



TNReady

GENERAL INFORMATION



The Big Picture

Tennessee Students Struggle in the Early Years after High School...

72,865 Students
2007 Cohort of High School Freshmen



10,545 students
did not graduate
from high school



22,334 students
graduated from high
school and entered the
workforce and earn an
average salary of
\$9,030 annually



40,235 students
enrolled in postsecondary.

**58 percent were still
enrolled** in one year (or
20,418 of the 35,055 who
enrolled immediately after
graduation).

3,514 had completed
a certificate or degree within
three years.

More of our Students Must be Ready

- There are more jobs in Tennessee than qualified applicants and **55%** of all jobs in TN will require some postsecondary **by 2025**.
- **64%** percent of first-time TN freshmen have to take remedial coursework at community colleges.
- Our students have to be **better prepared** to take advantage of opportunities after graduation.
- In order to do this, we must make sure our students are **making progress each year** and that they are on track for success after graduation.
- We need a **better measurement of progress** to close gap between high school and postsecondary.

Tennessee Has Been Working to Get Ready for Years

- **2009:** We adopted the Tennessee Diploma Standards.
- **2011:** We challenged students to meet ***more rigorous standards*** that mirror real-world demands in math and reading/writing.
- **2012:** Students began completing Constructed Response Assessments in math, applying multiple skills to solve a problem.
- **2013-2014:** Districts phased in online testing with the Writing Assessment.
- **2015:** All students in grades 3-11 took the Writing Assessment online.
- **2015:** All students in grades 3-11 took the social studies field test online.



Foundation of TNReady

TNReady is the New & Improved TCAP

- TNReady is the new and improved TCAP test in **math and English language arts (ELA) for grades 3-11**.
 - TNReady is a part of TCAP.
 - TCAP includes grades 3-8 achievement tests and End of Course exams for science, social studies, math, and English.
- The new test in math and ELA is designed to **assess true student understanding**, not just basic memorization and test-taking skills.
- It will be **given in two parts**, however, the time students spend testing will be similar to last year.
 - Part I will be given in February/March.
 - Part II will be given in April/May.
- The test will be **given online**; it's the way of our world.

2015-16 School Year

■ 3-11

- Math (TNReady)
 - 3-8
 - Algebra I, **Geometry**, Algebra II
 - **Integrated Math I, II, III**
- ELA (TNReady)
 - 3-8
 - English I, II and III
 - Writing incorporated in TNReady

■ 3-11 continued

- Science (Achievement / EOC)
 - 3-8
 - Biology, Chemistry
- **Social Studies (Achievement/ EOC)**
 - 3-8
 - US History

■ Alternate Assessments:

- MSAA (NCSC)
- ACCESS
- Science/Social Studies



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TNReady Math

TNReady Math Goes Deeper

- Math in grades 3-8 will focus on ***fewer concepts*** and assess those topics in **multiple ways**.
- High school math will **strengthen connections** between different topics.
- Math concepts will be assessed using **real-life situations**.
- There will be **calculator-permitted** and **calculator-prohibited** sections at every grade level.



TNReady English

TNReady English Focuses on Real World Skills

- **TNReady English** will integrate reading and writing skills. Students will receive one score.
- TNReady focuses on authentic workplace and postsecondary skills - reading, writing, editing.
- Students will be asked to support their answers with evidence from something they read.
- English tests will include both fiction and non fiction-texts.

ELA Updates

Writing Task Design:

- For year one of TNReady, students will write two essays –
 - One essay question will be operational and count toward the student's score
 - One will be a field test question that does not count for scoring.
- Students will be asked to read and synthesize multiple passages. The operational writing prompt will be either opinion/argument OR informative/explanatory.
 - In future years, it could be any writing type.
- Narrative writing will be field tested in year one.
 - Scoring rubrics available.



TCAP Social Studies

Social Studies Overview

Why are the assessments changing? How are they different from the previous ones?

- The assessments have changed to better align to the new standards and to reflect the higher expectations for students, particularly the greater focus on literacy. The new standards include:
 - more **primary documents**,
 - opportunities for **higher cognitive demand**,
 - additional focus on **Tennessee History and Civics**, and
 - **geography** integrated throughout the standards.
- The biggest difference between the new and old assessments is the inclusion of an **extended response portion** (Part I), where students are asked to engage with a variety of stimuli such as maps, charts and historical texts.

Social Studies Design Overview

- The assessments will be administered in two parts:
 - **Part I** will include only **extended response items** (essays). Students will write an essay based on stimuli such as maps, primary source documents and informational texts.
 - **Part II** will include only **selected response items** (for 2015-16, this means multiple choice with 1 correct answer. Any additional item types will be communicated prior to their inclusion on future forms)
- Essays will be scored for both for the Tennessee Social Studies content and literacy expectations using the rubrics that were created by Tennessee teachers and content area experts, and based on guidelines established by teachers during the rangefinding process.
- The 2015-16 social studies assessments will be administered online to all students on the **MIST platform**.



TCAP Science

Science Overview

- The content and format of science assessments in grades 3-8 and high school **will not change** in the 2015-16 school year, and for at least the next 2 years.
- Assessments are:
 - aligned to the current state standards
 - multiple choice only
 - Administered via paper/pencil

Science Standards Overview

- A **draft set** of science standards was developed from scratch by a group of Tennessee educators that are content specialists.
- There is a **public review site** that allows all Tennesseans to provide feedback on this draft set of science standards. (<https://apps.tn.gov/tcas/>)
- The public review process will extend into **fall 2015**, and then additional groups of Tennessee educators will review public comments and post a revised version of the standards for a final round of public feedback in **spring 2016**.
- A recommendation committee will then present the new science standards to the State Board of Education. The state board will first vote on the revised science standards in **July 2016**.
- Implementation and a new assessment will occur during the **2018-19 school year**. This review and implementation timeline allows the state board to align the adoption of new science textbooks to the adoption of the new science standards.



