

# Overview of the Smarter Balanced Assessment System: Summative, Interim, and Formative



Connecticut State Department of Education  
Assessment Literacy Workshops  
January 13 and 14, 2014

# Contact Information

**Gail Pagano**, Smarter Balanced K-12 State Lead:

Gail.Pagano@ct.gov

860-713-6821

**Joe Di Garbo**, Connecticut Teacher Involvement Coordinator  
and Formative System/Digital Library Lead:

Joe.Digarbo@ct.gov

860-713-6863

**Special Populations:**

**Joe Amenta:**

Joseph.Amenta@ct.gov

860-713-6855

**Janet Stuck:**

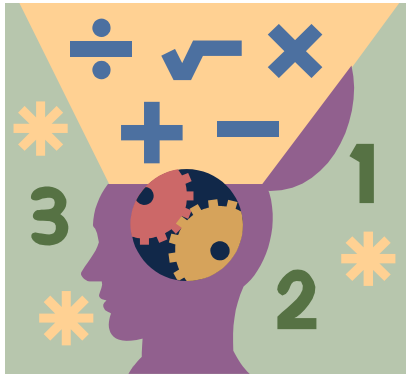
Janet.Stuck@ct.gov

860-713-6837



# Presentation Outline

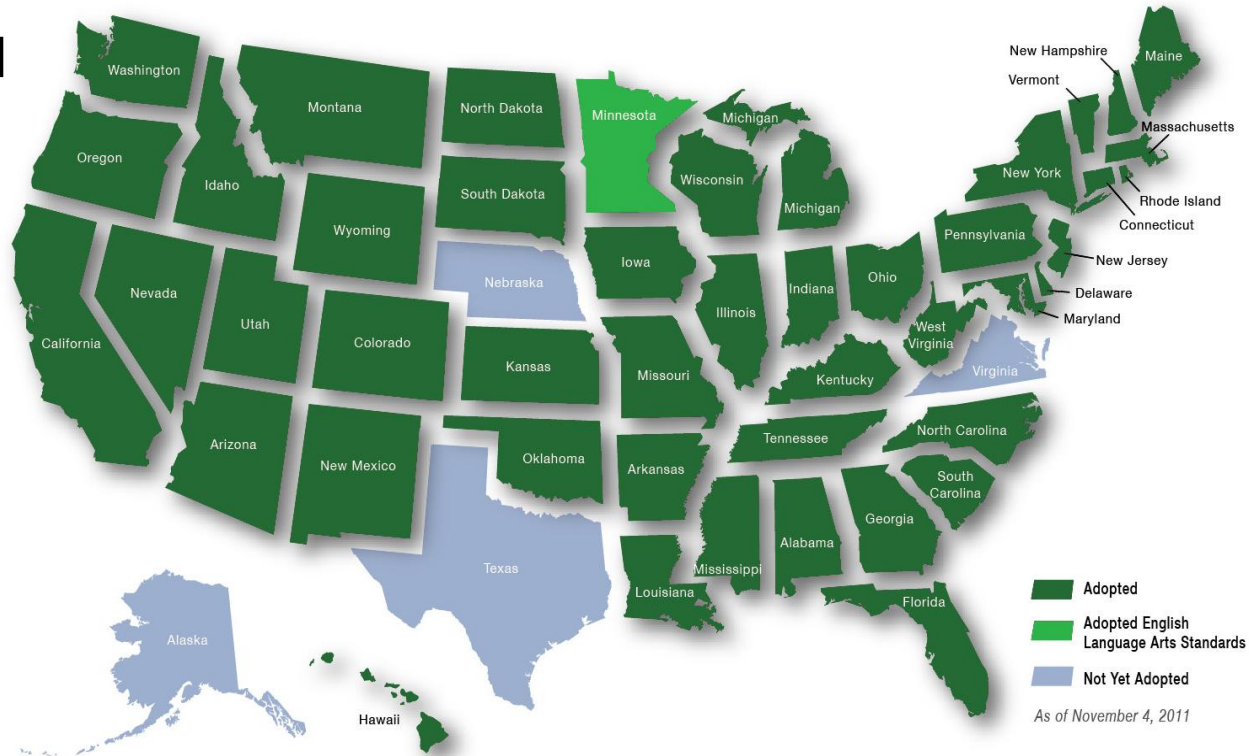
- Introductions
- Common Core State Standards
- Overview of the Smarter Balanced Assessment System
- Support for Special Populations



"The world is small now, and we're not just competing with students in our county or across the state. We are competing with the world," said Robert Kosicki, who graduated from a Georgia high school this year after transferring from Connecticut and having to repeat classes because the curriculum was so different. "This is a move away from the time when a student can be punished for the location of his home or the depth of his father's pockets."

