

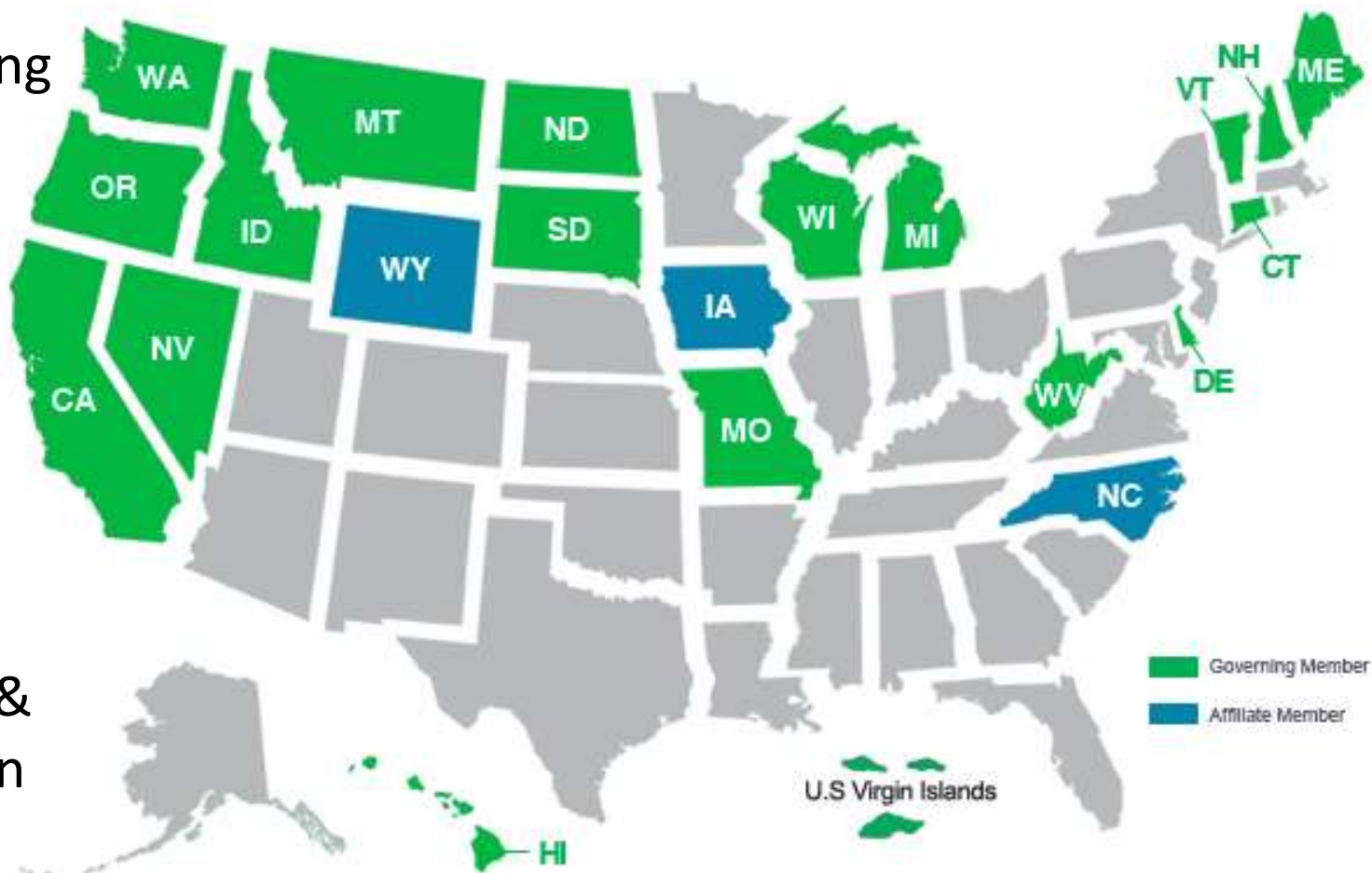
# Smarter Balanced

A New Tool to Assess College Readiness



# Smarter Balanced Membership, 2014-15

- 19 governing members
- 3 affiliate members
- Based at UCLA Graduate School of Education & Information Studies



# Smarter Balanced Assessments



# Roll-out of Full Assessment System in 2014-15

Online assessments  
that measure progress  
toward readiness for  
college and careers



## Digital Library

*Available Now*

Formative assessment resources and practices that teachers can use as needed throughout the year



