

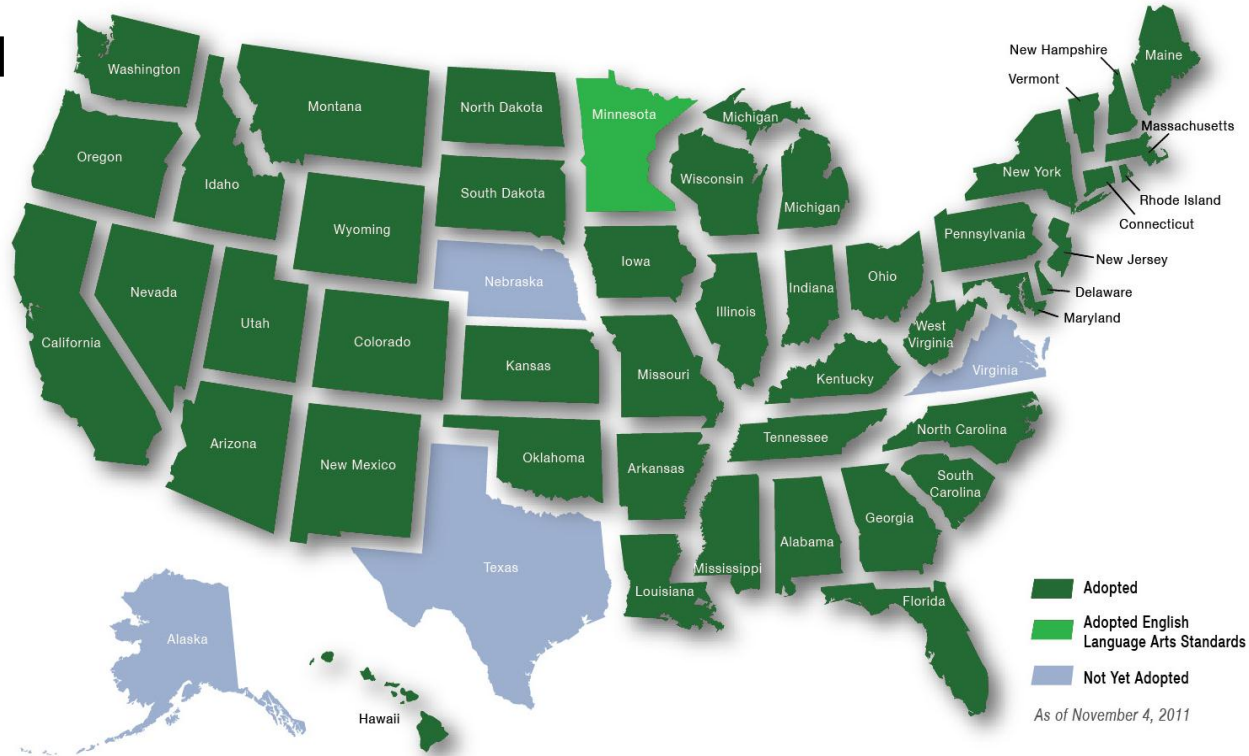
Smarter Balanced

Assessment Consortium



Common Core State Standards

- Define the knowledge and skills students need for college and career
- Developed voluntarily and cooperatively by states; more than 40 states have adopted
- Provide clear, consistent standards in English language arts/literacy and mathematics



Source: www.corestandards.org

The Assessment Challenge

How do we get from here...

**Common Core
State Standards
specify K-12
expectations for
college and
career readiness**



...to here?

**All students
leave high school
college and
career ready**

**...and what can an
assessment system
do to help?**

Concerns with Today's Statewide Assessments

Each state pays for its own assessments

- Each state bears the burden of test development; no economies of scale

Based on state standards

- Students in many states leave high school unprepared for college or career

Heavy use of multiple choice

- Inadequate measures of complex skills and deep understanding

Results delivered long after tests are given

- Tests cannot be used to inform instruction or affect program decisions

Accommodations for special education and ELL students vary

- Difficult to interpret meaning of scores; concerns about access and fairness

Most administered on paper

- Costly, time consuming, and challenging to maintain security

Next Generation Assessments

The U.S. Department of Education has funded two consortia of states with development grants for new assessments aligned to the Common Core State Standards

