

Smarter Balanced Assessment System

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Introduction to Smarter Balanced



A Next Generation of Assessments

US Dept. of Ed has funded two consortia of states with development grants for new assessments aligned to Common Core State Standards

- Rigorous assessment of progress toward “college and career readiness”
- Common cut scores across all Consortium states
- Provide both achievement and growth information
- Valid, reliable, and fair for all students, except those with “significant cognitive disabilities”
- Administered online
- Use multiple measures
- Operational in 2014-15 school year

(Federal Register / Vol. 75, No. 68 / Friday, April 9, 2010 pp. 18171-85)



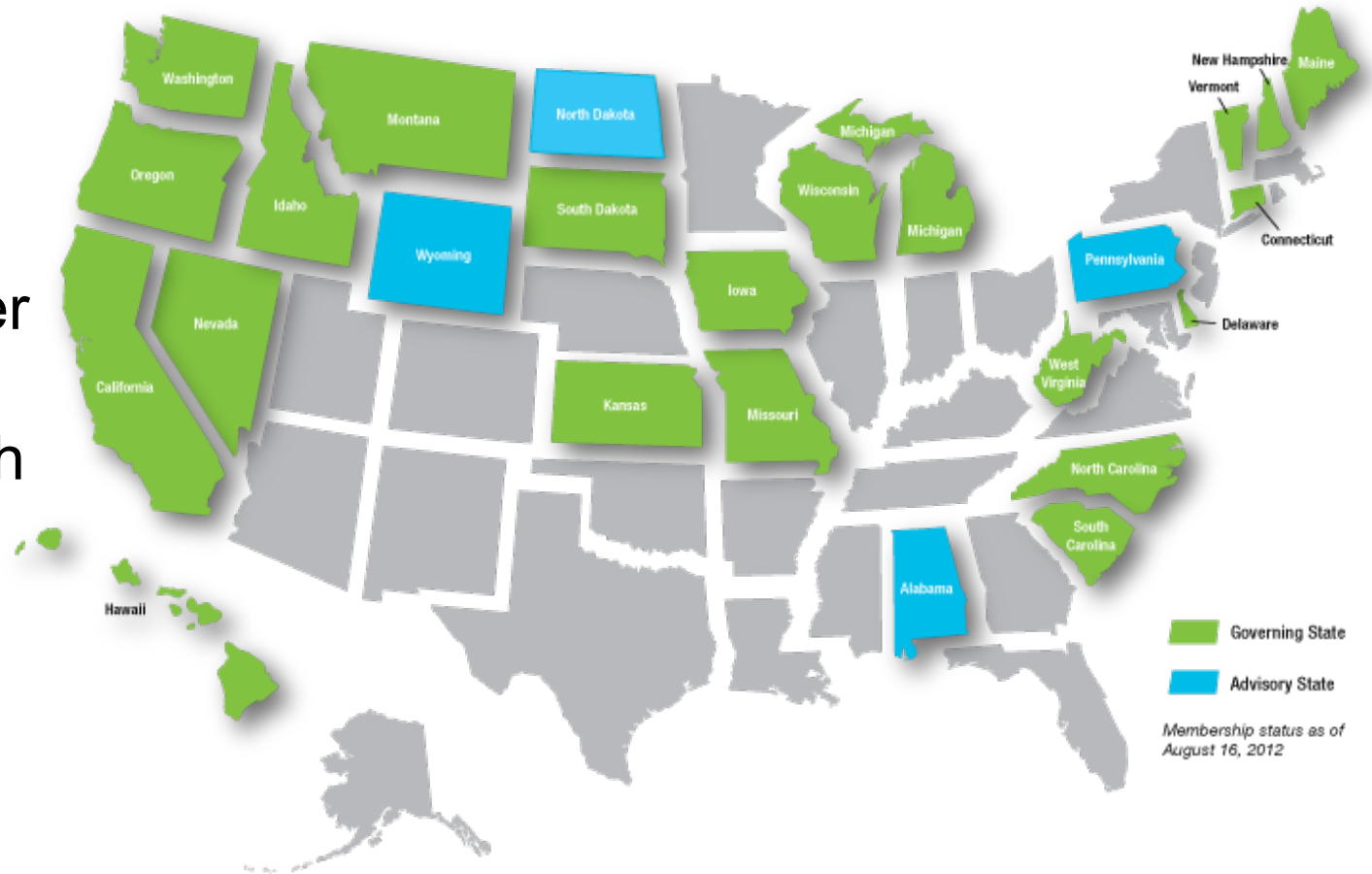
What is Smarter Balanced?