## Interim Assessments

*Available Beginning Winter 2014-15*

Optional assessments that allow educators to check student progress and provide information to inform instruction during the year



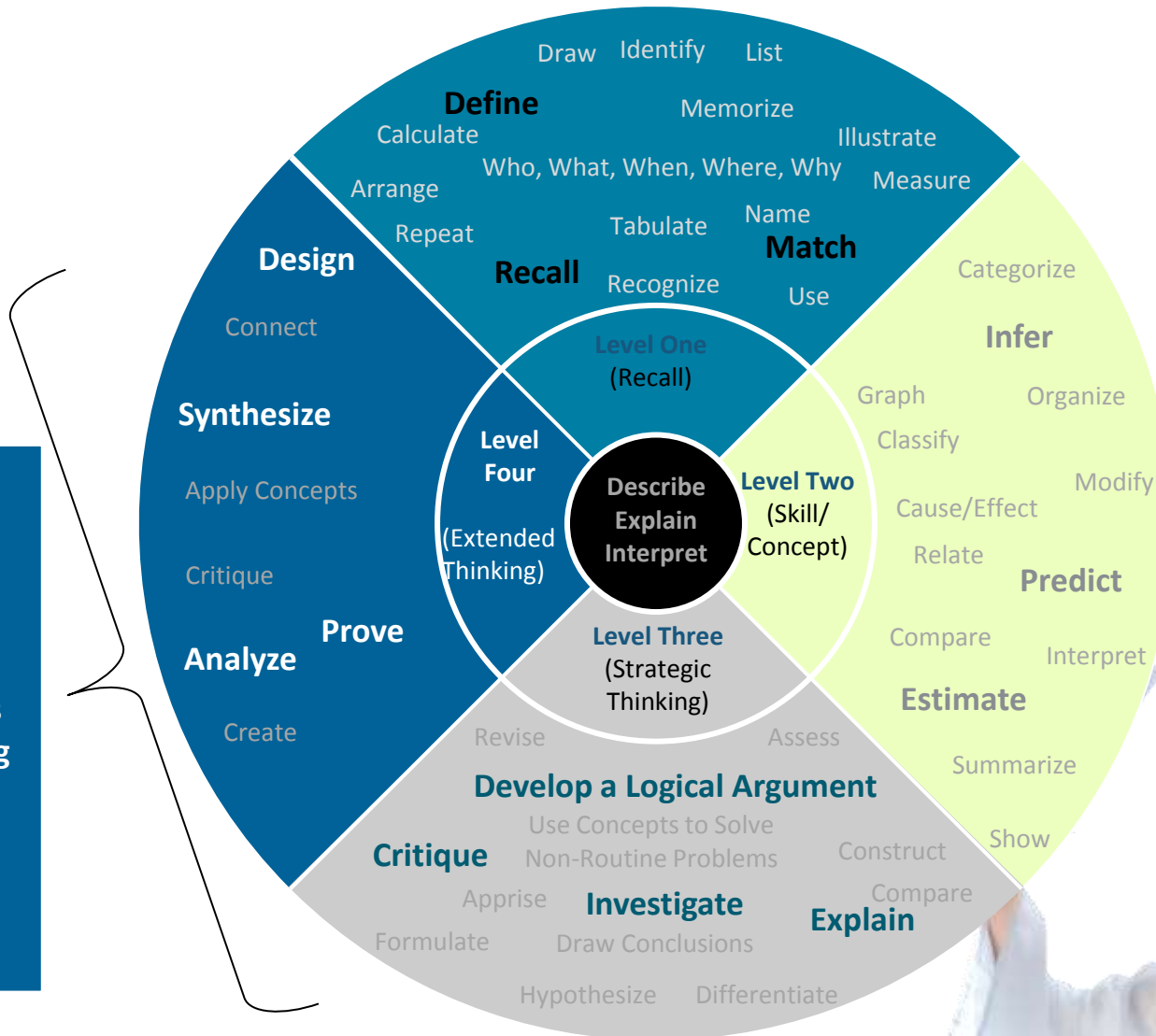
## Summative Assessments

*Available Spring 2015*

Year-end assessments for grades 3-8 and 11 with a computer adaptive test and performance tasks in math and English

**Smarter Balanced gives educators information  
and tools to improve teaching and learning**

# Assessing the Common Core



Smarter  
Balanced  
assessments  
move beyond  
basic skills and  
recall to assess  
critical thinking  
and problem  
solving