# Common Core State Standards

- Define the knowledge and skills students need for college and career
- Developed voluntarily and cooperatively by states; more than 40 states have adopted
- Provide clear, consistent standards in English language arts/literacy and mathematics



Source: [www.corestandards.org](http://www.corestandards.org)

# The Facts about the CCSS

- Standards are not curriculum nor do they tell teachers how to teach
- The Common Core was a state-led effort. The standards were not developed by the federal government
- Teachers and content experts from across the country were involved in the writing and review of the standards

# Smarter Balanced

## Overview



# Next Generation Assessments

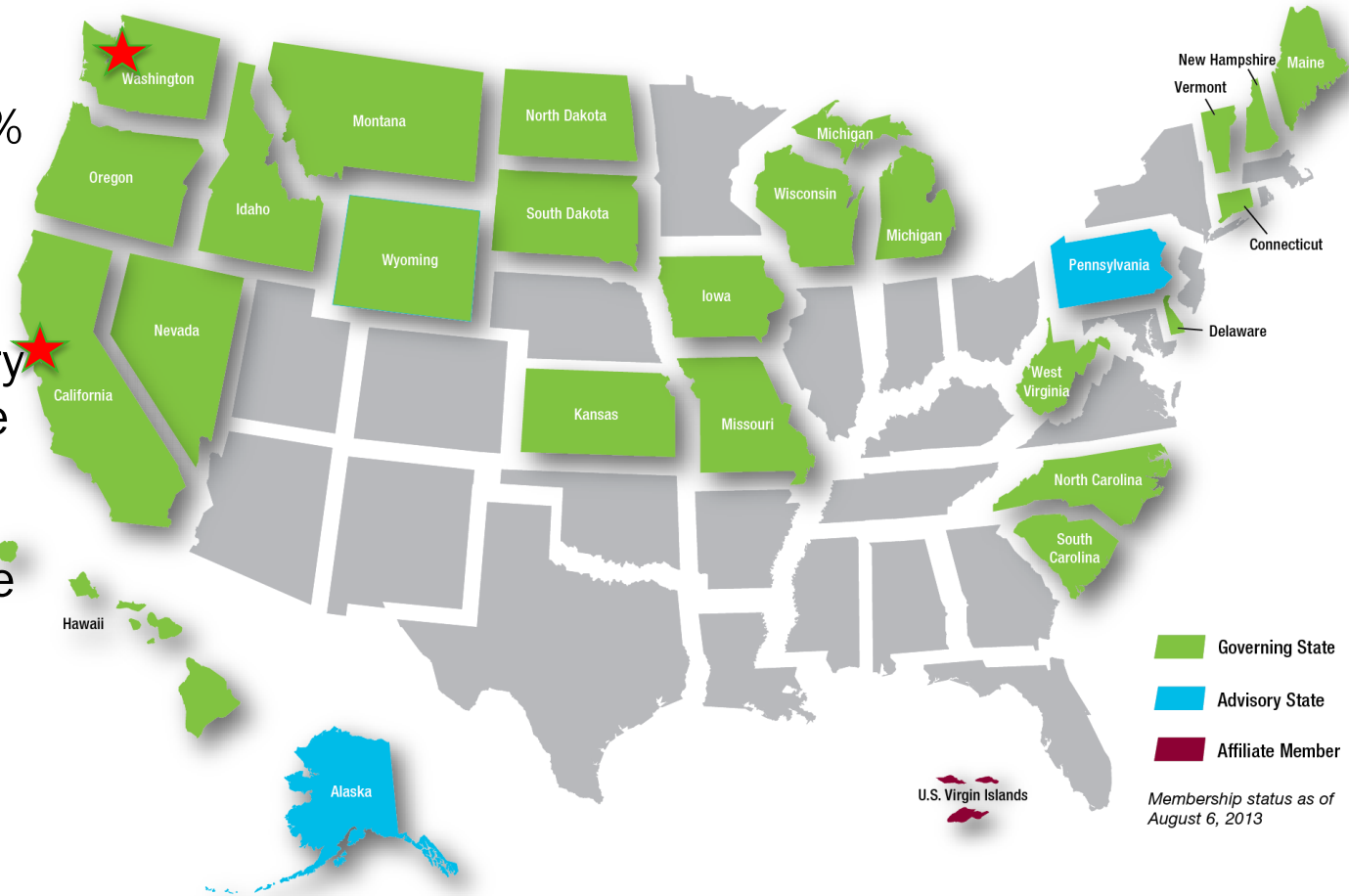
The U.S. Department of Education has funded two consortia of states with development grants for new assessments aligned to the Common Core State Standards

- 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”
- Administer online
- Use multiple measures
- Operational in 2014-15 school year



# A National Consortium of States

- 26 member states and territories representing 39% of K-12 students
- 23 Governing States, 2 Advisory States, 1 Affiliate Member
- Washington state is fiscal agent
- WestEd provides project management services



# Facts Versus Myths

- **FACT:** All policy decisions about the structure and content of the assessment are made by member states based on input from stakeholders.
- **FACT:** Smarter Balanced aims for complete transparency.
- **FACT:** Smarter Balance will adhere to all federal and state privacy laws.
- **FACT:** Smarter Balanced is developing an assessment system that will provide educators with tools to improve teaching and learning.

# A Balanced Assessment System

How do we get from here...

