

# SMARTER

Balanced Assessment Consortium

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# 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

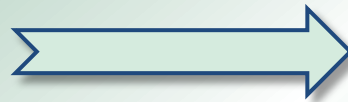


Source: [www.corestandards.org](http://www.corestandards.org)

# 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?

# Summative Assessments Today

Each state procures its own assessment system

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

Measure proficiency against state standards, not agreed-upon standards

- Students often leave high school unprepared to succeed in entry-level college courses

Usually heavy reliance on multiple choice questions

- Poor measures of demonstration of skills and complex cognitive performance

Results often delivered months 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

- More rigorous tests measuring student progress toward **“college and career readiness”**
- Have **common, comparable scores** across member states, and across consortia
- Provide **achievement and growth information** to help make better educational decisions and professional development opportunities
- **Assess all students**, except those with “significant cognitive disabilities”
- Administer **online**, with timely results
- Use **multiple** measures

Source: Federal Register / Vol. 75, No. 68 / Friday, April 9, 2010 pp. 18171-85



# 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

- 28 states representing 44% of K-12 students
- 21 governing, 7 advisory states
- Washington state is fiscal agent







State-Led and 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 representative



**SMARTER Staff**

**WestEd, Project Management Partner**

**Advisory Committees**

**SMARTER**  
Balanced Assessment Consortium

# Who We Are

<b>Two Co-chairs</b>	Judy Park (UT) Carissa Miller (ID)
<b>Executive Committee</b>	Dan Hupp (ME); Joseph Martineau (MI); Michael Hock (VT); Mike Middleton (WA); Lynette Russell (WI); Charlie Lenth (SHEEO)
<b>Executive Director</b>	Joe Willhoft
<b>Chief Operating Officer</b>	Tony Alpert
<b>Project Management</b>	WestEd (Stanley Rabinowitz, PMP Director)
<b>Policy Coordinator</b>	Sue Gendron (former Maine Education Commissioner)
<b>Senior Research Advisor</b>	Linda Darling-Hammond (Stanford University)
<b>Lead Psychometrician</b>	Marty McCall
<b>Director of Higher Education Collaboration</b>	Jacqueline King
<b>To be filled this quarter...</b>	Communications director; stakeholder coordination; ELA lead; math lead

# State Involvement in Getting the Work Done: Consortium Work Groups

## Work group engagement of 90 state-level staff:

### Each work group:

- Led by co-chairs from governing states
- 6 or more members from advisory or governing states
- 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**

*UC Davis/CRESST*

**Randy Bennett**

*ETS*

**Derek Briggs**

*University of Colorado*

**Greg Cizek**

*University of North Carolina*

**David Conley**

*University of Oregon*

**Linda Darling-Hammond**

*Stanford University*

**Brian Gong**

*The Center for Assessment*

**Ed Haertel**

*Stanford University*

**Joan Herman**

*UCLA/CRESST*

**Jim Pellegrino**

*University of Illinois, Chicago*

**W. James Popham**

*UCLA, Emeritus*

**Joe Ryan**

*Arizona State University*

**Martha Thurlow**

*University of Minnesota/NCEO*

# Higher Education Partners Involved in Application

- **175 public** and **13 private** systems/institutions of higher education
- Representing **74%** of the total number of direct matriculation students across all SMARTER Balanced States
- Higher education **representatives** and/or postsecondary faculty serve on:
  - Executive Committee
  - Assessment scoring and item review committees
  - Standard-setting committees
- Jacqueline King named director of higher education collaboration; higher education advisory panel now forming



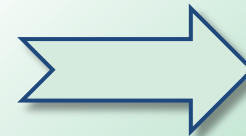
# SMARTER Balanced Approach

# A Balanced Assessment System

Common Core State Standards specify K-12 expectations for 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