# Summative & Interim Comprehensive Assessments: Two-pronged Design

## Computer Adaptive Test

- Assesses the full range of Common Core in English language arts/literacy 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
- Includes a variety of question types: selected response, short constructed response, extended construction response, technology enhanced

## Performance Tasks

- Extended projects demonstrate real-world writing and analytical skills
- May include online research, group projects, presentations
- Require 1 to 2 class periods to complete
- Included in both English language arts/literacy and mathematics assessments
- Applicable in all grades being assessed
- Evaluated by teachers using consistent scoring rubrics

# Estimated Testing Times for Summative Assessment

Test	Grades	CAT	Perf. Task Only	Total	In-Class Activity	Total
English Language Arts/ Literacy	3-5	1:30	2:00	3:30	:30	4:00
	6-8	1:30	2:00	3:30	:30	4:00
	11	2:00	2:00	4:00	:30	4:30
Math	3-5	1:30	1:00	2:30	:30	3:00
	6-8	2:00	1:00	3:00	:30	3:30
	11	2:00	1:30	3:30	:30	4:00

The testing window is the final 12 weeks of the academic year.

# Take the Practice and Training Tests

**FIRST LOOK AT NEW ASSESSMENT**



<http://sbac.portal.airast.org/practice-test/>



# Smarter Balanced & College Readiness



# A New Vision for Assessing Readiness

## Typical Readiness Testing Today

- Each college or system sets its own standards and selects its own measures.
- K-12 typically has no information about the standards.
- Students don't know about tests and don't prepare for them.
- Predictive validity of tests is often unknown.
- Students who "played by the rules" end up in remediation.



## Smarter Balanced Vision

- Assessments designed around known, agreed-upon standards (Common Core).
- Performance standards set through an open process with substantial higher education involvement.
- Everyone (students, teachers, parents, etc.) knows the expectations.
- Students address deficiencies in high school.

# Smarter Balanced Goals for Higher Education

- Colleges and universities **recognize** the Smarter Balanced Grade 11 assessment as a valid measure of college content-readiness as defined by the Common Core State Standards.
- Colleges and universities **agree** on a common performance standard in English language arts/literacy and mathematics for college content-readiness.
- Colleges and universities **use** the Smarter Balanced assessment as evidence that students are ready for credit-bearing course work and can be exempted from developmental courses.

# What is Content Readiness?

English Language Arts/Literacy	Students who perform at the College Content-Ready level in English language arts/literacy demonstrate <b>reading, writing, listening, and research</b> skills necessary for introductory courses in a variety of disciplines. They also demonstrate subject-area knowledge and skills associated with readiness for <b>entry-level, transferable, credit-bearing</b> English and composition courses.
Mathematics	Students who perform at the College Content-Ready level in mathematics demonstrate <b>foundational mathematical knowledge and quantitative reasoning skills</b> necessary for introductory courses in a variety of disciplines. They also demonstrate subject-area knowledge and skills associated with readiness for <b>entry-level, transferable, credit-bearing</b> mathematics and statistics courses.

# Policy Framework for Grade 11 Assessment Results

## Level 1

- Not Yet Content-Ready - Substantial Support Needed
- K-12 & higher education may offer interventions

## Level 2

- Not Yet Content-Ready – Support Needed
- Transition courses or other supports for Grade 12, retesting option for states

## Level 3

- Conditionally Content-Ready/Exempt from Developmental
- In each state, K-12 and higher ed must jointly develop Grade 12 requirements for students to earn exemption

## Level 4

- Content-Ready/Exempt from Developmental
- K-12 and higher education may jointly set Grade 12 requirements to retain exemption (optional for states)

Note: Applies only to students who matriculate directly from high school to college.

# Higher Education After Smarter Balanced: What's Changed?

- Instead of multiple tests, with differing performance standards, all public schools in consortium states use the same test, content standards (Common Core) and performance standards.
- Grade 11 performance standards are pegged to college content-readiness, with standards for earlier grades mapped to Grade 11.
- In each state, K-12 and higher education set requirements for Grade 12 (may vary by institution type).
- Students, parents and teachers know where the academic “goal line” is and students can address deficiencies in high school.
- Working together, K-12 and higher education can develop appropriate grade 12 experiences for students at differing achievement levels.
- Colleges can target students for special programs based on Grade 8 scores (or earlier).

