Smarter Balanced

Assessment Consortium
Common Core State Standards

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Assessment Consortium

A National Consortium of States

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

Smarter Balanced Assessment Consortium

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]

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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

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

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Consortium Work Groups

1. Formative Assessment Practices and Professional Learning &
   Transition to Common Core State Standards
2. Item Development & Performance Tasks
3. Technology Approach & Reporting
4. Test Design & Validation and Psychometrics
5. Accessibility and Accommodations & Test Administration

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Smarter Balanced Group	Hawaii Officials Assigned
State Lead	Cara Tanimura, Systems Accountability Office (SAO)
Co-Chair, Test Design and Validation	Patricia Reiss, PhD, SAO/SAS
Member, Technology Approach and Reporting	Brian Reiter, SAO/SAS
Teacher Involvement Coordinator	Carol Anton, SAO/SAS
Member, Formative Assessment Practices and Professional Learning/Transition to Common Core	Monica Mann, Office of Curriculum, Instruction and Student Support (OCISS)
Member, Technology Approach and Reporting	Justin Katahira, Data Governance Office (DGO)
Member, Architecture Review Board	David Wu, Office of Information Technology Services (OITS)
State Technology Assessment Readiness Coordinator	Mel Decasa, OITS
Higher Education Lead	Linda Johnsrud, PhD, University of Hawaii at Manoa
Member, Test Design and Validation	Laura Lyons, PhD, University of Hawaii at Manoa

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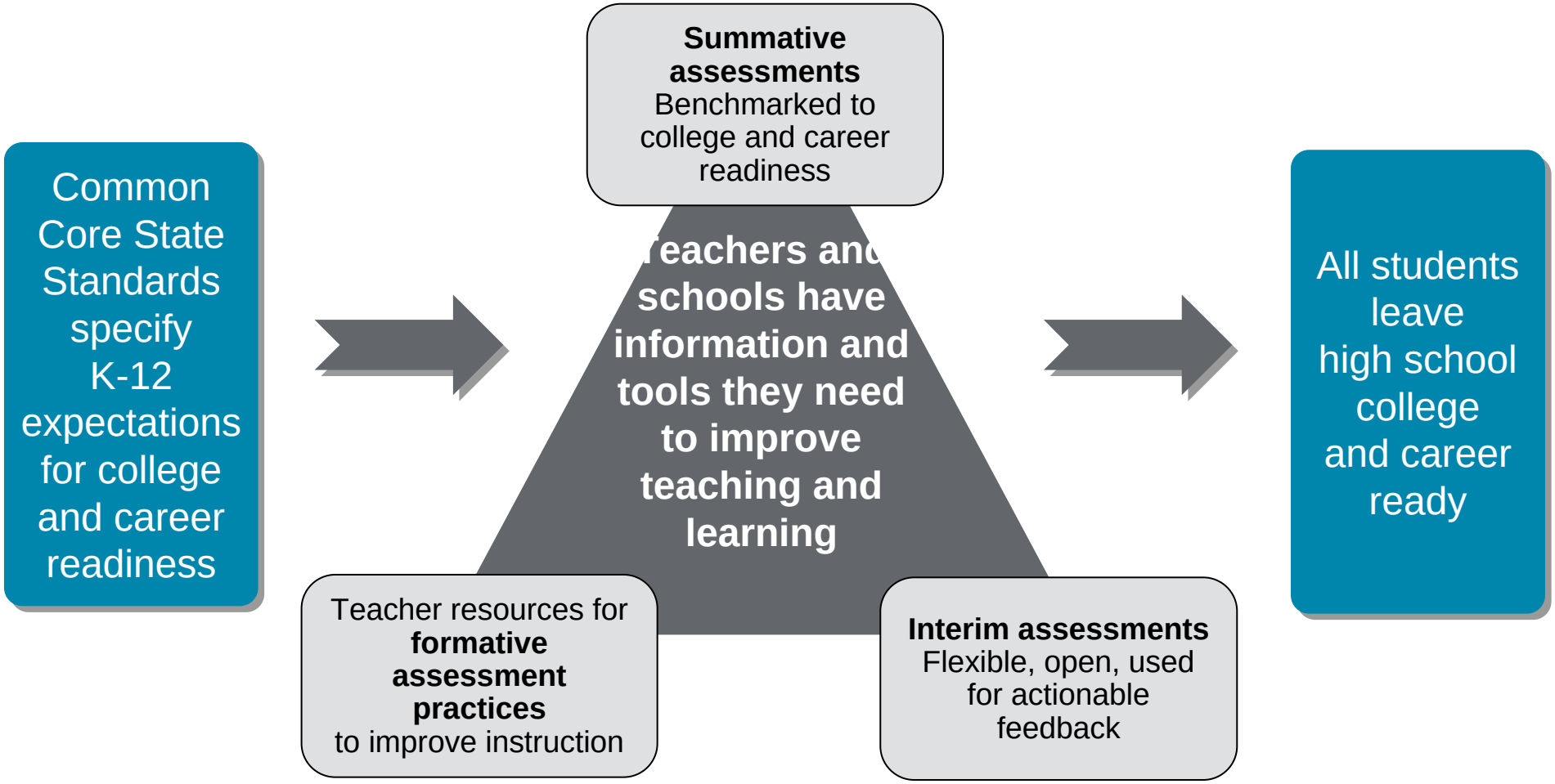
A Balanced Assessment System



