TNReady
GENERAL INFORMATION

August 2015

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.

Tennessee Promise Extends our Public Education System

Free, Public K-14 System

| Grades **K-12** | Grades **13-14** *Tennessee Promise* | Additional Postsecondary Education and Career Opportunities |

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.

More of our Students Must be Ready

- There are <u>more jobs</u> in Tennessee than <u>qualified applicants</u> 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.

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.

TNReady Math

TNReady Math Goes Deeper

- Math in <u>grades 3-8</u> will focus on *fewer* **concepts** and assess those topics in **multiple ways**.

- <u>High school</u> 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 <u>integrate reading and writing skills</u>. Students will receive one score.

- TNReady focuses on authentic workplace and postsecondary skills - <u>reading, writing, editing</u>.

- Students will be asked to support their answers with <u>evidence from something they read</u>.

- English tests will include both <u>fiction and non fiction-texts</u>.

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.

- Districts 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.

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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:
  - Districts can select dates between April 18-May 13.
  - Districts administering the *paper and pencil* test will give Part II between April 25-May 6.

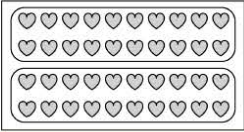# Previous TCAP Tests
v. TNReady

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.
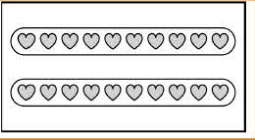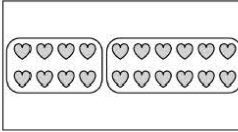
Previous TCAP Tests v. TNReady
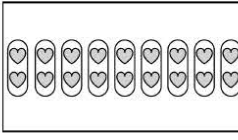
Grade 3 Mathematics	
(Old) TCAP Example Question	**(New) TNReady Example Question**

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?

A.
B.
C.
D.

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.

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Previous TCAP Tests v. TNReady

Grade 7 English language arts

(Old) TCAP Example Question	(New) TNReady 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."*	**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."*
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.	**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.

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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.

Previous TCAP Tests v. TNReady

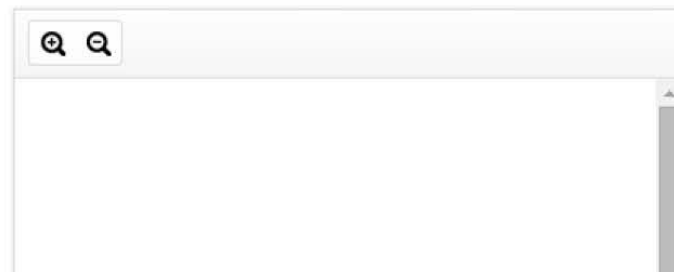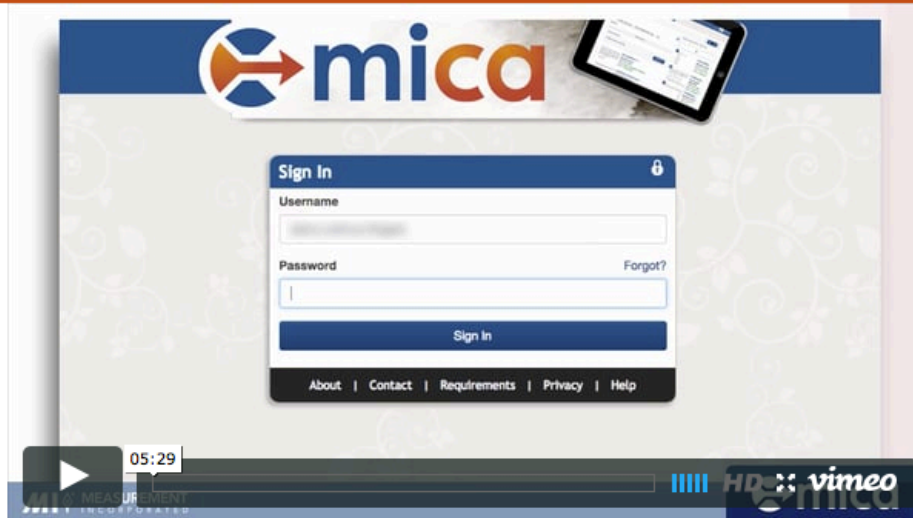| Writing (high school)	
(Old) *TCAP Example Question*	**(New)** *TNReady Example Question*
The Supreme Court has ruled that random drug testing is constitutional for students who take part in sports or any other extracurricular activities. To further deter and prevent drug abuse, some are calling for the random drug testing of all students. Write an essay in which either (1) you support random drug testing of all students or (2) you oppose random drug testing of all students. Persuade the reader of your essay to accept your position. Defend your opinion with specific reasons and examples. *Students were not asked to read or use evidence from any text(s) for their essay.*	*Two passages will be provided to students to write their essay. Both passages are located in the last section of this guidebook called "Resources."* Write an informational essay about how technology is aiding investigators who are searching for missing and stolen works of art and documents. Your essay must be based upon ideas, concepts, and information that can be determined through analysis of the two passages. Type your answer in the space provided.

Online 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.

Practice Tools Available Online

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 <u>schedule the test around instruction</u> 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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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 Includes the new TNReady test
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***

TNReady Balances Think Time & Test Length

- The times listed include Part I and Part II.

- *TNReady is a test of skill not speed.*

- The test balances length while also allowing time for students to answer each question thoughtfully.

  - TNReady focuses on smart testing time.