# Higher Education After Smarter Balanced: What Hasn't Changed?

- **High school exit:** Some states may use the Smarter Balanced assessment—with a lower performance standard—for high school exit, but no state currently plans to use the college content-readiness standard for this purpose.
- **Admission :** Colleges will continue to admit students according to their current standards and practices – *the college content-readiness policy applies only to admitted students.*
- **Placement:** While honoring the exemption from developmental education for students who have earned it, colleges may use tests (and/or other means) to determine appropriate course placement.
- **Dev ed reform:** Colleges can continue to place any student into credit-bearing courses. Grades-only placement policies are unaffected.
- **STEM:** Colleges will need to assess additional evidence for students seeking to enter more advanced mathematics courses.

# Early Adoption by Higher Education



THE CALIFORNIA STATE UNIVERSITY



THE UNIVERSITY OF CALIFORNIA



CALIFORNIA COMMUNITY COLLEGES



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August 29, 2014

Mike Kirst, President  
California State Board of Education  
1430 N Street  
Sacramento, California 95814

Dear Dr. Kirst and Board members:

With the new school year underway, we want to express the support of California's higher education segments for the implementation of the Common Core State Standards. We believe California's implementation of the Common Core standards and aligned assessments has the potential to dramatically improve college readiness and help close the preparation gap that exists for California students. Moreover, we are optimistic for the transforming promise of these new standards when more students graduate having mastered grade level standards and when teachers, students and parents are given clear and consistent messages about readiness for success in higher education and the workforce.

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- CSU and CCC will use Smarter Balanced for Early Assessment Program
- WA public institutions will accept Smarter Balanced scores for exemption from remediation
- West Virginia will replace existing state-mandated readiness assessment with Smarter Balanced



# Setting Achievement Levels



# Four-Stage Process

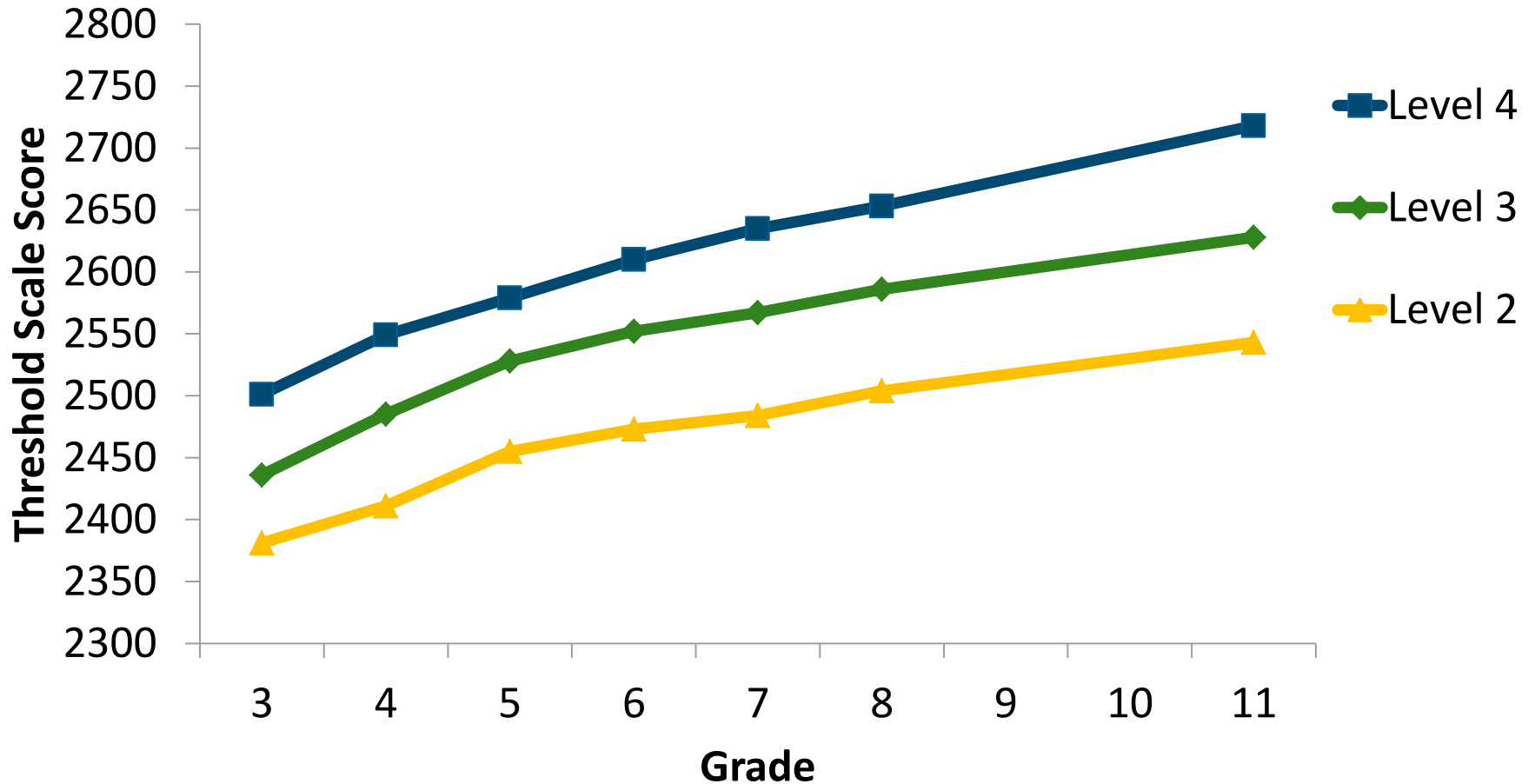
- **Online Panel**
  - Crowd sourcing – thousands of participants
  - Recommendations broken down by subgroup (teachers, higher education, etc.)
- **In-Person Panel**
  - 500 participants in grade/subject panels
  - Nominated by states
  - Bookmark procedure
- **Vertical Articulation Committee**
  - 60 panelists from In-Person Panel
  - Review Online Panel and In-Person Panel results
  - Recommend changes
- **State Review and Decision-making**
  - Two multi-state meetings
  - Higher education participation in Grade 11 votes

