NCSC

NATIONAL CENTER AND STATE COLLABORATIVE

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Transition to NCSC

- Commits to an instructional framework
- Promotes collaboration and professional learning
- Uses effective assessment design to drive learning decisions
Framework

Common Core State Standards (CCSS)

Core Content Connectors (CCC)
Core Content Connector: Identify the fraction that matches the representation (halves, fourths, thirds, eighths)

- Common Core State Standard:

  3.NF.A.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by $a$ parts of size $\frac{1}{b}$. 
Identify the fraction.
• Common Core State Standard:

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Answer literal questions.
Purpose:

- To examine test items and test administration procedures in order to refine the process as necessary for the Operational Test which will be administered in spring 2016

- To afford schools an opportunity to gain experience and knowledge of the new NCSC Alternate Assessment

- Local school systems will not receive student, school, or district test results.
## Comparison Crosswalk

<table>
<thead>
<tr>
<th>Alt-MSA</th>
<th>NCSC</th>
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</thead>
<tbody>
<tr>
<td>Portfolio Assessment</td>
<td>Online Assessment</td>
</tr>
<tr>
<td>Assesses Reading/Math/Science</td>
<td>Assesses ELA(Reading &amp; Writing)/Math (may extend to Science)</td>
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<tr>
<td>Aligned to Maryland State Curriculum Standards</td>
<td>Aligned to Common Core State Standards and NCSC’s Core Content Connectors (“big ideas”)</td>
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<tr>
<td>Teacher Developed (Work Samples, Videos, Audios or Data Charts)</td>
<td>State/Vendor Developed (Multiple Choice, Short Constructed Response and Performance Task Items)</td>
</tr>
<tr>
<td>6 month test window (September – March)</td>
<td>2 month test window (anticipated in Spring)</td>
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<tr>
<td>Grades Assessed: Grades 3-8 and 10</td>
<td>Grades Assessed: Grades 3-8 and 11</td>
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Administration of NCSC

- Testing window of approximately two months

- Approximately 1.5 to 2 hours per content area, divided between at least two sessions with flexibility to stop and resume

- Some students will qualify to take a shorter assessment based on evidence collected before and during the assessment

- A trained testing administrator familiar to the student (e.g., the student’s teacher)
NCSC Item Types

- Types of test items (up to 30 Items per content)
  - Multiple choice
  - Short constructed response
  - Performance tasks

- Line drawings vs. illustrations
• Technology-based
  o Flexibility for presentation on devices/platforms
  o Universal Design for Learning (UDL)
  o Accommodations built-in

• Scripted Test Administrator Directions (DTA)

• Adaptive and multi-tiered
  o Four Complexity Tiers: Each tier is based on student performance. As students answer questions, their performance will determine which tier of questions they answer next.
NCSC Professional Development Framework

- College
- Career
- Community

Curriculum
- Common Standards
- Learning Progressions
- Core Content Connectors

Instruction
- Grade-level Lessons
- Accommodations
- Systematic Instruction

Assessment
- Formative
- Summative

Communicative Competence
NCSC: A Comprehensive System

- **Curriculum Resources** to implement the common core standards,

- a **Community of Practice (CoP)** to support the implementation of curriculum and assessment,

- **Formative Assessments** and **progress monitoring tools**, and

- a **Summative Assessment** at the end of year for accountability.
Transition to NCSC Activities

- Community of Practice Participation
- Professional Learning
  - Teachers, Administrators & Related Service Providers
- Collaborative Training Opportunities with Western Maryland Counties (CCPS, WCPS, ACPS, GCPS and FCPS)
- Online Training Modules
- Parent and Community Information Sessions
- Present Assessment Transition to Special Education Citizen Advisory Committee (SECAC)
- Collaboration with the Curriculum, Instruction & Innovation Department, the Assistive Communication Technology Team and Speech and Language Providers
Communicative and Instructional Best Practices

Embed the use of technology during instruction and assessment.

Provide access to communication within content-based instruction for every student.

Provide multiple means of research-based presentation, representation and action, and expression (UDL).

Provide daily, appropriate, and individualized accommodations.
Instructional Strategies:

Finding a Response Mode

- Array
- Pull-Off
- Eye Gaze
- Say or Type
- Show
- Write or Type on Computer
- Use of Lesson Materials
Contact Information

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