

SESSION 4.3

COMMON STATE STANDARDS AND ASSESSMENT INITIATIVES

March 25, 2010

WERA, SeaTac Hilton

Joe Willhoft, Asst. Supt., Assessment & Student Information



Race-to-the-Top Competitions and Assessments

❑ State Competitions

- States compete against each other
- Washington competing in Round 2
- Funds cannot be used for summative assessments
- Assessment consortia are encouraged

❑ Summative Assessment Competition

- Consortia compete against each other
- Can only be used for summative (but, guidelines not yet issued)
- Total is \$350M

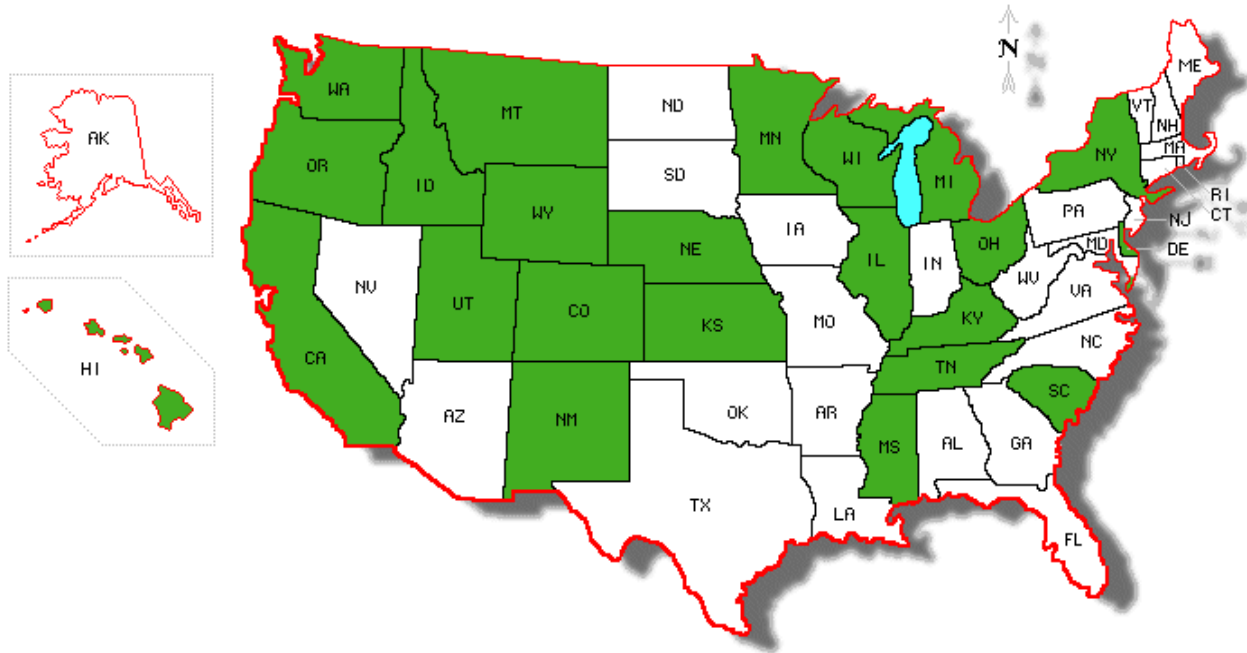


Race-to-the-Top Summative Competition – Brief Time Line

- ❑ October: All states waiting to see who will move first
- ❑ October: FL organizes about 11 states to join in consortium
- ❑ November: OR organizes collaboration with WA, ID, UT for a summative consortium w/ adaptive testing (SMARTER)
- ❑ November: NE, MO, WI, KS organize a formative consortium (MOSAIC)
- ❑ January: Achieve, ACT, NCEE, Balanced also form
 - Total of 140 states have signed on to 7 consortium MOUs
- ❑ January: SMARTER and MOSAIC join
- ❑ March: Balanced joins SMARTER/MOSAIC
 - Now “SMARTER BALANCE”

Common Core Standards and Assessment Consortia

States in the SMARTER Consortium (a/o 1-31-10)



SMARTER BALANCE Consortium

10 Principles

1. A variety of item types, including performance assessments and performance-based constructed response items;
2. A means to scale up over time to incorporate curriculum-embedded performance assessments and complex computer based simulations;
3. Online adaptive solutions for summative and interim assessments, meeting the assessment needs of all students;
4. A structure for states to transition to online adaptive assessments;
5. A systematic solution to informed decision-making by including formative strategies, benchmark/interim assessments, and summative assessments;

SMARTER BALANCE Consortium

10 Principles

6. High quality instructional and student learning supports for teachers;
7. Access for broad inclusion of teachers the design, development and implementation of all aspects of the assessment system; ;
8. Assessments that adhere to professional quality standards and that use the principles of universal design for accurate and valid measures of the performance of **all** students;
9. A comprehensive online reporting system for teachers, parents, and other educational decision-makers showing student progress and performance with results integrated from summative and interim assessments; and
10. Optional components that states can use based on their needs.

DESIGN: Development of SMARTER BALANCE Assessments Will Be Staged

□ Stage One

- Unpacking the Core Standards and creating assessment design around core standards;
- Aligning formative instructional practices/instruction to skills;
- Developing both summative and benchmark assessment item banks and adaptive item banks;
- Development and scoring of a moderate number of performance items/tasks; and
- Assuring comparability across SMARTER BALANCE assessments.

DESIGN: Development of SMARTER BALANCE Assessments Will Be Staged

□ Stage Two

- Developing training modules for formative/benchmark/summative data analysis;
- Creating innovative item types for formative/benchmark/summative tools;
- Creating extensive, extended-performance items for formative/benchmark/summative tools;
- Assuring additional performance tasks for scoring; formative/benchmark/summative tools;
- Adding workshops/trainer of trainer model for instructional purposes;
- Developing reporting workshops for the formative/benchmark/summative tools; and
- Interpreting data across consortiums to create comparability of assessments.

Next Steps

- Await release of guidelines from USED
- Confirm CCSSO as fiscal agent
- Convene expert design team
- Select/contract with grant writer and program manager
- Establish governance
- Write grant (due about end of June)
- Re-watch “The Producers”
- Win award
- Get to work!