- Rigorous assessment of progress toward “**college and career readiness**”
- **Common cut scores** across all Consortium states
- Provide both **achievement and growth information**
- **Valid, reliable, and fair** for all students, except those with “significant cognitive disabilities”
- Administer **online**
- Use **multiple** measures
- **Operational in 2014-15** school year

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Background

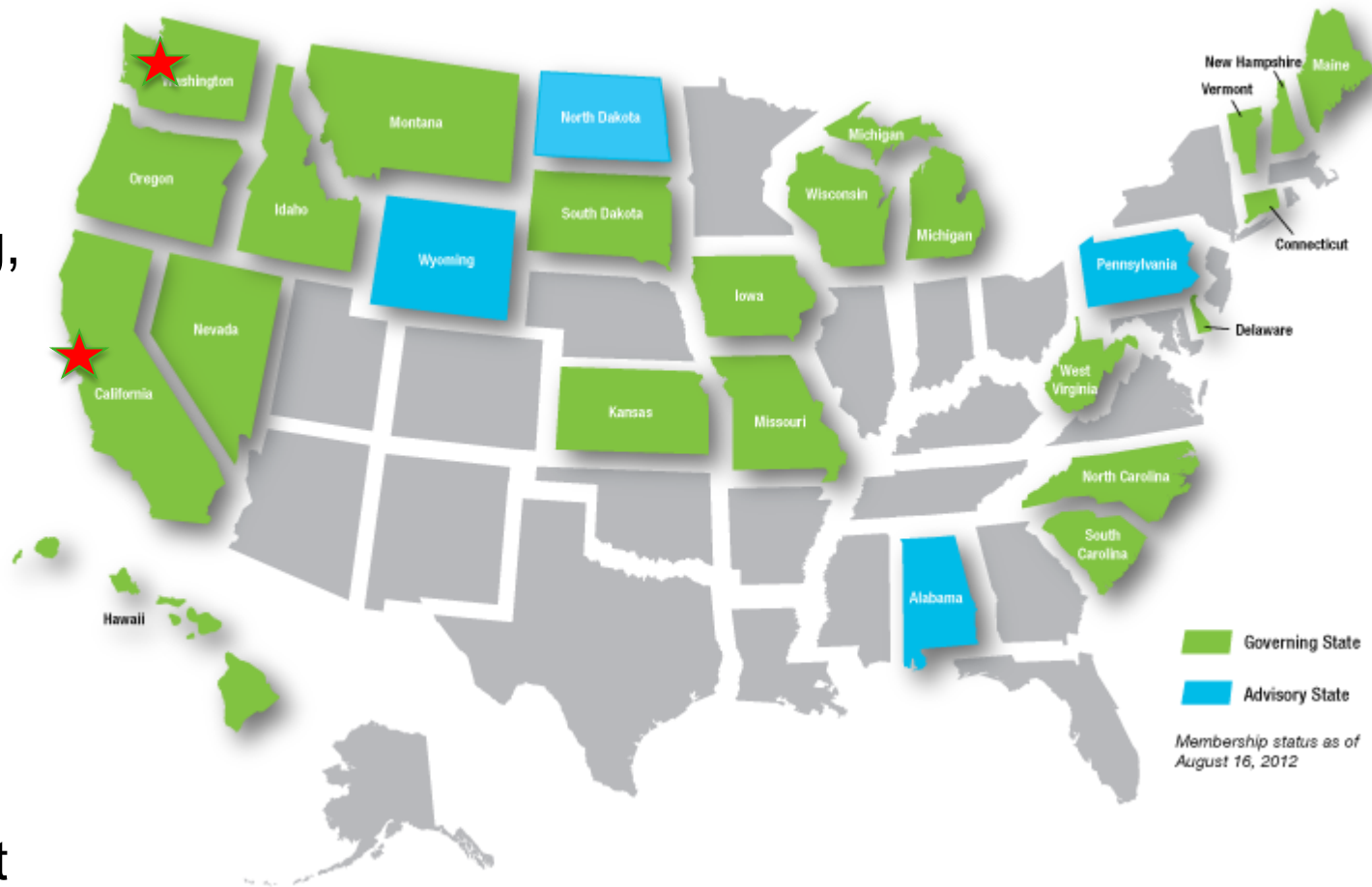


The Purpose of the Consortium

- To develop a **comprehensive and innovative** assessment system for grades 3-8 and high school in English language arts and mathematics aligned to the Common Core State Standards, so that...
 - ...students leave high school **prepared for postsecondary success** in college or a career through increased student learning and improved teaching
- [The assessments shall be **operational** across Consortium states in the 2014-15 school year]

