Today

• status of SB’s work

• role higher education is playing to enhance the success of common core and the assessments

• cut scores

• relationship between cut scores, college-readiness, placement and remediation
Status of Smarter Balanced Work
Timeline

- **Formative Processes, Tools, and Practices Development Begins**
- **Writing and Review of Pilot Items/Tasks (including Cognitive Labs and Small-Scale Trials)**
- **Field Testing of Summative and Interim Items/Tasks Conducted**
- **Writing and Review of Field Test Items/Tasks (throughout the school year)**
- **Final Achievement Standards (Summative) Verified and Adopted**
- **Summative Master Work Plan Developed and Work Groups Launched**
- **Procurement Plan Developed**
- **Content and Item Specifications Development**
- **Pilot Testing of Summative and Interim Items/Tasks Conducted**
- **Preliminary Achievement Standards (Summative) Proposed and Other Policy Definitions Adopted**
- **Operational Summative Assessment Administered**
Pilot Test

• February through May, 1 million students & 5,300 schools
• Tested to date: approx. 150,000
• Test of 5,000 items and performance tasks created to date; no student scores released
• “Practice Test” released in late May/early June

Field Test

• Spring 2014, 6 million students
• May include student scoring
• Communications need to start this Fall
• Must develop 35,000 items and tasks
Next Steps

• **State Approval:** Second round of voting on College-content Readiness Policy

• **Validation Research:** Higher education leads will help Smarter prioritize and plan research agenda; foundations interested in assisting

• **Reporting:** Discussing how best to integrate higher education views in design of Grade 11 score reports

• **Comparability with PARCC:** Task force working on comparability goals and plans to mitigate any barriers.

• **Career Readiness:** Consulting with experts and hope to establish a career readiness task force composed of community college and career-technical education representatives later this spring.
Role of Higher Education
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 remediation.
How Higher Education is engaged

- Higher ed lead from each state
- Director of Higher Education Collaboration for the Consortium
- Regional senior advisors
- Higher ed reps on SB Executive Committee
- Individual statewide plans to build familiarity in public postsecondary institutions
- Faculty involved in key design decisions, work groups, and advisory committees
# Draft College Content-readiness Definition

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Implications for Grade 12</th>
<th>Implications for HS Graduates who Immediately Enter College</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student needs <strong>substantial</strong> support to meet college content-readiness standard.</td>
<td>States/districts/colleges may offer supplemental programs for these students. States also may choose to retest these students near the conclusion of Grade 12.</td>
<td>Colleges may evaluate additional data (courses completed, grades, portfolios, placement test scores, etc.) to determine placement in developmental or credit-bearing courses.</td>
</tr>
<tr>
<td>2</td>
<td>Student needs <strong>support</strong> to meet college content-readiness standard.</td>
<td>States/districts/colleges may implement Grade 12 transition courses or other programs for these students. States also may choose to retest these students near the conclusion of Grade 12 (scoring will occur within two weeks, allowing opportunity for colleges to use scores the following Fall).</td>
<td>Colleges may evaluate additional data (courses completed, grades, portfolios, placement test scores, etc.) to determine placement in developmental or credit-bearing courses.</td>
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<td>15</td>
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</tbody>
</table>
### Draft Policy Framework

<table>
<thead>
<tr>
<th>Level 3 Description</th>
<th>Implications for Grade 12</th>
<th>Implications for HS Graduates who Immediately Enter College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is exempt from developmental course work, contingent on evidence of continued learning in Grade 12.</td>
<td>Within each state, higher education and K–12 officials together determine appropriate evidence of continued learning (such as test scores or course grades).</td>
<td>For students who demonstrate evidence of continued learning in Grade 12, colleges may evaluate additional data (courses completed, grades, portfolios, placement test scores, etc.) to determine appropriate course placement at or above the initial credit-bearing level. Colleges also may evaluate additional data (courses completed, grades, portfolios, placement test scores, etc.) to determine placement in developmental or credit-bearing courses for students who fail to demonstrate sufficient evidence of continued learning in Grade 12.</td>
</tr>
</tbody>
</table>
## Draft Policy Framework

<table>
<thead>
<tr>
<th>Level 4 Description</th>
<th>Implications for Grade 12</th>
<th>Implications for HS Graduates who Immediately Enter College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is exempt from developmental course work.</td>
<td>Within each state, higher education and K-12 officials may require students to satisfactorily complete prescribed Grade 12 English and/or mathematics courses to retain the exemption from developmental course work (higher education and K-12 officials would determine appropriate courses and standards for satisfactory completion).</td>
<td>Colleges may evaluate additional data (courses completed, grades, placement test scores, writing samples, etc.) to determine appropriate course placement at or above the initial credit-bearing level.</td>
</tr>
</tbody>
</table>
Clarifying Statements

• College Readiness vs. College Content-Readiness: Readiness is a broader construct; use of term content-readiness to indicate limited nature of CCSS/assessment.