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



**Summative assessments**  
Benchmarked to college and career readiness

Teachers and schools have information and tools they need to improve teaching and learning

Teacher resources for **formative assessment practices** to improve instruction

**Interim assessments**  
Flexible, open, used for actionable feedback

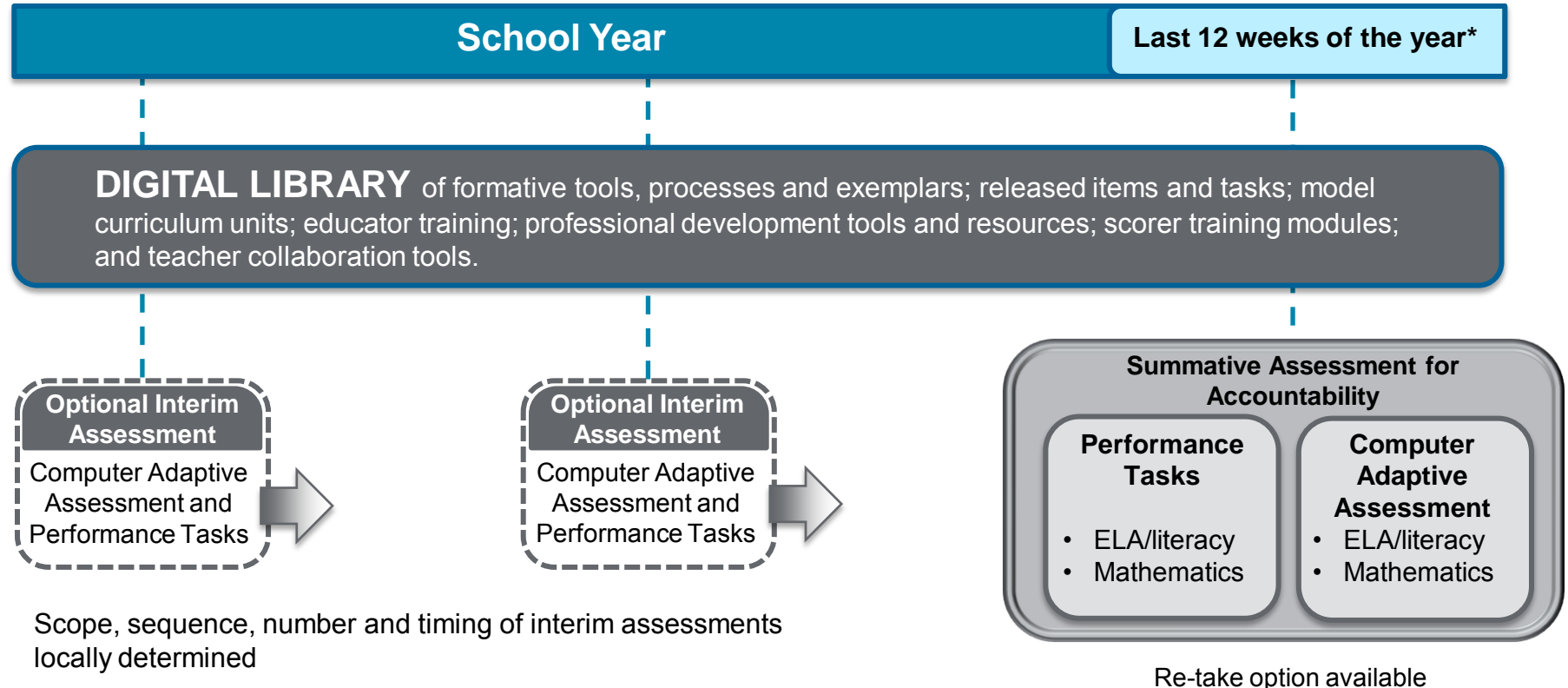


...to here?

All students leave high school college and career ready

# A 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.

# Consortium Work Groups

## Work group engagement of 100 state-level staff:

Each work group:

- Led by co-chairs from governing states
- 8 or more members from advisory or governing states and 3-4 higher education representatives
- 1-2 liaisons from the Executive Committee
- 1 WestEd partner

## Work group responsibilities:

- Define scope and time line for work in its area
- Develop a work plan and resource requirements
- Determine and monitor the allocated budget
- Oversee Consortium work in its area, including identification and direction of vendors

- 1 Formative Assessment Practices/Transition to Common Core State Standards
- 2 Item Development/Performance Tasks
- 3 Technology Approach/Reporting
- 4 Test Administration/Student Access
- 5 Validation and Psychometrics/Test Design

