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Phi Delta Kappa

October 18, 2011

Manhattan, KS

**Diane DeBacker**
Kansas Commissioner of Education

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
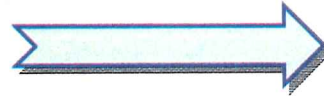

Legend

Adopted

Not Yet Adopted

Provisionally Adopted

Adoption status as of September 9, 2011
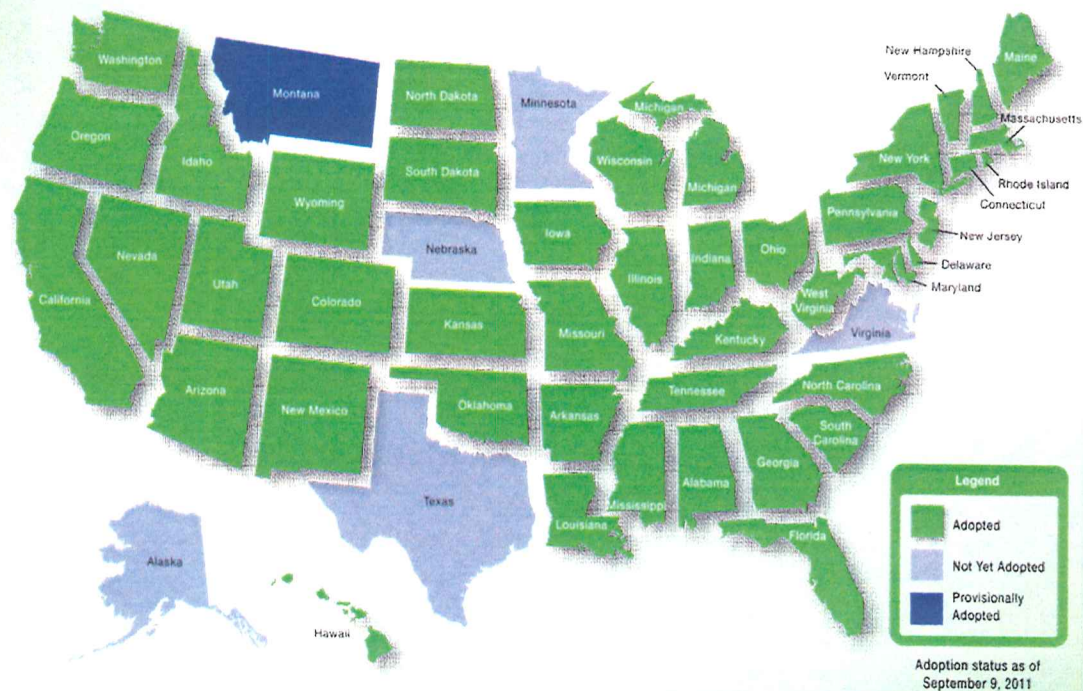
Source: www.corestandards.org

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The Assessment Challenge

How do we get from here...   **...to here?**

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

➡️

> **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

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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

