

SMARTER

Balanced Assessment Consortium

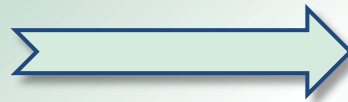
**New Assessments:
What You Need to Know
Joe Willhoft, Executive Director**

OSPI/WERA Washington State Assessment Conference
SeaTac Hilton December 9, 2011

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

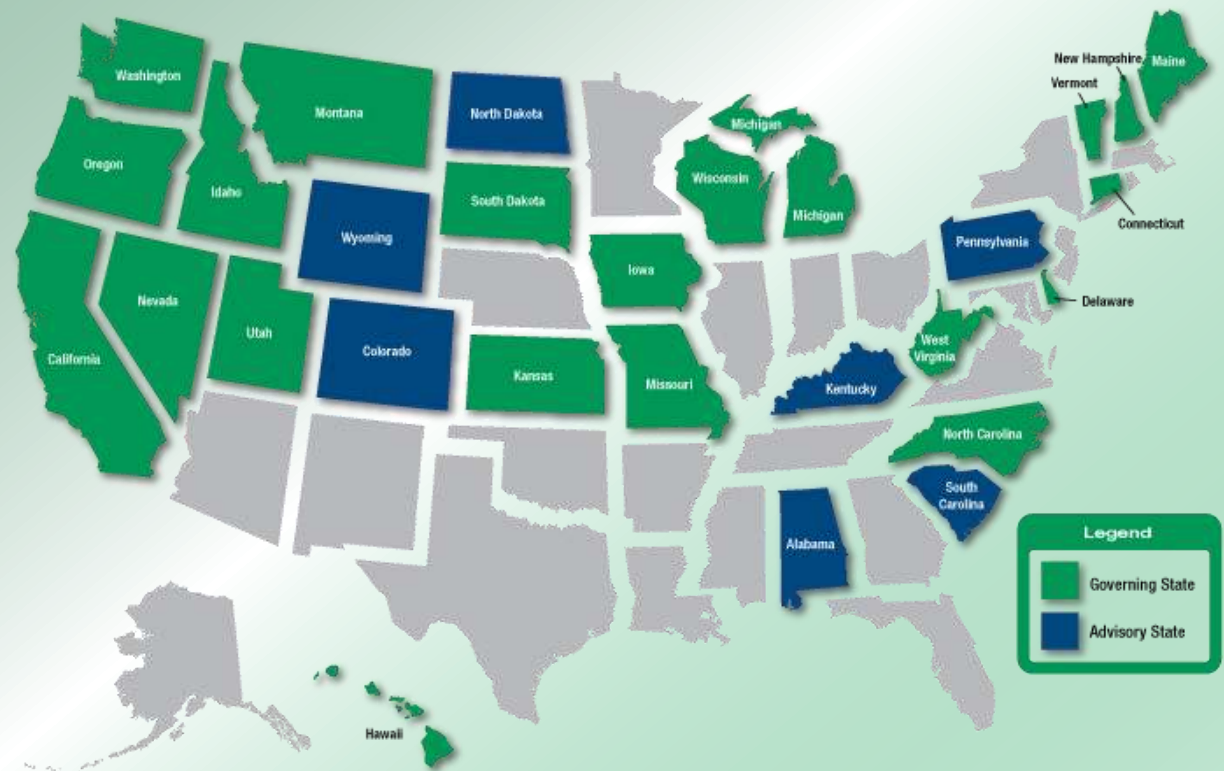
- Difficult to interpret meaning of scores; concerns about access and fairness

Most administered on paper

- Costly, time consuming, and challenging to maintain security

Smarter Balanced: A Consortium of States

- 28 states representing 45% of K-12 students
- 21 governing, 7 advisory states
- Washington state is fiscal agent