# Smarter Balanced

## Approach



# Evidence-Centered Design

*Modern Approach to Designing Items and Tasks*

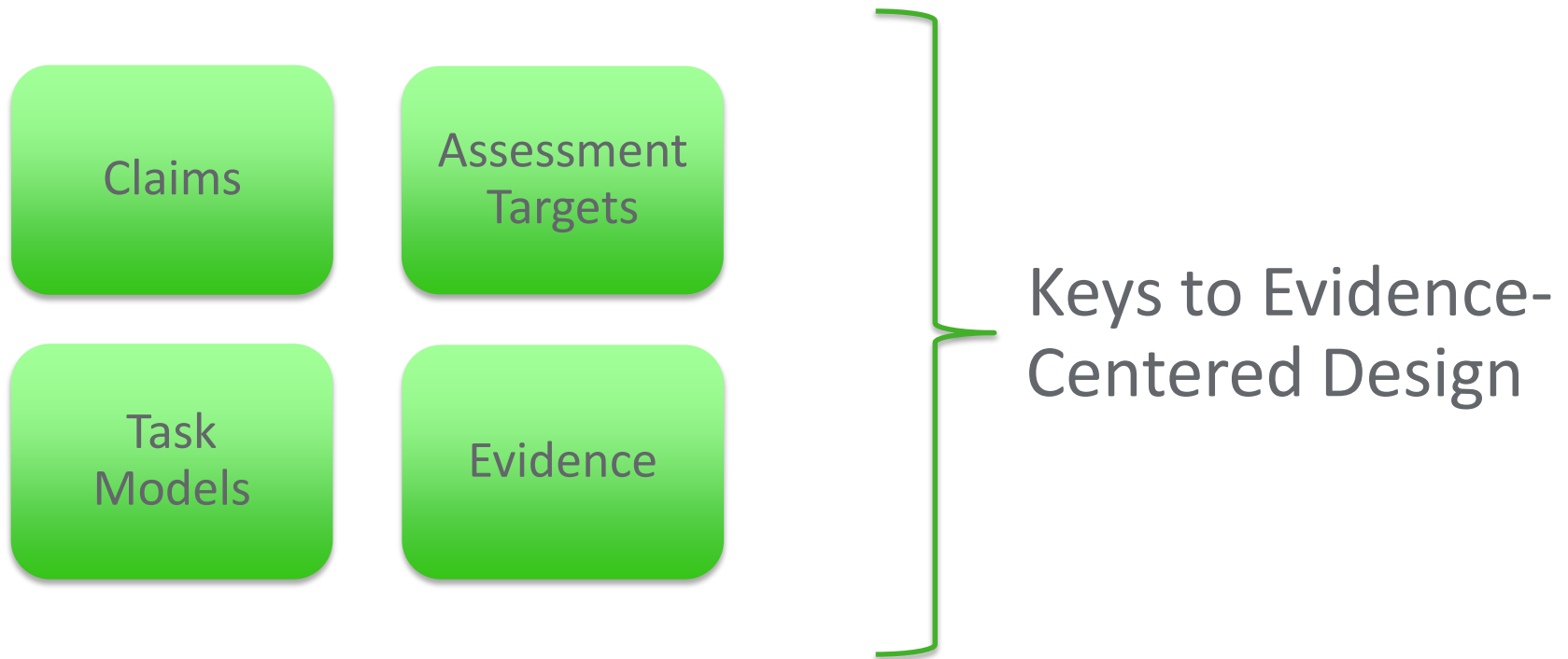
Traditional Item  
Development

versus

Evidence-Centered  
Design

# Evidence-Centered Design

*Modern Approach to Designing Items and Tasks*





# Traditional Approach to Item Development

- 1.2.1 Apply reference skills to determine word meanings.
- 1.2.2 Apply vocabulary strategies in grade level text.**
- 1.3.1 Understand and apply new vocabulary.
- 1.3.2 Understand and apply content/academic vocabulary.**
- 1.4.1 Know common sight words appropriate to grade-level.
- 1.4.2 Apply fluency to enhance comprehension.
- 1.4.3 Apply different reading rates to match text.
- 2.1.1 Understand how to use questioning when reading.
- 2.1.2 Understand how to create mental imagery.
- 2.1.3 Understand and determine important or main ideas and important details in text.**
- 2.1.4 Apply comprehension monitoring strategies before, during, and after reading: use prior knowledge/schema.
- 2.1.5 Apply comprehension monitoring strategies before, during, and after reading: predict and infer.**
- 2.1.6 Apply comprehension monitoring strategies before, during, and after reading: monitor for meaning, create mental images.
- 2.1.7 Apply comprehension monitoring strategies during and after reading: summarize informational/expository text and literary/narrative text.**

# Traditional Approach to Item Development

1.2.2



1.3.2



Quisque facilisis erat a du. Nam malesuada ornare dolor.



Phaseffus sagittis, nulla in hendrerit laoreet, libero lacus feugiat urna, eget ?

- A. Fusce et ipsum et nulla tristique facilisis.
- B. Donec eget sem sit amet ligula viverra gravida etiam.
- C. Amet ligula viverra gravida ipsum.
- D. Suspendisse sagittis ante a urna morbi a est.

Quisque facilisis erat a du. Nam malesuada ornare dolor.

Cras gravida, diam sit amet rhoncus ornare, elit consectetur erat, id egestas pede nibh eget odio. Proin trincidunt, velit vel porta elementum, magna diam molestie sapien, non Aliquet massa pede eu diam. Aliquam laculis.

Phaseffus sagittis, nulla in hendrerit laoreet, libero lacus feugiat urna, eget ?



2.1.3




2.1.5



Quisque facilisis erat a du. Nam malesuada ornare dolor. Cras gravida, diam sit amet rhoncus ornare, erat elit consectetur erat, id egestas pede nibh eget odio. Proin trincidunt, velit vel porta elementum, magna diam molestie sapien, non aliquet massa pede eu diam. Aliquam laculis.

Phaseffus sagittis, nulla in hendrerit laoreet, libero lacus feugiat urna, eget ?



Quisque facilisis erat a du. Nam malesuada ornare dolor. Cras gravida, diam sit amet rhoncus ornare, erat elit consectetur erat, id egestas pede nibh eget odio. Proin trincidunt, velit vel porta elementum, magna diam molestie sapien, non aliquet massa pede eu diam. Aliquam laculis.

Phaseffus sagittis, nulla in hendrerit laoreet, libero lacus feugiat urna, eget ?

