Smarter Balanced
Assessment Consortium

The Alliance for Excellent Education
March 1, 2012

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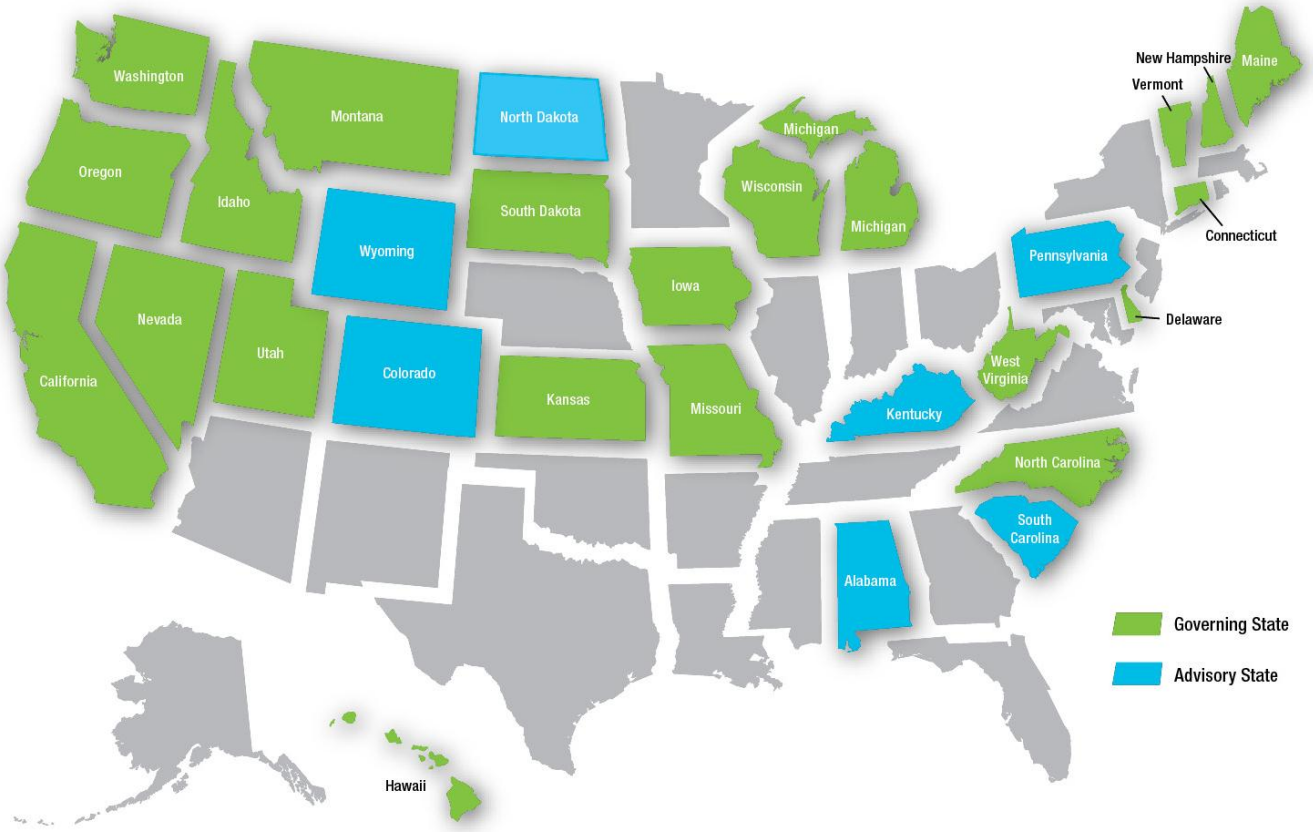
A National Consortium of States

- 28 states representing 44% of K-12 students
- 21 governing, 7 advisory states
- Washington state is fiscal agent