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TNReady Part I

Part I Requires Multiple Skills in Action

- Both English and math will be assessed on 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 are multi-step problems that allow students to demonstrate several skills towards a practical application.
- Schools can select dates between Feb. 8- March 4.
 - This is a similar timeframe that we used for the Writing Assessment in previous years.

Sample Math Performance Task: 4th Grade

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.

Day	Distance from Start of Trail (mi)
1	$15\frac{1}{8}$
2	30
3	42
4	66
5	$82\frac{4}{8}$
6	$102\frac{6}{8}$
7	120

Part A

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

	True	False
Joe walked more mi on day 1 than on day 2.		
Joe walked the most mi on day 7.		
Joe walked 3 more mi on day 6 than on day 7.		

Part B

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

mi

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.

Sample ELA Writing Prompt: 3rd Grade

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.



TNReady Part II

Part II Measures Skills in Multiple Ways

- The second portion of TNReady will replace the current TCAP tests for math and English language arts 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.**
- Part II:
 - Schools can select dates between April 18-May 13.



Previous TCAP Tests v. TNReady

TNReady is Engaging

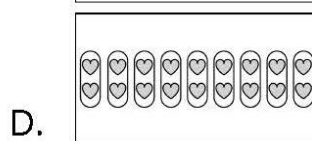
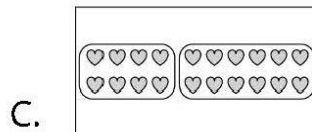
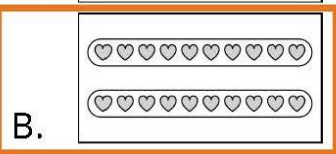
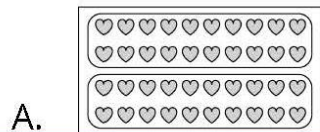
- TNReady will include more than just multiple-choice questions.
- Giving the test online allows students a variety of ways to show what they know and can do.
- It will include questions that are...
 - Interactive
 - Students are asked to drag and drop something
 - Open-ended
 - Evidence based
 - Selected response
 - This could include multiple choice or a question that asks a student to select all answers that apply
- TNReady questions will require students to problem solve and think critically as opposed to relying on simply memorization.

Previous TCAP Tests v. TNReady

Grade 3 Mathematics

(Old) TCAP Example Question

Jennifer has 20 heart stickers. She separated these stickers into 2 equal groups. Which model best represents the number of heart stickers in each group?



(New) TNReady Example Question

Lucas has 45 pencils.

- He places the pencils into 5 groups, using all the pencils.
- Each group has the same number of pencils.

Part A

Enter an equation that can be used to find the number of pencils, p , in each group.

$$45 \div 5 = p$$

Part B

Enter the number of pencils in each group.

9

7

Previous TCAP Tests v. TNReady

Grade 7 English language arts

(Old) TCAP Example Question

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.”

The character of Papa is mainly revealed through

- A. what the author tells us.
- B. what other characters say about him.
- C. what he says.**
- D. what he thinks.

(New) TNReady Example Question

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.”*

Part A

Based on the passage, how did seeing the lamps in the cathedral influence Galileo?

- 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.

Previous TCAP Tests v. TNReady

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.



TNReady Practice Tools

The Best Test Prep Is Good Teaching

- The best preparation for TNReady will be strong instruction every day.
 - This isn't a test you can game.
- The test is designed to mirror how students are learning in the classroom.
- Parents, students, and teacher have access to practice tools online now.
 - Because they are online, parents and teachers can access them anywhere- school, home, the library, etc.
- The practice tools have the same functionality as the test platform.
 - Students can get familiar with the format now.

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.



TNReady Item Sampler (MICA)

What it IS	What it is NOT:
A collection of items that are similar to the items that will be on TNReady	A full practice test
Practice tools on a system that mimics the testing platform	A secure testing platform
A tool for flexible use by teachers	A fixed interim assessment program
A tool to help teachers/students become familiar with the functions of the system and complement rigorous instruction	A tool that should be used to kill and drill students on how to try to game the test

TNReady Practice Test (MIST)

What it IS	What it is NOT:
A short form of the TNReady test.	A full version of the TNReady test.
The questions will be the same rigor and focus as the questions on TNReady.	The actual TNReady test will be different, secure questions.
Results will be a good indication of what students will do well with and need to focus on to be ready for the test.	Results will not be perfectly predictive of students final performance.



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Tailoring Test Administration

Flexible Administration

- Districts have bigger testing windows for TNReady.
- Bigger testing windows mean districts have **more flexibility** than ever before to choose when they want to administer the test.
- Giving the test online gives districts more flexibility to schedule the test around instruction as opposed to shutting down the school for testing.
- Students will *not* be testing during the entire testing window.
- All schools in a district do not have to test on the same day.

Testing Time is Similar to Last Year

2014-15 School Year TCAP Scheduled Testing Time

1%



Hours students are required to be in school during the school year when they are not taking state-required tests



Average hours students spent taking state-required TCAP tests in all subjects during the 2014-15 school year. */**

** If a range of times was given for the testing window in a given subject area, the calculations here represent the longest time in the window that a student could be testing.*

*** This calculation is based on an average of hours spent testing among the three grade groups: Grades 3-5, Grades 6-8, and High School.*

Testing Time is Similar to Last Year

2015-16 School Year TCAP Scheduled Testing Time

Includes the new TNReady TCAP test

1%



Hours students are required to be in school during the school year when they are not taking state-required tests

Average hours students will spend taking TCAP tests in all subjects during the 2015-16 school year. This includes the new TNReady TCAP test. */**

** If a range of times was given for the testing window in a given subject area, the calculations here represent the longest time in the window that a student could be testing.*

*** This calculation is based on an average of hours scheduled for testing among the three grade groups: Grades 3-5, Grades 6-8, and High School.*



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Transition Timeline for Year 1 Results

Transition Timeline for Year 1 Results

- We will get TNReady results during **fall 2016**.
- Because this is the first year of a new test, educators must determine what students should know and be able to do at each performance level (i.e., below basic, basic, proficient, advanced).
- The summer after students take the test, teachers look at the test as a whole and determine how skills are measured by each question.
- Teachers then determine what performance looks like for a student on grade level versus a student above or below grade level.