- A. Fusce et ipsum et nulla tristique facilisis.
- B. Donec eget sem sit amet ligula viverra gravida etiam.
- C. Vehicula urna vel turpis.
- D. Suspendisse sagittis ante a urna morbi a est.

2.1.7



Quisque facilisis erat a du. Nam malesuada ornare dolor.

3 + 6 = \_\_\_\_\_

Phaseffus sagittis, nulla in hendrerit laoreet, libero lacus feugiat urna, eget ?

- A. Fusce et ipsum et nulla tristique facilisis.
- B. Donec eget sem sit amet ligula viverra gravida etiam.
- C. Suspendisse sagittis ante a urna morbi a est.

# Smarter Balanced

## Summative Assessment



# Summative Assessment

## Computer Adaptive

- Assesses **the full range of Common Core** in English language arts 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 response types**

## Performance Tasks

- Extended tasks demonstrate real-world writing and analytical skills
- May include online research and group discussions
- Require 1-2 class periods to complete
- Included in both interim and summative assessments
- Applicable in all grades being assessed
- Evaluated by using consistent scoring rubrics

# Using Computer Adaptive Technology for Summative and Interim Assessments

## Increased precision

- Provides accurate measurements of student growth over time

## Tailored for Each Student

- Item difficulty based on student responses

## Increased Security

- Larger item banks mean that not all students receive the same questions

## Shorter Test Length

- Fewer questions compared to fixed form tests

## Faster Results

- Turnaround time is significantly reduced

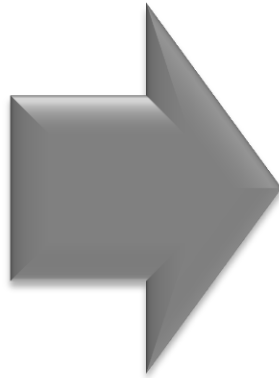
## Mature Technology

- GMAT, GRE, COMPASS (ACT), Measures of Academic Progress (MAP)

# Response Types

Selected  
Response

Constructed  
Response



## Smarter Balanced Response Types

MC with one correct response

MC with multiple correct responses

Two Part multiple-choice

Matching Tables

Yes/No or True/False Tables

Fill-in Tables

Select or order text or graphics

Complex drag and drop

Graphing

Equation or numeric response

Short Text

Long Essay

# Claims for the Mathematics Summative Assessment

## Overall Claim for Grades 3-8

“Students can demonstrate **progress toward** college and career readiness in mathematics.”

## Overall Claim for Grade 11

“Students can demonstrate college and career readiness in mathematics.”

## Claim #1 - Concepts & Procedures

“Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.”

## Claim #2 - 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.”

## Claim #3 - Communicating Reasoning

“Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.”

## Claim #4 - Modeling and Data Analysis

“Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.”

# Claims for the ELA/Literacy Summative Assessment

## Overall Claim for Grades 3-8

“Students can demonstrate **progress toward** college and career readiness in English Language arts and literacy.”

## Overall Claim for Grade 11

“Students can demonstrate college and career readiness in English language arts and literacy.”

## Claim #1 - Reading

“Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.”

## Claim #2 - Writing

“Students can produce effective and well-grounded writing for a range of purposes and audiences.”

## Claim #3 - Listening

“Students can employ effective listening skills for a range of purposes and audiences.”

## Claim #4 - Research/Inquiry

“Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.”



# Smarter Balanced

## Interim Assessments



# Interim Assessments

## Computer Adaptive and Performance Tasks

- Optional comprehensive and content-cluster assessment to help **identify specific needs of each student**
- Can be administered **throughout the year**
- Provides **clear examples** of expected performance on Common Core standards
- Includes a **variety of response types**
- Aligned to and reported on **the same scale as the summative assessments**
- **Fully accessible** for instruction and professional development

# Smarter Balanced

## Formative Assessment



# Smarter Balanced Digital Library

What is the purpose of the Digital Library?

The Digital Library will expand and support teacher knowledge of the formative process.

# Resources in the Digital Library

## Assessment Literacy Modules

- Commissioned professional development modules
  - Resources for students and families
- 
- Frame formative assessment within a balanced assessment system
  - Articulate the formative assessment process
  - Highlight formative assessment practices and tools

## Exemplar Instructional Modules

- Commissioned professional development modules
  - Instructional materials for educators
  - Instructional materials for students
- 
- Demonstrate/support effective implementation of the formative process
  - Focus on key content and practice from the Common Core State Standards for Mathematics and English Language Arts

## Education Resources

- High-quality vetted instructional resources and tools for educators
  - High-quality vetted resources and tools for students and families
- 
- Reflect and support the formative process
  - Reflect and support the Common Core State Standards for Mathematics and English Language Arts
  - Create Professional Learning Communities

# Resources in the Digital Library

Assessment  
Literacy Modules

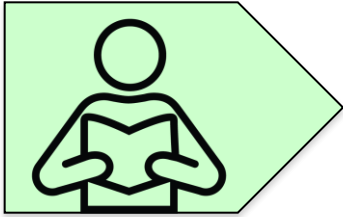
Exemplar  
Instructional Modules

Education Resources



- Not an assessment bank
- Not an item bank
- Not a learning management system where educators can register for training or receive credit by completing specific online courses
- Not a library for general public (will require registration and login)
- Not a site where any resource can automatically be posted; all resources must be vetted through the Quality Criteria

# Formative Assessment Process Defined



Formative assessment is a **deliberate process** used by teachers and students **during instruction** that provides **actionable feedback** that is used to **adjust** ongoing teaching and learning strategies to improve students' self-assessment, reflection and attainment of curricular learning targets/goals.