# Participation Summary

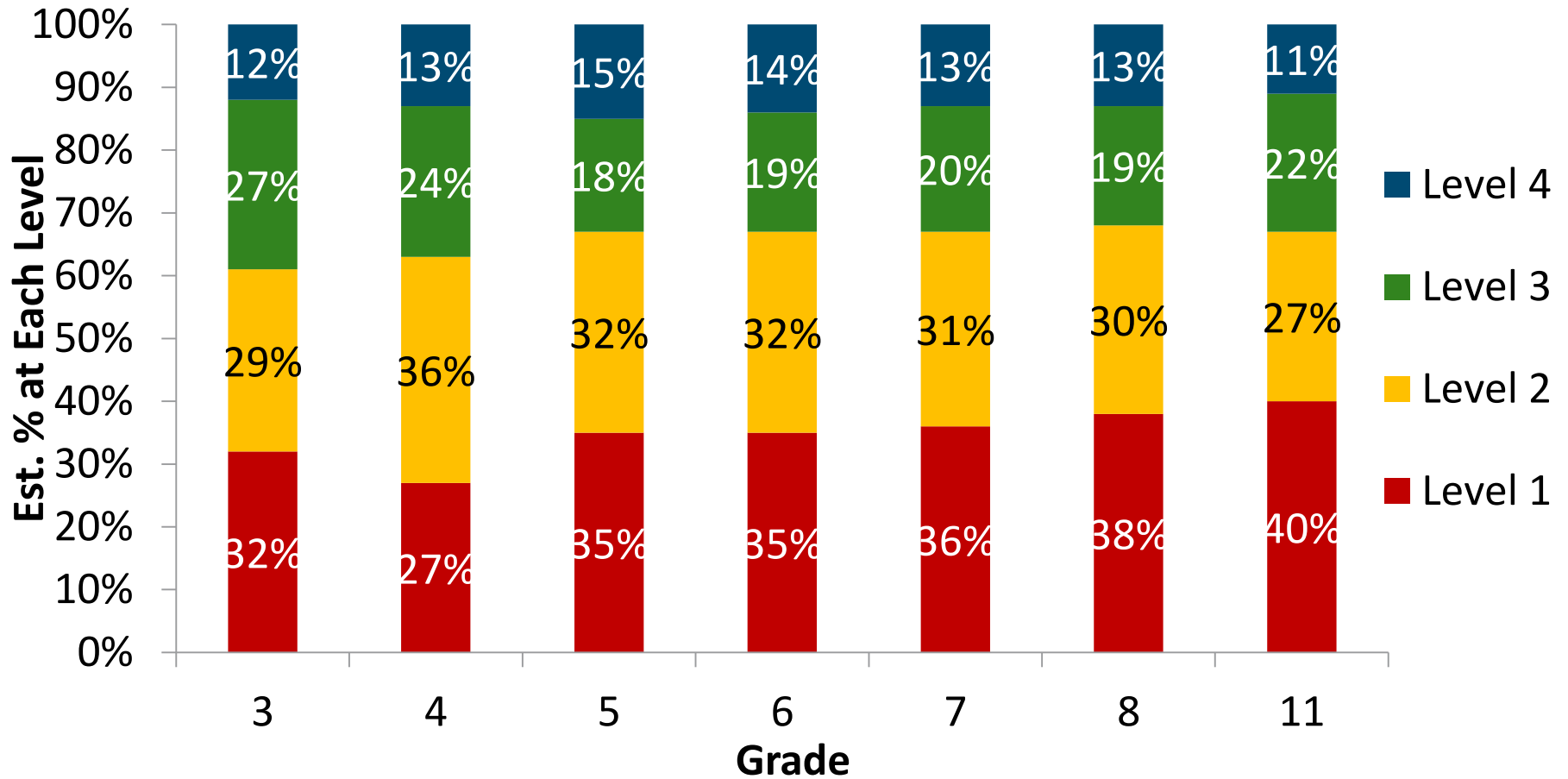
	Online Panel	In-Person Panel	Cross-Grade Review Committee
Teachers	65%	64%	66%
Non-Teacher Educators & Administrators	18%	18%	19%
Higher Education	9%	12%	11%
General Public	7%	6%	5%
<b>Total</b>	<b>2,660</b>	<b>482</b>	<b>64</b>

