Assessment Task Force 3.0
Meeting #2: January 19, 2018
Welcome
Goals

- Review of the first full year (2016-17) of grades 3-8 and EOC TNReady exams, including timeline and results
- Review of the first year of the optional grade 2 TNReady exam
- Review of current year testing and progress
- Make recommendations for further improvements, including a review of 11th grade testing/High school EOCs
- Review of district formative assessment and alignment to standards and TNReady expectations
<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30</td>
<td><em>Continental breakfast and coffee available</em></td>
</tr>
<tr>
<td>9:00</td>
<td>• Welcome and agenda overview</td>
</tr>
<tr>
<td>9:05</td>
<td>• TOPIC: TNReady EOCs and ACT/SAT</td>
</tr>
<tr>
<td>10:00</td>
<td>• Small group discussion</td>
</tr>
<tr>
<td>10:30</td>
<td>• Whole group discussion</td>
</tr>
<tr>
<td>11:00</td>
<td><em>Break</em></td>
</tr>
<tr>
<td>11:15</td>
<td>• TOPIC: TNReady in student grades</td>
</tr>
<tr>
<td>11:30</td>
<td>• Whole group discussion</td>
</tr>
<tr>
<td>12:00</td>
<td><em>Break for working lunch</em></td>
</tr>
<tr>
<td>12:15</td>
<td>• TOPIC: Early grades assessment</td>
</tr>
<tr>
<td>1:00</td>
<td>• Whole group debrief</td>
</tr>
<tr>
<td>1:30</td>
<td><em>Adjourn</em></td>
</tr>
<tr>
<td>8:30</td>
<td><em>Continental breakfast and coffee available</em></td>
</tr>
</tbody>
</table>
Norms

- Be present
- Speak in facts as much as possible
- Listen and value the ideas and feedback of others
- Contribute, but monitor air time
- Seek to understand, not just to be understood
- Be solutions oriented
- Ask questions
- Do your homework

Reminders: Meetings are recorded and media will be present
11th grade testing:
TNReady EOCs and ACT/SAT
What are your priorities for an 11th grade summative assessment program?

- Different assessment programs serve different functions.
- Possible functions:
  - Make instructional decisions for students
  - Make course placement decisions for students
  - Predict college readiness
  - Make teacher professional development decisions
  - Measure student achievement on state standards
  - Hold schools and districts accountable
  - Measure state performance against other states
  - Evaluate teachers
  - Evaluate school or district programs and/or policies
In addition to taking the ACT in the junior year, most students take multiple EOC tests.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I</td>
<td>11%</td>
<td>60%</td>
<td>7%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Algebra II</td>
<td>2%</td>
<td>24%</td>
<td>55%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td>1%</td>
<td>11%</td>
<td>54%</td>
<td>11%</td>
<td>4%</td>
</tr>
<tr>
<td>Biology I</td>
<td>39%</td>
<td>47%</td>
<td>9%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>1%</td>
<td>30%</td>
<td>47%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>English I</td>
<td>92%</td>
<td>2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English II</td>
<td>2%</td>
<td>91%</td>
<td>3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English III</td>
<td>2%</td>
<td></td>
<td>79%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>US History</td>
<td>5%</td>
<td></td>
<td>70%</td>
<td>6%</td>
<td></td>
</tr>
</tbody>
</table>

*Students that participate in EPSOs (ex. AP Chemistry or dual enrollment English) are not included in these percentages, because they do not take the EOC exam.*
The old TCAP assessments painted a different “readiness” picture than the ACT.

2015 TCAP-EOC (% P/A) vs. ACT-College Readiness Benchmark (% at or above)

- Algebra I/II: 60%
- ACT-Math: 27%
- English I/II/III: 61%
- ACT-Reading: 35%
According to a concordance study: TNReady EOCs provide similar rigor to the ACT.

- As part of the state’s TNReady standard setting process, the TDOE completed a **quantitative** analysis of student performance in relationship to a national benchmark – the **ACT/Plan/Explore** series.
  - This relationship is called a concordance study where the scale scores from TNReady EOC tests are **linked** to scale scores from ACT tests.
  - TDOE psychometricians used the **equipercentile** method for creating the concordance tables, which entails a cohort-level comparison of the **percentile distribution** of ACT subtests to the distribution on the TNReady test most closely aligned in content.
The concordance study compared the performance distribution on the ACT subtests to TNReady EOC tests.

- When the TDOE uses **equipercentile linking**, we are looking for cutoff scores on the relevant ACT subtest that result in **approximately the same proportion** of students selected by the TNReady. However, these are not necessarily the same students.

- For example, suppose approximately 24% of 11th grade students in the 2016 scored at or above the ACT math CRB benchmark. A concordant score on ACT-Math would typically result in selecting approximately the same proportion of 2016 juniors scoring at or above “On Track” on Algebra II.
The English III standards more closely align with the ACT-Reading subtest than the ACT-English subtest.

- 95% of English III testers are in the 11th grade.
- In spring 2016, 11th graders completed the ACT assessment.
  - The ACT-Reading subtest is a better proxy for the TNReady English III exam than the ACT-English subtest.
  - The College Readiness Benchmark (CRB) for the Reading subject test is 22.