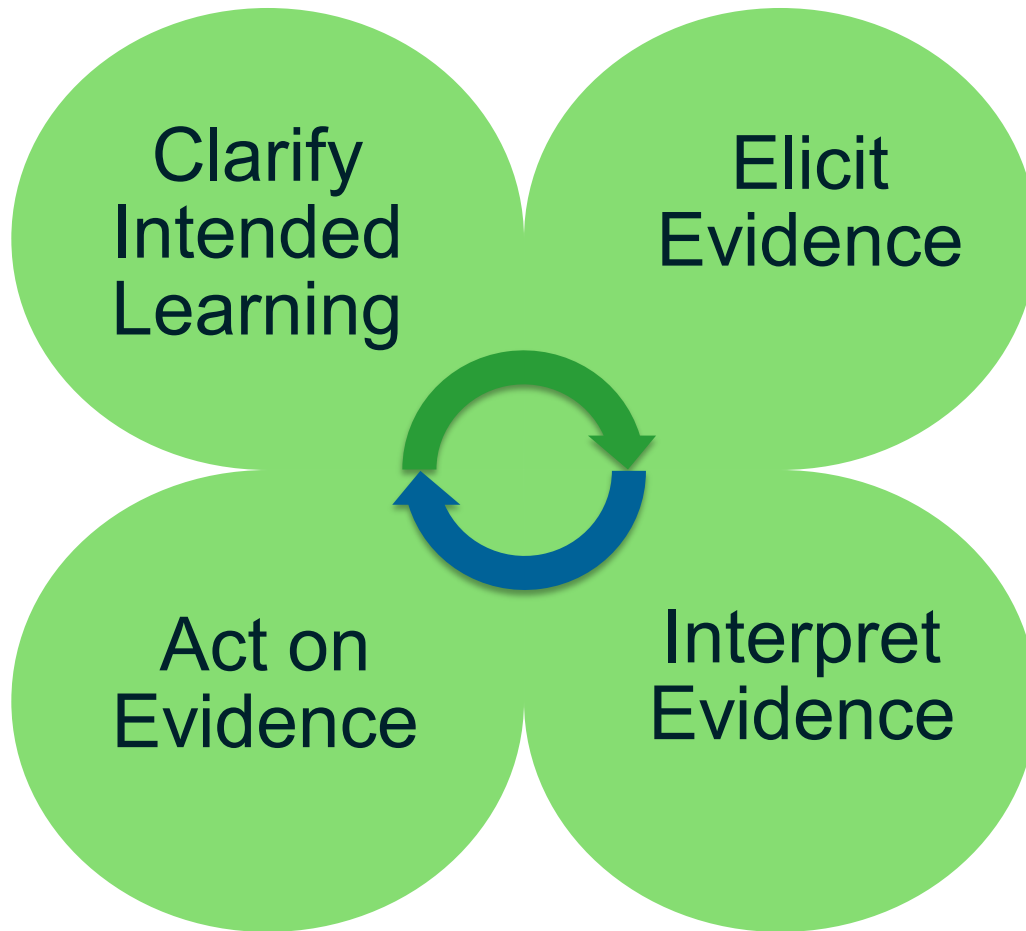
# Key Features of Formative Assessment

- This is a **process**, not a “thing”
- It is used by **both teachers and students**
- Formative-assessment practices occur **during instruction** (literally)
- It provides **immediate assessment-based feedback** to teachers and students
- The function of this feedback is to help teachers and students make **immediate adjustments** that will improve students’ achievement of the intended learning.



# Four Attributes

The formative assessment process attributes are:



# Field Test and Operational

The Facts



# The Facts

## Field Test vs. Live Summative Test

	Field Test 2014	Live Test 2015
Computer Adaptive	No*	Yes
Administered	March 18 – June 6*	Last 12 weeks
Content Areas	Mathematics and English Language Arts	Mathematics and English Language Arts
Grades Assessed	Grades 3 – 8 & 11 Grades 9 & 10	Grades 3 – 8 & 11
Where Administered	Computer Only	Computer Paper-Pencil Option*
Administration Training	Yes – 10 web-based modules	Yes
Coordinator Manual and Administrator Manual	Yes	Yes

# Summative Assessments

## APPROXIMATE Testing Times

Content Area	Grades	Computer Required			In-Class Activity	Total
		CAT	PT Only	Total		
English language arts/Literacy	3-5	1:30	2:00	3:30	0:30	4:00
	6-8	1:30	2:00	3:30	0:30	4:00
	11	2:00	2:00	4:00	0:30	4:30
Mathematics	3-5	1:30	1:00	2:30	0:30	3:00
	6-8	2:00	1:00	3:00	0:30	3:30
	11	2:00	1:30	3:30	0:30	4:00
Combined	3-5	3:00	3:00	6:00	1:00	7:00
	6-8	3:30	3:00	6:30	1:00	7:30
	11	4:00	3:30	7:30	1:00	8:30

The test duration estimates described above are applicable to most students. However, Smarter Balanced assessments are not timed tests. Some students may need more time while others may need less time to complete the assessment.