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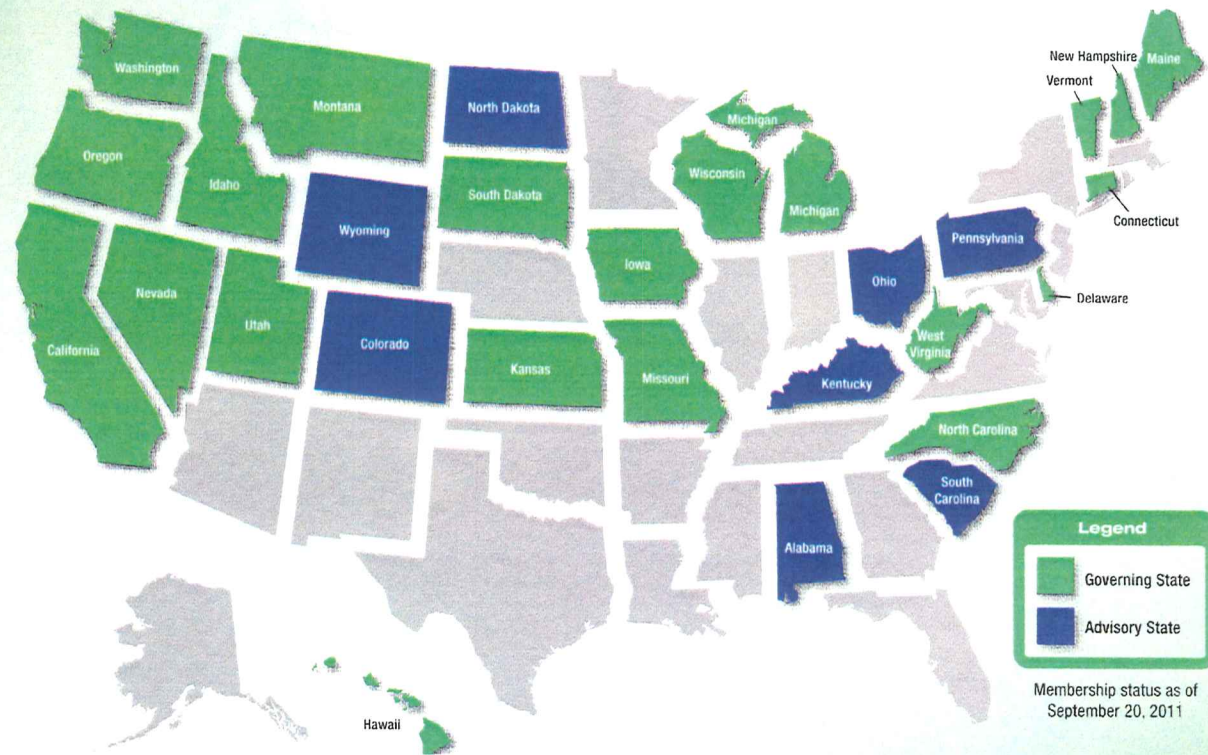Balanced Assessment Consortium

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]

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A National Consortium of States

- 29 states representing 48% of K-12 students
- 21 governing, 8 advisory states
- Washington state is fiscal agent

Legend

Governing State

Advisory State

Membership status as of September 20, 2011

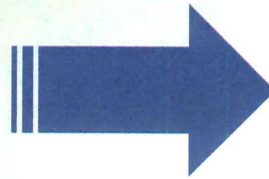**SMARTER**
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State-Led and Committed to Transparency

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
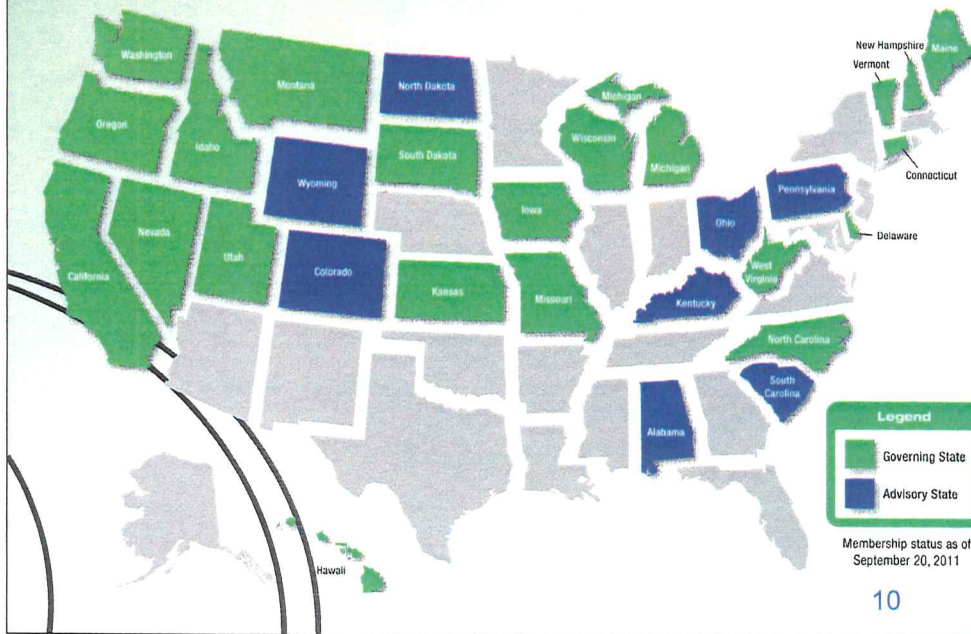
SMARTER Staff

WestEd, Project Management Partner

Advisory Committees

Legend
- Governing State
- Advisory State

Membership status as of September 20, 2011

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Who We Are

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

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Advisory Panels

- Technical Advisory Committee

- ELL Advisory Panel

- Advisory Panel for Students with Disabilities

- Formative Assessment Advisory Panel

- Higher Education Advisory Panel

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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