- A consortium of 25 states working together to build next-generation interim and summative assessments and resources for formative assessment for K-12 schools tied to the Common Core State Standards in English language arts/literacy and mathematics.
- Funding from the federal Race to the Top Assessment grant (~\$175M) and foundations (~\$3M).
- Governed by member states on a consensus model.

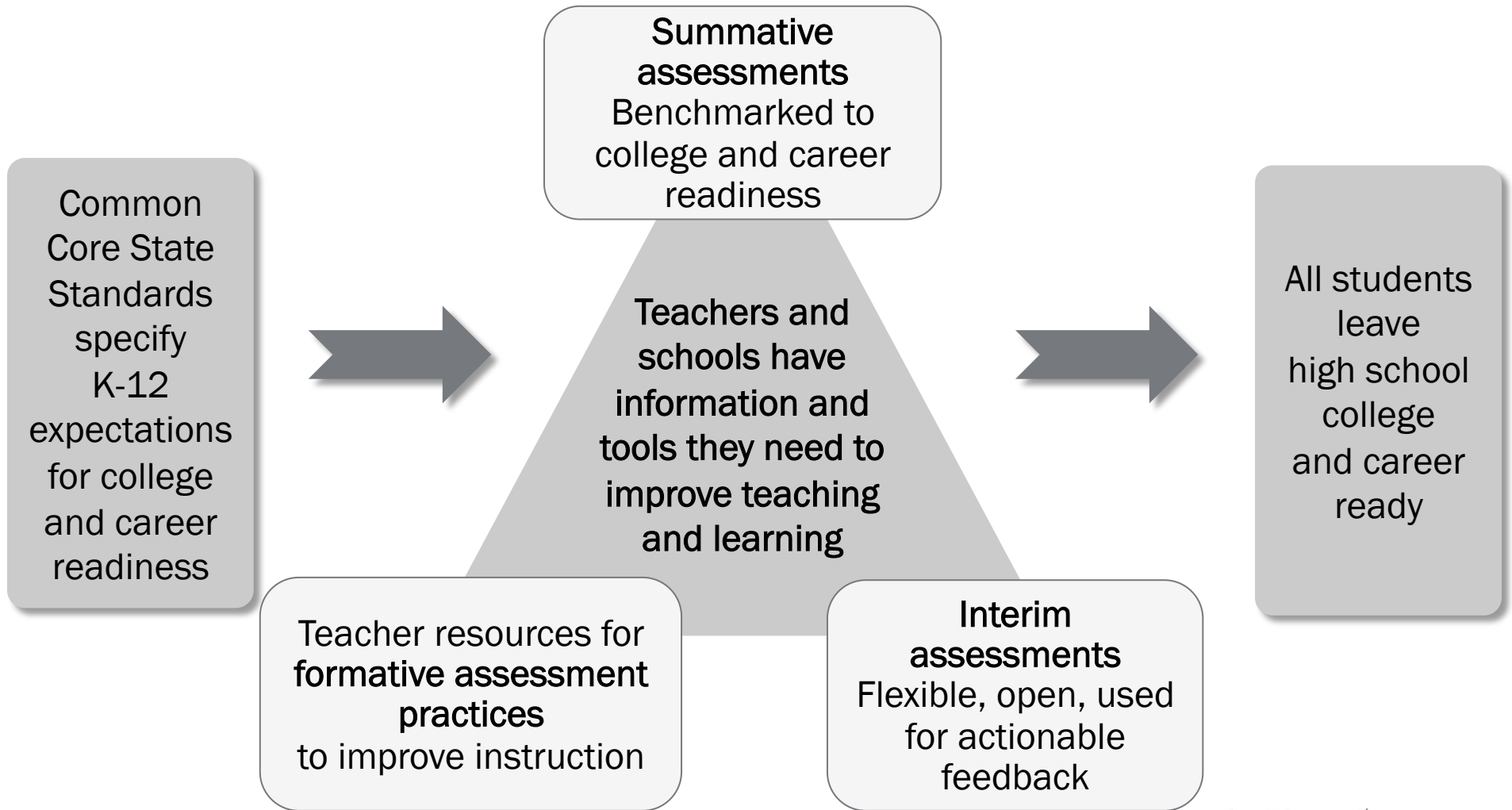


Smarter Balanced Assessment Consortium

- 25 states (21 governing, 4 advisory)
- K-12 & Higher Education Leads in each state