<table>
<thead>
<tr>
<th>ACT Subject-Area Test</th>
<th>ACT Explore Benchmark Grade 8</th>
<th>ACT Explore Benchmark Grade 9</th>
<th>ACT Plan Benchmark</th>
<th>The ACT Test Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>Reading</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>22</td>
</tr>
<tr>
<td>Mathematics</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>22</td>
</tr>
<tr>
<td>Science</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>23</td>
</tr>
</tbody>
</table>
The English III EOC cut score of 333 is concordant to the ACT-Reading CRB score of 22.

<table>
<thead>
<tr>
<th>Concordance Summary ACT and TNReady</th>
<th>EOC English III</th>
<th>ACT Reading</th>
<th>Statewide % Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4 Mastered</td>
<td>347-450</td>
<td>29-36</td>
<td>7.5%</td>
</tr>
<tr>
<td>Level 3 On track</td>
<td>333-346</td>
<td>22-29</td>
<td>18.7%</td>
</tr>
<tr>
<td>Level 2 Approaching</td>
<td>314-332</td>
<td>15-21</td>
<td>40.5%</td>
</tr>
<tr>
<td>Level 1 Below</td>
<td>200-313</td>
<td>1-15</td>
<td>33.3%</td>
</tr>
</tbody>
</table>

- The table above summarizes the concordance study results comparing 2016 English III scale scores to ACT-Reading scale scores, using 11th grade cohort results from 2016.
- The English III EOC cut score of 333 is concordant to the ACT-Reading CRB score of 22, meaning the proportion of students scoring between a 22 and 29 was approximately the same as the proportion of students scoring “On Track”.

Department of Education
A look at accountability
The department uses both ACT and TNReady data to hold schools and districts accountable.

- TNReady proficiency data and growth data for ELA, math, and science counts in a school’s accountability grade.
  - Schools receive grades based on the better of their absolute performance or improvement in proficiency and growth (TVAAS).
  - 11th graders who do not participate in an EOC tested ELA or math course do not take the EOC per state board policy.
    - However, they are included in the data used for accountability determinations.
    - Additionally, most of these students take rigorous summative assessments like AP or statewide dual enrollment challenge exams.
ACT achievement and growth data count in a school’s accountability grade.

- An ACT score at or above 21 is one way that a student may show readiness as part of the “Ready Graduate” indicator, which counts towards a school’s grade.
- ACT data is also included in a school’s achievement and growth grade.
Example of district with 61% of 11th graders meeting math benchmark on ACT

<table>
<thead>
<tr>
<th>High School Course</th>
<th>% of 11th Graders Participating (n = 2,800)</th>
<th>% On Track or Mastered</th>
<th>% Meeting CR Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT</td>
<td>99%</td>
<td>n/a</td>
<td>61%</td>
</tr>
</tbody>
</table>
### Example of district with 46% on track in EOC, but 60% proficient in accountability

<table>
<thead>
<tr>
<th>High School Course</th>
<th>% of 11th Graders Participating (n = 2,800)</th>
<th>% On Track or Mastered</th>
<th>% Meeting CR Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Math EOC</td>
<td>65%</td>
<td>46%</td>
<td>n/a</td>
</tr>
<tr>
<td>Advanced course</td>
<td>35%</td>
<td>n/a</td>
<td>89%</td>
</tr>
</tbody>
</table>

*Students participating in advanced coursework that are not captured in school- or district-level math proficiency, are included in accountability by using the college readiness benchmark data as a proxy for proficiency.*

46% of 1,900 students + 89% of 900 students equates to **60%** on track overall for accountability.
There is close alignment between district accountability and ACT results.

<table>
<thead>
<tr>
<th>ACT</th>
<th>Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>61% meeting benchmark</td>
<td>60% considered on track or mastered</td>
</tr>
</tbody>
</table>
Comparing content of TNReady and ACT
Although the two tests measure similar constructs at a rigorous level, they evaluate different standards.

<table>
<thead>
<tr>
<th>TNReady Subject Tests</th>
<th>What TNReady Measures</th>
<th>Why it’s Important</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA</strong>&lt;br&gt;Four subparts, including writing, multiple item types</td>
<td>Grade-level state academic standards in reading comprehension, writing, vocabulary, and language conventions</td>
<td>Assessing literacy provides educators a view of student progress toward 21st century communication skills. Two-thirds of salaried positions require extensive writing (<em>report of the National Commission on Writing</em>), so this skill should be assessed annually.</td>
</tr>
<tr>
<td><strong>Math</strong>&lt;br&gt;Three subparts, calculator and non-calculator</td>
<td>Grade-specific math expectations, including application of formulas and multi-step problems</td>
<td>Assessing grade-specific mathematics standards each year provides educators valuable information on students’ progress in problem solving application and procedural fluency.</td>
</tr>
<tr>
<td><strong>Science</strong>&lt;br&gt;One to two subparts, based on grade</td>
<td>Grade-specific scientific content knowledge, as well as embedded engineering and technology skills</td>
<td>Information on specific content knowledge affords teachers the ability to identify and address gaps in understanding that may limit student success in STEM-related occupational fields.</td>
</tr>
<tr>
<td><strong>Social Studies</strong>&lt;br&gt;Three parts for U.S. History</td>
<td>Grade-specific social studies content knowledge and analytical skills</td>
<td>Assesses student understanding of American history and their ability to analyze interconnectivity of historical events.</td>
</tr>
</tbody>
</table>
Although the two tests measure similar constructs at a rigorous level, they evaluate different standards.

