SMARTER Balanced Approach
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

Summative assessments
Benchmarked to college and career readiness

Interim assessments
Flexible, open, used for actionable feedback

All students leave high school college and career ready

Teacher resources for formative assessment practices to improve instruction
A Balanced Assessment System

English Language Arts and Mathematics, Grades 3–8 and High School

School Year

**DIGITAL CLEARINGHOUSE** of formative tools, processes and exemplars; released items and tasks; model curriculum units; educator training; professional development tools and resources; scorer training modules; and teacher collaboration tools.

Optional Interim Assessment
- Computer Adaptive Assessment and Performance Tasks

Optional Interim Assessment
- Computer Adaptive Assessment and Performance Tasks

Summative Performance Tasks for Accountability
- Reading
- Writing
- Math

Summative End of Year Adaptive Assessment for Accountability
- Re-take option

Scope, sequence, number, and timing of interim assessments locally determined

* Time windows may be adjusted based on results from the research agenda and final implementation decisions.
## Using Computer Adaptive Technology for Summative and Interim Assessments

<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
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<tbody>
<tr>
<td>Faster results</td>
<td>• Turnaround in weeks compared to months today</td>
</tr>
<tr>
<td>Shorter test length</td>
<td>• Fewer questions compared to fixed form tests</td>
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<tr>
<td>Increased precision</td>
<td>• Provides accurate measurements of student growth over time</td>
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<tr>
<td>Tailored to student ability</td>
<td>• Item difficulty based on student responses</td>
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<tr>
<td>Greater security</td>
<td>• Larger item banks mean that not all students receive the same questions</td>
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<tr>
<td>Mature technology</td>
<td>• GMAT, GRE, COMPASS (ACT), Measures of Academic Progress (MAP)</td>
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Teacher Involvement

**TEACHERS PARTICIPATE IN**
- Test item development
- Test scoring
- Formative tool development
- Professional development cadres

**TEACHERS BENEFIT FROM**
- Professional development
- Formative tools and processes
- Data from summative and interim assessments
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
- Can be given once or twice a year (mandatory testing window within the last 12 weeks of the instructional year)
- Includes a variety of question types: selected response, short constructed response, extended constructed response, technology enhanced, and performance tasks
Interim Assessment (Computer Adaptive)

- 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 question types**: selected response, short constructed response, extended constructed response, technology enhanced, and performance tasks
- Aligned to and reported on **the same scale as the summative assessments**
- **Fully accessible** for instruction and professional development
**Assessment System Components**

### Formative Assessment Practices

- Research-based, **on-demand tools and resources for teachers**
- Aligned to **Common Core**, focused on increasing student learning and enabling **differentiation of instruction**
- **Professional development** materials include model units of instruction and publicly released assessment items, formative strategies

“Few initiatives are backed by evidence that they raise achievement. Formative assessment is one of the few approaches proven to make a difference.”

- Stephanie Hirsh, Learning Forward
Assessment System Components

Online Reporting

- Static and dynamic reports, secure and public views
- Individual states retain jurisdiction over access and appearance of online reports
- Dashboard gives parents, students, practitioners, and policymakers access to assessment information
- Graphical display of learning progression status (interim assessment)
- Feedback and evaluation mechanism provides surveys, open feedback, and vetting of materials

“Data are only useful if people are able to access, understand and use them... For information to be useful, it must be timely, readily available, and easy to understand.”

- Data Quality Campaign
Accurate measures of progress for students with disabilities and English Language Learners

Accessibility and Accommodations Work Group engaged throughout development

Outreach and collaboration with relevant associations

“Common-Core Tests to Have Built-in Accommodations”
- June 8, 2011
Timeline

- **2010-2011 School Year**
  - Common Core Translation and Item Specifications Complete

- **2011-2012 School Year**
  - Common Core State Standards Adopted by All States

- **2012-2013 School Year**
  - Pilot Testing of Summative and Interim Assessments Conducted

- **2013-2014 School Year**
  - Preliminary Achievement Standards (Summative) Proposed and Other Policy Definitions Adopted

- **2014-2015 School Year**
  - Operational Summative Assessment Administered

- **2010-2011 School Year**
  - Master Plan Developed and Work Groups Launched

- **2011-2012 School Year**
  - Formative Processes, Tools, and Practices Development Begins

- **2012-2013 School Year**
  - Item Writing and Review Activities Completed (Summative and Interim)

- **2013-2014 School Year**
  - Field Testing of Summative Assessment Administered

- **2014-2015 School Year**
  - Final Achievement Standards (Summative) Verified and Adopted