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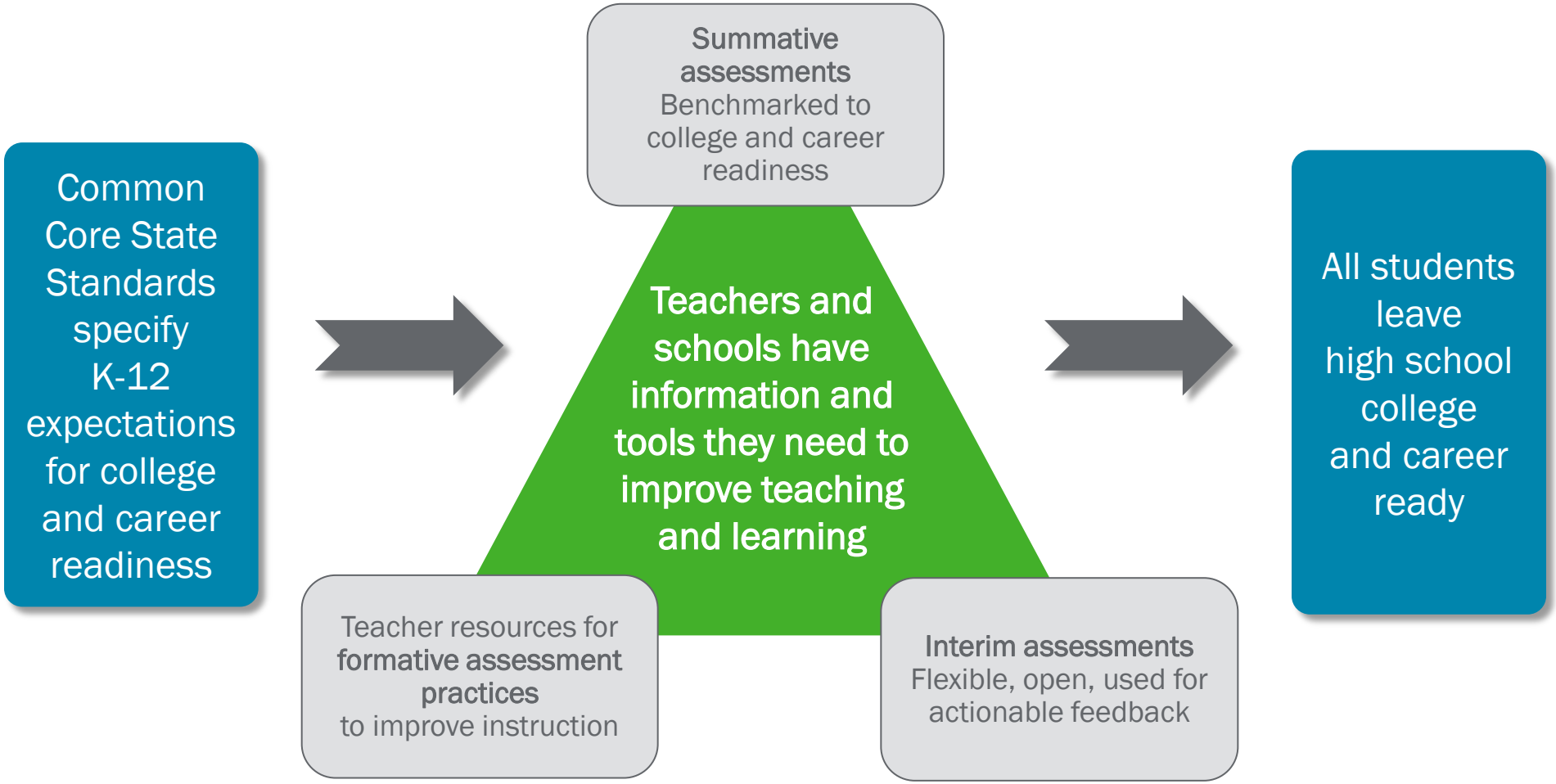
A Balanced Assessment System



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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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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	• Two rounds of public comment • Review by Governing States
Item & Test Development	• RFPs issued for: item/task specifications, item/task materials development; test and CAT specifications; pilot test item/task development
IT Systems Architecture	• Phase 1 development complete • Architecture review board established
Communications	• Delivered presentations to more than 130 groups and organizations
Staffing	• COO; Lead psychometrician; Director of higher education collaboration; Director of strategic communications