Figures reflect the number of individuals who submitted a bookmark during the Online Panel and who attended the In-person Panel. CT had 26 in-person panelists (2 from higher education) and 121 online panelists (12 from higher education).

# Mathematics: Threshold Scores

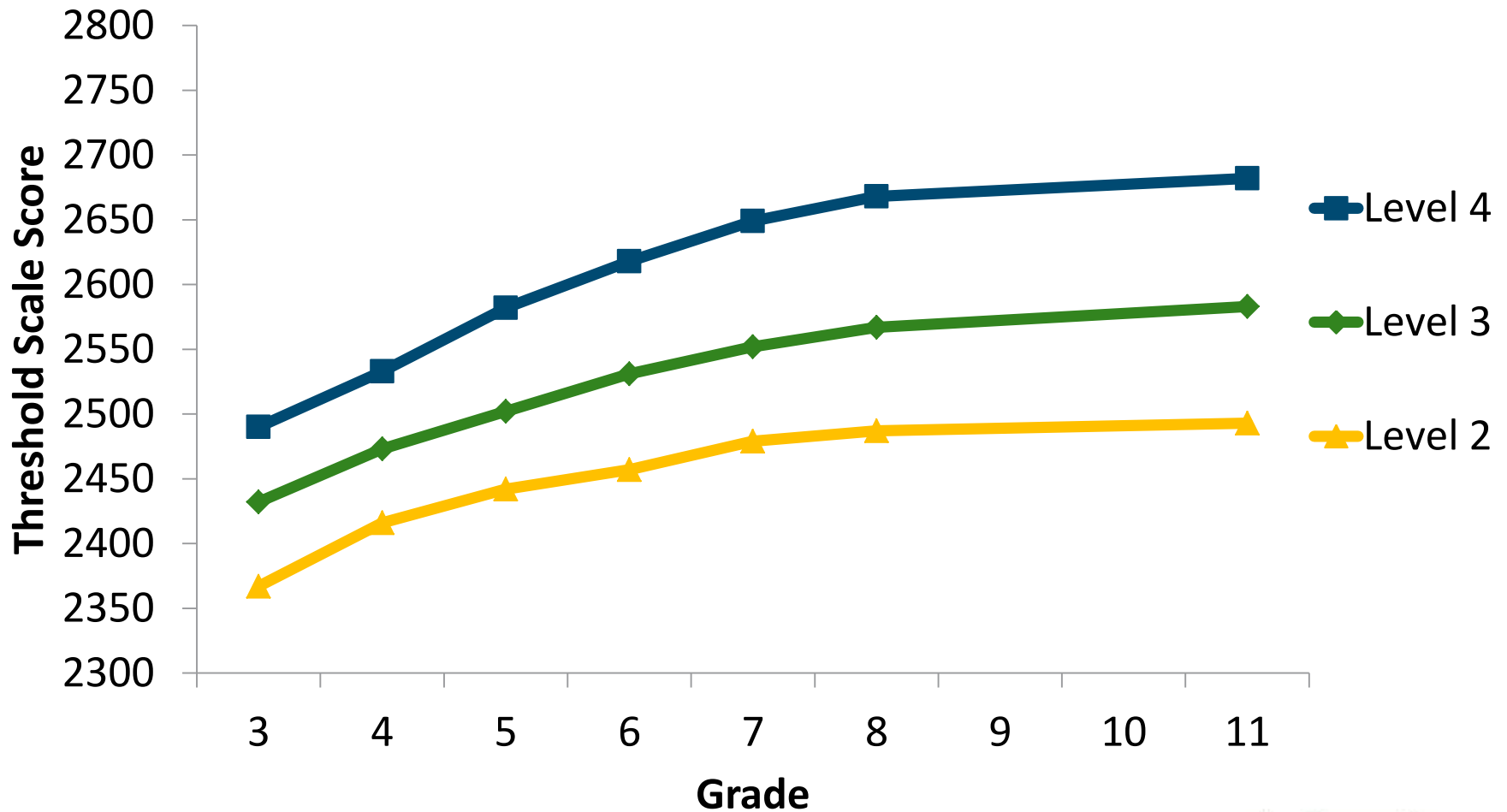


# Mathematics: Estimated Percentage of Students at Each Achievement Level

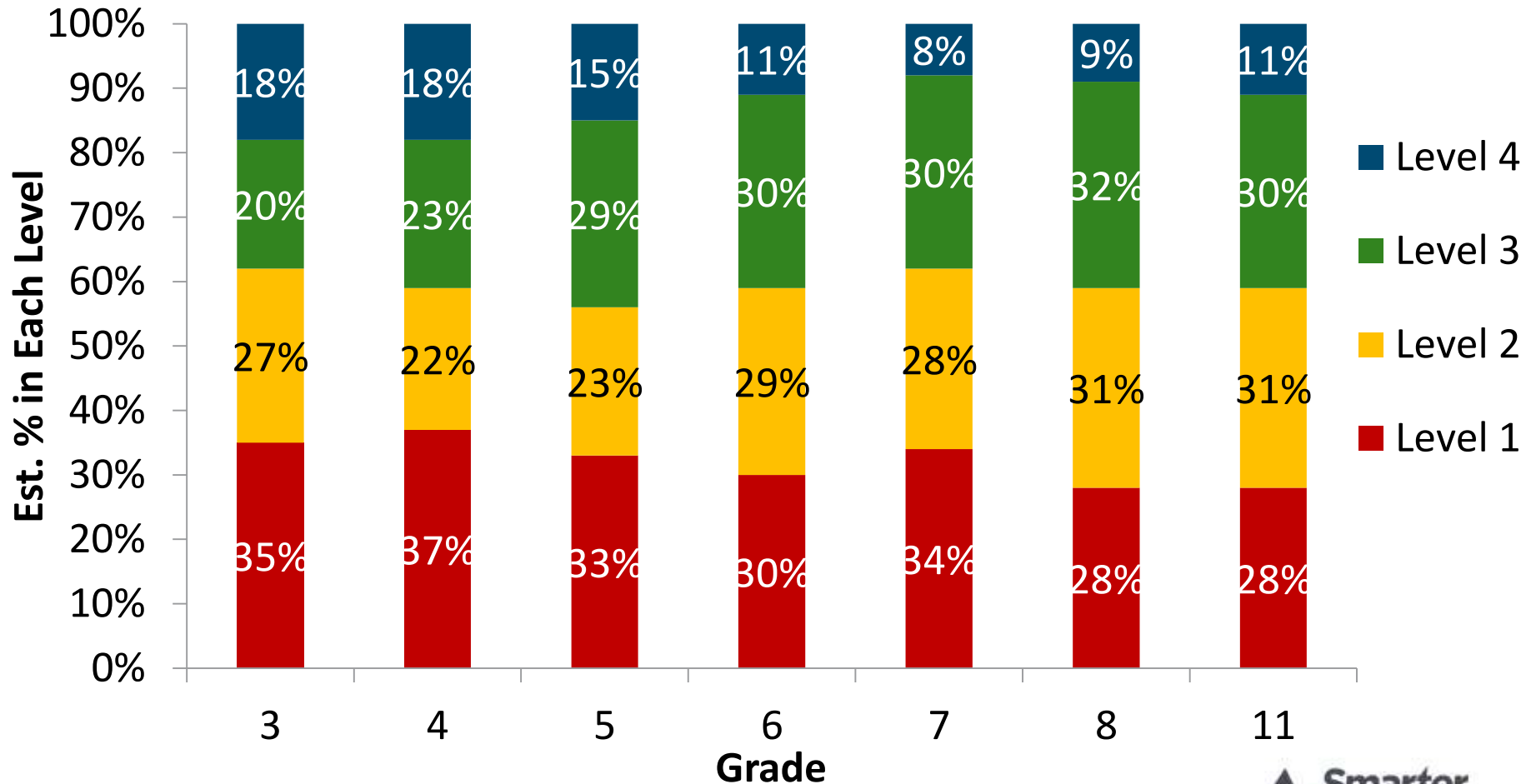


Estimates based on Spring 2014 Smarter Balanced field test conducted in 21 states and USVI.

# English Language Arts/Literacy: Threshold Scale Scores



# ELA/Literacy: Estimated Percentage of Students at Each Achievement Level



Estimates based on Spring 2014 Smarter Balanced field test conducted in 21 states and USVI.

# Score Reporting





# Data Available

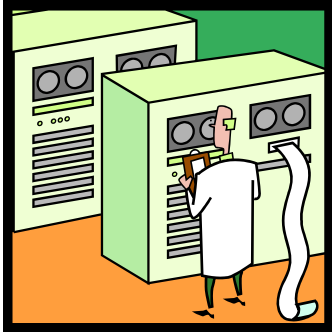
## Mathematics

- Overall Scale
- Margin of Error
- Achievement Level
- Claim Levels (below standard, at or near standard, above standard)
  - Concepts & Procedures
  - Problem Solving and Modeling & Data Analysis
  - Communicating Reasoning

## English (ELA)

- Scaled Score
- Margin of Error
- Achievement Level
- Claim Levels (below standard, at or near standard, above standard)
  - Reading
  - Writing
  - Listening
  - Research

# Getting Results to Colleges and Universities



**Key Factor:** States retain ownership and control of test data. Reporting to higher education is a state responsibility.

Considerations:

