An Overview of the SMARTER Balanced Assessment Consortium for the South Carolina State Board of Education

Joe Willhoft, Executive Director

March 11, 2011

Columbia, South Carolina
• To develop a system of comprehensive and innovative assessments 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
Who Are We?
Member States

- Education Chiefs, Governors, Legislators, State Boards of Education (in alphabetical order)
  - Governing States (Voting Members)
  - Advisory States (Non-Voting Members)

Executive Committee

- Elected Representatives from Governing States
- Lead Procurement State
- Elected Co-Chairs
- IHE Representatives
- Non-Voting Members
  - Work Groups
  - Project Management Partner*
    - Service Providers
  - Executive Director*
    - Policy Coordinator
    - Senior Research Advisor

Advisory Partners

- Technical Advisory Committee
- Partners Representing:
  - Students with Disabilities
  - English Language Learners
  - Special Populations
  - Institutions of Higher Education
  - Technology
  - Business/Industry/Workforce Preparation
  - Educator Professional Organizations

*Under contract with Lead Procurement State

Refer to www.k12.wa.us/SMARTER for the detailed governance structure.

Draft revision: February 22, 2011
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
Keeping States Connected with the Work

- Regular meetings with chief state school officers
- Twice-monthly Governing States conference calls
- Monthly Advisory States calls
- Monthly assessment Webinars open to all
- Twice-per-year face-to-face All States meetings
- Three-per-year “Implementing Common Core Systems” workshops, twice-a-month follow-up
- Weekly newsletter to all participants
- Regular Work Group meetings and activities
- Live streaming of all Technical Advisory meetings
- Advisory groups for ELL and higher education
Engagement with Higher Education

- Two higher education positions on 9-member Executive Committee (4-yr colleges/universities & 2-yr colleges)
- “Higher Education Advisory Committee” funded through USED grant (being formed)
- Fulltime “IHE Advisor” (and support staff) as part of the Consortium’s project team
- One of Technical Advisory Committee member has “high school-to-college transition” as his primary area of research
- Collaboration across Consortium states with longitudinal data systems to build K-12 to Higher Ed linkages in ELA and mathematics
What Guides Our Work?
Seven SMARTER Balanced Design Principles

- An integrated system
  - Summative/Interim/Formative
- Design with evidence of student performance
  - “Evidence-based design”
- Teacher involvement
  - Prototype design; item/task writing; scoring of complex items/tasks
- State-led with transparent governance
  - Engagement in policy and implementation decisions
Seven SMARTER Balanced Design Principles

- Continuously improve teaching and learning
  - Regular feedback of progress; professional development supports
- Useful information on multiple measures
  - Progression-based scores; extended response items and performance tasks
- Adhere to established professional standards
  - AERA/NCME Standards for Testing
  - ATP Best Practices
  - JCSEE Standards (Utility, Reliability, Propriety, Feasibility)
What Is Our Design?
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?
Assessment System Components

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

Adaptive summative assessments benchmarked to college & career readiness

All students leave high school college and career ready
Summative assessments using online computer adaptive technologies

- The accountability component
- Adaptive testing...
  - A way to select items for students
  - Highly individualized
  - Accurate measurement across the performance scale
  - Very efficient – less testing time needed
- Reports current achievement and growth across time
- Multiple item types
- Two performance tasks per year per content area
- Students may take twice a year; results in two weeks
All students leave high school college and career ready

Adaptive summative assessments benchmarked to college & career readiness

Adaptive interim assessments that are flexible and open providing actionable feedback

Common Core State Standards specify K-12 expectations for college and career readiness
Optional *interim assessments* using online adaptive technology

- Non-secure and fully accessible
- Timing and content are customizable
- On same scale as the summative assessments
- Includes performance tasks
- Clear examples of the expected performance
- Helps identify specific needs
- Teachers included in item and task design and scoring
All students leave high school college and career ready

