Replaces the state’s current *multiple-choice only* tests in English language arts and math for grades 3-11 and will include a variety of question types as well as writing.

Provides true information about student readiness for postsecondary work.

Provides actionable information for parents and educators to support student growth.

Developed by Tennessee educators to better assess student knowledge, as well as critical thinking and problem-solving skills – in short, all the things students will need to succeed following high school.
TNReady will be more engaging for students...

• In reading and writing – students will read from texts and provide written responses to support their answers.

• In math – students will solve multi-step problems, many without using a calculator, to show what they know.

• Much like teachers already do in their classrooms, TNReady will give students a variety of new ways to show what they really know and can do.

• TNReady will be administered in two parts.
TNReady – Part I

• Part I for ELA will replace the state’s current writing assessment.
  – It will require open-ended written responses in ELA.

• Part I for Math will include performance tasks in grades 3 – 8.
  – These performance tasks will include open-ended responses and be multi-step problems that allow students to demonstrate several skills towards a practical application.
Joe went hiking for 1 week.

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

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

### Part A

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joe walked more mi on day 1 than on day 2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joe walked the most mi on day 7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joe walked 3 more mi on day 6 than on day 7.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Part B

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

```

```

### Part C

Complete the statement.

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

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

### Part D

Joe estimated that he walked about 15 mi each day. Did Joe estimate correctly? Why or why not? Enter your answer in the box.
Students will read a set of passages.

The passages describe how beavers and a mole build their homes.
• How are the two homes different?
• How are they alike?

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

Manage your time carefully so that you can
– Plan your essay
– Write your essay

Type your answer in the space provided.
• The second portion of TNReady will be administered in April/May.

• This portion will ask students to select responses for multiple types of questions.

• Performance on Part I and Part II will be combined into a single composite score for each student.
## Grade 7 English language arts

<table>
<thead>
<tr>
<th>(Old) TCAP Example Question</th>
<th>(New) TNReady Example Question</th>
</tr>
</thead>
</table>
| **Read the passage titled “Somebody’s Daughter,” and answer the question below.**  
The entire passage is located in the last section of this guidebook called “Resources.” | **Read the passage titled “Galileo and the Lamps,” and answer the questions below.** The entire passage is located in the last section of this guidebook called “Resources.” |
| **The character of Papa is mainly revealed through** | **Part A**  
Based on the passage, how did seeing the lamps in the cathedral influence Galileo? |
| A. what the author tells us.  
B. what other characters say about him.  
C. what he says.  
D. what he thinks. | A. He discovered a better method for lighting the lamps.  
B. He became interested in science for the first time.  
C. He noticed an unusual property of pendulums.  
D. He learned how to attach pendulums to timepieces. |
Part B
Select the section of text that best supports your answer in Part A. *Students will have options pre-selected from the text and will choose the correct one.*

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

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

- **Sample items** in MICA (Measurement Incorporated Classroom Assessment) along with the...

- **Practice tests** delivered in MIST (Measurement Incorporated Secure Testing) make up the...

- **TNReady Practice Tools** available to educators and students.
Tennessee educators – both at the K-12 and higher education levels — were involved in the selection process of TNReady.

- Tennessee educators determined item selection, test length and composition, and scoring.
- Going forward and on an ongoing basis, Tennessee will decide on changes to the test based on changes to standards, and Tennessee teachers will be engaged in item development and review.
  - Assessment will be updated to reflect any changes to standards in 2017-18 school year.
Higher education support will be vital to success of TNReady.

- Higher Education faculty participated in RFP process in fall 2014, where Measurement Inc. was selected as TNReady vendor.

As with PARCC, TBR, TICUA, and UT faculty and staff have engaged to validate our TNReady assessments as reflecting postsecondary and career success.

Higher education faculty have committed to help in the following areas:

- Vetting the assessment and publicly communicating about alignment with postsecondary expectations
- Range finding for hand-scored elements of HS math and ELA
- Creation of performance level descriptors for HS math and ELA
- Standards setting to determine cut-scores for HS math and ELA
TNReady → Online Assessment

- TNReady will be *administered online* with paper back-up available.

- This gives Tennessee students an opportunity to develop *critical technology skills* they need for success, while also ensuring that they do not fall behind their peers in other states where online tests are given.

- We have *phased in required online testing* over the last *four years*. Many states have been testing online for 15+ years.
Currently, no districts or schools have requested to take TNReady paper and pencil tests.
“Break MIST Day” – System Stress Test

- **Test Date:** October 1, 2015
- **Test Window:** 7:30 am to 10:30 am local time
- **Participation:** Optional
- **Intent:** To test the technology systems (administration, audio, proctor accounts, student accounts) that are in place to send and receive test questions and responses between the school and Measurement Incorporated.

