

Technical Issues in Large Scale Assessment (TILSA) Collaborative

The Technical Issues in Large Scale Assessment (TILSA) collaborative focuses on technical issues that state leaders face with their large-scale assessments and opportunities for innovation. This includes psychometric challenges, innovative design approaches, comparability, and validity of claims and test results. In addition, TILSA considers how states, districts, schools, educators, parents, and policy makers may have to deal with the practical and policy implications associated with these technical issues.

TILSA hosts three in-person meetings per program year supplemented periodically by online webinars, resources, and tools that sustain and extend the learning and work undertaken through in-person meetings. TILSA's membership includes assessment directors, assessment content staff, and technical assessment staff such as psychometricians or data people. These state assessment leaders focus on technical, practical, and policy issues and measurement, they possess deep technical knowledge of state- and district-level assessments. TILSA also leverages its large roster of partner organizations that provide recommendations, potential solutions to current problems in large-scale assessments, and relevant research findings to state partners.

2017-2018 Achievements:

In the 2017-2018 program year, TILSA members met with national experts, engaged with other CCSSO groups in cross collaborative work, and has finalized resources to support state work in large-scale assessment. Examples include the following:

- **Guest Speakers:**
 - Ellen Forte, *CEO & Chief Scientist, EdCounts*
 - Cary Supalo, *Senior Developer, Educational Testing Services*
 - Don Peasley, *Supervisory Education Research Analyst, U.S. Department of Education*
 - Derek Briggs, *Professor, University of Colorado, Boulder*
 - Marianne Perie, *Director, Center for Assessment and Accountability Research and Design, University of Kansas*

- **Cross collaborative work**

Below are the joint sessions, webinars, and collaborative work TILSA led with other CCSSO groups in the 2017-18 membership year.

- Joint session with Science collaborative: "Next Generation Science Standards assessment and multi-dimensional modeling"
- Assessing Special Education Students (ASES) and Science collaboratives: "Adapting science simulations for students who are blind or vision impaired"
- ASES and English Learners (EL) collaboratives: "Exploring the construct and measurement approaches for the newly required Alternate English Language Proficiency assessments for English Learners with significant cognitive disabilities"
- **TILSA Resources**
 - [Model RFP Toolkit](#) (Martineau, 2017). Center for Assessment: Dover, NH.

2018-2019 Goals:

CCSSO supports states as they monitor and oversee equitable implementation of standards and assessments. TILSA works to achieve this vision by working with its members to deliver valid and reliable assessment systems that inform student learning and provide equitable access and opportunity for diverse learners.

- Learn from experts and researchers to better address pressing technical and practical issues states are facing in large-scale assessment.
- Offer opportunities for professional development guided by nationally recognized experts in design, measurement, and implementation of large-scale assessments.
- Engage TILSA workgroups to lead and sponsor three strands of deliverables:
 - Resources focusing on assessment literacy for state policymakers and cross-SCASS work on assessment literacy for educators and educational leaders.
 - Supporting a resource addressing technical issues and their practical implications associated with shortened assessment design.
 - Exploring support options for high quality development and evaluation of Requests for Proposals.
- Share trends and best practices by state teams and identify focused opportunities to engage in cross-state learning and collaboration.

Spotlight on Equity

A focus on equity is central to CCSSO's 2017-2020 strategic plan and our work with our members. CCSSO and state chiefs are committed to each child—regardless of background—graduating ready for college, careers, and life. In 2017, CCSSO and the Aspen Institute released [Leading for Equity: Opportunities for State Education Chiefs](#), which set forth ten commitments and a series of actions state chiefs can take to advance equity. Each of CCSSO's collaboratives is a venue for working with national experts and collaborating with peer states to identify concrete strategies for advancing relevant commitments found in the report. Equity will play a major role in the agenda of the collaboratives over the next membership year. Examples of equity commitments from [Leading for Equity](#) the TILSA collaborative addresses through its work are:

- **Equity Commitment Number 7, Part G)** Ensure students with disabilities and English learners have access to accommodations in instruction and assessment.
- **Equity Commitment Number 3, Part B)** Set ambitious and achievable interim and long-term goals for English learners and ensure they are making adequate progress achieving English language proficiency.

Biography of Advisors

Juan D'Brot Senior Associate at the Center for Assessment, Juan joined the center in February 2016 as a Senior Associate and has led and contributed to work on developing ESSA-aligned accountability systems, growth models, exploring graduation options for students based on local legislation, peer review submissions, and revising readiness assessments for educational organizations and numerous states and jurisdictions. His work interests include assessment and accountability technical and policy issues, assessment and accountability design and implementation, measures of student growth, standard setting, educator accountability systems,



and impact evaluation of policy and programs. Juan is especially interested in helping states and educational entities solve intricate problems in assessment and accountability design and implementation that often result from an intersection of policy, technical, and practical issues while navigating complex relationships between agencies.

Scott Marion, Executive Director at the Center for Assessment, partners with Associate Director Chris Domaleski to manage the operations of the Center working closely with the Center Board of Directors to establish the long- and short-term strategic direction of the organization. He is also actively engaged with Center clients; his projects include designing and supporting states in implementing assessment and accountability reforms, developing and implementing educator evaluation systems, and designing and implementing high quality, locally-designed performance-based assessments. He is a national leader in designing innovative and comprehensive assessment systems to support instructional and accountability uses, including helping states and districts design systems of assessments for evaluating student learning of identified competencies.

Scott coordinates and/or serves on five or district state Technical Advisory Committees (TAC) for assessment, accountability and educator evaluation, including coordinating the PARCC assessment consortium TAC. He recently served on the National Research Council (NRC) committee responsible for designing a framework for next generation science assessments; he has also served on other recent NRC committees investigating the issues and challenges associated with incorporating value-added measures in educational accountability systems and on outlining best practices in state assessment systems.

CCSSO Liaison:

Kirsten Carr serves as the Senior Program Director of Student Expectations at CCSSO. In this role, she leads CCSSO's team that is supporting states to set high expectations for students, assess whether those expectations are being met, and design and administer accountability systems that help drive improved outcomes for students. Over the past several years, Kirsten has also worked closely with state leaders on developing and implementing next-generation accountability systems through both ESEA flexibility and the transition to the Every Student Succeeds Act. Prior to CCSSO, Kirsten spent several years working on education reform initiatives at the Boston Plan for Excellence. During this time she worked closely with principals and other educators in the Boston Public Schools. She also spent several years practicing law. Kirsten has a bachelor's degree in psychology from Middlebury College and a J.D. from Duke University School of Law.

2017-18 State Members:

AK, AR, CA, CO, CT, DoDEA, DE, FL, GA, HI, ID, IN, KS, KY, LA, ME, MD, MI, MS, MO, NE, NV, NJ, NC, OH, OK, OR, PA, SC, SD, TN, WA, WV, WI.

2017-18 Industry Partners:

American College Testing Program (ACT), American Institutes for Research (AIR), Apple, Assessment Solutions Group, Caveon, College Board, Curriculum Associates, Data Recognition



Corporation (DRC), English Language Proficiency Assessment for the 21st Century (ELPA21), Education Testing Service (ETS), Human Resources Research Organization (HumRRO), Measured Progress, MetaMetrics, Northwest Evaluation Association (NWEA), Pearson, Questar, Renaissance Learning, Smarter Balanced, Stanford Research Institute (SRI), Texas Instruments, Wisconsin Center for Education Products and Services (WCEPS), WestEd, WIDA Consortium