Adaptive summative assessments benchmarked to college & career readiness

Adaptive interim assessments that are flexible and open providing actionable feedback

Teachers can access formative tools and practices to improve instruction

Common Core State Standards specify K-12 expectations for college and career readiness
Formative Tools and Practices

Optional Web-based formative resources

• Online resources for...
  o Aligning instruction to CCSS
  o Classroom evidence of student learning
  o Formative assessment guides

• Training in item and task development, creating scoring guides/rubrics

• Best-practice support through online learning modules

• Comprehensive information portal...
  o Access to information about student progress
  o Student performance history
All students leave high school college and career ready

Adaptive summative assessments benchmarked to college & career readiness

Adaptive interim assessments that are flexible and open providing actionable feedback

Teachers can access formative tools and practices to improve instruction

Common Core State Standards specify K-12 expectations for college and career readiness
The SMARTER Balanced Design

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

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.

INTERIM ASSESSMENT
Computer Adaptive Tests and Performance Tasks

INTERIM ASSESSMENT
Computer Adaptive Tests and Performance Tasks

COMPUTER ADAPTIVE TESTS w/ Re-take Option
2 PERFORMANCE TASKS Each:
- Reading/Writing
- Math

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

Optional Interim assessment system — no stakes

Summative assessment for accountability

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

(Source: ETS K-12 Center for Assessment and Performance Management)
Fifteen students watched a movie and rated the movie on a scale of 1 (very bad movie) to 20 (very good movie). Their ratings are shown in the table.

a. Using the data in the table, complete the box-and-whisker plot by adding the upper quartile, the lower quartile, and the median. A box will be formed with the three points indicated. You will be able to adjust the box once created if needed.

Click on the line to add the upper quartile, lower quartile, and median.

<table>
<thead>
<tr>
<th>Student</th>
<th>Movie Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andy</td>
<td>14</td>
</tr>
<tr>
<td>Bee</td>
<td>8</td>
</tr>
<tr>
<td>Cory</td>
<td>5</td>
</tr>
<tr>
<td>Doug</td>
<td>8</td>
</tr>
<tr>
<td>Jamal</td>
<td>5</td>
</tr>
<tr>
<td>Jasper</td>
<td>11</td>
</tr>
<tr>
<td>Jenn</td>
<td>12</td>
</tr>
<tr>
<td>Katie</td>
<td>13</td>
</tr>
<tr>
<td>Martin</td>
<td>9</td>
</tr>
<tr>
<td>Pat</td>
<td>11</td>
</tr>
<tr>
<td>Rose</td>
<td>13</td>
</tr>
<tr>
<td>Sam</td>
<td>4</td>
</tr>
<tr>
<td>Sofie</td>
<td>7</td>
</tr>
<tr>
<td>Thomas</td>
<td>12</td>
</tr>
<tr>
<td>Young</td>
<td>9</td>
</tr>
</tbody>
</table>

(continued)
b. The teacher gave the movie a rating of 8. The teacher's rating was added to the ratings of the 15 students. Explain how the addition of the teacher's rating will affect the:

- minimum
- maximum
- upper quartile
- lower quartile
- median

Enter response here
Gas Bills, Heating Degree Days, and Energy Efficiency

Here is a typical story about an Ohio family concerned with saving money and energy by better insulating their house.

Kevin and Shana Johnson’s mother was surprised by some very high gas heating bills during the winter months of 2007. To improve the energy efficiency of her house, Ms. Johnson found a contractor who installed new insulation and sealed some of her windows. He charged her $600 for this work and told her he was pretty sure that her gas bills would go down by “at least 10 percent each year.” Since she had spent nearly $1,500 to keep her house warm the previous winter, she expected her investment would conserve enough energy to save at least $150 each winter (10% of $1,500) on her gas bills.

