

## SED Update March 2013

### Assessment

The [School Administrator's Manual](#) for 3-8 testing has been posted, as well as [teacher directions](#).

The implementation timeline of the new Regents examinations in schools will depend on the phase-in guidance from SED. This guidance is still a few weeks away.

PARCC has released [information](#) (a set of “tools”) about the expected structure and duration of the under-development exams. Of course, they are longer than we have been used to – between eight and ten hours. Some of the tools:

- A spreadsheet to help you determine whether you have enough computers and an accompanying users guide
- FAQs
- Description of the two tests (performance and end-of-year) with estimated administration times.

Some other miscellaneous things we are hearing about PARCC:

- Smarter Balance and PARCC working together for some similarity
- Item Tryout in HS field testing is scheduled for November
- Algebra 2 will include Algebra 1 and Geometry
- There will be some sort of retest policy 3-8, HS max of 3 retests

The new range of scale scores will be approximately 100-325/350. They are revising the descriptions of the four levels:

- Level 4: Student excels in standards for this grade level
- Level 3: Student is proficient in standards for this grade level
- Level 2: Student does not demonstrate minimum standards for this grade level
- Level 1: Student demonstrates little evidence of knowledge and skills for this grade level

SED released a [memo](#) on the implementation of the Common Core Learning Standards and the transition to Common Core assessments which highlighted the changes to be expected as a result of the new tests. SED has now [updated](#) the Test Guides for English Language Arts and Mathematics to reflect the information contained within the memo. Each guide now includes a Foreword, which includes a summary of the information in the Field Memo, as well as other emphases and clarifications to bring the Test Guides into full alignment with the Field Memo. Clarifications in the ELA Guides include:

- An explanation that using authentic passages means that passages on the assessments may have been used previously in classrooms or for student personal reading;
- An explanation that texts can be divided into different test passages that are appropriate for different grade levels;
- Reiteration that multiple choice questions, including vocabulary questions, require comprehension of the entire passage; and
- Reiteration that short-response questions require both a claim and evidence in support of that claim.

Clarifications in the Mathematics Guides include:

- Emphasis that students will need to choose their own mathematics tools when responding to questions. Symbols, such as those found on past tests that signaled which tool should be used, will not be included on the 2013 Common Core test.

## Curriculum

SED has announced their timeline for the provision and posting of the curriculum modules:

- Text lists will be posted within a week – *adopting* districts could go ahead and begin the procurement process
- Availability of first ½ year of all materials by late July
- Availability of full year by December

## APPR

SED has changed their stand on scoring in schools employing school-wide measures:

*Only when using the school-wide measure in Task 2 and/or 3, districts may allow other individuals within the school to score the assessments that will be used for evaluation purposes, as long as every attempt possible is made to ensure test integrity.*

*For the purposes of assessments that are used for group, team, or department-wide measures, teachers may not score their own students' assessments, and a principal may not score the assessments that are part of their own evaluations. Further, those teachers who directly teach the students are prohibited from scoring assessments for their own students as they have a vested interest in the outcome, even in cases where the teacher is the only one in the district with the specific content expertise. Additionally, principals in the school building are also prohibited from scoring assessments for students within the school building as they have a vested interest in the outcome.*

Apparently SED has received a number of questions asking whether SLO targets may be adjusted during the year. The answer:

*SLO targets may never be adjusted during the interval of instruction. SLOs are an academic goal set at the start of the course and the educator's HEDI score is based upon the degree to which the goal was attained.*