Transition Timeline for Year 1 Results

- Before the test is given, we align the academic standards to the assessment, so we know which skill each question measures.
- After the test is given, teachers review actual student responses. They then validate what is reasonable to demonstrate that a student is on grade level based on the expectations of the standards.
- Because this process only happens during the first year of a new test, results will only be delayed during the first year of the test.
- First year results will likely decrease as we set a new baseline for student performance.



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Better Information for Parents

Better Information for Parents

- Parents will receive **more and better** information on their student's performance.
- Student reports will be sent to parents in **fall 2016**.
- The new reports are designed to do three things:



Better Information for Parents

- Parents across the state are providing **feedback** on the format of the new reports.
- Parents, teachers, and principals have shared that some of their best information comes from PLAN and Explore reports.
 - The department is using those as a model.
- Performance levels like proficient and below basic will be renamed.
 - With the help of parent input, we are selecting new names that express student's progress toward being ready for success after graduation.

Individual Profile Report

TCAP Achievement Test



A

FIRSTNAME M LASTNAME

USID: XXXXX9999

Birth Date: mm/dd/yyyy

Grade: 6

Test Administrator: TEST ADMINISTRATOR

School: SCHOOL NAME

System: SYSTEM NAME

B

Reading/Language Arts Test Results

Achievement Form

Purpose: This report provides a comprehensive record of your student's performance on the Reading/Language Arts portion of the TCAP Achievement Test. It is a source of information for instructional planning specific to your student and a point of reference for the teacher during a parent/teacher conference. Please refer to the accompanying brochure, *Understanding Your Student's Individual Profile Report (IPR)*.

Your Student's Performance

A graphic representation of your student's performance on the Reporting Categories of Reading/Language Arts is shown to the right. The Achievement Level achieved in each Reporting Category is represented by the following symbols:

Achievement Level (AL) Indicators	Scale Score Ranges
★ = Advanced	999 - 999
● = Proficient	999 - 999
○ = Basic	999 - 999
△ = Below Basic	999 - 999

Your Student's Scale Score is: 475

Achievement Level: **Proficient**

2012-2013 Lexile® measure: 475L

2011-2012 Lexile® measure: 380L

A Lexile measure represents your student's reading ability and can be used to match him or her with books and other materials at an appropriate difficulty level. Visit www.Lexile.com.
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Reporting Categories	Student Achievement Level	Student RCP	Achievement Level	RCP Cut for Basic	RCP Cut for Proficient	RCP Cut for Advanced
Language	★	85		20	43	84
Vocabulary	★	90		17	33	83
Writing and Research	●	62		21	39	78
Communication and Media	○	25		12	29	67
Logic	●	34		18	30	59
Informational Text	★	95		29	44	77
Literature	●	32		22	32	60
Reading Composite	●	34		18	30	59
Language Arts Composite	●	51		31	49	79

The Reporting Category Performance Index (RCP) is an estimate of the number of items your student would be expected to answer correctly if there had been 100 such items for the category.

This report shows that your student has an opportunity for improvement in:

Communication and Media

- Represents your Student's Reporting Category Performance Index (RCP)
- Represents the Confidence Band
- The line to the right and left of the RCP symbol (◇) represents the range in which your student would most likely score in a similar test experience.
- Represents the Proficient range of the Reporting Category
- Represents the RCP necessary to achieve the Basic Achievement Level

Your student's Achievement Level for Reading/Language Arts is Proficient.

Language: A student at this level demonstrates grade level mastery by typically using standard grammar, usage, and mechanics. The student typically employs a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases. The student typically understands and uses correctly a variety of sentence structures.

Communication: A student at this level demonstrates grade level mastery by typically using critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student typically begins to differentiate between summarizing and paraphrasing. The student typically begins to distinguish between a summary and a critique. The student typically identifies the thesis, main points, and organizational structure of a speech.

Writing: A student at this level demonstrates grade level mastery by typically writing in a variety of modes for a variety of purposes and audiences. The student typically employs a variety of prewriting strategies. The student typically organizes ideas into an essay with an introduction, developing paragraphs, appropriate transitions, and conclusion. The student typically refines strategies for editing and revising written work.

Research: A student at this level demonstrates grade level mastery by typically defining and narrowing a research topic. The student typically makes distinctions about the validity of sources. The student typically gathers and uses relevant information from a variety of primary and secondary sources. The student writes a research paper typically using a standard format with technology and graphics.

Logic: A student at this level demonstrates grade level mastery of the reading process. The student typically uses logic to make inferences and draw conclusions in a variety of oral and written contexts. The student typically analyzes text for logical relationships, including fact and opinion and cause-effect. The student typically explores deductive and inductive reasoning. The student typically analyzes communication for persuasive devices.

Informational Text: A student at this level demonstrates grade level mastery of the reading process. The student typically comprehends and summarizes the main ideas and supporting details of informational texts. The student typically identifies the organizational structures of informational texts. The student typically reads, interprets, and analyzes the text features of informational texts.

Media: A student at this level demonstrates grade level mastery by typically analyzing media for their ability to inform, persuade, and entertain. The student typically examines the relationship between the visual and the verbal in media. The student typically recognizes how visual and sound techniques affect messages in various media. The student typically applies and adapts the principles of written composition to create coherent media productions.