**Summative assessments**  
Benchmarked to college and career readiness

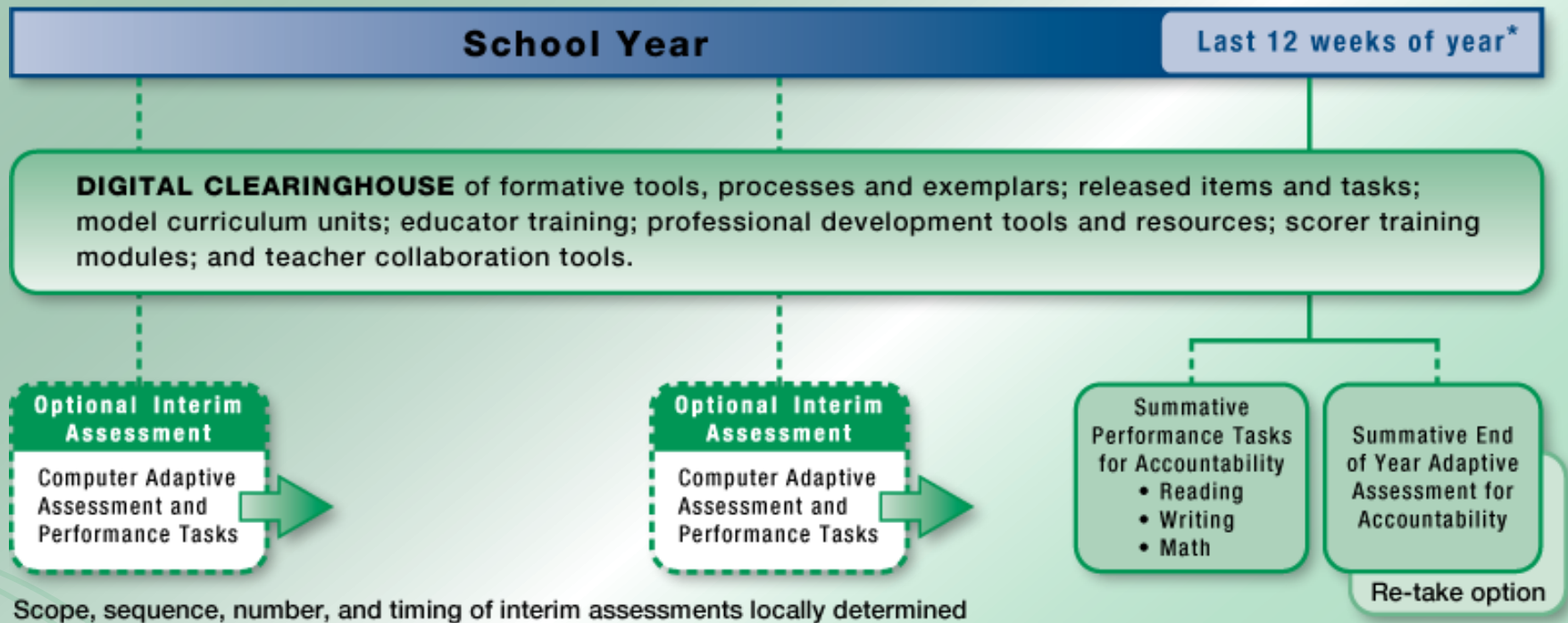
Teacher resources for **formative assessment practices** to improve instruction

**Interim assessments**  
Flexible, open, used for actionable feedback



# A Balanced Assessment System

## English Language Arts 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

## Faster results

- Turnaround in weeks compared to months today

## Shorter test length

- Fewer questions compared to fixed form tests

## Increased precision

- Provides accurate measurements of student growth over time

## Tailored to student ability

- Item difficulty based on student responses

## Greater security

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

## Mature technology

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

# Teacher Involvement



## TEACHERS PARTICIPATE IN

- Test item development
- Test scoring
- Formative tool development
- Professional development cadres

## TEACHERS BENEFIT FROM

- Professional development
- Formative tools and processes
- Data from summative and interim assessments