A National Consortium of States

- 25 states representing 40% of K-12 students
- 21 governing, 4 advisory states
- Washington state is fiscal agent
- WestEd provides project management services



State Led

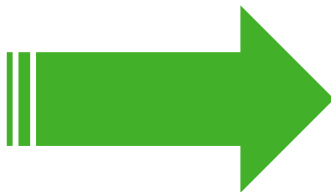
Committed to Transparency



State-Led Governance

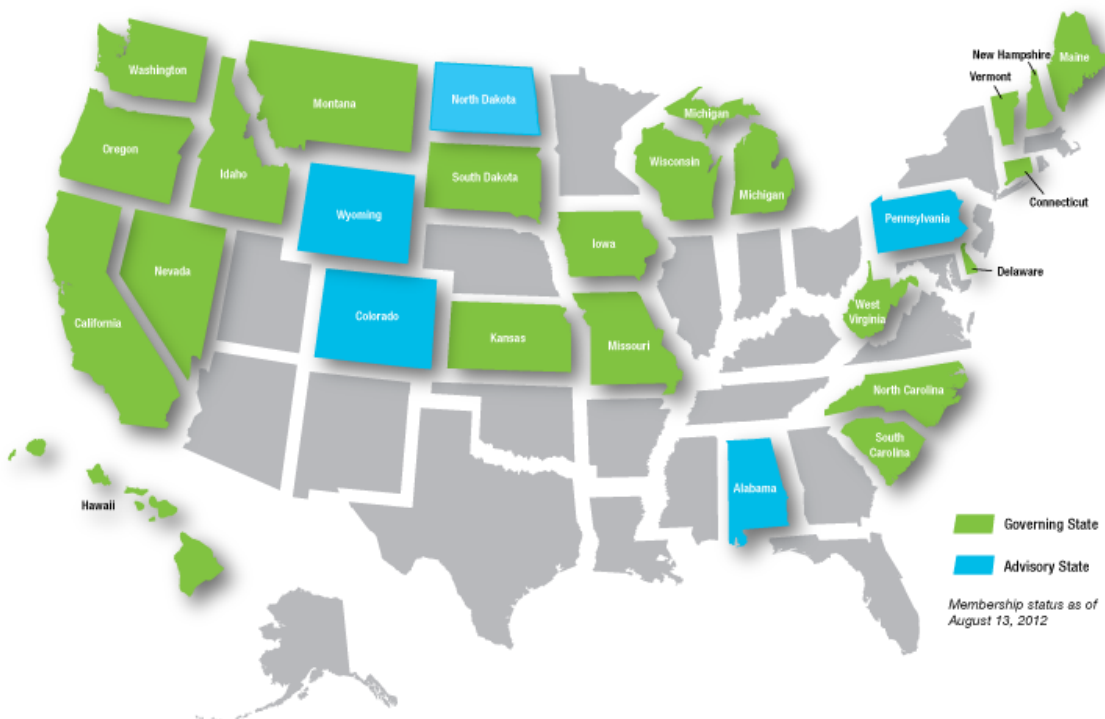
States Join Consortium as Governing or Advisory State

- Governors
- Education Chiefs
- State Legislatures
- State Boards of Education



State Representatives Serve on Executive Committee

- 2 elected co-chairs
- 4 representatives elected by governing states
- Lead procurement state (WA)
- Higher education representatives



Smarter Balanced Staff

WestEd, Project Management Partner

Advisory Committees

Who We Are

Executive Committee

- **Co-Chairs:** Carissa Miller, Ph.D. (ID), Joseph Martineau, Ph.D. (MI)
- **Committee:** Deb Sigman (CA); Dan Hupp (ME); Michael Hock, Ph.D. (VT); Mike Middleton (WA); Lynette Russell, Ph.D. (WI); Charles Lenth, Ph.D. (SHEEO-Higher Education Representative); Beverly Young, Ph.D. (CA-Higher Education Representative)

Staff

- **Executive Director:** Joe Willhoft, Ph.D.
- **Chief Operating Officer:** Tony Alpert
- **Director of Strategic Communications and PIO:** Eddie Arnold, APR
- **Lead Psychometrician:** Marty McCall, Ph.D.
- **Director of Higher Education Collaboration:** Jacqueline King, Ph.D.
- **Director of English Language Arts / Literacy:** Barbara Kapinus, Ph.D.
- **Director of Mathematics:** Shelbi Cole, Ph.D.
- **Director of Support for Under-Represented Students:** Magda Chia, Ph.D.

