

Technical Issues in Large-Scale Assessment (TILSA) Collaborative

TILSA focuses on technical issues that state leaders face in implementing, developing, and maintaining their large-scale assessments. These issues include 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's membership includes state assessment leaders with a wide focus on technical, practical, and policy issues and measurement specialists with deep technical knowledge of state- and district-level assessments. The TILSA collaborative 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. The TILSA collaborative believes assessment is at the heart of equity. In that vein, TILSA's role in helping state policymakers understand the downstream influence of their assessment and accountability policy decisions, especially on the state's most vulnerable students, could lead to improvements in opportunity-to-learn for all students, but especially those from districts facing numerous contextual challenges.

2018-2019 Highlights:

- State members provided considerable leadership (via a State member Steering Committee) over the selection of topics of ongoing work and helping in crafting meeting agendas;
- A Partners Advisory Group was created in addition to the Steering Committee group to enable partner representatives to provide input on the agenda, but more importantly to provide content expertise in terms of selection of experts and specific content for the meetings;
- Novel presentation formats, such as debates about key issues, were debuted, which members found engaging and enjoyable;
- Members had a chance to learn from experts and researchers to better address pressing technical and practical issues states are facing in large-scale assessment, including:
 - Derek Briggs, University of Colorado-Boulder
 - Gregory Cizek, University of North Carolina
 - Frank Rijmen, American Institutes for Research
 - Joseph Martineau, Center for Assessment
 - Sara Christopherson, WebbAlign
 - Aneesha Badrinarayan, Achieve
 - Ellen Forte, EdCount
- Continued to engage TILSA workgroups to lead and sponsor multiple strands of deliverables:
 - Developing a framework and tools for enhancing the assessment literacy of state policy makers;
 - Supporting a resource addressing technical issues and their practical implications associated with shortened assessment design;
 - “Aligning the aligners:” A study and conceptual document to develop criteria for high-quality alignment studies;

1. Systems of Science Assessment: TILSA members provided valuable advice on a paper authored by Nathan Dadey and will continue to interact with Dr. Dadey to identify and feature state examples of balanced systems of assessment
 2. TILSA members provided critical advice and insight for an RFP Toolkit to support state assessment leaders in crafting high quality Requests for Proposals. This project has been completed.
- Share trends and best practices by state teams and identify focused opportunities to engage in cross-state learning and collaboration

2019-2020 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.

- TILSA will continue to build the state leadership structure by rotating some new members onto the leadership team so they get a chance to learn from their more experienced colleagues and to infuse new ideas;
- TILSA will continue exploring the alternate assessment for English Language proficiency—a new requirement for states. TILSA members discussed how to best support this work moving forward and a select group of TILSA members will be engaged in ongoing collaboration with the EL and ASES SCASS groups to address emerging technical and measurement issues;
- TILSA will have a series of sessions on the things that TILSA members, as assessment leaders, can do to ensure that our tests are pointing out underlying equity challenges and not contribute to equity issues. Essentially all states tests incorporate bias and sensitivity reviews, differential item functioning (DIF) analyses, and other techniques to make sure tests are fair and accessible. However, there have been several advances in how to think about Universal Design for Learning (UDL) and designing field-testing and item tryout studies, among other things, that can enhance the fairness and equity of our tests.

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.

2018-19 State Members Included:

AL, AK, CA, CO, CT, DC, DoDEA, DE, FL, GA, HI, IL, IN, KS, KY, LA, ME, MD, MI, MS, MO, NE, NV, NJ, NM, NC, OH, OK, OR, PA, SC, SD, TN, UT, WA, WV, WI, WY

2018-19 Partners Included:

ACT, AIR, Apple, Assessment Solutions Group, Caveon, College Board, CRESST (ELPA21), Curriculum Associates, DRC, ETS, HumRRO, Measured Progress, MetaMetrics, New Meridian, NWEA, Pearson, Questar, Renaissance Learning, SmarterBalanced, Texas Instruments, WCEPS, WestEd, WIDA