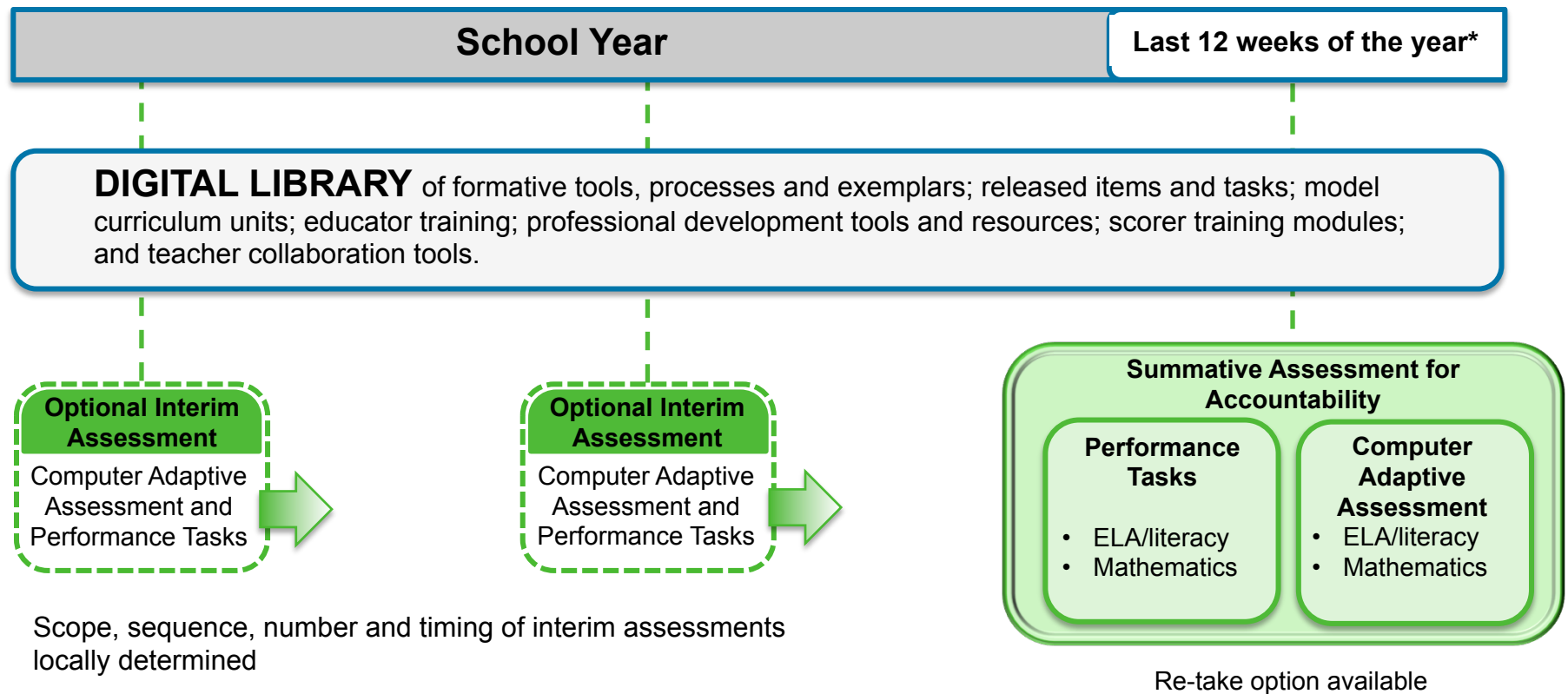


A Balanced Assessment System



Smarter Balanced Assessment System

ELA/Literacy and Mathematics, Grades 3-8 and High School



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

Summative Assessment: Purpose, Benefits and Limitations

Purpose

- Accountability for K-12 at the state, district, school and classroom/teacher levels
- Accurate Information about individual students' achievement, growth over time, and (in 11th grade) readiness for college in English and math.