Advisors

- **Project Management:** WestEd (Stanley Rabinowitz, Ph.D., PMP Director)
- **Policy Coordinator:** Sue Gendron, Ph.D. (former Maine Education Commissioner)
- **Senior Research Advisor:** Linda Darling-Hammond, Ph.D. (Stanford University)

Consortium Work Groups

Work group engagement of 110 state-level staff:

Each work group:

- Led by co-chairs from governing states
- 8 or more members from advisory or governing states, including 2 higher education representatives
- 1 liaison from the Executive Committee
- 1 WestEd partner

Work group responsibilities:

- Define scope and time line for work in its area
- Develop a work plan and resource requirements
- Determine and monitor the allocated budget
- Oversee Consortium work in its area, including identification and direction of vendors



Technical Advisory Committee

Jamal Abedi , Ph.D.

UC Davis/CRESST

Randy Bennett, Ph.D.

ETS

Derek C. Briggs, Ph.D.

University of Colorado

Gregory J. Cizek, Ph.D.

University of North Carolina

David T. Conley, Ph.D.

University of Oregon

Linda Darling-Hammond, Ph.D.

Stanford University

Brian Gong, Ph.D.

The Center for Assessment

Edward Haertel, Ph.D.

Stanford University

Joan Herman, Ph.D.

UCLA/CRESST

James W. Pellegrino, Ph.D.

University of Illinois, Chicago

W. James Popham, Ph.D.

UCLA, Emeritus

Joseph Ryan, Ph.D.

Arizona State University

Martha Thurlow, Ph.D.

University of Minnesota/NCEO

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Approach



A Balanced Assessment System

Common Core State Standards specify K-12 expectations for college and career readiness



Summative assessments
Benchmarked to college and career readiness

Teachers and schools have information and tools they need to improve teaching and learning



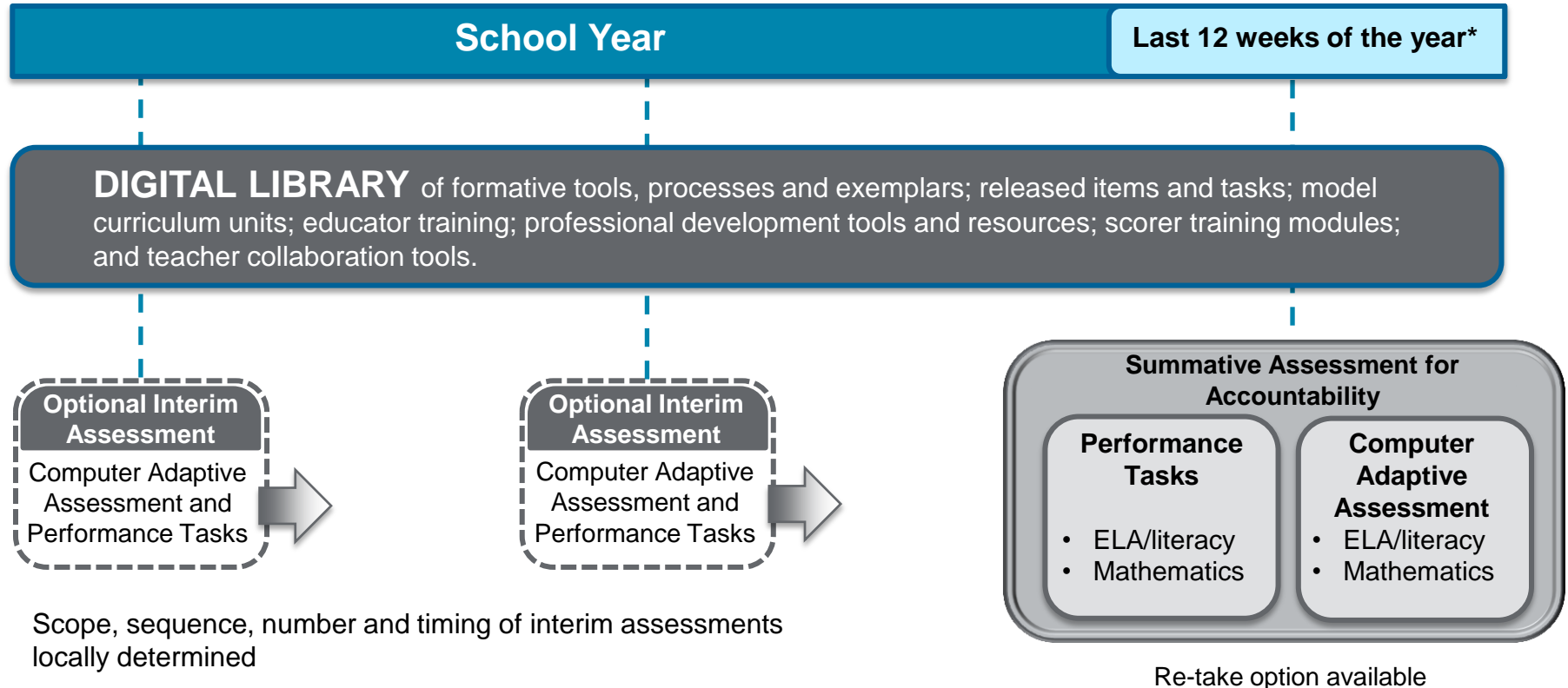
All students leave high school college and career ready