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

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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

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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
- Two directors for higher education engagement to start in mid-October; higher education advisory panel now forming

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SMARTER Balanced Approach

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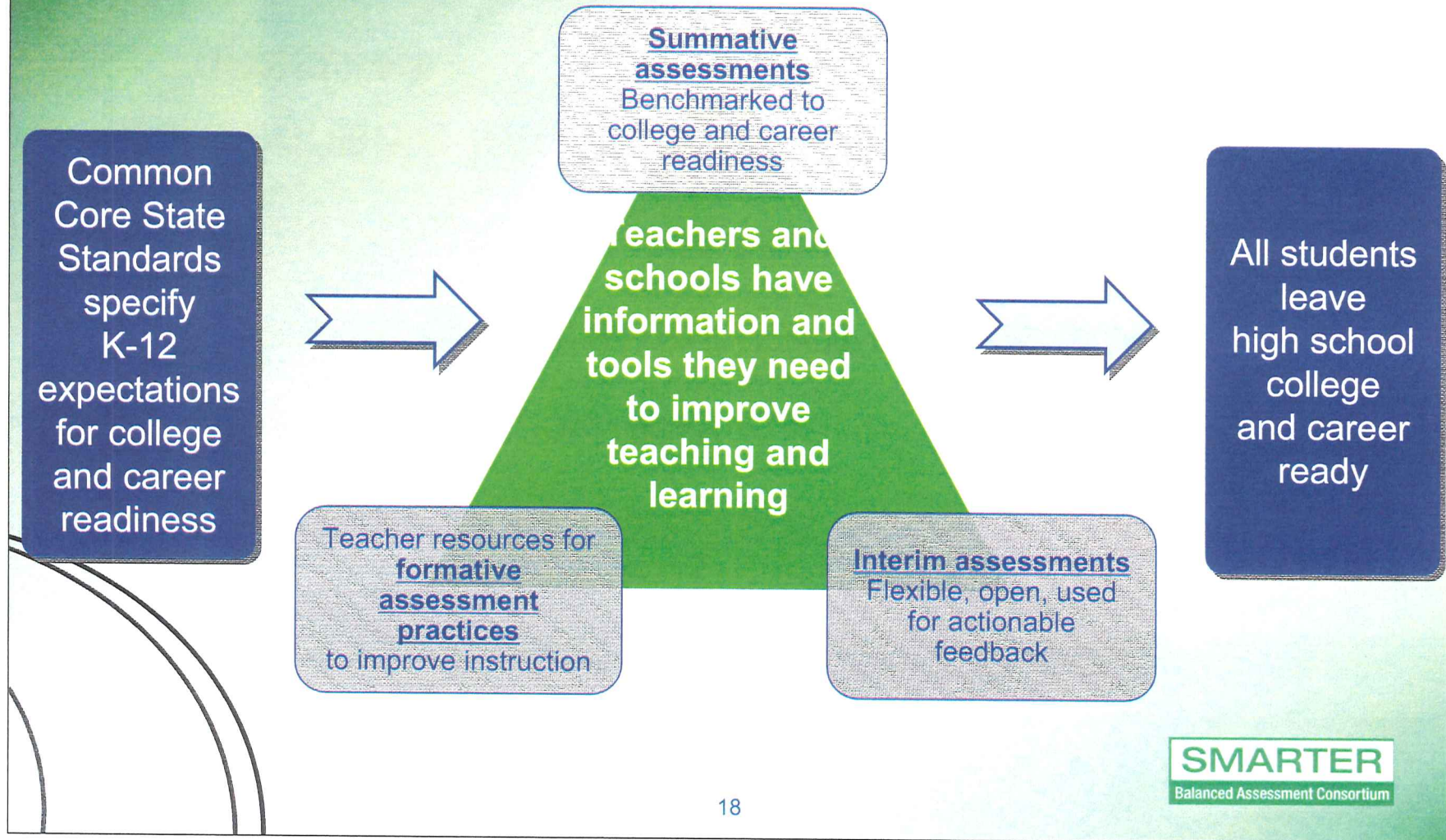
Seven Key Principles

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

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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

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

Interim assessments
Flexible, open, used for actionable feedback

All students leave high school college and career ready

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A Balanced Assessment System

English Language Arts and Mathematics, Grades 3—8 and High School

School Year	Last 12 weeks of year*

DIGITAL CLEARINGHOUSE of formative tools, processes and exemplars; released items and tasks; model curriculum units; educator training; professional development tools and resources; scorer training modules; and teacher collaboration tools.

