



November 2019

WEBINARS: New Frameworks for Evaluating Cognitive Complexity in Mathematics, Reading, and Science Assessments

Achieve recently released three new frameworks - one each for mathematics, reading, and science - for the educator community working on high-quality student assessments. The frameworks, which were developed by content experts and practitioners, can be used to evaluate the cognitive complexity of assessment items through a series of discipline-specific criteria and processes.

We'd like to invite you to learn more about the new frameworks and how to use them by joining one or more subject-specific webinars over the next few weeks. All webinars are free to attend will be recorded and posted online for those who cannot participate.

- **TODAY, November 6, 3:00 pm ET:** *A Framework to Evaluate Cognitive Complexity in Reading Assessments*, presented by Katie Keown, Senior ELA/Literacy Specialist at Student Achievement Partners. Register [here](#).
- **Wednesday, November 13, 3:00 pm ET:** *A Framework to Evaluate Cognitive Complexity in Mathematics Assessments*, presented by Dr. Ted Coe, Director of Mathematics at Achieve, and Dr. Shelbi Cole, Senior Mathematics Specialist at Student Achievement Partners. Register [here](#).
- **Thursday, November 21, 2:00 pm ET:** *A Framework to Evaluate Cognitive Complexity in Science Assessments*, presented by Aneesha Badrinarayan, Director of Special Projects & Initiatives at Achieve and Dr. Miray Tekkumru-Kisa, Associate Professor at Florida State University. Register [here](#).

Click [here](#) for an introduction to the cognitive complexity frameworks, and download the frameworks themselves [here](#).

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From Education Week: If States Are Missing Their Own ESSA Goals, What Comes Next?

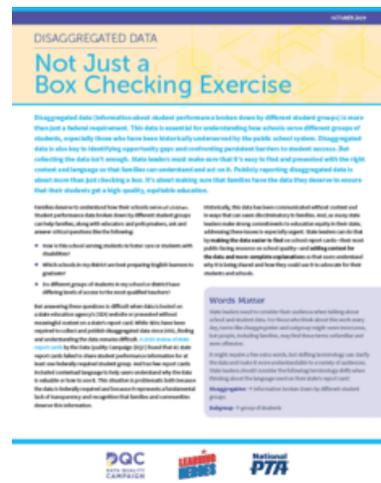
A recent [Education Week article](#) raises the question of how states are doing with respect to their long-term academic achievement goals set in their ESSA plans, and what it means if they aren't currently on track. After you read the article, make sure to check out our [series of briefs](#) on accountability in state ESSA plans (the [brief on academic achievement goals](#) in particular) to understand the full range of goals and timelines articulated in state plans.

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From the Data Quality Campaign: Disaggregated Data: Not Just a Box Checking Exercise

Families and communities deserve to know whether their local schools are serving the needs of every student. Without access to disaggregated data - information about student performance broken down by different student groups - that is easy to access and interpret, families and parents can't understand how different groups of students are being served or act on that information. A [new brief](#) from DQC, Learning Heroes and National PTA underscores that disaggregated data is key to identifying opportunity gaps and confronting persistent barriers to student success - and provides information for state leaders as they make sure that families have the data they deserve to ensure that their students get a high-quality, equitable education.



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From Tennessee SCORE: Sustaining Progress in Early Literacy

A [blog post](#) from Tennessee SCORE describes progress made in English language arts (ELA)/literacy achievement



LIFT EDUCATION
LEADING INNOVATION FOR TENNESSEE

following investment in high-quality instructional materials in Leading Innovation for Tennessee (LIFT) districts. LIFT is a group of dedicated district, school, and classroom leaders across Tennessee who have been working since the spring of 2016 to provide teachers with high-quality, aligned instructional materials in ELA classrooms. The 2018-19 TNReady ELA assessment showed that:

- Eight out of 12 LIFT districts saw increases in the number of third-grade students scoring on track or mastered;
- Every LIFT district had at least one school engaged in the LIFT literacy work that exceeded growth expectations;
- In five LIFT districts, every single school engaged in the LIFT literacy work exceeded growth expectations; and
- Twenty schools engaged in the LIFT literacy work were named by the state as reward schools, with four of those schools moving from a TVAAS score of 1 in 2017-18 to a TVAAS score of 5 in 2018-19

For full details, check out LIFT's [annual report](#) highlighting lessons learned in the past year as they work to sustain their progress in early literacy.

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What We Read in October

- From Education Next: [What To Make of the 2019 Results from the "Nation's Report Card"](#)
 - From ExcelinEd: [What do Americans expect from K-12 public education when it comes to preparing students for life after school?](#)
 - From Education Post: [Why We've Got to Talk About Race If We Want to Achieve Education Equity](#)
 - From Educators for High Standards: [Supporting the College and Career Development of Our Students](#)
 - From Getting Smart: [Moving Toward Mastery Learning: Practical Steps for Making Progress](#)
 - From NGSS Now: [October 2019 NGSS Now Newsletter](#)
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Let's Partner

Is your district or state looking for support in the design, selection, and implementation of science tasks for instruction and assessment?

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All students should graduate from high school ready for college, careers, and citizenship.

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