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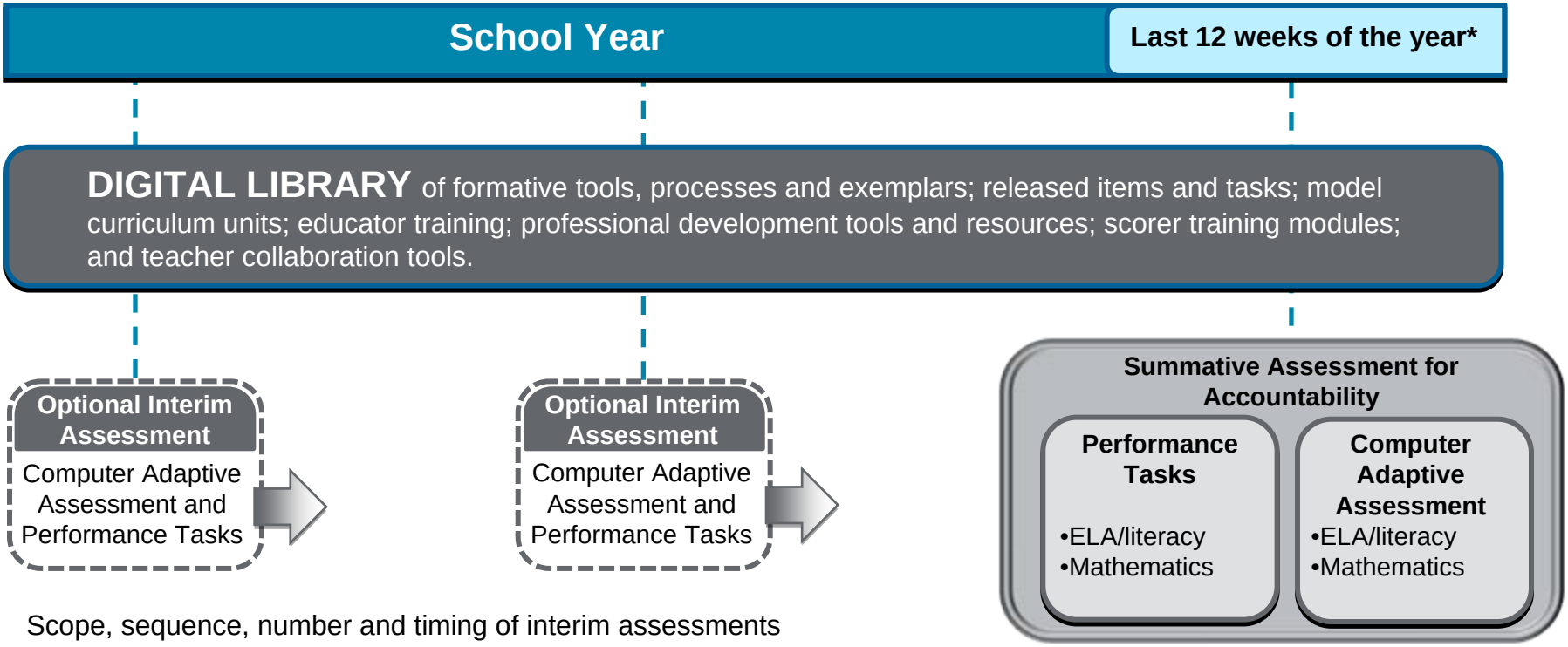
A Balanced Assessment System

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



Scope, sequence, number and timing of interim assessments locally determined

Re-take option available

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

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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

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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

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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

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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**

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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**

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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"

ed WEEK

- June 8, 2011

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Exploring the Sample Items

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