Optional Interim Assessment

Computer Adaptive Assessment and Performance Tasks

Optional Interim Assessment

Computer Adaptive Assessment and Performance Tasks

Summative Performance Tasks for Accountability
- Reading
- Writing
- Math

Summative End of Year Adaptive Assessment for Accountability

Re-take option

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

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

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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)

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Teacher Involvement
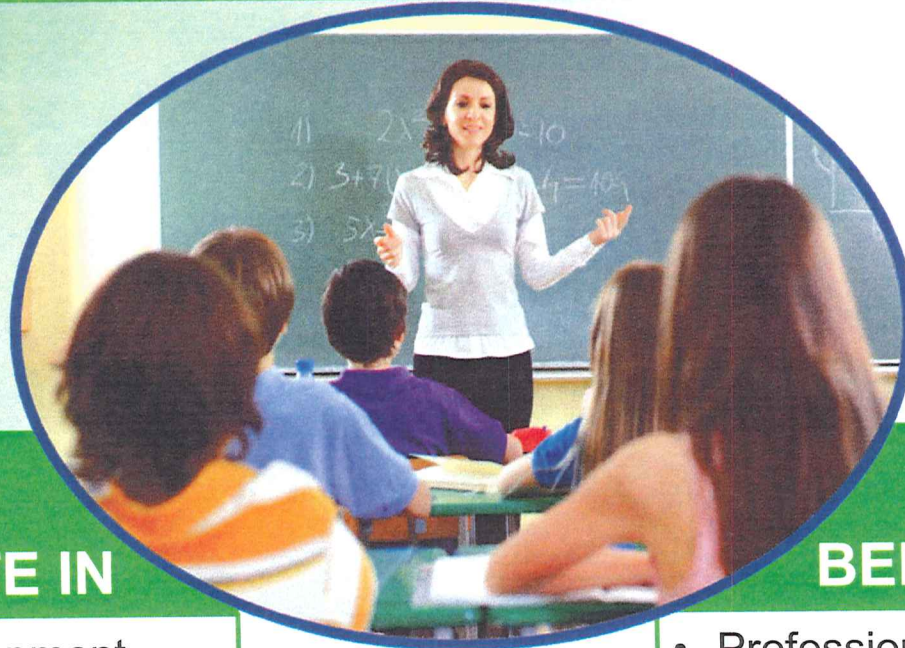
TEACHERS PARTICIPATE IN

- 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

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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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KSDE138590

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)
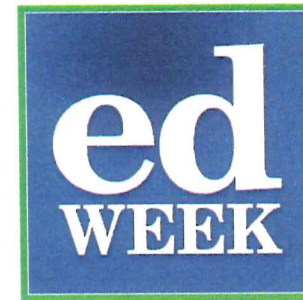- **Feedback and evaluation** mechanism provides surveys, open feedback, and vetting of materials