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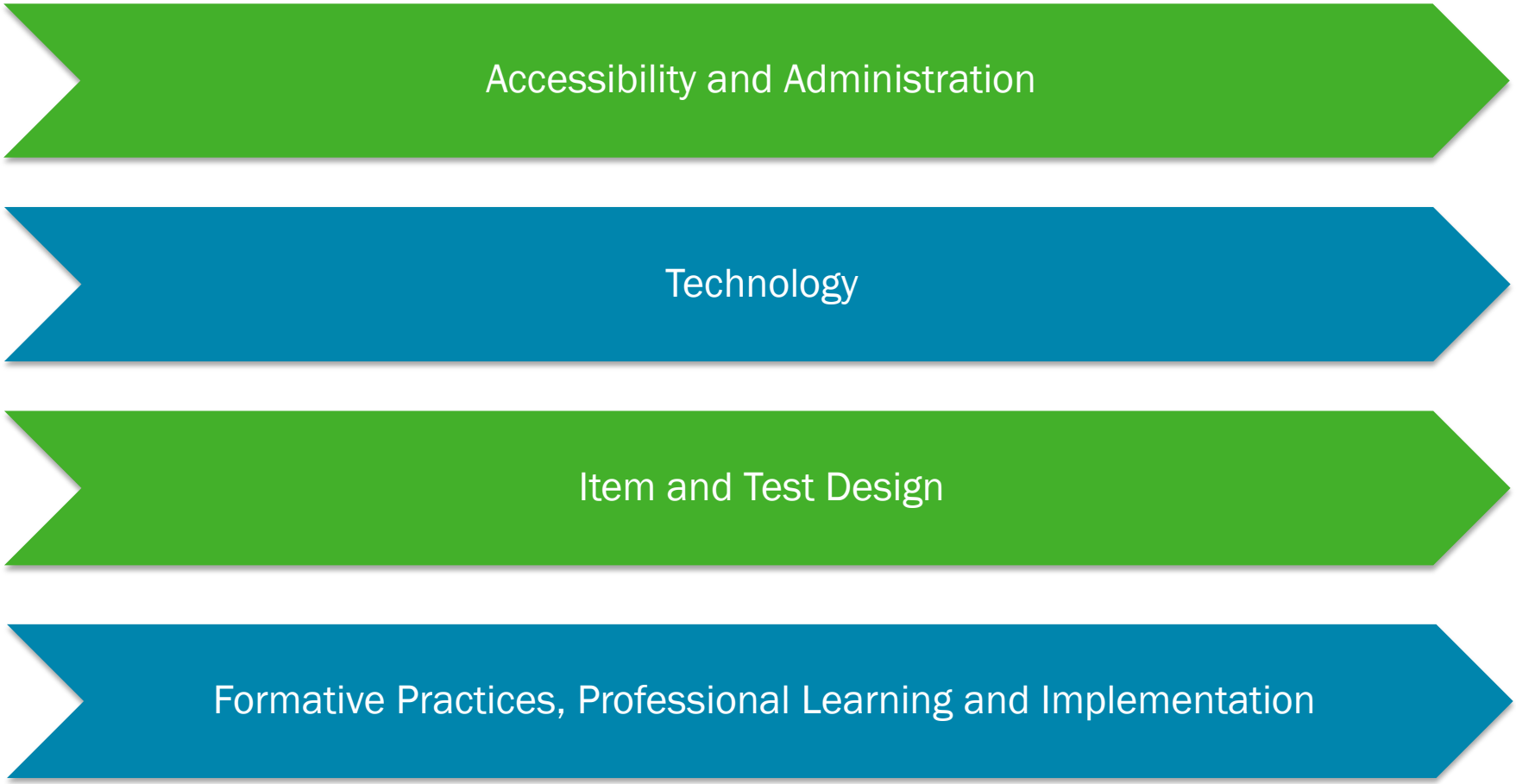
How it Fits Together



