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January 15, 2014

Members of the Joint Committee on Testing,

Remove our state from the SMARTER testing consortium, other Common Core based tests, and create a Michigan fact and knowledge based test.

Protect state sovereignty, competition and choice in education.

Did you know that prior to 1994; Michigan had no extensive state standards and no core curriculum? No extensive high states testing? Has education improved?

- **The federal government is paying for SMARTER test development and has a federally appointed review team. See below.**
- **With SMARTER you are giving control of testing to a national group beyond your control, where you only have one representative on a board of many. It is very important that you do not lose control over what is taught and importantly how it is taught through testing.**
- **If you do not get Michigan out of SMARTER testing consortium, and any other Common Core controlled test and substitute Michigan written tests based on facts and knowledge, you will never improve the education system of our state.**
- **Teachers teach to the test, they always have, but with evaluations tied to student performance the SMARTER test has more control over curriculum than any test Michigan has ever given.**
- **Remember that even if you add to the Common Core standards with your allowable 15%, a standard like cursive writing as Florida (who rejected PARCC testing) did, the standard will not be tested by SMARTER tests.**

Below is an excerpt from a letter, attached, from the Georgia State Superintendent John D. Barge to his district superintendents. Note his reasons involve cost, ability to change standards, local districts technology and student time on testing:

“Finally and arguably the most important consideration, adopting the PARCC assessment would limit the ability of Georgia educators to make adjustments or changes to our standards as we see fit. If Georgia educators determine that certain standards need to be shifted or revised, we would run the risk of no longer being aligned with PARCC assessment. Such misalignment would put our students at a disadvantage”

I urge you to retain control of education by retaining control of testing and get us out of the SMARTER and all other testing consortiums

NEW YORK, A TEST CASE GONE BAD, WITH POLITICAL FALLOUT

Last spring New York was the first state to take Common Core testing. It was a failure, with Long Island scores dropping from 75.4% passing their former state tests, to 37.5% passing Common Core tests in math. English was about as bad.

Newsday reports that 1,500 parents, teachers and students rallied in a high school football field on Long Island to criticize the Common Core standardized tests. The New York legislature is now going to hold hearings and have introduced legislation against the testing.

Opposition is a left-right coalition. Even before the tests were administered many parents decided to keep their children home on testing days, mostly due to the data collection fears. I hate to see that happen in Michigan.

A MICHIGAN TEST

As the MDE Report summary suggested we can build our own tests here, using the examples of Texas, who developed knowledge and facts based tests and Georgia’s plan to do the same.

Michigan testing should be developed by Michigan discipline based experts, (professors of math, engineering, business and the arts) in coordination with the Michigan Dept of Education. Those discipline experts should have authority, more than just advisory.

All control of tests, including scoring, composition of questions, psychometric evaluation of questions and results of testing both aggregate and individual student level data should be 100% controlled by the MDE under the supervision of the state legislature.

Questions on the tests should be available for legislators and parents review. No parent should wonder where their child is lacking in his education, or what was the truth behind what their child told them was on the test.

Testing should not ask for attitudes, values and beliefs. No exceptions should be made. Currently a SBAC sample ELA question promotes meditation. Such behavior has religious links and should not be on our tests nor would I consider meditation core knowledge.

Results of testing, individual student level data should be kept at the local district/charter and not at outside vendors. Data should be destroyed when the child reaches graduation from 12th grade or when leaving the school district/charter. Daily we have report of hacking and student data has not been an exception to those reports.

Testing and education standards or core curriculum should not be outsourced or contracted to any organization where the MDE , under the supervision of the legislature is not in 100% control of all aspects of the testing and resulting data produced about a student from testing.

Please vote for Michigan to join several other states and pull out of SMARTER testing consortium, any Common Core based tests and build a truly exceptional education system that will make our students exceptional, not common.



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RACE TO THE TOP TECHNICAL REVIEW

Announcing a Technical Review for the Consortia of States Developing Next-Generation Assessment Systems
March 2013

As part of continuing efforts to support states in their development of the next generation of assessments, the U.S. Department of Education will hold a Race to the Top Assessment Technical Review Process. In September 2010, the Department provided funding to two consortia of states, the Partnership for Assessment of Readiness for College and Careers (PARCC) and the Smarter Balanced Assessment Consortium (Smarter Balanced), to develop new comprehensive assessment systems to measure whether students have the knowledge and skills necessary to be ready for college and the workforce.