State-Led Governance

Governing States Set Consortium Policy

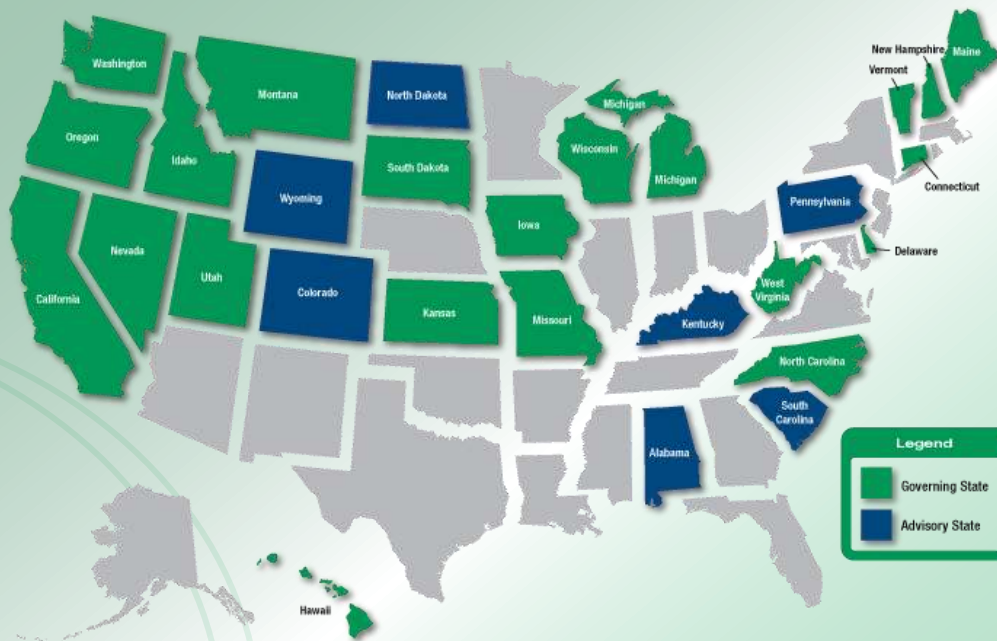
State K-12 Education Chiefs

- Governors' Offices
- State Legislatures
- State Boards of Education
- Higher Education Systems



State Representation on Executive Committee

- 2 Co-Chairs Elected from Gov States
- 4 At-Large Reps from Gov States
- Rep from Procurement State (WA)
- 2 Higher Education Reps



SMARTER Staff

WestEd, Project Management Partner

Advisory Committees

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



Assessment System Principles

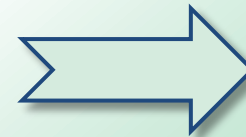
1. An integrated system
2. Evidence-based approach
3. Teacher involvement
4. State-led with transparent governance
5. Focus: improving teaching and learning
6. Actionable information – multiple measures
7. Established professional standards