<table>
<thead>
<tr>
<th>ACT Subtests</th>
<th>What ACT Measures (not grade specific, measures K-12 standards)</th>
<th>Why it’s Important</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>Conventions of language, organization of ideas, and word choice and sentence elements</td>
<td>Recognizing and using standard English is key to effective communication</td>
</tr>
<tr>
<td>75 questions 45 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>Use and comprehension of complex text</td>
<td>Reading comprehension is a required skill for all occupations, as a cornerstone of training, development and communication</td>
</tr>
<tr>
<td>40 questions 35 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Reasoning: Ability to find information, interpret data, and synthesize different viewpoints</td>
<td>Ability to quickly locate and synthesize information is typical of problem solving skills required in the workforce and postsecondary</td>
</tr>
<tr>
<td>40 questions 35 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Basic numerical computation and problem solving skills</td>
<td>Demonstrating basic numeracy skills and applying those skills in context is a typical requirement for workforce and postsecondary</td>
</tr>
<tr>
<td>60 questions 60 minutes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
U.S. History: Does ACT information compare to TNReady information?

- TNReady
  - Assesses state standards in U.S. History

- ACT
  - No social studies sub-test
Chemistry: Does ACT information compare to TNReady information?

- **TNReady**
  - Assesses state standards in Chemistry

- **ACT**
  - Includes a general science reasoning subtest
  - Subtest is actually assessing science “reading”
Algebra II: Does ACT information compare to TNReady information?

- **TNReady**
  - Assesses state standards in Algebra II

- **ACT**
  - Includes a general math subtest
  - Subtest is a survey assessment that includes standards learned from grades K-12
English III: Does ACT information compare to TNReady information?

- **TNReady**
  - Assesses state standards in English III
  - Assesses reading, writing, and English conventions

- **ACT**
  - Includes a reading subtest
  - Includes an English subtest
  - Includes a writing subtest
    - TN does not require the writing subtest
Current use of assessment
TNReady and ACT measure similar constructs but not equivalent standards.

- TNReady End-of-Course tests measure Tennessee standards.
  - In the 11th grade year, most students participate in EOCs that align with and measure the breadth and depth of Tennessee standards taught that year.
- ACT is a survey test that measures academic readiness for college based on ACT standards.
Use of TNReady Data

Student-level

- Assess true student knowledge; not basic memorization and test-taking skills
- Measure student understanding of our state standards
- Measure how much a student grows academically in a particular content area
- Included in student grades
Use of TNReady Data

**School and District-level**
- Evaluate programs and policies
- Evaluate teachers
- Plan changes and improvements in the curriculum

**State-level**
- Measure mastery and growth on state standards
- Determine state supports and professional development offerings
- Evaluate schools
- Hold districts accountable
Use of ACT Data

**Student-level**
- Assist students with college and career planning

**School and District-level**
- Informs course placement decisions
- Measures value-add of high schools
Use of ACT Data

**State-level**
- Included in “Ready Graduate” indicator for school and district accountability
- Determine HOPE lottery scholarship eligibility
- Compare Tennessee readiness to other states

**Post-secondary**
- Make admissions, course sectioning, and student placement decisions
- Allocate financial aid and scholarships
TDOE and TBR are working with TBR faculty this winter and spring to compare TNReady expectations to TBR learning outcomes in math, writing, and reading.

TBR is considering the use of TNReady results in English III and Algebra II for placement.

TBR is examining the feasibility of using multiple measures for student placement including:
- ACT/SAT score
- TNReady score
- GPA
- course-specific grade
- college-level course requirement
TBR is considering setting a TNReady score that would be considered for dual credit for HIST 2020.

TDOE and TBR are working with TBR faculty this winter and spring to compare TNReady expectations to TBR learning outcomes in U.S. History, specifically Modern United States History (HIST 2020).

TBR would follow the process for development of statewide dual credit (SDC) examinations that includes collaboration between post-secondary and secondary faculty.
Discussion

- What questions do you have?
- Any additional data that would be helpful?
- What “uses” do you prioritize for 11th grade summative assessment?
- Any potential changes or ideas for recommendations?
# Small Group Discussion

<table>
<thead>
<tr>
<th>Commissioner McQueen/H. Knudson</th>
<th>Dr. Ailshie/L. Encalade</th>
<th>Dr. Kirk/S. Gast (room 109)</th>
<th>Dr. Towns/Dr. Shelton/M. Batiwalla (room 109)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wayne Blair</td>
<td>Audrey Shores</td>
<td>Sharon Roberts</td>
<td>Barbara Gray</td>
</tr>
<tr>
<td>Dale Lynch</td>
<td>Sara Morrison</td>
<td>Gini Pupo-Walker</td>
<td>Lisa Wiltshire</td>
</tr>
<tr>
<td>Trey Duke</td>
<td>Shawn Kimble</td>
<td>Mike Winstead</td>
<td>Jennifer Cothron</td>
</tr>
<tr>
<td>Laura Charbonnet</td>
<td>Michael Hubbard</td>
<td>LaToya Pugh</td>
<td>Bill Harlin</td>
</tr>
<tr>
<td>Jolinea Pegues</td>
<td>Kevin Cline</td>
<td>Tim Childers</td>
<td>Kim Herring</td>
</tr>
<tr>
<td>Cicely Woodard</td>
<td>Stacey Travis</td>
<td>Josh Rutherford</td>
<td>Virginia Babb</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Jennifer Frazier</td>
</tr>
</tbody>
</table>
Should TNReady “count” in student grades?
Context on grading policies and score return