The data from these new assessment systems, which will be administered for the first time in the 2014-2015 school year, will be used by parents, teachers, schools, and states to make better decisions about how to support students and teachers so that they can be successful. PARCC and Smarter Balanced are now past the halfway mark of their four-year grants – the Technical Review will help the Department support their work by analyzing their progress meeting the requirements laid out in the Race to the Top Assessment program and identifying how we can better partner with the consortia during this critical development phase. The review will focus on two broad areas of assessment development: the consortium's research confirming the validity of the assessment results and the consortium's approach to developing items and tasks.

The experts who will assist the Department with the Race to the Top Assessment Technical Review are Peter Behuniak, University of Connecticut; Rebecca Kopriva, Wisconsin Center for Educational Research; Suzanne Lane, University of Pittsburgh; James Pellegrino, University of Illinois at Chicago; Kathleen Porter-Magee, Fordham Institute; and William Schmidt, Michigan State University.

The Technical Review is one component of the Department's Race to the Top Assessment program review. The program review is the overall method by which the Department provides oversight of and support for the consortia. The Technical Review will be combined with other components, including on-going, but at least monthly, conversations between the Department and the grantee; on-site program reviews by Department staff; stocktake meetings with the consortium and senior leaders in the Department; and the annual performance report. A description of the complete program review process can be found below at: <http://www2.ed.gov/programs/racetothetop-assessment/review-guide.pdf> (PDF, 27.2K).

- [Race to the Top Technical Reviewer Biographies](#) (MS Word, 141K)
- [Race to the Top Assessment Technical Review Process](#) (PDF, 580K)
- [Spring 2013 Technical Review for PARCC](#) (PDF, 223K)
- [Spring 2013 Technical Review for Smarter Balanced](#) (PDF, 223K)

RACE TO THE TOP ASSESSMENT ANNUAL PERFORMANCE REPORT

- [Race to the Top Assessment Program Review Guide](#) PDF (27K)
- [Annual Performance Report \(APR\)](#) PDF (143K)

CONSORTIUM REPORTS

Consortium	Report
Partnership for Assessment of Readiness for College and Career	Year 1 Report PDF (1.08M)
	Year 2 Report PDF (1.1M)
Smarter Balanced Assessment Consortium	Year 1 Report PDF (803K)
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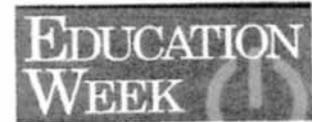
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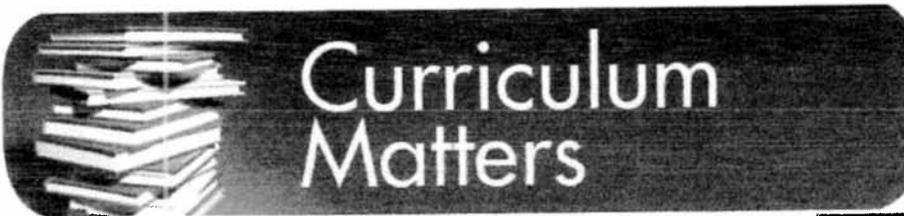
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Common-Assessment Groups to Undergo New Federal Review Process

By Catherine Gewertz on April 11, 2013 10:35 AM

The U.S. Department of Education has created a technical-review process for the two state consortia that are designing assessments for the common standards.

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The technical review will focus on two aspects of the work the assessment consortia are doing: **item design and validation**. This is in contrast to the program-review process that the department began when the two consortia first received federal Race to the Top funding in 2010. That monitors how the states are progressing with the work they outlined in their original applications.

The department outlined the new technical-review work and lists the panelists who will conduct it in a notice on the Race to the Top-Assessment website. A review guide on that same page details how the department has been conducting its program review, and also includes its Year One reports on each of the two consortia—the Smarter Balanced Assessment Consortium and the Partnership for Assessment of Readiness for College and Careers, or PARCC.