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



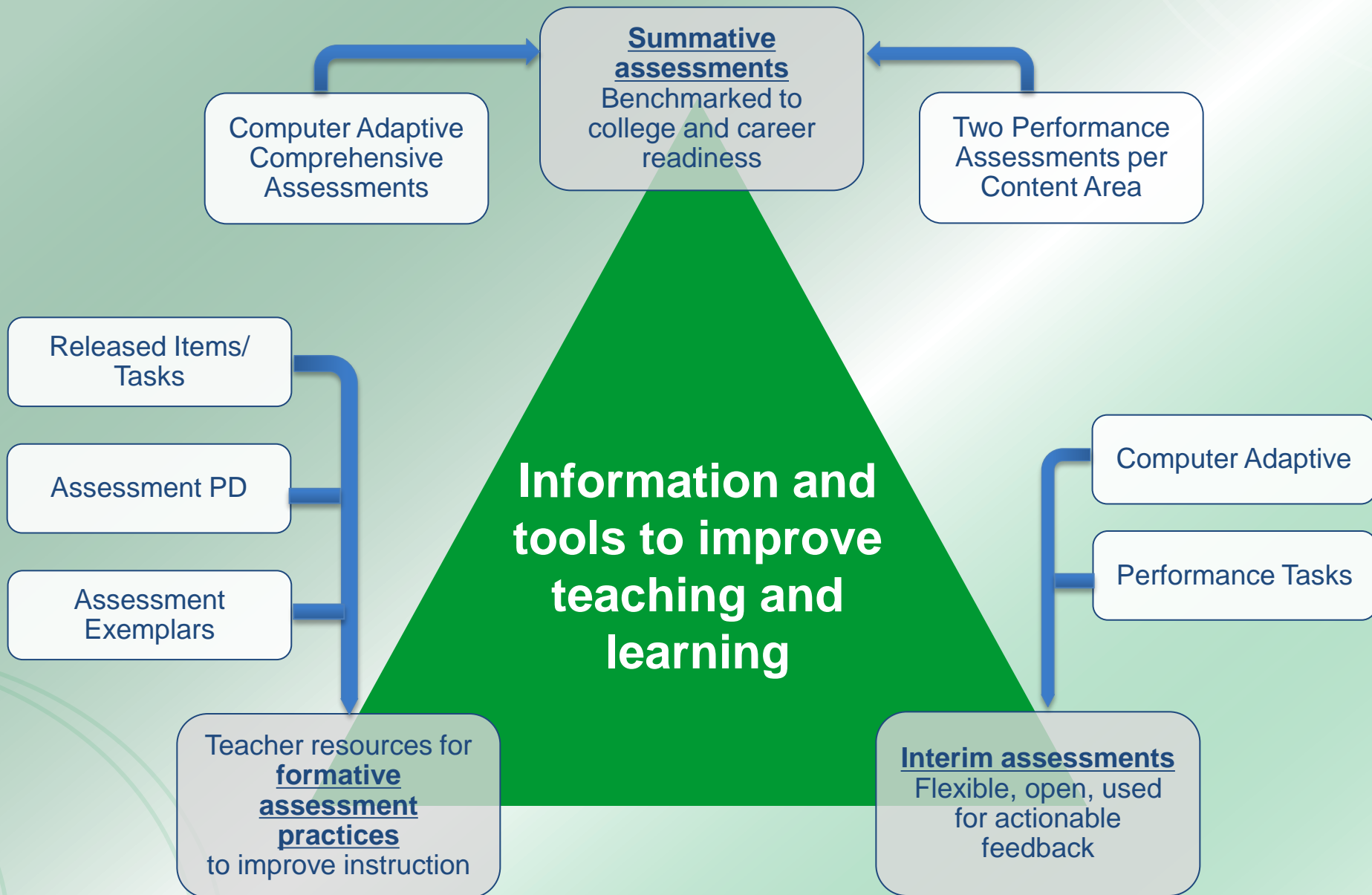
All students leave high school college and career ready