Benefits

- Far more sophisticated and comprehensive measure of student knowledge and skills than most existing K-12 accountability or placement exams.
- Linked to known, high-quality content standards (Common Core).
- Early warning for students not yet college ready.

Limitations

- Summative exams are not diagnostic in nature.
- Will not measure readiness for advanced mathematics (Calculus) requiring 12th grade instruction.

Summative Assessment: Two-pronged Approach

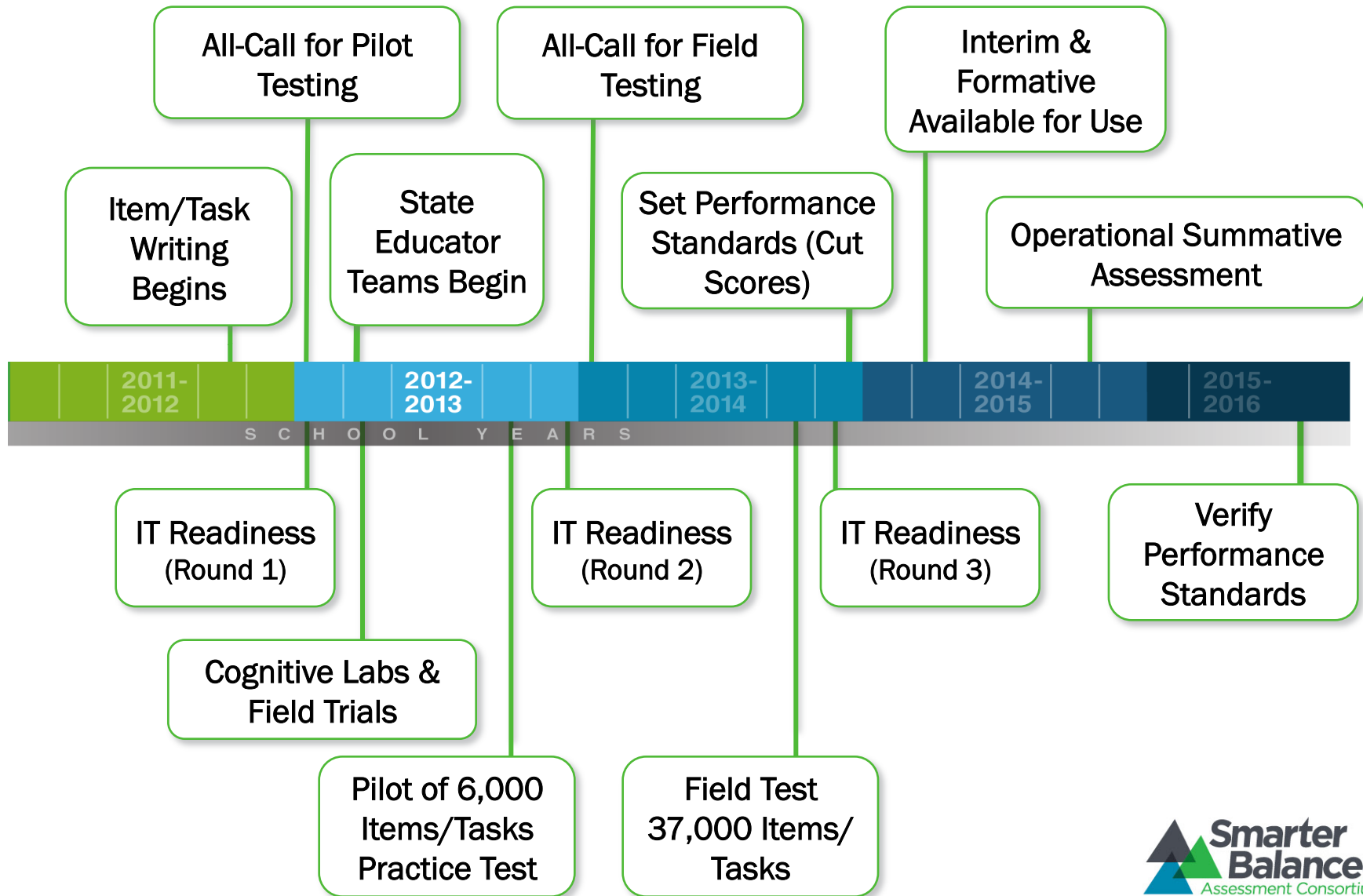
Computer Adaptive Test

- 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.

