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ESSA State Plan: Recommendation Form

Development Cycle No: 1	**Decision Point No(s):** 13-14	**Author:** Amy Fowler
Date submitted: 5/6/16	**Bounce Team Coordinating:** Accountability	
ESSA Citation: 1111(2)(B)(viii)	**ESSA Page Number:** 25 - Link to ESSA	

Question(s) being considered: What degree of statewide standardized testing would adequately contribute to the assessment of student proficiency in ELA, Math, and Science: one annual test in each content area, or multiple statewide assessments per content area, the results of which would be calculated to produce a single summative score? Related: should VT increase the amount of time that it devotes to statewide testing, annually?

What ESSA requirements need to be met? States may assess proficiency through a single summative assessment, or through multiple statewide interim assessments during the course of the academic year that result in a single summative score.

Solution being proposed (in bullet point format):

- Continue to determine student achievement in ELA, Math, and Science through one annual summative assessment in each content area
- Maintain the current time allocated for statewide testing

Rationale: Explain why your proposal supports each decision logic element below:

Equity:

- We believe that the current single assessment is sufficient for making a summative assessment for the purposes of evaluating progress and equity. We also believe that increasing the number of State mandated tests wouldn't inherently support more equitable outcomes for students.

Alignment with current VT policy and practice:

- This approach is a continuation of current practice. The alternative would be a significant departure from current practice, and would take additional time away from classroom instruction at a time when VT educators are still adapting to the vision for personalization/PBL described in EQS and Act 77.

Efficiency (streamlining processes, eliminating duplicative systems or requirements):

- This approach would create no additional procedural or fiscal burden. The alternative—increasing annual assessments—would introduce significant new procedural and fiscal burdens to the state.

Possibility (implementation feasibility for the AOE and impacted stakeholders):

- As a continuation of practice, this approach is known to be feasible.

Identify any known or potential risks associated with your proposed solution:

- Known: Some educators believe that multiple assessments in a single content area would be a better way to assess proficiency.

What are the expected benefits associated with your proposed solution:

- Does not introduce additional fiscal or logistical burdens to the state, does not reduce classroom instructional time for students.

Secretary's Decision **Date:** 5/20/16 **Initials:**

☒ **Confirm recommendation of ESSA State Plan Management Team**

☐ **Reject recommendation of ESSA State Plan Management Team and offer the following as an alternative: (will expand with typing)**