• Multiple Measures of Content-Readiness: Policy includes evaluation of additional criteria for all but the highest achieving students; states can construct alternate routes to demonstrating readiness.

• Grade 12 Expectations: States may require Level 4 students to satisfactorily complete prescribed courses in Grade 12 to retain the exemption from developmental course work.

• Support for Emerging Approaches to Developmental Ed: Smarter Balanced score need not exclude students from credit-bearing courses.
Clarifying Statements (cont.)

• Requirements for advanced math or statistics: Explains “plus standards” and need for additional evidence of readiness for more advanced courses.

• Score Expiration: Recommends that scores be considered valid only for students who matriculate directly from high school to college.

• College Content-Readiness and Admission: Policy has no affect on admission criteria (although institutions may choose to include the Smarter Balanced score in their admission evaluations).

• Support For Students at Levels 1 and 2: States are not bound to implement any particular program for these students.
Cut Scores
Cut Scores

• The cut score will be the common standard for college readiness that is developed cooperatively within each consortium and is comparable across PARCC and Smarter Balanced.

• During summer 2014 (after Field Test), cut scores will be determined by a consultative process with significant participation by higher education faculty.

• Governing states will vote on cut scores -- each achievement level will have a cut score. For the Grade 11 cut scores, K-12 and higher education will make a shared decision on approving the cut scores.

• Students who meet this standard and state-established standards for course-taking and performance in Grade 12 would know they will be eligible for entry-level credit-bearing courses at participating institutions across the consortia.

• Individual colleges and universities (or systems) in each state will decide if they will participate in using the Smarter Balanced score to determine eligibility for exemption from developmental courses.
Relationship between cut scores, college-readiness, placement and remediation
# How Key Terms Relate

<table>
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<th>Term</th>
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<tr>
<td>College-content Readiness Policy (CCRP)</td>
<td>Describes what a college-content ready student can do in math and English language arts</td>
</tr>
<tr>
<td>Cut Scores (Standards Setting)</td>
<td>Further define the CCRP with 4 levels that indicate the degree to which 11th grader is on track to be ready to be exempt from remediation and take college entry-level, credit-bearing courses</td>
</tr>
<tr>
<td>Placement</td>
<td>Takes student’s score on 11th grade assessment into account, along with other factors, to determine how to place a first-year student</td>
</tr>
<tr>
<td>Remediation</td>
<td>Draws on College-content Readiness Policy, cut scores, and placement protocols</td>
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</table>
Looking Ahead
What campuses can do

- Name a point person on every campus
- Review teacher prep programs
- Evaluate remedial programs
- Examine placement policies
- Inform staff and faculty
- Work with K-12 on communications - consistent and clear internal and external messages
Visit us at: SmarterBalanced.org

Smarter Balanced Assessment System Presentation
Executive Director Joe Willkoff provides an update on the progress of Smarter Balanced in a new webinar. SEE VIDEO

Smarter Balanced Assessment Consortium
Smarter Balanced is a state-led consortium developing assessments aligned to the Common Core State Standards in English language arts/literacy and mathematics that are designed to help prepare all students to graduate high school college- and career-ready. READ MORE

Latest News
Smarter Balanced Chief State School Officers Meet to Advance Assessment System Design
Chief state school officers from Smarter Balanced member states met in St. Louis on September 12 during the Consortium’s twice-yearly Collaboration Conference. The event brought together K-12 state leads, higher education leads, work groups, and contractors to discuss the design and implementation of the assessment system. READ MORE

Smarter Balanced Awards Test Delivery System Contract to American Institutes for Research
The Consortium announced today that the American Institutes for Research (AIR) will develop an open source solution for delivering the Consortium’s online, computer adaptive summative and interim assessments to

School Years
Smarter Balanced assessments will be implemented in the 2014-15 school year. Click below to see what’s happening and when.

- 2009-2010
- 2010-2011
- 2011-2012
- 2012-2013
- 2013-2014
- 2014-2015
- 2015-2016