Teacher resources for **formative assessment practices** to improve instruction

Interim assessments
Flexible, open, used for actionable feedback

A Balanced Assessment System

ELA/Literacy and Mathematics, Grades 3-8 and High School



*Time windows may be adjusted based on results from the research agenda and final implementation decisions.

Using Computer Adaptive Technology for Summative and Interim Assessments

Increased precision

- Provides accurate measurements of student growth over time

Tailored for Each Student

- Item difficulty based on student responses

Increased Security

- Larger item banks mean that not all students receive the same questions

Shorter Test Length

- Fewer questions compared to fixed form tests

Faster Results

- Turnaround time is significantly reduced

Mature Technology

- GMAT, GRE, COMPASS (ACT), Measures of Academic Progress (MAP)

K-12 Teacher Involvement



- Support for implementation of the Common Core State Standards (2011-12)
- Write and review items/tasks for the pilot test (2012-13) and field test (2013-14)
- Development of teacher leader teams in each state (2012-14)
- Evaluate formative assessment practices and curriculum tools for inclusion in digital library (2013-14)
- Score portions of the interim and summative assessments (2014-15 and beyond)

Higher Education Collaboration



- Involved 175 public and 13 private systems/institutions of higher education in application
- Two higher education representatives on the Executive Committee
- Higher education lead in each state and higher education faculty participating in work groups
- Goal: The high school assessment qualifies students for entry-level, credit-bearing coursework in college or university

Assessment System Components

Summative Assessment (Computer Adaptive)

- Assesses **the full range of Common Core** in English language arts and mathematics for students in grades 3–8 and 11 (interim assessments can be used in grades 9 and 10)
- Measures **current student achievement and growth across time**, showing progress toward college and career readiness
- Can be given **once or twice a year** (mandatory testing window within the last 12 weeks of the instructional year)
- Includes a **variety of question types**: selected response, short constructed response, extended constructed response, technology enhanced, and performance tasks

Assessment System Components

Interim Assessment (Computer Adaptive)

- Optional comprehensive and content-cluster assessment to help **identify specific needs of each student**
- Can be administered **throughout the year**
- Provides **clear examples** of expected performance on Common Core standards
- Includes a **variety of question types**: selected response, short constructed response, extended constructed response, technology enhanced, and performance tasks
- Aligned to and reported on **the same scale as the summative assessments**
- **Fully accessible** for instruction and professional development

Assessment System Components

Performance Tasks

- Extended projects demonstrate real-world writing and analytical skills
- May include online research, group projects, presentations
- Require 1-2 class periods to complete
- Included in both interim and summative assessments
- Applicable in all grades being assessed
- Evaluated by teachers using consistent scoring rubrics

“ The use of performance measures has been found to increase the intellectual challenge in classrooms and to support higher-quality teaching. ”