# 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

## 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

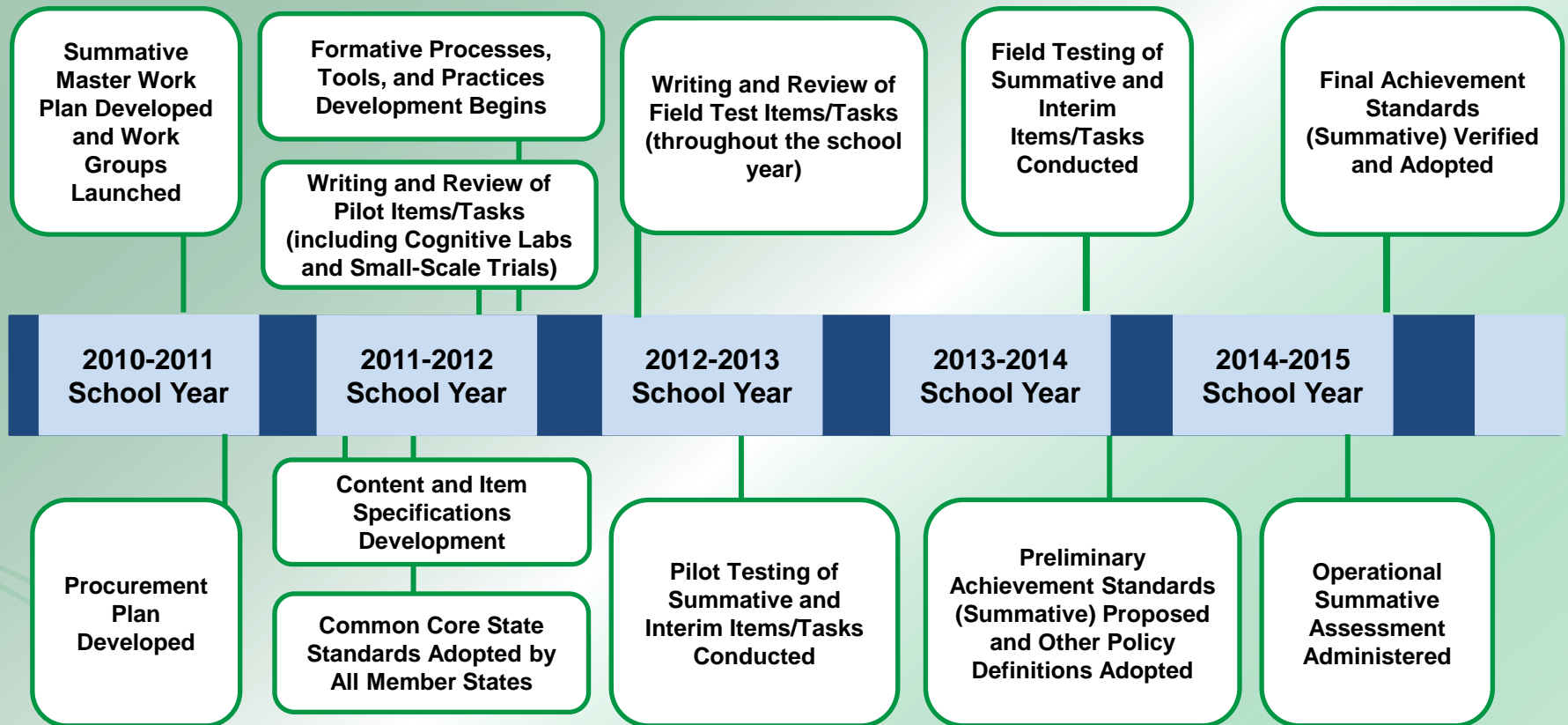
“ **Common-Core Tests to Have Built-in Accommodations** ”



- June 8, 2011



# Timeline



To find out more...

...the **SMARTER Balanced Assessment Consortium** can be found online at

[www.smarterbalanced.org](http://www.smarterbalanced.org)