- 100% of users with **text-to-speech – most bandwidth intensive feature** – activated for directions at the start of the test. Typically only available for students with approved accommodations.
“Break MIST Day” – Test Results

• Nearly **110,000** students logged on to MIST. Peak load was **3 to 4 times more** than we experienced during writing assessment in the spring, as we compressed a **four-week window** for administration into **three hours**.

• These conditions truly created a **“stress test,”** a load we would not expect during the normal operational window.

• **Results:** MIST system did experience slow response time at midway point through 3-hour window but eventually recovered from bottleneck issues.

• **Next Steps:** Vendor will review data collected and make updates to ensure seamless performance during the operational assessment.
Online Assessment... Flexible Administration

**District**
- Set calendar
- Choose 5 days per grade/content

**School**
- Choose days for subtests
- Set unique schedules

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

*TNReady will minimize interference with teaching and learning...*
Student Experience with Flexible Administration

3rd Grader
11.2 hours total student time on task
- 7 – 12 test sessions across four subjects
- 45 minutes to an hour per session

7th Grader
11.7 hours of total student time on task
- 7 – 12 test sessions across four subjects
- 45 minutes to an 1.5 hours per session

11th Grader
12.3 hours of total student time on task
- 7 – 11 test sessions across four subjects
- 1 hour to 1.5 hours per session
Students will spend a similar amount of time taking state-required tests as they have in previous years.
TNReady will provide better information for families...

- Parents will receive **more and better** information on their student’s performance.
- The new reports are designed to do **three things**:
Current TCAP Individual Student Reports for grades 3 – 8
TNReady Potential Ideas for Report Redesign

2015-2016 TNReady Assessment

ENGLISH I STUDENT REPORT

Janet Doe
Grade: 9
USID: XXXXX4321

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

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

Janet’s Performance on the English I Assessment

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

[Bar chart showing performance levels: Ready for Acceleration, On Grade-Level, Approaching Grade-Level, Below Grade-Level]
TNReady Potential Ideas for Report Redesign

2015-2016 TNReady Assessment

ENGLISH | DETAILS

Janet's strengths are in these areas:
- Referencing and comprehending grade level literary texts
- Responding to writing prompts and drawing evidence from multiple sources

Janet needs to improve her knowledge and skills in these areas:
- Referencing and comprehending grade level information texts
- Understanding, interpreting, and utilizing standard English, grammar and usage

Next Steps:
Discuss the following with Janet and her teacher to enhance her performance:
- Read increasingly challenging or above grade level text.
- Gather evidence to support an idea when speaking or writing.
- Consider working as a peer tutor to help others and to increase her own knowledge.

Performance Comparison
Percent of students scoring at each Performance Level.

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>City High</th>
<th>City Schools</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceleration</td>
<td>6%</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>On</td>
<td>24%</td>
<td>32%</td>
<td>27%</td>
</tr>
<tr>
<td>Approaching</td>
<td>46%</td>
<td>40%</td>
<td>44%</td>
</tr>
<tr>
<td>Below</td>
<td>24%</td>
<td>18%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Janet's Level: 
Ready for Acceleration

Writing Scoring Categories

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development</td>
<td>Understands and develops ideas from complex informational articles</td>
<td>✓</td>
</tr>
<tr>
<td>Focus and Organization</td>
<td>Focuses and organizes a range of ideas from complex informational articles</td>
<td>✓</td>
</tr>
<tr>
<td>Language</td>
<td>Understands and uses the English language effectively</td>
<td>✓</td>
</tr>
<tr>
<td>Conventions</td>
<td>Demonstrates command of the conventions of standard English grammar and usage when writing</td>
<td>✓</td>
</tr>
</tbody>
</table>

Reading Scoring Categories

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Literature</td>
<td>Reads, understands, and analyzes a range of complex literary articles when writing or reading</td>
<td>✓</td>
</tr>
<tr>
<td>Reading Informational Text</td>
<td>Reads, understands, and analyzes complex informational articles</td>
<td>✓</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Understands, interprets, and uses standard English</td>
<td>✓</td>
</tr>
<tr>
<td>Conventions</td>
<td>Demonstrates command of the conventions of standard English grammar when reading</td>
<td>✓</td>
</tr>
</tbody>
</table>

Overall Score: 370
Timeline for Reporting Results

- **Summer 2015**
  - Brainstorm performance level descriptors

- **Fall 2015**
  - Draft names for four performance levels

- **Winter 2016**
  - Finalize names for four performance levels

- **Spring 2016**
  - Engage educators to draft performance level descriptors and reporting categories

- **Summer 2016**
  - Finalize subscores and/or standard clusters for reporting categories
  - Set cut scores for performance levels based on performance level descriptors

- **Fall 2016**
  - Complete scoring & reporting process using cut scores
Questions?