- Linda Darling-Hammond
and Frank Adamson,
Stanford University

Assessment System Components

Formative Assessment Practices

- Research-based, **on-demand tools and resources for teachers**
- Aligned to **Common Core**, focused on increasing student learning and enabling **differentiation of instruction**
- **Professional development** materials include model units of instruction and publicly released assessment items, formative strategies

“ Few initiatives are backed by evidence that they raise achievement. Formative assessment is one of the few approaches proven to make a difference. ”

- **Stephanie Hirsh,**
Learning Forward

Assessment System Components

Online Reporting

- **Static and dynamic reports**, secure and public views
- Individual **states retain jurisdiction** over access and appearance of online reports
- Dashboard gives parents, students, practitioners, and policymakers access to **assessment information**
- **Graphical display** of learning progression status (interim assessment)
- **Feedback and evaluation** mechanism provides surveys, open feedback, and vetting of materials

“Data are only useful if people are able to access, understand and use them... For information to be useful, it must be timely, readily available, and easy to understand.”

- Data Quality Campaign

Support for Special Populations

- Accurate measures of progress for students with disabilities and English Language Learners
- Accessibility and Accommodations Work Group engaged throughout development
- Outreach and collaboration with relevant associations

“Common-Core Tests to Have Built-in Accommodations”



- June 8, 2011

Technology Guidelines for New Purchases

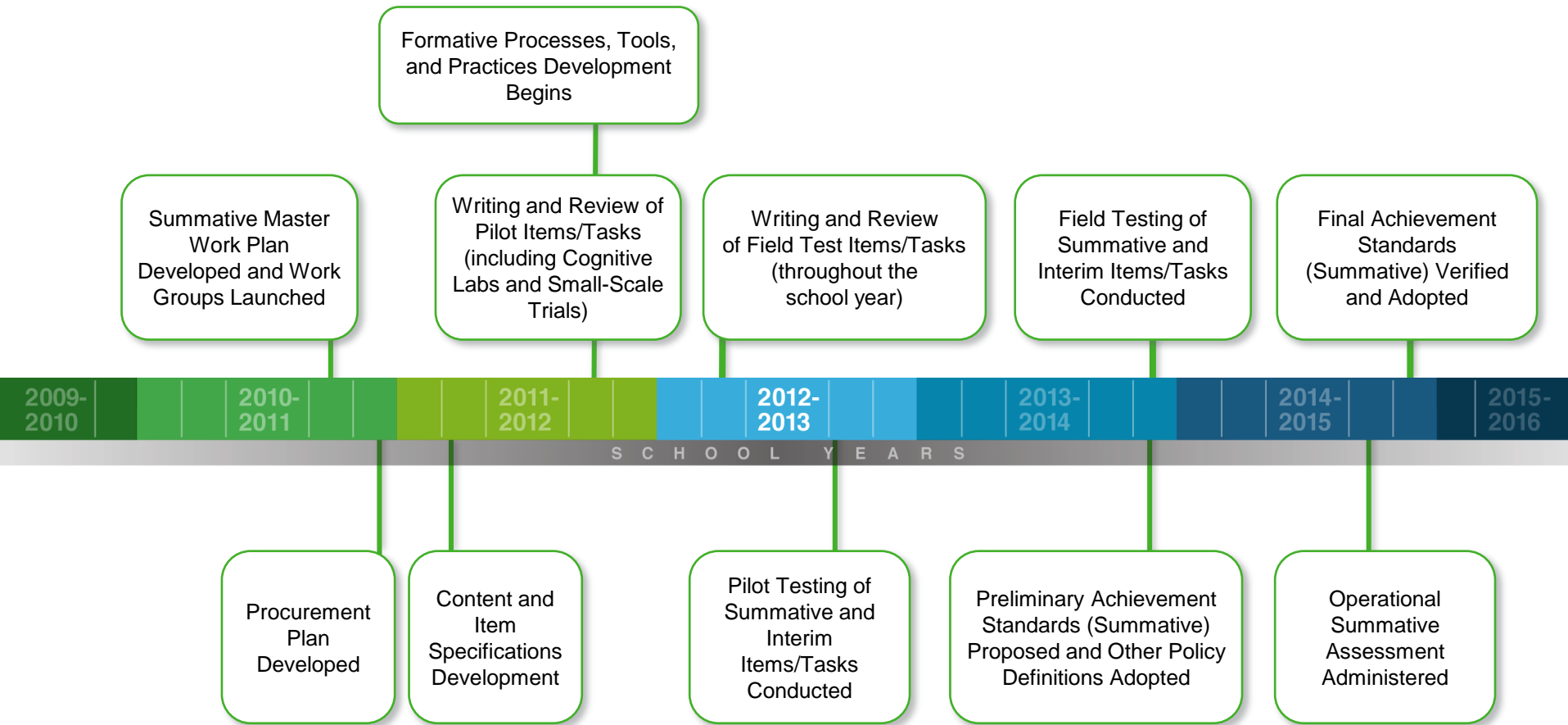
(June 2012)