Major Milestones



Item Development Process

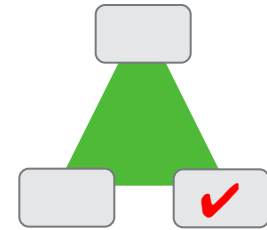
- Early 2012: Assessment claims for ELA/literacy and mathematics approved
- April 2012: Item/task specifications and review guidelines complete
- June 2012: Training modules available for item writers/reviewers
- Summer 2012: Educators from Governing States begin writing items and tasks; cognitive labs / small scale trials begin
- October 2012: Sample items available
- February / March 2013: Pilot Test of first 10,000 items and performance tasks

Accessibility and Accommodations

Full range of accessibility tools and accommodations options under development guided by:

- Magda Chia, Ph.D., Director of Support for Under-Represented Students
- Accessibility and Accommodations Work Group
- Students with Disabilities Advisory Committee
 - Chair: Martha Thurlow (NCEO)
- English Language Learners Advisory Committee
- Accessibility & Accommodations Framework

Interim Assessments to Signal Improvement



Flexible

- Non-Secure
- Timing and frequency are locally determined
- Interim test-builder creates aligned assessments

Supports Proficiency Based Instruction

- Teachers can match assessments with scope and sequence
- Teachers can review student responses
- Teachers can score student responses

Authentic Measures

- Includes full range of item types
- Uses the same scale as the Summative Assessment
- Includes performance assessments

Formative Master Work Plan

ID	Task Name		
Professional Learning, Formative Assessment Practices, and Curriculum Resources with Technology Development for the Digital Library			
1.	Digital Library application, including hosting and moderated collaboration among users.	Oct. 2012	Sept. 2014
2.	National Advisory Panel, State Leadership Teams, and State Networks of Educators to develop Smarter Balanced quality criteria policies for Digital Library resources.	Oct. 2012	Feb. 2013
3.	Procedures to implement feedback cycles with State Leadership Teams and State Networks of Educators during the development process for all Digital Library resources, including continuous improvement after resources are uploaded.	Oct. 2012	Feb. 2013

Formative Master Work Plan (cont)

ID	Task Name		
4.	Professional learning materials on Assessment Literacy with supplemental assessment resources recommended by State Networks of Educators.	Jan. 201 3	Dec. 201 3
5.	Smarter Balanced Exemplar Instructional Modules in ELA/ literacy and mathematics across grades K–12 with supplemental instructional resources recommended by State Networks of Educators.	Jan 201 3	May 201 4
6.	Training materials for all users on interpreting Smarter Balanced interim and summative assessment reports, searching Smarter Balanced resources, and using collaboration tools in the Digital Library	Jun e 201 4	Sep. 201 4

Claims For ELA

1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
2. Students can produce effective and well-grounded writing for a range of purposes and audiences.
3. Students can employ effective speaking and listening skills for a range of purposes and audiences.
4. Students can engage in research/inquiry to investigate topics and to analyze, interate, and present information.

Grade 5 Reading Target 11. (Informational Text)

11. REASONING & EVALUATION: Use supporting evidence to justify interpretations of information presented or how it is integrated (author's reasoning; interactions between events, concepts, or ideas)

Standards: RI-3, RI-6, RI-8, RI-9

- **RI-3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text
- **RI-6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- **RI-8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- **RI-9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Cognitive Rating A: TEXT COMPLEXITY

- *Text complexity lies at the heart of the ELA/Literacy Common Core State Standards. In general, items based on complex text tend to have greater cognitive demand than items based on less complex text. Thus one measure of the cognitive demand of an item is the complexity of the text on which it is based. Rate each item as follows:*
- **Level 1 – Less Complex for the Grade**
- Texts at the low end of the complexity range have a meaning or purpose that is explicitly stated, employ a simple, predictable structure, use grade-level vocabulary and uncomplicated sentence structures, and make almost no references to information outside the text.
- **Level 2 – Lower Mid- Complexity for the Grade**
- Texts in the lower middle range of complexity for a given grade have a meaning or purpose that is explicitly stated or readily inferred, contain some structural sophistication or subtlety, employ a variety of sentence structures and academic or domain-specific words, and involve small amounts of subject matter from outside the text, with only a few references to information outside the text, which are at least partially explained.
- **Level 3 – Upper Mid- Complexity Text for the Grade**
- Texts upper-middle range of complexity for a given grade level have a meaning or purpose that must be inferred from information within the text, exhibit sophisticated and complex textual structures, use complex sentence structures and vocabulary, and have a small number of references to information outside the text that may or may not be explained.
- **Level 4 – Highly Complex Text for the Grade Level**
- Texts at the moderately high end of complexity for a given grade level have a meaning or purpose that is challenging to infer from information within the text, exhibit highly sophisticated and complex textual structures, use complex sentence structures and a significant amount of above-grade-level vocabulary, and have a number of references to information outside the text that are not explained.