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 <u>three things</u>:

1
Prioritize the most important information and prevent information overload

2
Support families and educators with interpreting and acting on information

3
Offer more context on student performance, including clear, actionable guidance

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

(B)
Test Administrator: TEST ADMINISTRATOR
School: SCHOOL NAME
System: SYSTEM NAME

(C) # Reading/Language Arts Test Results **Achievement Form (D)**

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 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:

(E)

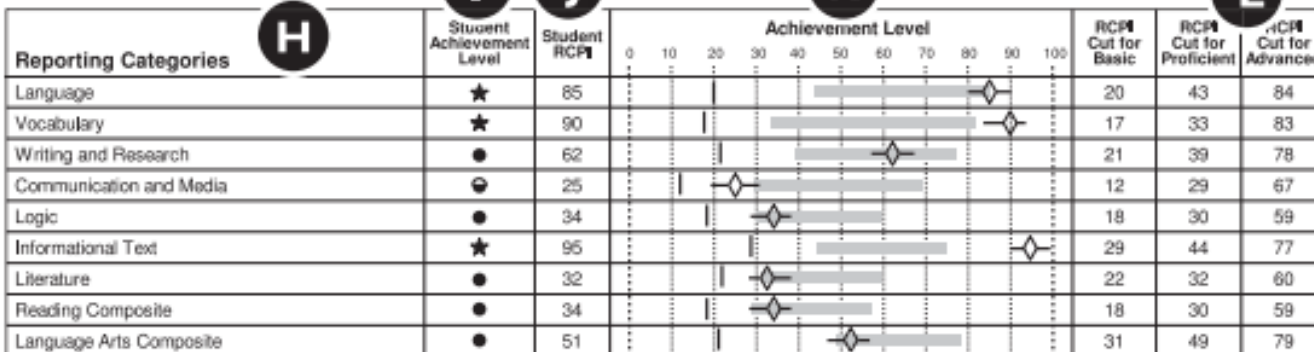| Achievement Level (AL) Indicators	Scale Score Ranges
★ = Advanced	999 - 999
● = Proficient	999 - 999
☻ = Basic	999 - 999
△ = Below Basic	999 - 999

(F) Your Student's Scale Score is: 475
Achievement Level: *Proficient*
2012-2013 Lexile® measure: 475L
2011-2012 Lexile® measure: 380L

(G) 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. Copyright © 2013 MetaMetrics, Inc. All rights reserved.

(H) (I) (J) (K) (L)

Reporting Categories	Student Achievement Level	Student RCPI	Achievement Level (0–100)	RCPI Cut for Basic	RCPI Cut for Proficient	RCPI 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 (RCPI) 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 (RCPI)

— Represents the Confidence Band
The line to the right and left of the RCPI 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 RCPI necessary to achieve the Basic Achievement Level

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

(M)

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.**
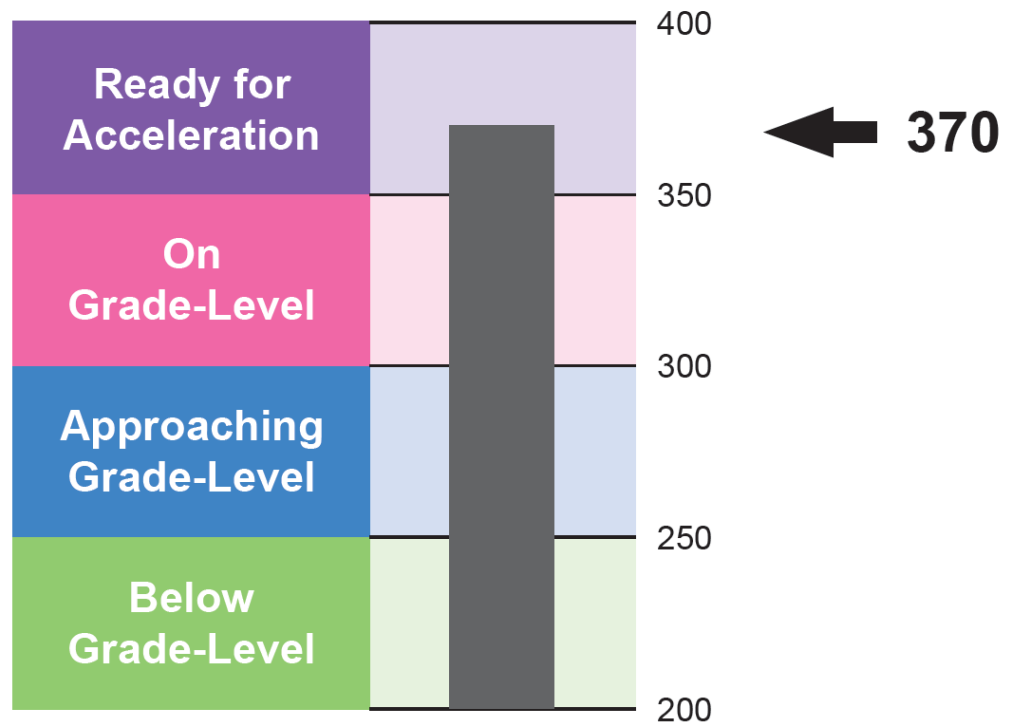
PERFORMANCE LEVEL

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.

Ready for Acceleration	
On Grade-Level	
Approaching Grade-Level	
Below Grade-Level	

400
350
300
250
200

⬅ 370

ENGLISH I DETAILS

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.

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PERFORMANCE LEVEL

Ready for Acceleration

OVERALL SCORE

370

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	✓

For more information on TNReady, visit:

tennessee.gov/education/topic/tnready