Literature: A student at this level demonstrates grade level mastery of the reading process. The student typically reads and comprehends a variety of works from various forms of literature. The student typically analyzes works of literature with regard to their historical periods. The student typically understands the characteristics, conventions, and literary terms of a variety of literary genres.

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>.

PERFORMANCE LEVEL

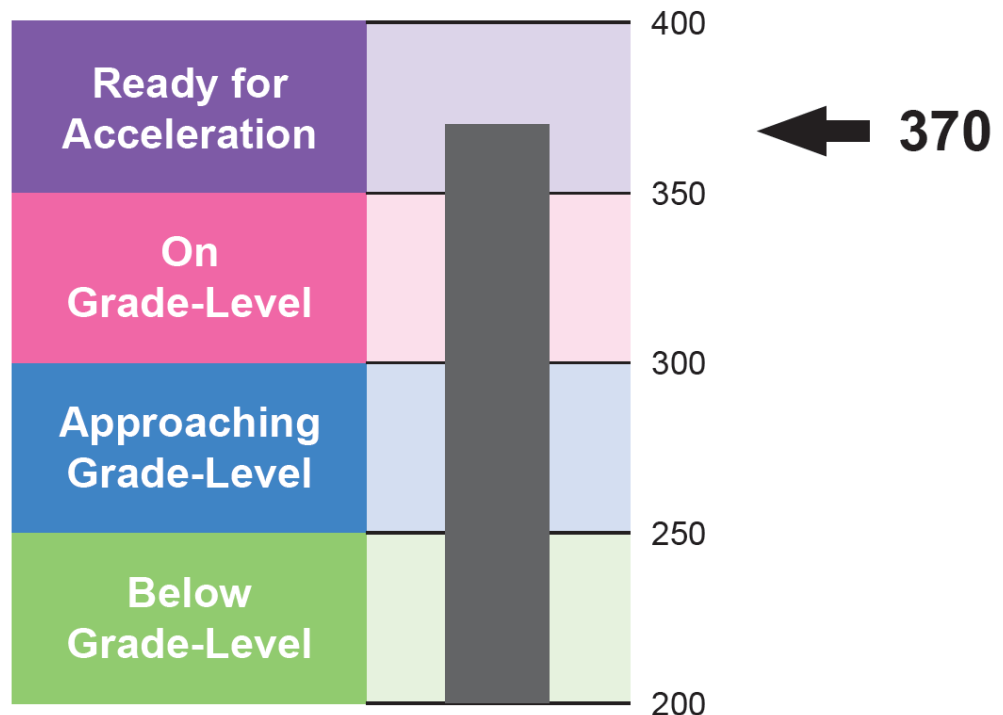
Ready
for
Acceleration

OVERALL SCORE

370

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.



ENGLISH I DETAILS



**PERFORMANCE
LEVEL**

**Ready
for
Acceleration**

**OVERALL
SCORE**

370

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.

	City High	City Schools	State
Acceleration	6%	10%	9%
On	24%	32%	27%
Approaching	46%	40%	44%
Below	24%	18%	20%

Janet's Level:

Ready for Acceleration

Writing Scoring Categories

Key: ✓ At/Above Mastery ✗ Below Mastery

Development	Understands and develops ideas from complex informational articles	✓
Focus and Organization	Focuses and organizes a range of ideas from complex informational articles	✓
Language	Understands and uses the English language effectively	✓
Conventions	Demonstrates command of the conventions of standard English grammar and usage when writing	✓

Reading Scoring Categories

Reading Literature	Reads, understands, and analyzes a range of complex literary articles when writing or reading	✓
Reading Informational Text	Reads, understands, and analyzes complex informational articles	✓
Vocabulary	Understands, interprets, and uses standard English	✓
Conventions	Demonstrates command of the conventions of standard English grammar when reading	✓



Communication Resources

TNReady Communications Educator Guide

- www.tn.gov/TNReady
- Includes PowerPoint of Parent Guide for school use
- More detailed information about TNReady
- Preparation checklists for schools