" **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

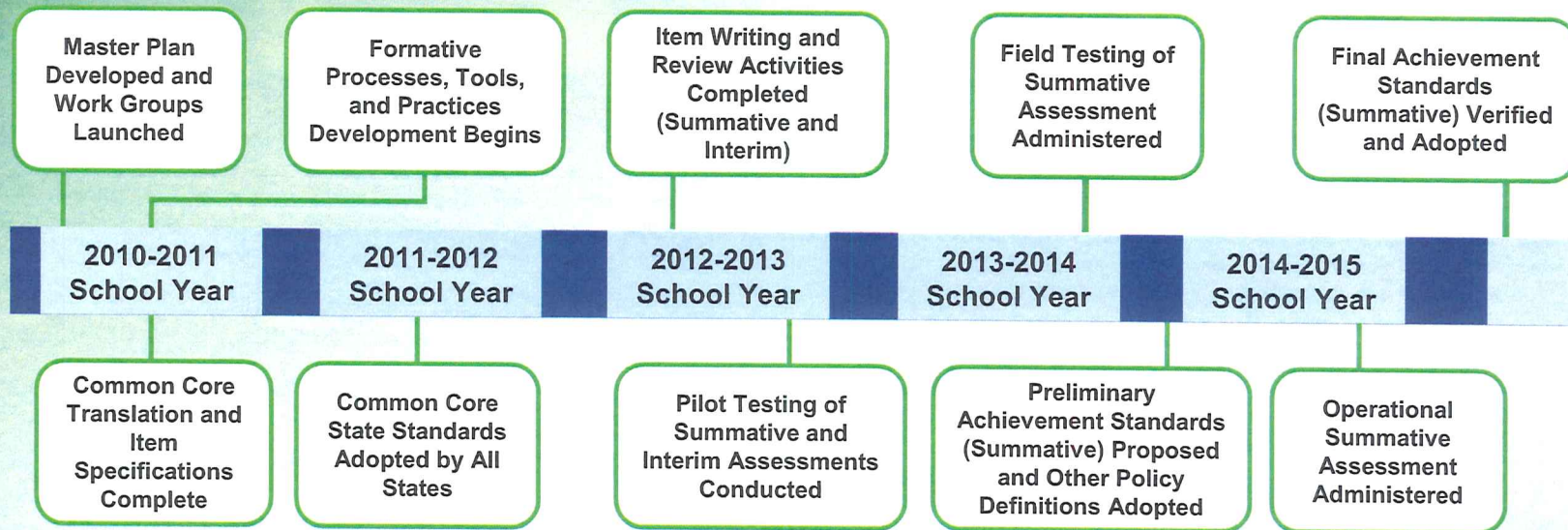- Outreach and collaboration with relevant associations

" **Common-Core Tests to Have Built-in Accommodations** "

ed WEEK

- June 8, 2011

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Timeline

```
Master Plan                Formative              Item Writing and         Field Testing of        Final Achievement
Developed and          Processes, Tools,         Review Activities           Summative                Standards
Work Groups             and Practices               Completed              Assessment           (Summative) Verified
Launched             Development Begins         (Summative and            Administered             and Adopted
                                                     Interim)
```

| 2010-2011 School Year | 2011-2012 School Year | 2012-2013 School Year | 2013-2014 School Year | 2014-2015 School Year |

```
Common Core            Common Core            Pilot Testing of          Preliminary              Operational
Translation and       State Standards          Summative and        Achievement Standards         Summative
Item                 Adopted by All           Interim Assessments    (Summative) Proposed        Assessment
Specifications            States                 Conducted          and Other Policy           Administered
Complete                                                             Definitions Adopted
```

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Progress to Date

Master Work Plan for Summative Assessment	• Major tasks / scope of work • Schedule and description of procurements
Content Specifications for ELA/Literacy & Math	• Validity framework for Common Core ELA & Math • Call for bids on Item Specifications
Work Groups	• Organized 10 state-led Work Groups: developed WG charters and designed Master Work Plan
Performance Tasks	• Created features list, developing annotated model tasks, and working on scoring rubrics guidelines
Communications	• Delivered presentations to 100 groups and organizations
Staffing	• Chief operating officer; Lead psychometrician; Higher education coordination; Support staff

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Next Six Months

Business Model for 2014-15 and Beyond	• Stability and maintenance of effort • Cost containment / efficiency
Test Specifications; Item Authoring & Banking System	• Types of items and tasks from Content Specs • Tracking, maintaining, providing items/tasks
Master Work Plans for Interim and Formative	• Major tasks / scope of work • Schedule and description of procurements
Definition of College/Career Readiness	• Higher Ed collaboration; Research-based • Alignment of CCSS and credit-bearing courses
Access and Accommodations	• Common accessibility guidelines • Advisory groups for ELL and SWD
Staffing	• Communications director; Stakeholder collaboration; Content areas; PD

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Procurement Schedule from Master Work Plan

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

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Draft Assessment Claims for English Language Arts/Literacy

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 collaborative and 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."

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Draft Assessment Claims for Mathematics

(a/o Round 1 – released 8/29/11)

Concepts and Procedures	"Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency."
Problem Solving	"Students can frame and solve a range of complex problems in pure and applied mathematics."
Communicating Reasoning	"Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others."
Data Analysis and Modeling	"Students can analyze complex, real-world scenarios and can use mathematical models to interpret and solve problems."