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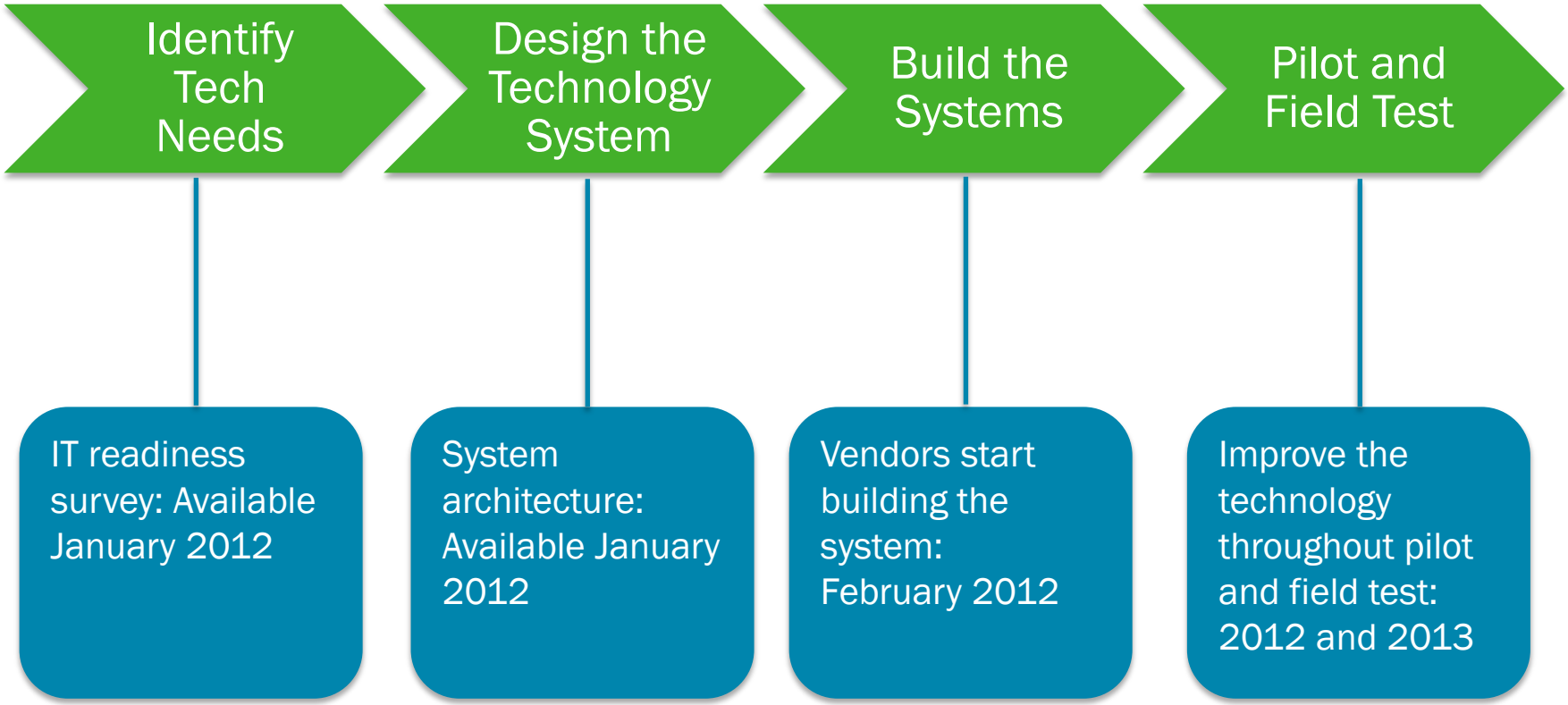
Technology



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Technology

Design the System

- System architect will create blueprints that allow vendors to build the system
  - Create prototype user profiles that clarify the various roles of people who need to use the various systems
  - Member states and vendor community will give feedback on profiles and flows to ensure system meets broad requirements
  - Architect will design more detailed specifications and technology governance structures, and recommend interoperability standards

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Technology

Identify Technology Needs

- Technology readiness application available for states, districts and schools to enter data regarding hardware, software, bandwidth, staffing, electrical systems and other infrastructure required for online testing
  - Data will be compared against minimum and recommended requirements
  - Application will support progress tracking
  - Data useful for state and national policymakers considering total cost of ownership of a high-quality assessment system

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Technology

Build the System

- Provide the system based on the system architecture
- Applications will include (subject to architecture):
  - Item authoring bank (based on Michigan Item Bank)
  - Test delivery
  - Reporting / hub
  - Digital library with formative assessment practices resources, curriculum resources and interactive collaboration for Smarter Balanced users

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Technology

Pilot and Field Test the System

- Pilot and field test will incrementally improve the technology used to support the system
- Pilot test a limited test of some of the components
- Field test a more comprehensive test and will include some integration of components
- Full system will be thoroughly quality controlled in advance of 2014-15