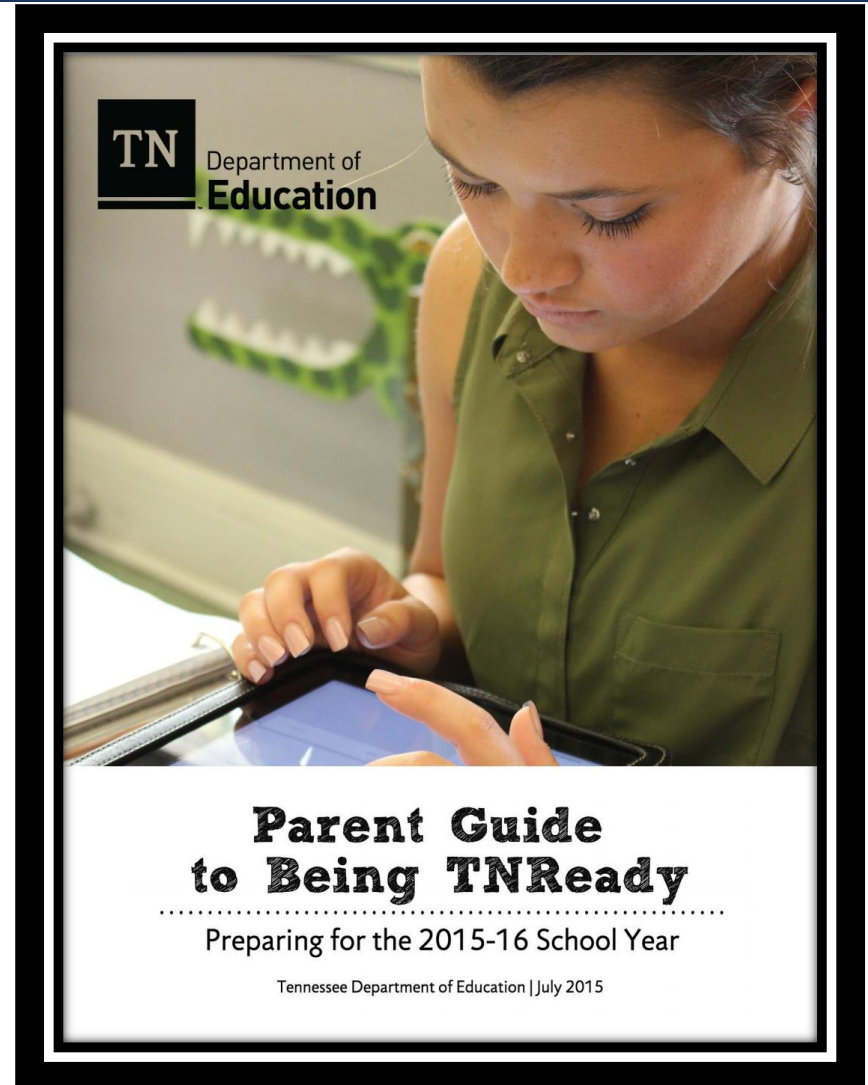
School Guide to Being TNReady

Preparing for the 2015-16 School Year

Tennessee Department of Education | July 2015

TNReady Communications Parent Guide

- www.tn.gov/TNReady
- FAQs for parents and families
- Side-by-side comparison of old TCAP items and new TNReady
- Key infographics:
 - 10 Things to Know
 - Preparation Checklist



Webpage

- Student video
- Informational Voice Thread
- Parent Guide
- FAQ
- Helpful Links

- Staff resources:
 - School Guide
 - Regional Assessment Meeting powerpoint and guide
 - Value-Added Comparison powerpoint
 - Scavenger Hunt Activity

For more information on TNReady, visit:

tennessee.gov/education/topic/tnready



APPENDIX

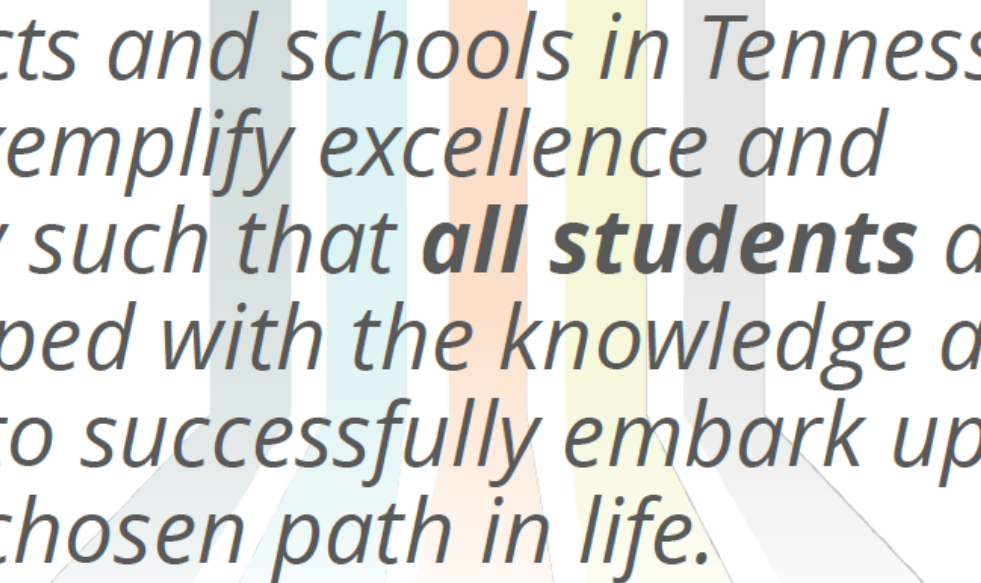
TDOE Strategic Plan



TENNESSEE SUCCEEDS.

Tennessee Succeeds.

OUR VISION.