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Support for Implementation

Benefits of Becoming a Governing State

- **Comprehensive Assessment System:** Includes summative assessment for accountability and growth plus interim and formative tools

- **Continued Support to Implementing Common Core:** Governing states fully supported in collaborative with CCSSO for implementing Common Core systems

- **Full Engagement with Item Writing and Piloting:** Consortium will make item writing contracts available to governing states; pilot and field test activities focus on needs/capacity of governing states

- **Decision-making:** Governing states part of making key policy decisions, such as: access and accommodations, translations, paper/pencil options, Consortium sustainability, performance level descriptors, performance standards, etc.

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Addressing State Concerns

Technology
- PARCC and SMARTER developing technology assessment tool to identify infrastructure gaps
- Paper/pencil option locally available during a 3-year transition
- 12-week administration window reduces pressure on computer labs

Compatibility
- Common, interoperable, open-source software accommodates state-level assessment options
- Test-builder tool available to use interim item pool for end-of-course tests

Cost
- On average, SMARTER states pay $31 per student for current assessments
- Third-party cost estimate for SMARTER Balanced: Summative assessment $19.81 / student; Optional interim assessments $7.50 / student
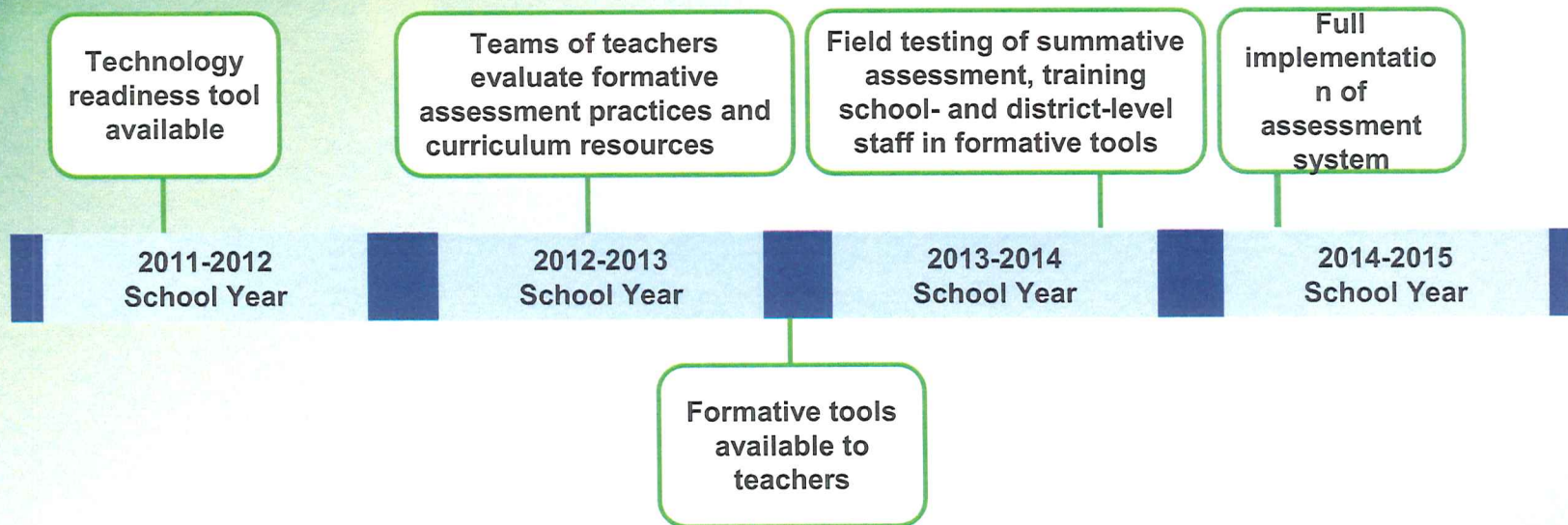
Adoption of best practices
- Common protocols for item development: accessibility, language/cultural sensitivity, construct irrelevant variance
- Common accommodation and translation protocols

Long-term governance
- Developing a business plan for post-2014
- Seeking additional funding for ongoing support
- Member states will be actively involved in determining the future of the Consortium

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State Implementation: Timeline

Technology readiness tool available	Teams of teachers evaluate formative assessment practices and curriculum resources	Field testing of summative assessment, training school- and district-level staff in formative tools	Full implementation of assessment system

2011-2012 School Year	2012-2013 School Year	2013-2014 School Year	2014-2015 School Year

Formative tools available to teachers

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To find out more...

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

www.smarterbalanced.org

[Insert state contact if appropriate]

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