Cognitive Rating B: RANGE OF TEXTUAL EVIDENCE

- *Students' use of specific textual evidence to support claims about texts is fundamental to the ELA/Literacy CCSS. Often, items will require students to locate and use evidence from more than one part of a text or from more than one text. Thus one measure of the cognitive demand of an item is the range of textual evidence—how many parts of text(s) students must locate and use. Rate each item as follows:*
- **Level 1 Limited Range of Focus**
- Items at this level require students to return to and analyze one section of text to answer the question accurately.
- **Level 2 –Low to Moderate Range of Focus**
- Items at this level require students to return to and analyze more than one section of a single text to answer the question accurately.
- **Level 3 –Moderate to High Range of Focus**
- Items at this level require students to return to and analyze several sections of one or more texts to answer the question accurately.
- **Level 4 – A Focused on the Whole Text(s)**
- Items at this level require students to return to and analyze evidence across one or more complete texts to answer the question accurately.

Cognitive Rating C: LEVEL OF INFERENCE

- *In ELA/Literacy assessments aligned to the Common Core State Standards, every item should reflect the requirements of Standard 1: reading closely for evidence about what the text says and/or reading closely to make inferences that are justified by textual evidence. Thus the level of inference a question requires is an appropriate measure of the cognitive demand of CCSS-aligned items. Rate each item as follows:*
- **Level 1 – Explicit information**
- Items require locating explicitly stated details in the text.
- NO SMARTER BALANCED ITEMS SHOULD BE WRITTEN AT THIS LEVEL.
- **Level 2 – Low-Level Inference**
- Items require moving beyond explicit details to determine text-based meaning that the details suggest or imply. At this level, inferences are simple and at a “local” level, e.g., determining the meaning of a word in the context of a sentence or paragraph.
- **Level 3 –Moderate-Level Inference**
- Items require moving beyond explicit details to determine text-based meaning that the details suggest or imply. At this level, inferences are simple and at a “global” level, e.g., determining the central idea of a text.
- **Level 4 – Highly Inferential Item**
- Items require moving beyond explicit details to determine text-based meaning that the details suggest or imply. At this level, the inferences are global, extensive, and/or evaluative, e.g., how one event influences another, whether the author provides sufficient and relevant evidence.

Cognitive Rating D: MODE OF STUDENT RESPONSE

- *The cognitive demand of selected-response items depends on the number of options and the number of correct answers (CAs). The cognitive demand of constructed-response items depends on how much the CA is constrained, i.e., how open-ended it is), the amount of scaffolding provided within the prompt (if any), and the length of the required response. Rate each item as follows:*
- **Level 1 – SR/TEI, with Single CA**
- Items at this level are traditional selected-response questions or technology-enabled questions in which students select one correct answer.
- **Level 2 – SR/TEI, with More than One CA OR BCR, with Highly Constrained CA**
- Items at this level include the following: selected-response questions with more than one correct answer, two-part evidence-based selected-response items, technology-enabled questions with more than one correct answer, and brief constructed-response questions that call for a highly constrained correct answer consisting of a word, phrase, or sentence.
- **Level 3 – Brief Constructed-Response or TEI with Multiple CAs**
- Items at this level require students to generate a short response (e.g., several sentences or a paragraph), and scaffolding may be provided. Complex technology-enhanced items reach this level if they call for students to “construct” a response with multiple correct answers; these TEI include both determining and supporting claims or inferences about the text.
- **Level 4 – Extended Constructed-Response**
- Items at this level require students to generate an extended response with little or no scaffolding provided.