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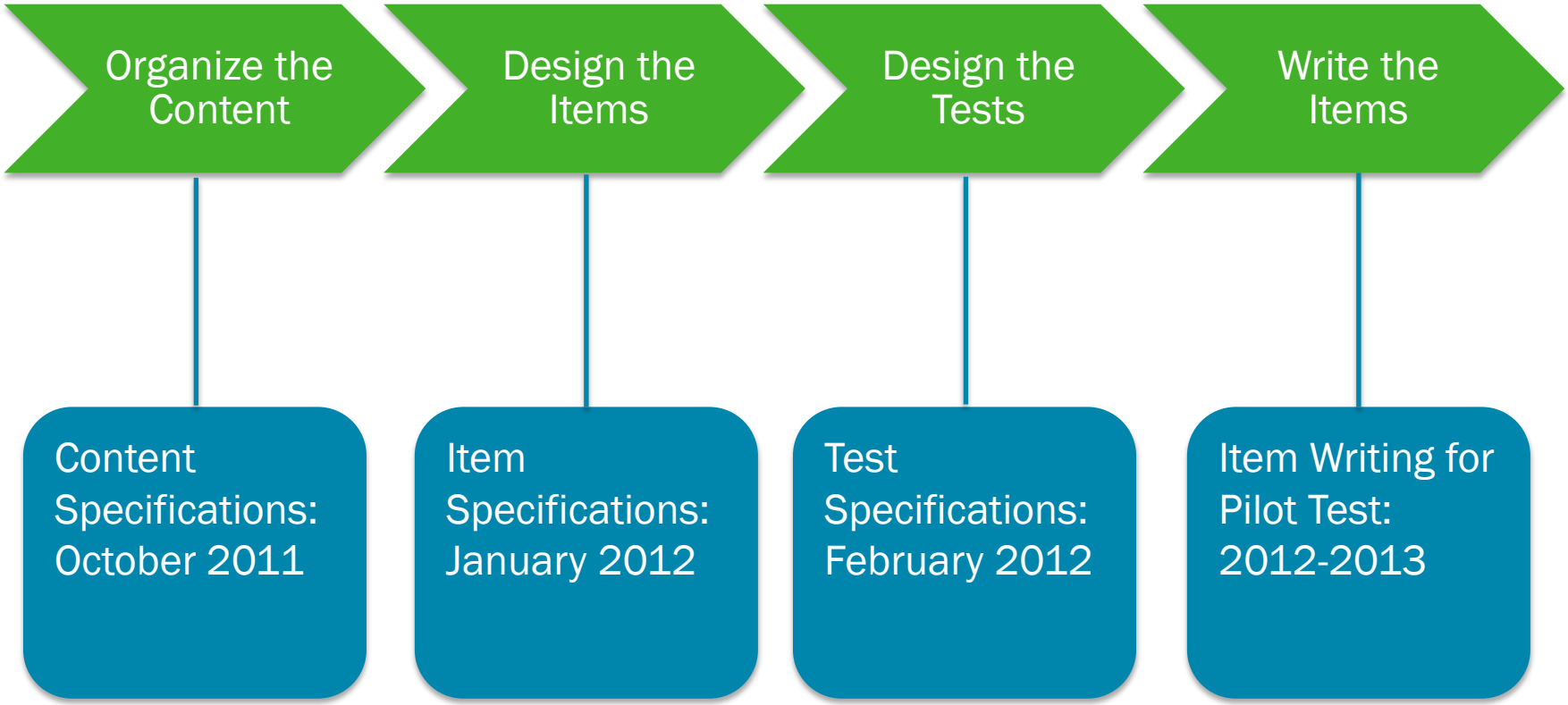
Item and Test Design



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Item and Test Design

Organize the Content

- Use Evidence Based Design (EBD) as a disciplined approach to assessing the the Common Core State Standards
  - Test developers use specific outcomes for students (e.g., claims) as the starting point to ensure the test will meet the purposes for which it was designed (and therefore directly enhance validity)
- Once claims are established, build into test design the types of items that will create the evidence necessary to make claims

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Draft Assessment Claims for English Language Arts / Literacy (a/o Round 2 – released 9/20/11)

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 2 – released 12/9/11)

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

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Item and Test Design

Design the Items

- Item specifications will guide item writing to ensure items are of high quality, consistent in appearance and able to be written in an efficient manner
- Item specifications will focus on five different areas:
  - Selected responses
  - Universal design and style guidelines
  - Technology enhanced constructed response
  - Traditional constructed response
  - Performance tasks
- RFP to write the specifications recently released; responses being reviewed by panel led by Item Development work group

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Item and Test Design

Design the Test

- Test specifications will describe what each student's test event will look like, including:
  - Total number of items
  - Allocation of content by grade based on content specifications
  - Number of each type of item a student will likely see
  - Number of items with each required level of Depth of Knowledge
- Will also include information about the adaptive algorithm and how it will create a test for each student