- State law and SBE policy requires that state test results are included for a portion of student’s grade, if results are returned at least 5 instructional days prior to the end of the year.
- TDOE uses raw scores to meet this requirement.
  - Raw scores are not full score reports.
  - Raw scores consist of the number of points a student earned out of the number of points available.
  - Raw scores do not by themselves show whether a student is proficient on their exam and are not used for accountability.
Proactive Approach

- The department proposed legislation for a three year phase-in for TNReady
  - Allowing for more flexibility in local policy for determining inclusion in student grades
  - Gradually increasing the weight of TNReady results in teacher evaluation
### Some possibilities that have been discussed to ensure raw score results are returned in time for student grades

<table>
<thead>
<tr>
<th>Possibilities</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Move the test window to earlier in the spring</td>
<td>Less time for instruction prior to the text window; may signal that school is “over” to students</td>
</tr>
<tr>
<td>Only score multiple choice questions for raw score data; include hand-scored</td>
<td>Results do not fully align with score reports students will receive later; may send mixed messages</td>
</tr>
<tr>
<td>items with multiple choice for full score reports</td>
<td></td>
</tr>
<tr>
<td>Separate out writing/hand-scored items and give these in another test window</td>
<td>Another testing window signals more testing time</td>
</tr>
<tr>
<td>Require that the last day of school for all districts must fall on the Friday</td>
<td>Reduces local flexibility and infringes on ability to set calendar to fit local needs</td>
</tr>
<tr>
<td>before Memorial Day or later</td>
<td></td>
</tr>
<tr>
<td>Change the date for report card delivery for all districts to after Memorial</td>
<td>Requires policy change and process change at the local level (i.e.: possible change in expectation of teachers to complete grades after school is out)</td>
</tr>
<tr>
<td>Day or after June 1</td>
<td></td>
</tr>
</tbody>
</table>
For 2017-18, TDOE is requiring districts to report their policy on whether or not raw scores will be used in student grades based on the publicized delivery timeline.

Some possible changes ATF could recommend:

- provide flexibility for local districts to use or not use results in grades 3-4 (max 25%)
- provide flexibility for local districts to weight grades 5-8 between 10-25%
- maintain policy for grades 9-12 with weight range between 15-25%
- remove 5 day rule/change deadline to Memorial Day or June 1
- provide more flexibility in calendar to allow local staff/educators to calculate grades upon receipt of raw score results
Early Grades Assessment
Our Big Goals

1. Tennessee will rank in the top half of states on the National Assessment of Educational Progress (NAEP) by 2019.

2. 75 percent of Tennessee third graders will be proficient in reading by 2025.

3. The average ACT composite score in Tennessee will be a 21 by 2020.

4. The majority of high school graduates from the class of 2020 will earn a postsecondary certificate, diploma, or degree.
Our Priorities

Early Foundations & Literacy
Building skills in early grades to contribute to future success

High School & Bridge to Postsecondary
Preparing significantly more students for postsecondary completion

All Means All
Providing individualized support and opportunities for all students with a focus on those who are furthest behind

Educator Support
Supporting the preparation and development of an exceptional educator workforce

District Empowerment
Providing districts with the tools and autonomy they need to make the best decisions for students
2017 TNReady Data

Percent On Track/Mastered

- All Students: 34% (Grade 3) vs. 30% (Grade 2)
- BHN: 18% (Grade 2) vs. 21% (Grade 3)
- ED: 19% (Grade 2) vs. 19% (Grade 3)
- EL: 7% (Grade 2) vs. 13% (Grade 3)
- SWD: 14% (Grade 2) vs. 13% (Grade 3)

Legend:
- Blue: Grade 2
- Black: Grade 3
Early Learning Model

Read to Be Ready Initiative

Read to Be Ready Coaching Network

Reading courses

Response to Intervention

- Pre-K: VPK quality program standards, Portfolios, Kindergarten Entry Inventory, Portfolios
- K: Portfolios
- 1: Portfolios
- 2: Second Grade Assessment
- 3: Third Grade Assessment

TN Department of Education
Overview of Early Learning

- KEI – provide information to teachers and parents about where students are and make appropriate instructional decisions
- Portfolio – evaluate the instructional practices that serve as proxy for student learning
- Optional grade 2 assessment – summative measure at the end of the early grades to identify strengths and gaps of students
Why Kindergarten Entry Inventory (KEI)?

- We believe it’s critical to learn as much about our students as possible, **as early as possible**.

- Getting a sense of where students are at the beginning of their kindergarten year will help us **meet their needs sooner** and allow us to support them in personalized ways on their path to success.

- The Kindergarten Entry Inventory (KEI) is designed to **support kindergarten teachers** to ensure all students’ learning needs are being **met** so that they can thrive in kindergarten and beyond.
What is the KEI?

- The KEI is a developmentally appropriate and standards-aligned inventory tool that provides a process and method for teachers to gather important information about students’ skills, knowledge, and competencies at the beginning of kindergarten.
  - The KEI creates an individual profile for each child and provides teachers with information about what students know and are able to do.
  - This allows teachers to be better informed and able to differentiate strong instruction that meets the needs of all learners.
The KEI Administration

• The KEI is administered by the kindergarten teacher during the course of regular school days, rituals, and routines in the first six to eight weeks of school.