Ms. Johnson’s gas bill in January 2007 was $240. When she got the bill for January 2008, she was stunned that the new bill was $235. If the new insulation was going to save only $5 each month, it was going to take a very long time to earn back the $600 she had spent. So she called the insulation contractor to see if he had an explanation for what might have gone wrong. The contractor pointed out that the month of January had been very cold this year and that the rates had gone up from last year. He said her bill was probably at least 10% less than it would have been without the new insulation and window sealing.

Ms. Johnson compared her January bill from 2008 to her January bill from 2007. She found out that she had used 200 units of heat in January of 2007 and was charged $1.20 per unit (total = $240). In 2008, she had used 188 units of heat but was charged $1.25 per unit (total = $235) because gas prices were higher in 2008. She found out the average temperature in Ohio in January 2007 had been 32.9 degrees, and in January of 2008, the average temperature was more than 4 degrees colder, 28.7 degrees. Ms. Johnson realized she was doing well to have used less energy (188 units versus 200 units), especially in a month when it had been colder than the previous year.

Since she used gas for heating only, Ms. Johnson wanted a better estimate of the savings due to the additional insulation and window sealing. She asked Kevin and Shana to look into whether the “heating degree days” listed on the bill might provide some insight.
a. Assess the cost-effectiveness of Ms. Johnson’s new insulation and window sealing. You will need to research on “heating degree days” on the internet. In your response, you must do the following:

- Explain Ms. Johnson’s savings after the insulation and sealing.
- Identify circumstances under which Ms. Johnson’s January 2008 gas bill would have been at least 10% less than her January 2007 bill.
- Decide if the insulation and sealing work on Ms. Johnson’s house was cost-effective and provide evidence for this decision.
b. Create a short pamphlet for gas company customers to guide them in making decisions about increasing the energy efficiency of their homes. The pamphlet must do the following:

- List the quantities that customers need to consider in assessing the cost-effectiveness of energy efficiency measures.
- Generalize the method of comparison used for Ms. Johnson’s gas bills with a set of formulas, and provide an explanation of the formulas.
- Explain to gas customers how to weigh the cost of energy efficiency measures with savings on their gas bills.

When you have completed your pamphlet, upload it using the button below.

Select a file... Submit

Performance Event drawn from the Ohio Performance Assessment Project.
Key Features
Responsible Flexibility

- Formative Processes and Tools
- Interim Assessments
- Summative Achievement
- Summative Growth

Flexibility

Standardization

Balance

SMARTER
Balanced Assessment Consortium
Flexibility for Implementation

• **Computerized testing**
  - Paper/pencil option locally available during a 3-year transition
  - Spring 2011: State-by-state survey of technology/infrastructure gaps

• **End-of-course tests**
  - Test-builder tool available to use interim item pool for EOCs

• **State access to software, test delivery, reporting systems**
  - States able to use Consortium resources for piloting, administering, and reporting their unique testing components
Better service for students with disabilities and EL students
  - Common procedures for item development: accessibility, language/cultural sensitivity, construct irrelevant variance
  - Common accommodation and translation protocols

Consistent identification of needs
  - Consortium reporting database maintains longitudinal record for stable and mobile students
  - Educator analysis tools for deep analysis of achievement gaps among students and between groups of students
  - Designed to meet confidentiality requirements of each State
Timeline

2010-2011 School Year
- Common Core Translation and Item Specifications Completed

2011-2012 School Year
- Common Core State Standards Adopted by All States

2012-2013 School Year
- Pilot Testing of Summative and Interim Assessments Conducted

2013-2014 School Year
- Preliminary Achievement Standards (Summative) Proposed and Other Policy Definitions Adopted

2014-2015 School Year
- Operational Summative Assessment Administered

Field Testing of Summative Assessment Administered
- Final Achievement Standards (Summative) Verified and Adopted

Formative Processes, Tools, and Practices Development Begins
- Item Writing and Review Activities Completed (Summative and Interim)

Master Plan Developed and Work Groups Launched
To find out more...

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

www.k12.wa.us/SMARTER

Thank You