- Cost
- Convenience
- Privacy

# Assessment Results Delivery Options

- Use State Longitudinal Data Systems
- Vendor Mediation
  - Parchment, National Student Clearinghouse, Scrip Safe, etc.
- Electronic Student Data Exchange Networks
  - GREEN, EdExchange
- Include on High School Transcript
- Customized by Testing Services Vendor
- Direct from Smarter Balanced Data Warehouse

# Smarter Balanced

Learn More and Stay Connected



# Learn More

## SmarterBalanced.org

The screenshot shows the Smarter Balanced Assessment Consortium website. At the top, there is a navigation bar with links for Home, Contact Us, and Member Tools Login. Below this is a search bar with the text "May Connected" and "What are you looking for?". The main content area features a large banner titled "Field Test Concludes Successfully" with a sub-headline "More than 4.2 million students participated in a practice run of the assessments to ensure that they are accurate and fair." Below the banner, there is a "Latest News" section with a link to a "Field Test Report" and a "Smarter Balanced Assessment Consortium Timeline for Delivery of Assessments". On the right side of the page, there is a call to action box that says "Educators can shape the future of assessments. Make your voice heard on Smarter Balanced achievement level scores." and includes a "REGISTER NOW! Online Panel: October 6-17, 2014" button.

The infographic is titled "On Track and Moving Forward: The Smarter Balanced Assessment System". It features the Smarter Balanced Assessment Consortium logo at the top left. The main text describes the consortium as a state-led effort developing next-generation assessments aligned to the Common Core State Standards in English language arts, history and mathematics. It highlights that the consortium will give parents, teachers, and policymakers better tools and information to track student progress toward college and career readiness. A section titled "Key Accomplishments" lists several achievements, including conducting systems of assessment trials, developing technology requirements, releasing online practice tests, developing accessibility options, and approving a automatic fairness model. A screenshot of an "Online Practice Test" interface is shown. The "Field Test in 2014" section mentions that beginning in March 2014, a large-scale Field Test will present all assessment items to students across member states, and that the Field Test will gather information necessary for final evaluation of item quality. The infographic concludes with the text "Results from the Field Test will inform preliminary achievement standards." and the SmarterBalanced.org logo at the bottom.

# Stay Connected

- Sign up for Smarter News
- [SmarterBalanced.org/stay-connected](http://SmarterBalanced.org/stay-connected)



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