The new technical review for the Race to the Top Assessment program is part of the department's bid to find better ways to work with grantees, find out what works and what doesn't, and revise as projects progress. Ann Whalen, the department's director of policy and implementation, told me last week. It will focus on the quality of the tests that are being crafted, and see that the groups have a sound research plan in place to validate the tests as proxies for college readiness.

The first meeting in the new review process will take place later this month, when consortia representatives will meet for two days with department officials and the technical-review panelists here in Washington, Whalen said. The idea isn't for panelists to reach consensus on the consortia's work, she said. Instead, they will share their thoughts individually with the department to guide it as it works with the two groups. The panel's feedback will also be available, in a yet-to-be-determined form, to the public, Whalen said.

The department's website goes into much more detail about the seven panelists who will serve as the technical reviewers. But here is a quick list:

• **Peter Behuniak**, who was Connecticut's assessment director and has advised more than a dozen states on their assessment systems. He was an adviser to former President Bill Clinton in his bid to create a voluntary national test. Behuniak is now a professor in the educational psychology department at the University of Connecticut.

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- **Gregory Cizek**, a professor of educational measurement and evaluation at the University of North Carolina who serves on the Smarter Balanced technical advisory committee. Among his focus areas in assessment are standard-setting, test validity, and and test policy.
- **Rebecca Kopriva**, a senior scientist at the University of Wisconsin's Center for Educational Research who focuses on making assessments accessible for all students.
- **Suzanne Lane**, a professor in the University of Pittsburgh's research-methodology program. A member of the PARCC technical-advisory committee, Lane focuses on test validity and design in large-scale assessment programs.
- **James Pellegrino**, a professor of education at the University of Illinois at Chicago who focuses on the application of cognitive research findings to assessment and instructional practice. He serves on both the PARCC and SBAC technical-advisory committees.
- **Kathleen Porter-Magee**, who oversees the academic standards program at the Thomas B. Fordham Institute in Washington. A former middle and high school teacher, Porter-Magee oversaw curriculum and professional development, and led the development of an interim-assessment program, at the charter school network Achievement First.
- **William Schmidt**, a professor at Michigan State University and director of its Center for the Study of Curriculum. Schmidt is widely known for his studies of mathematics curriculum, which found U.S. curricula to be "a mile wide and an inch deep."

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Tags: assessment, PARCC, Race to the Top, Smarter Balanced, technical review, US Department of Education

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Zeev Wurman Score: 0 Report Abuse
 10:47 PM on April 1, 2013

Am I the first one who is struck by the obvious conflict of interest of Greg Cizek, Susan Lane, and Jim Pellegrino? They all serve as consultants to the assessment consortia that they are now supposed to review???

Have they fired the Inspector General in ED?

1 reply

ccssmath Score: 0 Report Abuse
 10:00 PM on April 1, 2013

Not to mention Porter-Magee who is paid by a right wing think tank that is supporting anything and everything Common Core.

And Schmidt who fudged his benchmark study to make Common Core look good, but hedged his support by saying Common Core "could" work.

How are they going to assess item design with any degree of impartiality?

Here's our latest unfettered look at PARCC and SBAC's sample math tasks:
<http://ccssmath.blogspot.com/2013/03/godzilla-vs-consortia.html>

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Dear Superintendents,

Earlier today, I, along with Governor Deal and our State Board Chair, Barbara Hampton, advised the leadership of the PARCC Governing Board that the state of Georgia is withdrawing from the consortium and as such, we will not administer the PARCC assessments in 2014-2015. Georgia will be pursuing other options for developing our own state assessments in English language arts and math at the elementary, middle and high school levels. We will continue to work with Georgia educators, as we have in the past, to reconfigure and/or redevelop our state assessments to reflect the instructional focus and expectations inherent in our rigorous state standards in language arts and math. This is **not** a suspension of the implementation of the CCGPS in language arts and math.

After talking with district superintendents, administrators, teachers, parents, lawmakers, and members of many communities, I believe this is the best decision for Georgia's students. Relative to assessment, our paramount goal is to deliver high-quality instruments. It is critical that these instruments provide key information about student learning and contribute to the ongoing work of improving the educational opportunities for each student.