• The KEI is comprised of the following:
  – Five domains: language and literacy, math cognition, physical development, social and personal competencies, and approaches to learning
  – Multiple measures for each domain that describe learning along a developmental continuum and create a learning profile for each child (see sample)

• The KEI was administered in 17 pilot districts during the 2017-18 school year, in preparation for statewide implementation in fall 2018.
## Five Domains

### DRDP-K (2015)
A Developmental Continuum for Kindergarten
Measures at-a-Glance
For use with transitional kindergarten and kindergarten-aged children

<table>
<thead>
<tr>
<th>Domain Name</th>
<th>Domain Abbreviation</th>
<th>Number within Domain</th>
<th>Measure Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaches to Learning – Self-Regulation</td>
<td>ATL-REG</td>
<td>1</td>
<td>Curiosity and Initiative in Learning</td>
</tr>
<tr>
<td>Social and Emotional Development</td>
<td>SED</td>
<td>2</td>
<td>Self-Control of Feelings and Behavior</td>
</tr>
<tr>
<td>Language and Literacy Development</td>
<td>LLD</td>
<td>3</td>
<td>Engagement and Persistence</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Shared Use of Space and Materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Symbolic and Dramatic Play</td>
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<td></td>
<td>6</td>
<td>Identity of Self in Relation to Others</td>
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<td></td>
<td>7</td>
<td>Social and Emotional Understanding</td>
<td></td>
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<td></td>
<td>8</td>
<td>Relationships and Social Interactions with Familiar Adults</td>
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<td></td>
<td>9</td>
<td>Relationships and Social Interactions with Peers</td>
<td></td>
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<tr>
<td></td>
<td>10</td>
<td>Understanding of Language (Receptive)</td>
<td></td>
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<tr>
<td></td>
<td>11</td>
<td>Responsiveness to Language</td>
<td></td>
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<tr>
<td></td>
<td>12</td>
<td>Communication and Use of Language (Expressive)</td>
<td></td>
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<tr>
<td></td>
<td>13</td>
<td>Reciprocal Communication and Conversation</td>
<td></td>
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<tr>
<td></td>
<td>14</td>
<td>Interest in Literacy</td>
<td></td>
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<tr>
<td></td>
<td>15</td>
<td>Comprehension of Age-Appropriate Text</td>
<td></td>
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<tr>
<td></td>
<td>16</td>
<td>Concepts about Print</td>
<td></td>
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<tr>
<td></td>
<td>17</td>
<td>Phonological Awareness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>Letter and Word Knowledge</td>
<td></td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>Emergent Writing</td>
<td></td>
</tr>
<tr>
<td>English Language</td>
<td>ELD</td>
<td>20</td>
<td>Comprehension of English (Receptive)</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Self-Expression in English (Expressive)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Understanding and Response to English Literacy Activities</td>
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<td>23</td>
<td>Symbol, Letter, and Print Knowledge in English</td>
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<td>Physical Development</td>
<td>PD</td>
<td>1</td>
<td>Perceptual-Motor Skills and Movement Concepts</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Gross Locomotor Movement Skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Gross Motor Manipulative Skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Fine Motor Manipulative Skills</td>
<td></td>
</tr>
<tr>
<td>History - Social Science</td>
<td>HSS</td>
<td>1</td>
<td>Sense of Time</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Sense of Place</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Ecology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Conflict Negotiation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Responsible Conduct as a Group Member</td>
<td></td>
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<tr>
<td>Visual and Performing Arts</td>
<td>VPA</td>
<td>1</td>
<td>Visual Art</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Music</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Drama</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Dance</td>
<td></td>
</tr>
<tr>
<td>Language and Literacy Development in Spanish</td>
<td>SPAN</td>
<td>1</td>
<td>Language Comprehension in Spanish (Receptive)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Language Production in Spanish (Expressive)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Phonological Awareness in Spanish</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Emergent Writing in Spanish</td>
<td></td>
</tr>
</tbody>
</table>

### Additional Measures
- Cognition, Including Math and Science: CDG:SCI
  - 1: Cause and Effect
  - 2: Inquiry Through Observation and Investigation
  - 3: Documentation and Communication of Inquiry
  - 4: Knowledge of the Natural World

### Domain Abbreviations
- ATL-REG: Approaches to Learning – Self-Regulation
- SED: Social and Emotional Development
- LLD: Language and Literacy Development
- ELD: English Language Development
- CDG:SCI: Cognition, Including Math and Science
- PD: Physical Development
- HSS: History - Social Science
- VPA: Visual and Performing Arts
- SPAN: Language and Literacy Development in Spanish
## Sample ELA Measure

**Developmental Domain:** LLD — Language and Literacy Development

**LLD 6: Comprehension of Age-Appropriate Text**
Child develops capacity to understand details and ideas from age-appropriate text presented by adults.

### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Earlier</td>
</tr>
<tr>
<td>Middle</td>
<td>Middle</td>
</tr>
<tr>
<td>Later</td>
<td>Later</td>
</tr>
</tbody>
</table>

#### Makes comments or asks questions about text presented in books or the environment
- Communicates, "elephants have really big ears," after an adult reads about elephants.
- Asks, "Why did they go there?" during the reading of a story.
- Points to a highlighted exit sign and asks, "What does that say?"

#### Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text
- Reacts a story about firefighters with peers, using props for hoses, boots, and hats.
- Pretends to direct traffic after listening to a book about what community helpers do.
- Uses a shovel to carry a doll after reading a read-aloud of the storybook *What Can You Do with a Beacon?* ("Shovel" in Spanish).
- Communicates that the caterpillar will have a stomachache after rereading *The Very Hungry Caterpillar*.

#### Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events or cause and effect
- Predicts that the firefighters will come quickly to put out the fire, after an adult passes while reading a book about firefighters to ask, "What will happen next?"
- Draws a caterpillar, a cocoon, and a butterfly after an adult reads a story about the life of a butterfly.
- Pretends to be Max, refuses to eat dinner, and then pretends to turn into a monster and become the king of the monsters, after hearing the book *Where the Wild Things Are*.
- Comments, "The man got mad because the monkeys took his hat," during a read-aloud of the story *Caps for Sale*.

#### Demonstrates understanding of both narrative and informational text by summarizing, comparing, or making inferences about people, objects, or events
- Communicates, using a communication board, "Firefighters have to wear special clothes so that they don’t get burned," after an adult reads a book about what firefighters do.
- Holds up two books about bears and communicates, "These two books are about bears, but the bears in Goldilocks are nice."
- Relates what happens in a familiar storybook to a peer as they begin to share the book together.

#### Demonstrates an understanding of detailed informational and narrative text by asking or answering questions to monitor own comprehension
- Communicates, "At first, I thought the blue fish swam fast, and then I realized that he was lonely and wanted to find his mom. That’s why he was in such a hurry," after reading a book together with an adult.
- Recites a story using detail explaining why it is an important story about how we are polluting the earth.
- Communicates, "It is not okay that some people don’t have food to eat and go to bed hungry," after hearing a story read by an adult about children living in poverty.

### Possible Examples

- Communicates, "After I read, I want to go to the zoo and see the birds."
- Asks, "Who is the best friend?"
- Points to a picture of a bird and asks, "What is that?"

### Child is emerging to the next developmental level

**Comprehension of Age-Appropriate Text**

**LLD 6 (of 10)**

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### Sample Math Measure

**Developmental Domain: Cognition - Math (COG: MATH)**

#### COG: MATH 3: Number Sense of Math Operations
Child shows increasing ability to add and subtract small quantities of objects.

**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Earlier**

- Demonstrates understanding that adding objects to a group makes more or that taking away objects makes fewer or less.

**Middle**

- Identifies the new number of objects after one object is added to or removed from a set of two or three objects.

**Later**

- Uses counting to add or subtract one or two objects to or from a group of at least four objects.

**Earlier**

- Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation.

**Middle**

- Represents and solves addition and subtraction problems with totals up to 10, by using objects, drawings, or fingers, or by mental calculation and
- Demonstrates understanding that numbers (ten or smaller) can be decomposed in more than one way (i.e., 7 = 5 + 2; 7 = 6 + 1)

**Later**

- Represents and solves addition and subtraction word problems with totals up to 20, by using objects, drawings and equations, applying advanced strategies (e.g., count-on), including strategies that reflect understanding of properties of addition and subtraction.

**Possible Examples**

- Communicates, “Now we have more,” when an adult combines marbles from the shelf with some on the table.
- Communicates, “They’re almost gone,” after taking the next-to-last unit block out of the basket.
- Notices when another child’s bowl has more breads than own bowl, and asks an adult to add breads to own bowl.
- Communicates, “Now we have three,” when adding a third snail to the two collected from the yard.
- Communicates, “Only two left,” when an adult removes a torn bean bag from a group of three bean bags.
- Gives one of two cars to another child, and then communicates, “I have one and you have one.”
- Adds one counting bear to a group of four, and counts, “I have one... two... three... four... five.”
- Removes two of seven ducks from a flannel board and counts the remaining ducks, and then communicates that there are five left.
- Adds two cars to a train with four cars, counts the number of cars, and communicates that these are now six cars.
- Watches an adult add two markers to a group of four markers, counts the total number, and communicates that there are six.
- Communicates, “I had four hair clips, but I gave one to my sister. Now I have three.”
- Brings six papers to the table after adult communicates, “We usually have four children, but today we have two visitors, so how many papers do we need altogether?”
- Holds up five fingers and then one finger, counts them, and communicates, “Six,” when asked, “If you had five crackers, and you took one more, how many crackers would you have?”
- Communicates, “I have eight. I can also do four and four and still have eight.”
- Communicates, “Now I have ten,” when asked, “How many would you have left?”
- Creates a group of three manipulatives and a group of five manipulatives and communicates, “I have eight.”
- Communicates, “I have eight. I can also do five and three.”

**Child is emerging to the next developmental level**

**Unable to rate this measure due to extended absence**

---

**COG: MATH 3 (of 6)**
**Number Sense of Math Operations**
**COG: MATH 3 (of 6)**

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Department of Education
Key Points

- Data from the KEI is intended to be **used by the classroom teacher to plan instruction** for individual students and groups of students.
- At scale, data from **the KEI can provide information about students’ preparation for Kindergarten based on their pre-K experiences**.
- While not a universal screener, **the KEI can replace the first administration of the universal screener for RTI² at the beginning of kindergarten**.
- The KEI is **closely aligned with the student growth portfolios** and provides important information for teachers to maximize student growth.
Student Growth Portfolios
What is a student growth portfolio model?

Teachers collect student work that demonstrates student growth aligned to Tennessee standards.

- The collection generates a student growth score.
- Uses a scoring guide that includes the levels of performance for various standards.
- Contains student work from two points in time.
- Student work at varying levels (emerging, proficient, advanced).
What is our current landscape?

Over 6,000 Tennessee teachers will use the portfolio model this year.

