: *Coming together to raise achievement.* June 2013. ETS
ELL Assessment Consortium

ASSETS States
Assessment Services Supporting ELs through Technology Systems

ELPA21 States
English Language Proficiency Assessment for the 21st Century Consortium (ELPA21)
ELL Assessment Consortium Systems

ASSETS Assessment System
English Language Proficiency, Grades K-12

On-Demand Screener

Interim Assessment

Digital Library: Dynamic Language Learning progressions and associated professional development materials; administration and accommodation manuals; sample test items and tasks; online reporting system.

Testing window set by state

Annual Summative Assessment

The use, number, and timing of interim assessments will be locally determined.

Source: Coming together to raise achievement. June 2013. ETS
Assessments aligned to the CCSS Resource Guide on the IDEA Partnership website

Common Core State Standards Initiative
www.corestandards.org

Partnership for Assessment of Readiness for College and Careers
www.parcconline.org

Smarter Balanced Assessment Consortium
www.SmarterBalanced.org

Dynamic Learning Maps Alternate Assessment System Consortium
www.dynamiclearningmaps.org

National Center and State Collaborative Partnership
www.ncscpartners.org

Assessment Services Supporting ELs through Technology Systems
www.assets.wceruw.org

English Language Proficiency Assessment for the 21st Century
www.ELPA21.org (under construction)