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Item and Test Design

Write the Items

- Item and test specifications will be used to drive item writing
  - Item specifications: ensure items are accessible and in the right form and format
  - Test specifications: ensure the right number of items will be written so the pool is sufficient
- Item writing led by vendors, states and Smarter Balanced
- Balance of item-writing burden will likely change from short-term to the long-term
  - Item writing in short-term needs to be aggressive to build the initial pool; time and volume will be a driving factor
  - Long-term, other priorities can take precedence

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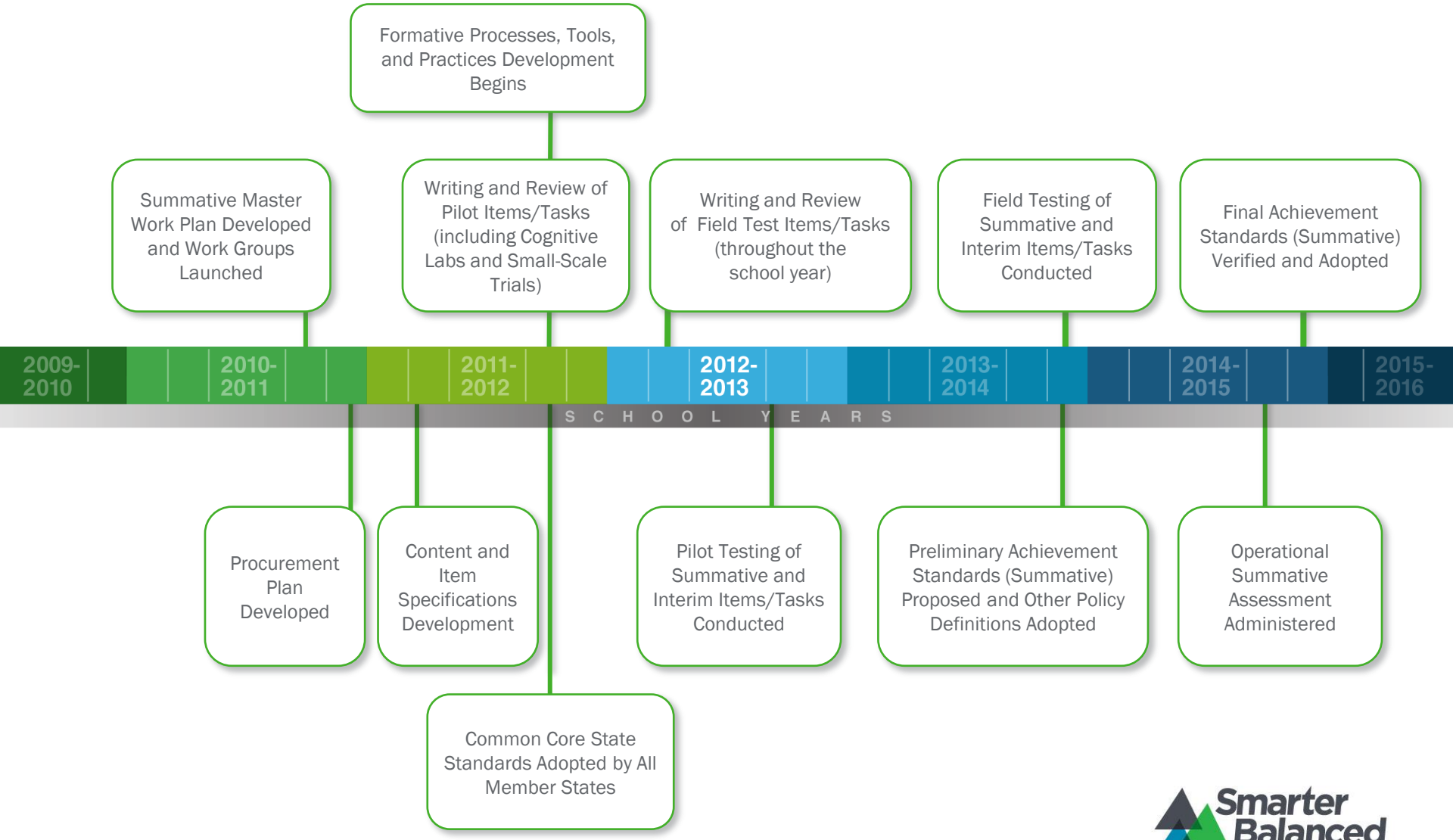
Timeline



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Find Out More

The **Smarter Balanced Assessment Consortium** can be found online at

SmarterBalanced.org

[Insert state contact if appropriate]