A Look Inside the Smarter Balanced Assessment System

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Aspen Institute Urban Literacy Network
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Assessment System Overview
“Not just another test”…Smarter Balanced is being built by states for states

1. Preparing Washington’s students for a changing world
2. Connecting learning to life after high school – career or college
3. Providing meaningful information to guide student growth
4. Supporting teachers with a practical suite of resources
5. Keeping Washington educators in the driver’s seat

A State-led Assessment Consortium

- 22 Governing States, 2 Advisory States, 1 Affiliate Member
- 4 ULN affiliates
Improving Teaching & Learning

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

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

All students leave high school college and career ready.

Formative resources: Supporting classroom-based assessments to improve instruction.

Interim: Flexible and open assessments, used for actionable feedback.

Overall Claim for Grades 3-8

Overall ELA/Literacy Score

Reading

Writing

Listening

Research/Inquiry

Overall Mathematics Score

Concepts & Procedures

Problem Solving/Modeling & Data Analysis

Communicating Reasoning
Interim Assessments to Signal Improvement

Flexible and Open
- Non-Secure
- Flexible timing and frequency
- Menu-driven, user-designed assessments

Authentic Measures
- Includes full range of item types
- On the same scale as the Summative Assessment
- Includes performance assessments

Supports Proficiency Based Instruction
- Matching assessments with scope and sequence
- Teachers can review student responses
- Teachers can score student responses

Formative Tools for Classroom-Based Assessment Practices

Improving Instruction
- Tools/materials for Classroom-based Assessments
- Fully aligned to Common Core State Standards
- Tools to evaluate publishers’ tests

Pooling Resources
- Consortium-wide access to high-quality resources
- Across-state collaboration on special projects
- Professional social networking (Web-based PLCs)
- Useful for in-service and pre-service development
Organization, Involvement, and Progress

Major Milestones in Development of Summative Assessments

- Cognitive Labs: Apr – Aug 2012
- Small Scale Trials: Mar – Nov 2012
- Pilot Testing: Feb – May 2013
- Field Test: Mar – June 2014
- Deploy For Operational Use: Sep 2014

- ✔ ✔ ✔
- Early Q.C. of items & software; no student results
- Full system run-through; Establish performance standards; some results
Ongoing Involvement

- Pilot Test in spring 2013 involved over 650,000 students from all Smarter Balanced states
- Field Test in spring 2014 will involve over two million students in all Smarter Balanced states
- Standard setting in fall 2014 will invite all teachers to participate in virtual “crowdsourcing”

Field Testing

- March - June 2014
- Sampling about 20% of students in Consortium
- Purpose: Evaluate items and tasks for Smarter Balanced pool...
  - Statistical data analysis of 20,000+ items
  - Divide items/tasks into secure (summative) pool and open (interim) pool
  - Conduct standard setting for different performance levels (“cut scores”)
- US Dept. of Ed flexibility to avoid double testing
Take a Peek Under the Hood…
The Smarter Balanced Practice Test

• Shows item types and tools/features
• Now available; Released May 29
• Expanded features being released over the summer/fall

http://sbac.portal.airast.org/Practice_Test/default.html

Smarter Balanced Interim Assessments
Interim Assessment Design Principles

• Online administration
• Adaptive as appropriate
• Adhere to Usability, Accessibility, and Accommodations Guidelines
• Items drawn from same pool as Summative
• Full array of item types
• Hand-scoring
  – Content appropriate
  – Scored locally: state or district responsibility
• Administered through the same system as Summative
• Can be administered at various points in the year
• Not intended for accountability decisions

Interim Assessment Components

Interim Assessment

Interim Comprehensive Assessment (ICA)

Interim Assessment Blocks (IAB)
Interim Comprehensive Assessments (ICAs) Sample Use Cases

• Mid-year (e.g., February), a teacher might want to know how students are doing in preparation for the summative test, to better know what areas to focus more efforts/attention on.

• Beginning of the year, students entered a class from another state, and the teacher did not have data for them. A teacher decides to give these students the previous year’s ICA to complete the data for the class.

Interim Assessment Blocks (IABs) Sample Use Cases

• A teacher is providing focused instruction on persuasive writing. Teacher could use a block focused on persuasive writing to determine degree of students’ understanding before or after the instruction.

• An 8th grade math team, in a coordinated fashion, want to be informed about how their students are doing in geometry.
## IABs for ELA
### Current Thinking on Coverage

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<th>Proposed Interim Assessment Blocks (IAB)</th>
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*Placeholder until items are developed

**“Opinion” is “Argumentative” for grades 6-8 and 11

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## Formative Assessment Resources for Classroom Practice
A Definition of the Formative Assessment Process

- “Formative Assessment is a deliberate process used by teachers and students during instruction to provide actionable feedback that is used to adjust ongoing teaching and learning strategies aimed at improving student attainment of curricular learning targets/goals.”

Our Model: Four Attributes of the Formative Assessment Process

- Clarify Intended Learning
- Elicit Evidence
- Act on Evidence
- Interpret Evidence
Members of the Formative Assessment Advisory Panel

Twelve experts in the CCSS for ELA, the CCSS for Mathematics, the formative assessment process, adult learning, online professional learning, diverse learners, and urban and rural education comprised the Formative Assessment Advisory Panel.

1) Dr. Lynne Anderson-Inman (University of Oregon)
2) Dr. Robert Calfee (Stanford University, UC Riverside)
3) Dr. Bridget Dalton (University of Colorado)
4) Dr. Diane Heacox (St. Catherine University)
5) Dr. Joan Herman (UCLA – CRESST)
6) Dr. John Hill (Purdue University)
7) Dr. Yvette Jackson (National Urban Alliance for Effective Education)
8) Dr. Henry Kepner (University of Wisconsin - Milwaukee)
9) Dr. Katherine McKnight (National Louis University)
10) Valerie L. Mills (National Council of Supervisors of Mathematics)
11) Dr. James Popham (UCLA)
12) Dr. Lucinda Soltero-Gonzalez (University of Colorado-Boulder)

The Digital Library
Digital Library Resources

Assessment Literacy Modules
- Commissioned Professional Learning Modules
- Resources for educators, 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 Learning Modules
- Instructional coaching for educators
- Instructional materials for students
- Demonstrate/support effective implementation of the formative assessment 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 assessment process
- Reflect and support the Common Core State Standards for Mathematics and English Language Arts
- Create Professional Learning Communities

Assessment Literacy Modules

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<th>Math</th>
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<tbody>
<tr>
<td>K-2</td>
<td>1 Uber Module</td>
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<td>6-8</td>
<td>2 Uber Modules 1 Single Module</td>
<td>2 Uber Modules 1 Single Module</td>
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<tr>
<td>9-12</td>
<td>2 Uber Modules 1 Single Module</td>
<td>2 Uber Modules 1 Single Module</td>
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</tbody>
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- 56 Total Modules
- “Single” Modules
  - One 15-minute module
  - 1 instructional topic
  - All 4 formative assessment attributes included, but the focus is on one.
- “Uber” Modules
  - Four 15-minute modules
  - 1 instructional topic
  - A 15-minute module is dedicated to each of the four assessment attributes
What the Digital Library Is Not

- Not a bank of assessment items
- 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 to freely post resources

Education Resources

- “State Networks of Educators” submit, review, and publish resources
- Educators can view, download, and rate resources
- Tagging and search features for finding resources by CCSS and other topics
- Educators from across the Consortium can collaborate and share their knowledge
- Access to resources that are stored in participating libraries

Digital Library open to Consortium members in April 2014
Learn More and Stay Engaged
www.smarterbalanced.org

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