- 3,050 Kindergarten teachers
- 1050 Pre-Kindergarten teachers
- 370 First Grade teachers
- 865 Fine Arts
- 170 P.E.
- 78 World Language
Scores are aligned with teacher’s observation scores.

About 50% of teachers who used a portfolio received a higher growth score than their schoolwide growth measure.

Compared to similar teachers, those who used a portfolio had slightly higher observation scores.

Teachers have similar perceptions of the evaluation process whether they use portfolio or traditional evaluation.
Where do portfolios fit within evaluation?

- Portfolios generate an individual growth measure (individual TVAAS score)
- Part of the quantitative component of evaluation
Why student growth portfolio model?

Student Growth Portfolio Model

- Teacher Developed
- Student Centered
- Professional Learning and Growth
- Flexible Assessment
- Peer Reviewed
Optional Second Grade Assessment
Provides **invaluable data** to both second and third grade teachers.

Ensures that our youngest students are **strengthening foundational literacy and math** skills early in their academic careers.

- This assessment will also help schools and districts measure their progress toward the state’s goal of having 75 percent of third graders reading on grade level by 2025.

**Criterion referenced** as opposed to norm referenced.
- Standards based

It is a **Tennessee specific** test, so it only assesses Tennessee Academic Standards.

**99 districts opted-in for the spring 2017.**

Opt-in deadline for spring 2018 is January 31, 2018.
Grade 2 ELA

- The integrated format assesses students based upon questions derived from both literature passages and informational text in order to determine their mastery of the standards in the following areas:
  - Reading Comprehension
  - Foundational Literacy Skills
    - Phonics and Word Recognition
    - Vocabulary
    - Conventions/grammar/spelling (language)
  - Listening
  - Foundational Literacy Fluency
  - Writing
Grade 2 ELA Sample Questions: Writing

You need a backpack that is the right size for what you carry in it every day. Think about what you have to put in your backpack every day. What size of a backpack do you need? Why do you need that size of a backpack?

Write 3 or 4 sentences to answer the questions. What size of a backpack do you need? Why do you need that size of a backpack? Provide evidence (information) from the passage to support your answers.

Be sure to:

- Answer the questions completely.
- Write at least 3 or 4 complete sentences.
- Use evidence from the passage.
- Use correct spelling and grammar.
- Use correct capitalization and punctuation.

Take a few minutes to think about the passage and the questions so that you can plan your answers before you begin to write. You may read the passage and the writing prompt again to yourself.
# TCAP Grade 2 Holistic Writing Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| 5     | The response contains at least three complete sentences.  
   - The response reflects a variety in sentence structure/patterns.  
   - The response fully answers the questions with specific details and/or descriptive language.  
   - For informational tasks, the response uses evidence from the passage.  
   - The response generally shows accuracy in grammar, spelling, punctuation, and capitalization. If there are errors, they are minor and do not interfere with understanding. |
| 4     | The response contains at least two complete sentences.  
   - The response generally answers the questions with some details or descriptive language.  
   - For informational tasks, the response uses evidence from the passage.  
   - The response contains minor errors in spelling, grammar, and conventions, but the errors do not interfere with understanding the response. |
| 3     | The response contains at least two complete sentences.  
   - The response generally or partially answers the questions with few, if any, details or descriptive language.  
   - For informational tasks, the response may, or may not, use evidence from the passage.  
   - Errors in spelling, grammar, and conventions cause some difficulty in understanding the response. |
| 2     | The response contains at least one complete sentence.  
   - The response attempts to answer the questions, but the ideas are not clear.  
   - For informational tasks, the response may, or may not, use evidence from the passage.  
   - Numerous errors in spelling, grammar, and conventions make understanding the response difficult. |
| 1     | The response primarily contains individual words or phrases.  
   - Some attempted words and phrases may not be decipherable.  
   - Recognizable words and phrases in the response relate to the questions.  
   - For informational tasks, the response may, or may not, use evidence from the passage.  
   - The response shows little or no use of writing conventions. |
Listening: Students will be assessed on their listening comprehension skills through a series of pictures, sentences, and short passages.

Question 1
A carpenter is a person who works with wood and builds things with it.

Which picture shows what a carpenter does?
Directions
Listen to your teacher read a sentence. Then listen to your teacher read a question about the sentence. Answer the question after it is read to you.

Question 1
Grade 2 ELA Sample Questions

- The **Foundational literacy fluency** item is a measure of fluency that connects students’ basic decoding skills with their comprehension at the sentence level.

- **Foundational Literacy Fluency**: Students’ reading fluency and comprehension will be assessed through the use of yes or no responses to independently read sentences containing second grade vocabulary.

- The number of sentences that students answer correctly will be translated into a 0–5 score.
## Grade 2 ELA Sample Questions

**Directions**
Read each sentence. Mark YES if the sentence is true. Mark NO if the sentence is not true. Start when you hear GO. Then do as many as you can until you hear STOP.

