A Quick Summary of the SMARTER Balanced Assessment Consortium

Joe Willhoft, Asst. Superintendent
Washington Office of Superintendent of Public Instruction

U.S. Department of Education – Education Stakeholders Forum
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Historical Development of the SMARTER Balanced Consortium

- Computer Adaptive
- Formative Capacity
- Integrated System

A 31-State Consortium

<table>
<thead>
<tr>
<th>17 Governing States</th>
<th>14 Advisory States</th>
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<td>CT, HI, ID, KS, ME, MI, MO, MT, NC, NM, NV, OR, UT, VT, WA, WI, WV</td>
<td>AL, CO, DE, GA, IA, KY, ND, NH, NJ, OH, OK, PA, SC, SD</td>
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Total Number of States = 31

Fiscal Agent: Washington State
Consortium Governance

| Governing Co-leads     | Tony Alpert (OR)          |
|                       | Judy Park (UT)            |
| Governing Executive Committee | Dan Hupp (ME); Joseph Martineau (MI); Carissa Miller (ID); Lynette Russell (WI); Governing State Rep.; Higher Ed. Rep. (tbd) |
| Consortium Executive Director Project Management Partner | Joe Willhoft |
|                       | WestEd                    |
| Policy Advisor        | Sue Gendron               |
| Senior Research Advisor | Linda Darling-Hammond    |

The SMARTER Balanced Theory of Action

How do we get from here... ...to here?

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

All students leave high school college and career ready
The SMARTER Balanced Theory of Action

**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

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**Summative Assessments**

**Summative assessments** using online computer adaptive technologies

- Efficiently provide **accurate measurement** of all students, across the spectrum of knowledge and skills, with shorter tests
- Incorporate **adaptive precision into performance tasks** and events
- Will **assess full range of CCSS** in English language arts and mathematics; will include a **variety of item types**
- Describe both **current achievement and growth across time**, showing progress toward college- and career-readiness
- Scores can be reliably used for **state-to-state comparability**, with **standards set against research-based benchmarks**
- The **option of giving the summative tests twice a year**.
The SMARTER Balanced Theory of Action

- Adaptive summative assessments benchmarked to college & career readiness
- All students leave high school college and career ready
- Common Core State Standards specify K-12 expectations for college and career readiness
- Interim assessments that are flexible and open

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

Interim assessments that are flexible and open
Interim Assessments

Optional interim assessments

- Are aligned to and reported on the same scale as the summative assessments
- Help identify specific needs of each student, so teachers can provide appropriate, targeted instructional assistance
- Incorporate significant involvement of teachers in item and task design and scoring
- Are non-secure and fully accessible for use in instruction and professional development activities
- Provide students and teachers with clear examples of the expected performance on common standards.

The SMARTER Balanced Theory of Action

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- All students leave high school college and career ready
- Interim assessments that are flexible and open

Common Core State Standards specify K-12 expectations for college and career readiness.
The SMARTER Balanced Theory of Action

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

Teachers can access formative tools and practices to improve instruction

Adaptive summative assessments benchmarked to college & career readiness

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Interim assessments that are flexible and open

System Highlights

Digital library of formative tools

- Instructionally sensitive, on-demand measures that enable differentiation of instruction
- Use is associated with improved teaching and increased student learning
Formative Tools and Practices

Web-based Formative Assessment Resources

- Online resources on assessment literacy, aligning assessments to CCSS, and formative assessment guides
- Training for local development of item and tasks and design and use of scoring guides
- Support of best practices through online learning modules
- Comprehensive information portal, providing:
  educator access to information about student progress toward college- and career-readiness
  exchange of student performance history across districts and states

The SMARTER Balanced Theory of Action

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Assessment Design

The Consortium will provide the following by the 2014-15 school year:

3. Formative tools and resources
4. Responsible flexibility
5. Distributed summative assessment
   a. Content clusters throughout a course
   b. Most appropriate time for each student
   c. Scores rolled up

System Highlights

Responsible Flexibility

Formative Tools and Processes
Interim/Benchmark
Summative Achievement
Summative Growth

Flexibility
Standardization
Balance
To find out more...

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

www.k12.wa.us/SMARTER