The Georgia Department of Education estimates that several million dollars in savings will be realized, annually, by developing our own assessments. The cost estimates for PARCC will be released later today, and these costs far exceed what Georgia can afford.

As we have discussed the technology requirements for PARCC, we have realized that a majority of our districts are not ready for full-scale, online assessments across all grades. The state does not currently have the technology infrastructure or sufficient hardware to handle the test administration demands of PARCC, which include technology-enhanced test items.

While any new test Georgia develops will require greater capacity, allowing for online administration, we will be in the position to work with districts to establish the timeline. This is important, as many districts need greater bandwidth, improved connectivity, and more devices (i.e., hardware) to handle not only assessment administration but day to day instructional requirements.

Developing our own assessments also will allow Georgia to determine the amount of time our students spend testing. Based on current estimates, PARCC anticipates up to 10 hours of student engagement, through multiple test sessions conducted across two testing windows in language arts and mathematics alone. I am optimistic that Georgia's tests will require significantly less time for these two content areas, within a single window, and still provide high-quality information about student learning.

Finally, and arguably the most important consideration, adopting the PARCC assessment would limit the ability of Georgia to make adjustments or changes to our standards as we see fit. If Georgia educators determine that certain standards need to be shifted or revised, we would run the risk of no longer being aligned with the PARCC assessment. Such misalignment would put our students at a disadvantage.

As we begin to build new assessments, please note that our Georgia assessments:

- will be aligned to the math and English language arts CCGPS;
- will be of high-quality and rigorous;
- will be developed for students in grades 3 through 8 and high school;
- will be reviewed by Georgia teachers;
- will require significantly less time to administer than the PARCC assessments;
- will be administered within a single testing window;
- will be offered in both computer- and paper-based formats; and
- will include a variety of item types, such as performance-based and multiple-choice items.

I am confident that Georgia can use the information learned from our involvement in PARCC as we develop new tests. We are grateful to Georgia educators who have worked hard to help develop our standards and assessments. We look forward to continuing to work with them to develop a new assessment system for our state.

As we continue to prepare our students to be college and career ready by the time they graduate from high school, I believe this approach will benefit them greatly. As the work continues, I will keep you informed. In the meantime, if you have any questions, please do not hesitate to contact me.

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"Making Education Work for All Georgians"

1,500 rally against Common Core tests at Comsewogue High School

August 17, 2013 by CANDICE NORWOOD / candice.norwood@newsday.com



"Today, we are canceling our flight reservations."

He urged the group to use social media to spread the word and demand that state legislators re-evaluate the potential effects of Common Core standards. "Stop it, fix it or scrap it," Rella chanted with the crowd.

Rella has received viral attention after posting a letter to the school district's homepage on Aug. 7 asking state legislators to either help address his and parents' concerns or remove him from office.

New York is among the first of 44 states to adopt the Common Core, which sets uniform learning goals for each grade level. The state's agreement to do so came when the U.S. Department of Education's Race to the Top initiative awarded grants to states with the program; the state received \$700 million in 2010.

On the Island, 37.5 percent of students in grades three through eight passed math tests in April, compared with 75.4 percent who passed less rigorous tests in 2012. In English, the number of students passing was 39.6 percent, down from 67.2 percent in 2012.

Parents and teachers have voiced outrage and concern over the mental and emotional impact of the new system on young students.

More than 1,500 parents, teachers and students gathered at the Comsewogue High School football field in Port Jefferson Station Saturday to criticize the Common Core standardized tests on which a majority of Long Island students performed poorly.

Protesters carried signs and cheered as they waited to hear from Comsewogue Superintendent Joseph Rella, a vocal curriculum critic.

"All of us have been passengers on a plane being built in midair," Rella said to the crowd.

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"Is it necessary to expose third grade children to that level of stress?" said Gina Rennard, one of nine speakers at the rally and a mother of three. "How do you tell a child that she's not college material?"

The support for the "students, not scores" movement has been "fantastic," Rella said, adding that they will no longer remain invisible on the issue. Rella was one of nine speakers at the event, including Assembs. Alfred Graf and Steve Englebright and former Suffolk County legislator Vivian Vilorio-Fisher.

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