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>A frog can jump.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A car can eat vegetables.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A teacher works at a school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The afternoon always comes before the night.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A shirt is a part of your body.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feathers are very heavy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A desk has four legs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A leaf can sing a song.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A camera is used to paint pictures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books have pages that are made of paper.</td>
<td></td>
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</tr>
</tbody>
</table>
# Fluency Item

## Scoring Guide for the Reading Fluency Set

Note: Students have one minute to read and respond to each reading fluency set.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>The student correctly responds (YES or NO) to 17–20 sentences.</td>
</tr>
<tr>
<td>4</td>
<td>The student correctly responds to 13–16 sentences.</td>
</tr>
<tr>
<td>3</td>
<td>The student correctly responds to 9–12 sentences.</td>
</tr>
<tr>
<td>2</td>
<td>The student correctly responds to 5–8 sentences.</td>
</tr>
<tr>
<td>1</td>
<td>The student correctly responds to 1–4 sentences.</td>
</tr>
<tr>
<td>0</td>
<td>The student does not correctly respond to any of the sentences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
</tr>
<tr>
<td>A frog can jump.</td>
<td></td>
</tr>
<tr>
<td>A car can eat vegetables.</td>
<td>X</td>
</tr>
<tr>
<td>A teacher works at a school.</td>
<td>X</td>
</tr>
<tr>
<td>The afternoon always comes before the night.</td>
<td>X</td>
</tr>
</tbody>
</table>
Second Grade Assessment Results
Grade 2 ELA Successes

• Overall, students are able to **grapple with complex text**, both literary and informational, with equal success.

• Students’ ability to **read and respond to both literary and informational text** is comparable between the two genres.

• Students demonstrated the ability to **determine the meaning of unknown words and phrases** in both literary passages and informational text.

• Little to no difference between students’ ability to **apply their foundational literacy skills** to either literary passages or informational text.
Grade 2 ELA Challenges We Still Face

• Students performed better on determining the central message/main topic of a text when dealing with literary text versus informational text.

• Students performed significantly better when responding to items associated with literary listening passages versus informational listening passages.

• Students were able to respond to items dealing with sentence composition (conventions of standard English grammar and usage) with a higher rate of accuracy than items associated with phonics and word recognition skills.
## Grade 2 Math

Non-major work of the grade outperformed major work

<table>
<thead>
<tr>
<th>Major Work</th>
<th>Non-major Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Solidifying an understanding of addition and subtraction strategies</td>
<td>• Determining odd and even</td>
</tr>
<tr>
<td>• Developing an understanding of place value</td>
<td>• Using repeated addition to describe an array</td>
</tr>
<tr>
<td>• Connecting place value with addition and subtraction</td>
<td>• Working with time</td>
</tr>
<tr>
<td>• Measure and estimate lengths in standard units</td>
<td>• Working with money</td>
</tr>
<tr>
<td>• Relate addition and subtraction and length-Introductions of number lines</td>
<td>• Represent data on line plots, pictographs, and bar graphs</td>
</tr>
<tr>
<td>• Use correct fraction vocabulary</td>
<td>• Identify shapes</td>
</tr>
<tr>
<td>• Partition a rectangle into squares</td>
<td>• Use correct fraction vocabulary</td>
</tr>
</tbody>
</table>
Grade 2 Math Areas of Strength

- **Read aloud v. Read to self**
  - Students performed equitably on items read to them as they did on items they read to themselves.
  - There is the right balance of read aloud items present.

- **Problem Solving Reporting Category**
  - Students performed well on the integrated item.
Computation with whole numbers

- Solidifying an understanding of addition and subtraction strategies
- Developing an understanding of place value
- Connecting place value with addition and subtraction

These standards are **foundational** in solidifying an understanding of addition and subtraction especially when it comes to strategies. Without a strong, conceptual foundation in computing with whole numbers, students will struggle as the move beyond whole numbers to work with other types of numbers (i.e. fractions, decimals, and signed numbers).
## Grade 2 Math 5 Lowest Performing Standards

<table>
<thead>
<tr>
<th>Code</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.OA.A.1</td>
<td>Use addition and subtraction within 100 to solve one- and two-step word problems</td>
</tr>
<tr>
<td>2.MD.B.6</td>
<td>Represent whole numbers as lengths from 0 on a number line diagram</td>
</tr>
<tr>
<td>2.NBT.B.5</td>
<td>Fluently add and subtract within 100 using strategies</td>
</tr>
<tr>
<td>2.MD.A.2</td>
<td>Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</td>
</tr>
<tr>
<td>2.NBT.B.9</td>
<td>Explain why addition and subtraction strategies work, using place value and the properties of operations.</td>
</tr>
<tr>
<td>Code</td>
<td>Standard</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2.OA.A.1</td>
<td>Use addition and subtraction within 100 to solve one- and two-step <strong>word problems</strong></td>
</tr>
<tr>
<td>2.MD.B.6</td>
<td>Represent whole numbers as lengths from 0 on a <strong>number line diagram</strong></td>
</tr>
<tr>
<td>2.NBT.B.5</td>
<td>Fluently add and subtract within 100 <strong>using strategies</strong></td>
</tr>
<tr>
<td>2.MD.A.2</td>
<td>Measure the length of an object twice, using length units of different lengths for the two measurements; <strong>describe how the two measurements relate</strong> to the size of the unit chosen.</td>
</tr>
<tr>
<td>2.NBT.B.9</td>
<td><strong>Explain why</strong> addition and subtraction <strong>strategies work</strong>, using place value and the properties of operations.</td>
</tr>
</tbody>
</table>
Discussion

- What data and/or information gaps exist in the early grades?
- How and when do we know a student is not “on track” in math and reading in the early grades?
Possible recommendations to support early grades

- 1st grade item sampler
- K item sampler
- Add grades 1 and 2 to CAB
- Optional 1st grade summative assessment
- Statewide benchmark for district use for 1st grade
Next Meeting – Mon., February 26th

- Pre-readings will be sent prior to the meeting
- Same location
- All meetings are recorded as webinars with slides available online