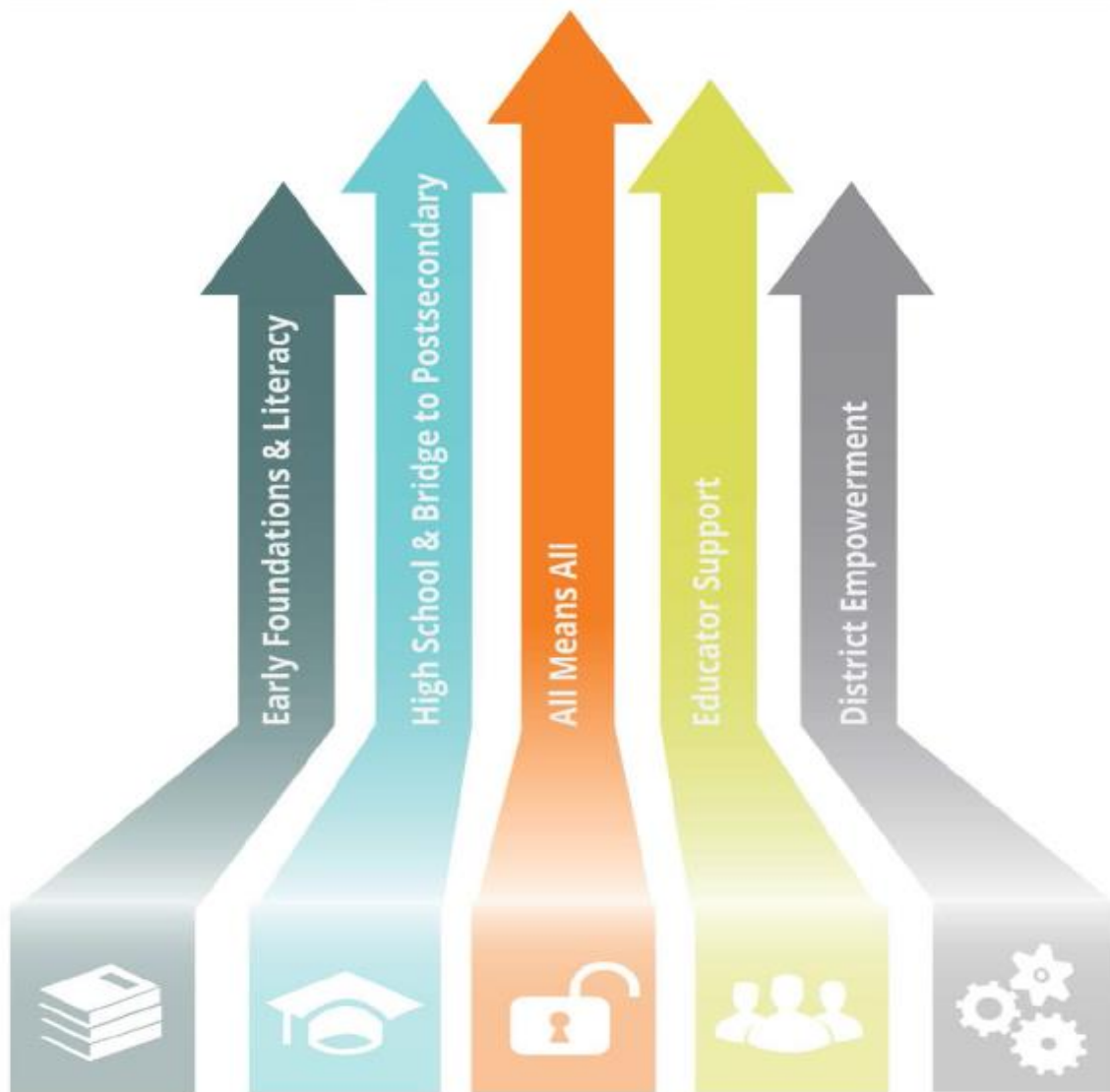
*Districts and schools in Tennessee will exemplify excellence and equity such that **all students** are equipped with the knowledge and skills to successfully embark upon their chosen path in life.*

TENNESSEE SUCCEEDS.

1 Tennessee will rank in the top half of states on NAEP by 2019.

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

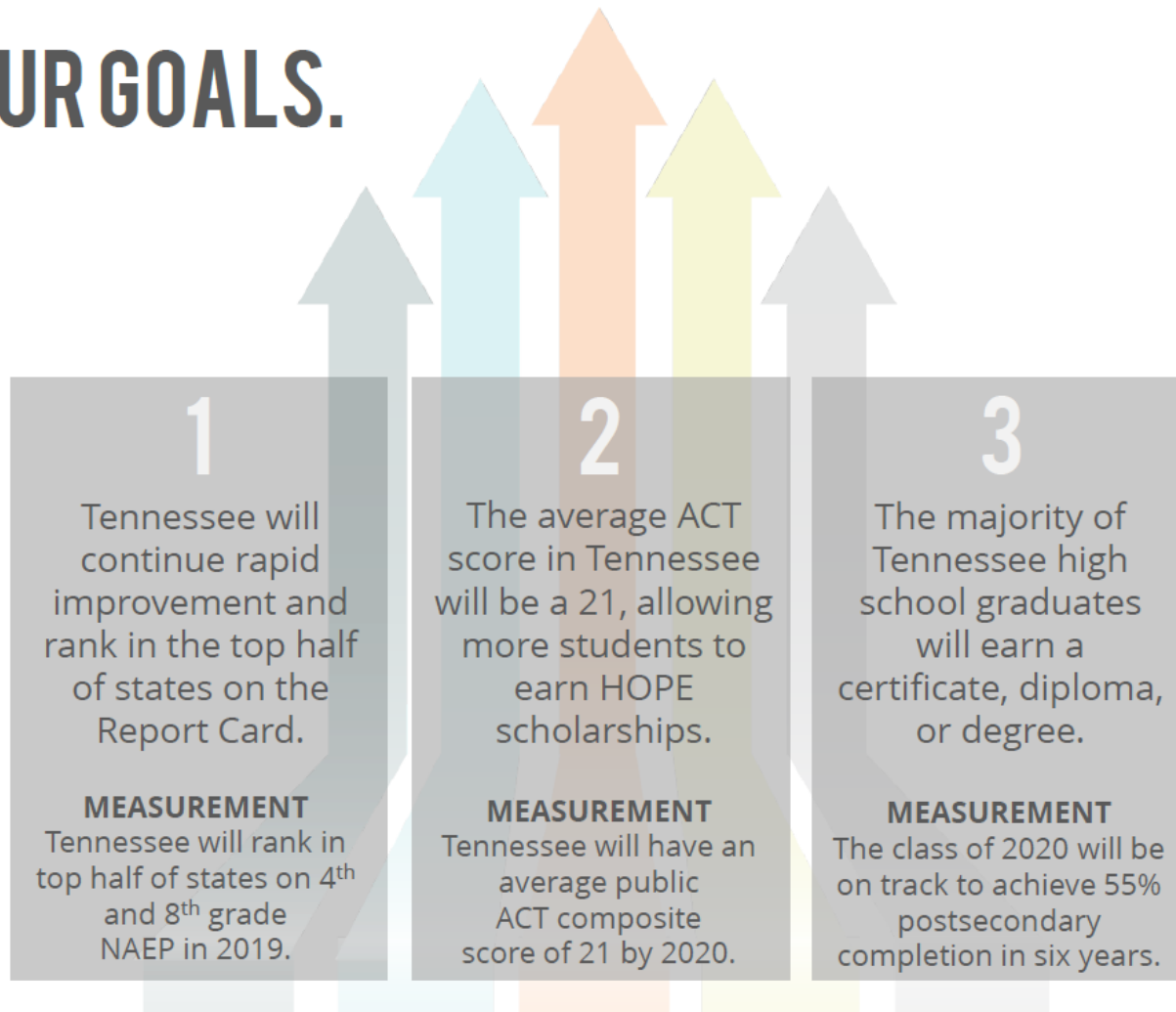
3 The majority of high school graduates from the class of 2020 will earn a postsecondary certificate, diploma, or degree.