Summative assessments
Benchmarked to college and career readiness

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

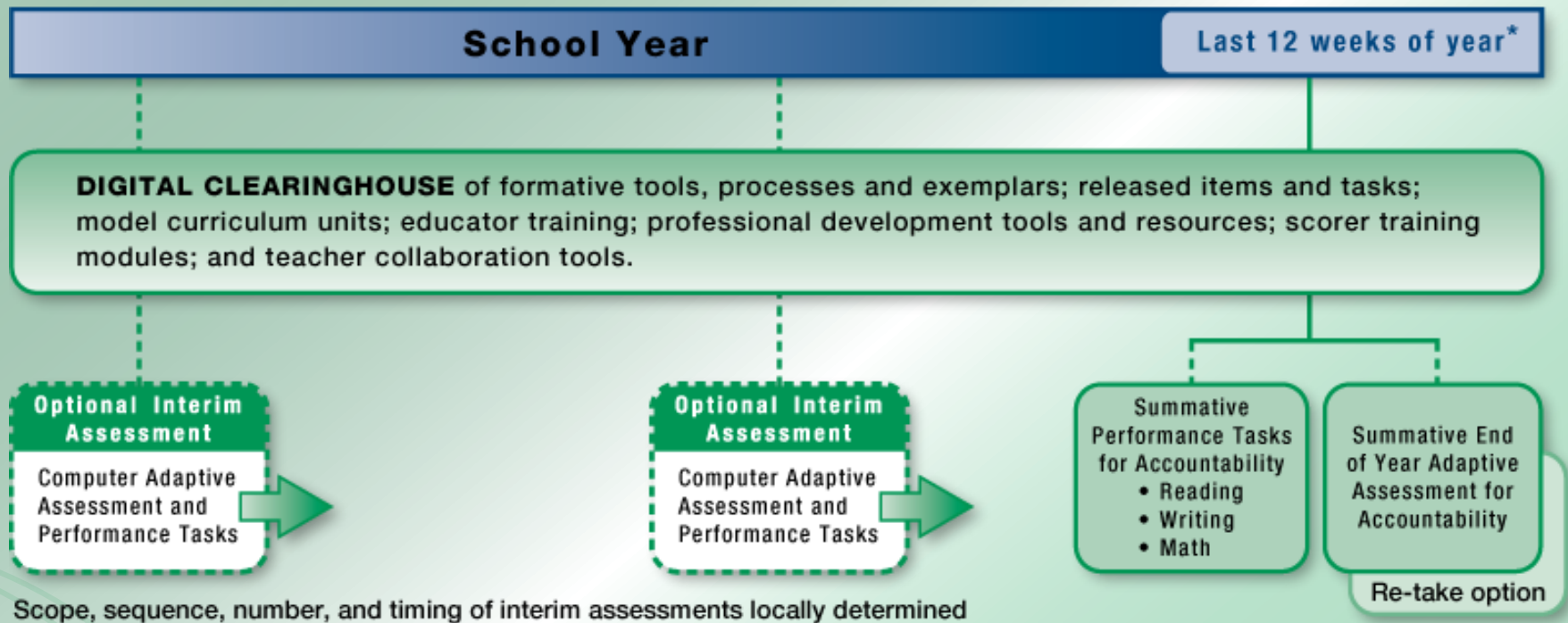
Interim assessments
Flexible, open, used for actionable feedback

A Balanced Assessment System



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)

Adaptive Summative Assessment

- Assesses **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
- May be taken **twice per student** (mandatory testing window within the last 12 weeks of the instructional year)
- **Variety of question types**: selected response, short constructed response, extended constructed response, technology enhanced
- Results used for federal accountability

Adaptive Interim Assessments

- Optional **comprehensive and content-cluster assessments** to help identify specific needs of each student
- Flexible scheduling available **throughout the year**
- Provide **clear examples** of expected performance on Common Core standards
- **Variety of question types**: selected response, short constructed response, extended constructed response, technology enhanced
- Aligned to and reported on **the same scale as the summative assessments**
- **Fully accessible to teachers** for instruction and professional development

Performance Tasks

Part of Summative and Interim

- 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
- PTs available for Grades 9 & 10

“ 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 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

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

Support for Common Core Implementation

- The Consortium provides resources and tools for states, including membership in **CCSSO's Implementing the Common Core Standards (ICCS) collaborative**
- The **Transition to the Common Core Work Group** is identifying professional development and topics that will be essential for successful implementation
- The **Formative Assessment Practices and Professional Learning Work Group** is designing a digital library that will support local professional development plans and provide access for teachers to curricular and assessment resources aligned to the Common Core

Assessment Claims for English Language

Arts/Literacy

(Draft a/o 11-29-11)

Reading

“Students can read closely and critically to comprehend a range of increasingly complex literary and informational texts.”

Writing

“Students can produce effective writing for a range of purposes and audiences.”

Speaking/Listening

“Students can employ effective speaking and listening skills for a range of purposes and audiences.”

Research/Inquiry

“Students can engage appropriately in independent inquiry to investigate/research topics, pose questions, and gather and present information.”

Language Use

“Students can skillfully use and interpret written language across a range of literacy tasks.”

Assessment Claims for Mathematics

(Draft a/o 11-29-11...Final Round of public review week of 12-9)

Concepts and Procedures

“Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.”

Problem Solving

“Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.”

Communicating Reasoning

“Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.”

Modeling and Data Analysis

“Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.”