Minimum for New Hardware	Processor Speed	RAM	Available Memory/Storage	Resolution	Display Size
	1.0 GHz	1 GB	1 GB	1024x768	10” Class
Operating Systems	<ul style="list-style-type: none">✓ Windows 7✓ Mac 10.7✓ Linux (Ubuntu 11.10; Fedora 16)			<ul style="list-style-type: none">✓ Chrome✓ Apple iOS 6✓ Android 4.0	

Desktops, laptops, netbooks (Windows, Mac, Chrome, Linux), virtual desktops, thin client, tablets (iPad, Windows, and Android), and hybrid laptop/tablets will be compatible devices provided they are configured to meet the established hardware, operating system, and networking specifications—and are able to be “locked down.”

Minimum specifications for legacy systems and network requirements will be informed by the Technology Readiness Tool and will be available in August 2012. The most recent version of the document can be found at <http://www.smarterbalanced.org/smarter-balanced-assessments/technology/>.

Timeline



Find Out More

Smarter Balanced
can be found
online at:

SmarterBalanced.org

The screenshot shows the Smarter Balanced Assessment Consortium website. At the top left is the logo, which consists of three overlapping triangles (green, blue, and grey) forming a larger triangle, with the text "Smarter Balanced Assessment Consortium" to its right. In the top right corner, there are navigation links: "Home", "Contact Us", and "Member States Login". Below these is a "Stay Connected" section with an envelope icon and a search bar containing the text "What are you looking for?" and a "Search" button. A horizontal navigation menu below the search bar includes: "ABOUT", "SMARTER BALANCED ASSESSMENTS", "K-12 EDUCATION", "HIGHER EDUCATION", "PARENTS & STUDENTS", and "RESOURCES & EVENTS". The main content area features a large banner with a background image of diverse students. The banner text reads: "Helping States Prepare for New Assessments". Below this, it states: "Smarter Balanced and PARCC are collaborating to develop a Technology Readiness Tool to support states as they transition to online assessments." and includes a "READ MORE" link. Below the banner, there are three columns of content. The left column is titled "Smarter Balanced Assessment Consortium" and describes the consortium's mission. The middle column is titled "Latest News" and features two news items: "Computer Adaptive Testing Event Now Available" and "California's Young Joins Executive Committee". The right column is titled "School Years" and lists implementation years from 2009-2010 to 2014-2015, with the 2011-2012 year highlighted in green and containing a "What's Happening" section.

Smarter Balanced Assessment Consortium
Smarter Balanced is a state-led consortium developing assessments aligned to the Common Core State Standards in English language arts/literacy and mathematics that are designed to help prepare all students to graduate high school college- and career-ready. [READ MORE](#)

Latest News
Computer Adaptive Testing Event Now Available
This recorded webinar addresses the advantages of adaptive testing and the critical decision points in designing, developing and administering an effective computer adaptive assessment to measure student achievement and growth. [READ MORE](#)

California's Young Joins Executive Committee
Dr. Beverly L. Young, assistant vice chancellor of academic affairs for the California State University System, has been named to the Consortium's Executive Committee. Young is one of two higher education representatives on the nine-member governing body and also serves as a Smarter Balanced higher education lead for California.

School Years
Smarter Balanced assessments will be implemented in the 2014-15 school year. Click below to see what's happening and when.

- 2009-2010
- 2010-2011
- 2011-2012**
 - What's Happening**
Smarter Balanced is creating content specifications aligned to the Common Core State Standards and test development guidelines and materials. [READ MORE](#)
- 2012-2013
- 2013-2014
- 2014-2015