STANDARDS | ASSESSMENT | ACCOUNTABILITY

Tennessee Succeeds.

OUR GOALS.



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

STANDARDS, ASSESSMENT, AND ACCOUNTABILITY

We have seen tremendous success over the past few years based on a strategy centered around **rigorous standards, aligned assessment, and strong accountability**. Our first task is to continue and strengthen this work, and these elements are built into every aspect of our strategic plan.

Math Updates

Part I Standards Coverage:

- Updates only affect the performance tasks in grades 3-8. High school courses will not have performance tasks in the 2015-16 school year.
- The focus of the performance task will continue to be the major work of the grade.
- **Limited additional and supporting work also included in the performance tasks in all grades except grade 8.**
 - Lists of additional and supporting standards released for each grade.
 - These shifts affect only 1-2 score points on the total assessment.
- All other questions on Part I will only assess standards from the major work of the grade.

Math Updates

Overall Weighting and Score Points:

- For Part I, the total number of items and score points have been reduced in grades 3-8.
 - Adjustment made because performance task has multiple parts and will count for multiple score points.
 - All questions outside of the performance task on Part I will only assess standards from the major work of the grade.
- Because the number of items in Part I and II have been reduced in some grades, the overall weighting and score points for Parts I and II have also changed.
- These changes mainly impact test development.

ELA Updates

Weighting of Writing Traits in Part I:

- NO writing traits will be double weighted for the 2015-16 school year.
- The original scoring double weighed Focus & Organization and Development to 8 points each, while continuing to weigh Language and Conventions at 4 points each.
 - The revised blueprint will equally weight all four traits at 4 points each.
- Traits will be gradually weighted beginning during the 2016-17 school year, beginning with HS ELA and continuing with grade 6-8 in the 2017-1 school year.

ELA Updates

Overall Weighting and Score Points:

- **Because the trait-based rubric weights have changed, the overall weighting for Parts I and II have also changed, with slightly lower weighting on Part I.**
- **These changes impact test development but should have no impact on pacing guides or instruction – as the same standards are still being assessed in Part I.**
- **Teachers should still engage students with content rich, complex texts, use textual evidence to support ideas, and build vocabulary.**

ELA Updates

Writing Task Times and Student Instructions:

- **Students in grades 3-5 have 75 minutes to write each essay, and students in grades 6-11 have 90 minutes.**
 - The expectation is a cold write that will be scored as such.
 - Additional information about test times will be discussed during the administration segment of this meeting.
- **We do not expect student response quality to be the same as that expected after multiple rounds of revision**
 - Teachers will be trained to score student essays as a rough draft during the rangefinding process.

Social Studies Design Overview

- **Comprehensive blueprints** that detail the overall design of each grade and subject with item count ranges and percentages, as well as lists of the standards assessed in both Part I and II, are **now available**.
- Based on recommendations from teachers and content area experts, there are **standards at each grade level that will not be assessed** via selected response on Part II, and a list is included at the end of each document.

Social Studies Scoring

Overall Weighting and Score Points:

- The assessment will have **60** score points total
 - Part I extended response item is worth **12 points** (approx. 20% of total student score), with **8** points based on content and **4** points based on literacy. **Based on recommendations from teachers that participated in test development, content is double weighted vs literacy.**
 - Part II consists of **48 operational selected response items** that are worth 1 point each, for a total of **48 points** (approx. 80% of total student score)
- Students will receive **1** comprehensive score report that includes information about their performance on both parts of the assessment.

Social Studies Administration

Testing Times

- Students in grades 3-8 will have:
 - **45 minutes** to complete **one** extended response item on Part I, and
 - **100 minutes** (across two subtests) to complete **58 multiple choice items** on Part II
- Students in US History will have:
 - **90 minutes** to complete **two** extended response items on Part I (one operational and one field test), and
 - **90 minutes** (across two subtests) to complete **58 multiple choice items** on Part II

What is MICA?

- **MICA** is an interactive *web-based* assessment and learning system.
- **MICA** will serve as the delivery system for the **TNReady Item Sampler**, a *bank of test items* aligned to the TN Academic Standards in English Language Arts and Math for grades 3 – 8 and high school.

What is the purpose of MIST Practice Tests?

- ✓ To simulate a ***short-form of TNReady*** test, including Part I and Part II.
- ✓ To allow students to experience a ***practice test*** with the ***same features and conditions*** as the operational assessment.
- ✓ To allow test administrators and proctors to ***practice logistical set-up and administration***.

MIST Practice Tests

- **One form** for **MIST Practice Tests** available for ELA and math in grades 3-11 in 2015-16
 - **ELA mini-test form**: A *full-length* subtest with a single writing prompt for Part I and an *abbreviated Part II* that is half the administration time and questions
 - **Math mini-test form**: A *full-length* subtest for Part I including performance task in grades 3-8 and an *abbreviated Part II* that is half the administration time and questions. Part II is divided into a calculator *prohibited and permitted* subtests.
- **MIST Practice Tests** available during three windows:
- September 28- October 30
- January 4 – February 6
- March 7 – April 8
- **MIST Practice Tests** will be closed during TNReady administration



What is the Purpose of MICA?