Consortium Procurement Schedule

Bundle # and Name / Level 1 Task Name <i>(RFP bundles highlighted in yellow)</i>	Contract Starts
#2 - <i>IT Readiness</i>	Early Sept '11
#3 - <i>IT Systems Architecture</i>	Early Sept '11
#4 - <i>Item Specifications</i>	Early Oct '11
#5 - <i>Psychometric Services</i>	Early Dec '11
#6 - <i>Accessibility and Accommodations Policy Guidelines</i>	Early Dec '11
#7 - <i>Item Authoring / Item Pool</i>	Early Dec '11
#8 - <i>Item/Task Materials Development</i>	Early Dec '11
#9 - <i>Test and CAT Specifications</i>	Late Dec '11
#11 - <i>Test Engine Development</i>	Early Jan '12
#12 - <i>Initial Achievement Level Descriptors</i>	Early Jan '12
#13 - <i>Translations</i>	Mid Jan '12
#14 - <i>Item/Task Writing/Review - Pilot</i>	Mid Jan '12
#15 - <i>Report Development</i>	Early Feb '12
#16 - <i>Item/Task Development - Field Test</i>	Early Aug '12
#17 - <i>Scoring</i>	Early Feb '13
#18 - <i>Test Engine Delivery</i>	Early Mar '13
#19 - <i>Test Administration</i>	Early May '13
#20 - <i>CAT Simulations</i>	Early Jun '13
#21 - <i>Standard Setting</i>	Early Apr '14

Consortium Procurement Schedule

RFP ID	RFP Name	Primary Work Group	RFP Post – Plan	RFP Post – Actual	Work Start – Plan	Work Start – Actual	Vendor
RFP-02	IT Readiness	Tech	6/23/2011	5/20/2011	9/1/2011	In Contract Negotiations	-
RFP-03	IT Systems Architecture	Tech	6/23/2011	5/27/2011	9/1/2011	9/15/2011	Measured Progress
RFP-04	Item Specifications	ID / PT	7/25/2011	7/24/2011	10/3/2011	In Contract Negotiations	-
RFP-05	Psychometric Services	V&P	9/22/2011	10/7/2011	12/1/2011	-	-
RFP-06	Accessibility and Accommodations Policy Guidelines	A&A	9/22/2011	9/22/2011	12/14/2011	In Contract Negotiations	-
RFP-07	Item Authoring / Item Pool	Tech	9/30/2011	-	12/9/2011	-	-
RFP-08	Item/Task Materials Development	ID / PT	9/30/2011	10/14/11	12/9/2011	-	-
RFP-09	Test and CAT Specifications	TD / V&P	10/14/2011	10/25/11	12/23/2011	-	-
RFP-11	Test Engine Development	Tech	10/25/2011	-	1/3/2012	-	-
RFP-12	Initial Achievement Level Descriptors	V&P	10/25/2011	-	1/3/2012	-	-
RFP-13	Translations	A&A	11/6/2011	-	1/15/2012	-	-
RFP-14	Item/Task Writing/Review - Pilot	ID / PT	11/6/2011	-	1/15/2012	-	-
RFP-15	Report Development	Rpt	11/23/2011	-	2/1/2012	-	-
RFP-16	Item/Task Development - Field Test	ID / PT	5/23/2012	-	8/1/2012	-	-
RFP-17	Scoring	ID / PT	11/23/2012	-	2/1/2013	-	-
RFP-18	Test Engine Delivery	Tech	12/21/2012	-	3/1/2013	-	-
RFP-19	Test Administration	TA	11/23/2011	-	2/1/2012	-	-
RFP-20	CAT Simulations	V&P	3/23/2013	-	6/1/2013	-	-
RFP-21	Standard Setting	V&P	1/21/2014	-	4/1/2014	-	-

Tools and Resources

- SMARTER Balanced draft **Content Specifications** includes examples of the types of questions that students are likely to see on assessments:

www.smarterbalanced.org/Resources.aspx

- Math Common Core Coalition:

<http://www.nctm.org/standards/mathcommoncore/>

To find out more...

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

www.smarterbalanced.org