# Smarter Balanced

## Practice Tests



# Purpose of the Practice Tests

Online Practice Tests in Grades 3 - 8 and 11 in English language arts/literacy and mathematics:

- Provide an opportunity for teachers, students, parents, and other stakeholders to experience the features of online testing.
- Gain insight into how Smarter Balanced will assess students' mastery of the Common Core.

# Important Limitations

The Practice Tests provide a preview of the Smarter Balanced assessments, but they do **not** encompass the full range of content that students will encounter on the spring 2014 Field Test or on the operational assessments, and should **not** be used to guide instructional decisions.

# Smarter Balanced

## Support for Special Populations





# Usability, Accessibility, and Accommodations Guidelines

- Outlines three categories of resources to ensure that the assessments meet the needs of all students including those with visual, auditory, linguistic, or physical needs.
- Distinguishes between embedded tools included in the testing platform and non-embedded tools.
- Accommodations will be available to students with a documented need noted in an Individualized Education Program (IEP) or 504 plan. These tools include Braille and closed captioning, among others.

## Universal Accessibility Tools: Available to ALL students

### Embedded

- Breaks
- Calculator
- Digital Notepad
- English Dictionary
- English Glossary
- Expanded Passages
- Global Notes
- Highlighter
- Keyboard Navigation
- Mark for Review
- Math Tools
- Spell-Check
- Strikethrough
- Writing Tools
- Zoom

### Non-Embedded

- Breaks
- English Dictionary
- Scratch Paper
- Thesaurus

## Designated Supports: Available to ANY student with a need determined by educators

### Embedded\*\*

- Color Contrast
- Masking
- Text-to-Speech -*NOT ELA Passages*

### \*Translated Test

#### Directions-Math

- \*Translations-Math (Glossary)\*
- \*Translations-Math (Stacked)\*
- Turn off any universal accessibility tool

### Non-Embedded

- \*Bilingual Dictionary
- Color Contrast
- Color Overlay
- Magnification
- Read Aloud- *NOT ELA Passages*
- Separate Setting
- Translation-Math (Glossary)

## Documented Accommodations:

Available to students with an IEP or 504 Plan

### Embedded\*\*

- American Sign Language
- Braille
- Closed Captioning
- Text-to-Speech (ELA)

### Non-Embedded

- Abacus
- Alternate Response Options
- Calculator
- Multiplication Table
- # Print on Demand
- # Read Aloud- *ELA passages*
- # Scribe
- Speech-to-Text

\*\* Enter in TIDE

\*EL-ONLY

# Requires Petition for Approval of Special Documented Accommodations

Paper-based format including braille booklets-NOT available for 2014 field test

# Connecticut's New Alternate Assessment



National Center and State Collaborative

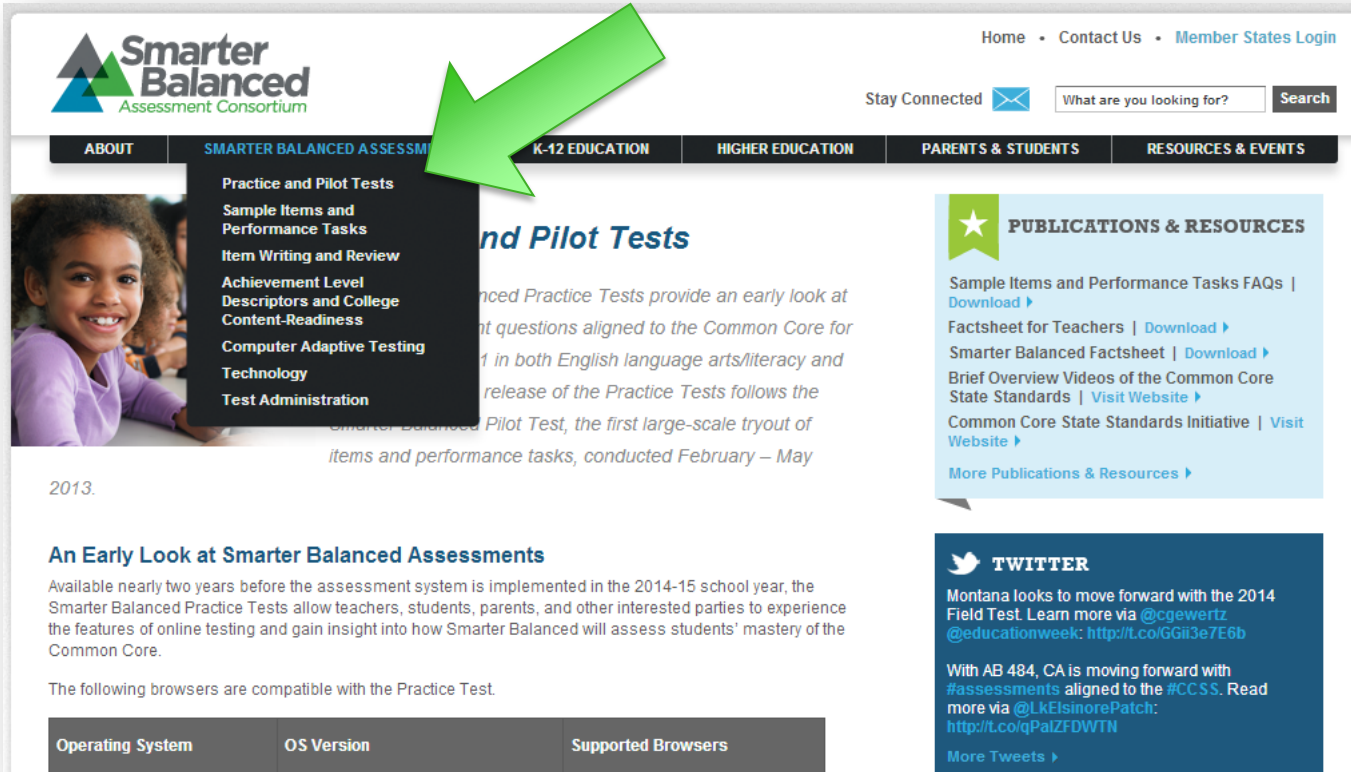
[www.ncscpartners.org/](http://www.ncscpartners.org/)