- ✓ Give educators access to items that reflect the ***rigor and quality*** of items that will be on TNReady, the new assessment in English Language Arts and Math that will begin during the 2015-16 school year.
- ✓ Allow teachers to use the items to create their own ***custom assessments*** to administer ***on-demand*** in their classrooms.
- ✓ Provide students with an opportunity to practice with the ***same online assessment tools*** they will have on TNReady in MIST platform.

Testing Time is Similar to Last Year

Grade Levels	Subjects	Scheduled Testing Time in Minutes for State-Required Tests	
		2014-15 TCAP	2015-16 TCAP <i>Includes the new TNReady test</i>
Grades 3-5	English language Arts + Writing	226	290
	Math	83-92	135
	Science	95-104	95-104
	Social Studies	92-104	145***
Grades 6-8	English language Arts + Writing	260	320
	Math	83	150
	Science	95	95
	Social Studies	92	135***
High School	English I, II, and III + Writing *	240-360	350
	Math I, II, and III */**	120-240	210
	Biology *	120-240	75
	Chemistry *	120-240	75
	U.S. History *	120-240	180***

Accessibility Features and Accommodations

Grades 3 through 8 - TCAP Time Limits

Grade 3 Subject	Part I		Part II		Total Time
	Subtest 1	Subtest 2	Subtest 1	Subtest 2	
English Language Arts	75 minutes 1 prompt	75 minutes 1 prompt	70 minutes 25 items	70 minutes 25 items	290 minutes
Math	55 minutes 14 items + performance task		40 minutes 17 items	40 minutes 18 items	135 minutes
Social Studies	45 minutes 1 extended response item		50 minutes 29 multiple choice items	50 minutes 29 multiple choice items	145 minutes
Science (paper only)			53 minutes 35 items	51 minutes 34 items	104 minutes

Grades 4 - 5 Subject	Part I		Part II		Total Time
	Subtest 1	Subtest 2	Subtest 1	Subtest 2	
English Language Arts	75 minutes 1 prompt	75 minutes 1 prompt	70 minutes 25 items	70 minutes 25 items	290 minutes
Math	55 minutes Gr4: 12 items + performance task Gr5: 13 items + performance task		40 minutes Gr4: 19-21 items Gr5: 19 items	40 minutes Gr4: 17-19 items Gr5: 19 items	135 minutes
Social Studies	45 minutes 1 extended response item		50 minutes 29 multiple choice items	50 minutes 29 multiple choice items	145 minutes
Science (paper only)			48 minutes 35 items	47 minutes 34 items	95 minutes

Grades 6 - 8 Subject	Part I		Part II		Total Time
	Subtest 1	Subtest 2	Subtest 1	Subtest 2	
English Language Arts	90 minutes 1 prompt	90 minutes 1 prompt	70 minutes 27 items	70 minutes 27 items	320 minutes
Math	60 minutes Gr6: 14 items + performance task Gr7: 15 items + performance task Gr8: 15 items + performance task		45 minutes Gr6: 19 items Gr7: 18 items Gr8: 15 items	45 minutes Gr6: 18 items Gr7: 20 items Gr8: 16 items	150 minutes
Social Studies	45 minutes 1 extended response item		50 minutes 29 multiple choice items	50 minutes 29 multiple choice items	145 minutes
Science (paper only)			48 minutes 35 items	47 minutes 34 items	95 minutes

High School - TCAP Time Limits

TNReady Subject	Part I		Part II		Total Time
	Subtest 1	Subtest 2	Subtest 1	Subtest 2	
English I	90 minutes 1 prompt	90 minutes 1 prompt	85 minutes 25 items	85 minutes 36 items	350 minutes
English II	90 minutes 1 prompt	90 minutes 1 prompt	85 minutes 24 items	85 minutes 35 items	350 minutes
English III	90 minutes 1 prompt	90 minutes 1 prompt	85 minutes 23 items	85 minutes 34 items	350 minutes
Algebra Int. Math I	90 minutes Alg I: 31 items Math I: 29 items		60 minutes Alg I: 20 items Math I: 24 items	60 minutes Alg I: 21 items Math I: 22 items	210 minutes
Geometry Int. Math II	90 minutes Geo: 30 items Math II: 28 items		60 minutes Geo: 20 items Math II: 24 items	60 minutes Geo: 23 items Math II: 25 items	210 minutes
Algebra II Int. Math III	90 minutes Alg II: 30 items Math III: 26 items		60 minutes Alg II: 24 items Math III: 23 items	60 minutes Alg II: 23 items Math III: 23 items	210 minutes

End of Course Subject	Part I		Part II		Total Time
			Subtest 1	Subtest 2	
US History	90 minutes 2 extended response items (1 operational, 1 field test)		45 minutes 29 multiple choice items	45 minutes 29 multiple choice items	180 minutes
Biology (paper only)			75 minutes 55 items		75 minutes
Chemistry (paper only)			75 minutes 55 items		75 minutes

Accessibility Features and Accommodations

- **Accessibility Features**
 - Tools or preferences that are built in
 - Intended to benefit all students
- **Accessibility Features Identified in Advance**
 - Not unique to testing environment
 - Students will have evidence of need in regular instruction
 - Available to any student with an identified need
- **Accommodations**
 - Provide equitable access
 - Mitigate effects of a student's disability
 - Does not compensate for a lack of skill or reduce expectations
 - Does not change construct being assessed

Quick Scores

- For all assessments in 2015-16, quick scores will be delayed.
- For fall administration, quick scores will be released first week of February 2016.
- For spring administration, quick scores will be released first week of June 2016.
- Quick scores will be calculated using cube-root method.
- Per PC 256 (grades 3-8) and revised SBE policy (grades 9-12), due to the delayed timeline, it is the LEA option as to whether or not TCAP will be included in student grades.