# Smarter Balanced Resources




# Find out More

## www.SmarterBalanced.org



Home • Contact Us • Member States Login

Stay Connected 

ABOUT | **SMARTER BALANCED ASSESSMENTS** | K-12 EDUCATION | HIGHER EDUCATION | PARENTS & STUDENTS | RESOURCES & EVENTS

- Practice and Pilot Tests
- Sample Items and Performance Tasks
- Item Writing and Review
- Achievement Level Descriptors and College Content-Readiness
- Computer Adaptive Testing Technology
- Test Administration

### Practice and Pilot Tests

Smarter Balanced Practice Tests provide an early look at sample questions aligned to the Common Core for students in both English language arts/literacy and mathematics. The release of the Practice Tests follows the Smarter Balanced Pilot Test, the first large-scale tryout of items and performance tasks, conducted February – May 2013.

#### An Early Look at Smarter Balanced Assessments

Available nearly two years before the assessment system is implemented in the 2014-15 school year, the Smarter Balanced Practice Tests allow teachers, students, parents, and other interested parties to experience the features of online testing and gain insight into how Smarter Balanced will assess students' mastery of the Common Core.

The following browsers are compatible with the Practice Test.

Operating System	OS Version	Supported Browsers

#### PUBLICATIONS & RESOURCES

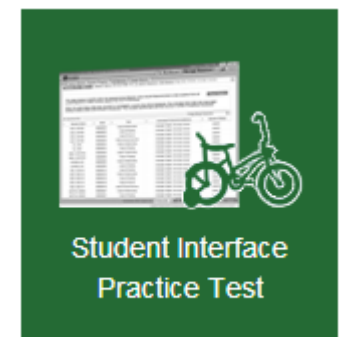
- Sample Items and Performance Tasks FAQs | [Download](#)
- Factsheet for Teachers | [Download](#)
- Smarter Balanced Factsheet | [Download](#)
- Brief Overview Videos of the Common Core State Standards | [Visit Website](#)
- Common Core State Standards Initiative | [Visit Website](#)
- [More Publications & Resources](#)

#### TWITTER

Montana looks to move forward with the 2014 Field Test. Learn more via [@cgewertz](#) [@educationweek](#): <http://t.co/GGii3e7E6b>

With AB 484, CA is moving forward with [#assessments](#) aligned to the [#CCSS](#). Read more via [@LkElsinorePatch](#): <http://t.co/qPaIZFDWTN>

[More Tweets](#)



# Find Out More

[www.sde.ct.gov/sde/SmarterBalanced](http://www.sde.ct.gov/sde/SmarterBalanced)



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Home

About Us

Forms & Publications

Calendar

Contact Us



Stefan Pryor  
Commissioner

Teachers &  
Administrators

Parents & Community

Students

Adult Education

School & District

School  
Performance  
REPORTS

ALLIANCE DISTRICTS

COMMISSIONER'S  
NETWORK

COMMON CORE  
STATE STANDARDS  
IN CONNECTICUT

SEED

STUDENT  
SUCCESS PLAN

CAREER  
OPPORTUNITIES



By the 2014 – 2015 school year, the [Smarter Balanced Assessment Consortium](#) will develop a system of assessments for English language arts/literacy and mathematics for Grades 3-8 and 11 aligned to [Common Core State Standards](#). The assessment system will include

- A [computer adaptive](#) summative assessment administered during the last 12 weeks of the school year. This assessment can be used to describe student achievement and growth of student learning as part of program evaluation and school, district, and state accountability systems.
- Optional computer adaptive interim assessments administered at locally determined intervals. These assessments provide information about student progress throughout the year.
- Formative tools and resources that help teachers differentiate instruction and meet the unique needs of each student.
- An online tailored reporting system that provides access information about student progress toward college and career readiness.

To learn more, [download a one-page overview](#) of the Consortium. Additional [resources](#) and [frequently asked questions](#) are available on the [Smarter Balanced Web site](#), which showcases the progress toward the development of the balanced assessment system.

Connecticut, as a governing state in Smarter Balanced, is taking an active role in the consortium through representation on several workgroups.

View [recent communication](#) from the Connecticut State Department of Education regarding preparation for the Smarter Balanced implementation in 2014 - 2015.

# Questions

