



New Generation Assessments – SMARTER Balanced Assessment Consortium

Deborah V.H. Sigman, Deputy Superintendent, Curriculum, Learning and
Accountability Branch, California Department of Education (CDE)

CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public Instruction



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California Joins SMARTER Balanced Assessment Consortium

- On June 9, 2011 California joined the SMARTER Balanced Assessment Consortium (SBAC) as a governing state
 - Memorandum of Understanding signed by Superintendent Torlakson, Governor Brown, and State Board of Education President Michael Kirst
 - Governing state role
 - Decision-making capacity

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SMARTER Balanced Assessment Consortium

- Consortium of 29 states
 - 19 Governing
 - 10 Participating
- Washington is fiscal agent
- WestEd is Project Manager
- <http://www.smarterbalanced.org>

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SBAC Consortium



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Assessment Consortium: Background

- Common Core State Standards were adopted by the State Board of Education in August 2010
- In September 2010, the U.S. Department of Education awarded funds to two assessment consortium
 - SBAC
 - Partnership for Assessment of Readiness in College and Career (PARCC)

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Assessment Consortium: Focus

- Assessments are aligned to college and career readiness standards
- Must assess students annually in grades three through eight in English-language arts and mathematics and once in grades ten through twelve
 - Current federal requirements
- Required technology component

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SMARTER Balanced Basics

- Single end-of-year summative assessment; includes performance tasks
 - Computer-adaptive
- Optional interim assessment tools to be used for diagnostic purposes throughout the school year
- Optional formative resources (best practices, instructional resources)

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Federal Requirements

- Assess acquisition of and progress toward “college and career readiness”
- Have common, comparable scores across member states
- Provide achievement and growth information for teacher and principal evaluation and professional development
- Assess all students, except those with “significant cognitive disabilities”
- Administer online, with timely results
- Use multiple measures

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

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Summative Assessments

- Mandatory comprehensive assessment in grades 3–8 and 11 (testing window within the last 12 weeks of the instructional year) that supports accountability and measures growth
- Computer adaptive testing offers efficient and precise measurement and quick results
- Assesses the full range of CCSS in English language arts and mathematics
- Selected response, short constructed response, extended constructed response, technology enhanced, and performance tasks

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Summative Assessments (cont.)

- Describes current achievement and growth across time, showing progress toward college and career readiness
- Provides state-to-state comparability, with standards set against research-based benchmarks
- Summative tests can be given twice a year

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Interim Assessments

- Optional comprehensive and content-cluster measures that include computer adaptive assessment and performance tasks
- Provides clear examples of expected performance on common standards
- Helps identify specific needs of each student

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Interim Assessments (cont.)

- Grounded in cognitive development theory about how learning progresses
- Aligned to and reported on the same scale as the summative assessments
- Selected response, short constructed response, extended constructed response, technology enhanced, and performance tasks
- Involves significant teacher participation in design and scoring
- Fully accessible for instruction and professional development

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Formative Processes and Tools

- Instructionally sensitive, on-demand tools and strategies aimed at improving teaching, increasing student learning, and enabling differentiation of instruction
- Processes and tools are research based
- Clearinghouse of professional development materials available to educators includes model units of instruction, publicly released assessment items, formative strategies, and materials for professional development

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Formative Processes and Tools (cont.)

- System Portal contains information about Common Core State Standards, Consortium activities, web-based learning communities, and assessment results
- Dashboard gives parents, students, practitioners, and policymakers access to assessment information
- Reporting capabilities include static and dynamic reports, secure and public views
- Item development and scoring application support educator participation in assessment
- Feedback and evaluation mechanism provides surveys, open feedback, and vetting of materials

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Key Features: Computer Adaptive Testing

- Comprehensively assesses the breadth of the Common Core State Standards while minimizing test length
- Allows increased measurement precision relative to fixed form assessments; important for providing accurate growth estimates
- Testing experience is tailored to student ability as measured during the test

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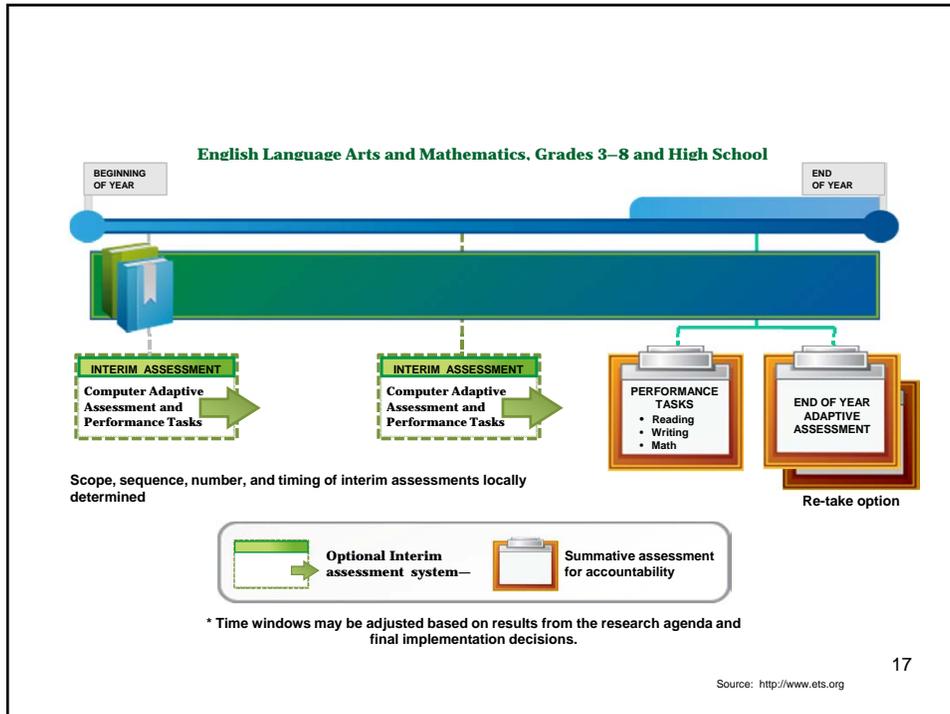


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Key Feature: Tailored Online Reports

- Supports access to information about student progress toward college and career readiness
- Allows for exchange of student performance history across districts and states
- Uses a Consortium-supported backbone, while individual states retain jurisdiction over access and appearance of online reports
- Tied to digital clearinghouse of formative materials
- Graphical display of learning progression status (interim assessment)

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Technical Advisory Committee

<p>Jamal Abedi Randy Bennett Derek Briggs Greg Cizek David Conley Linda Darling-Hammond Brian Gong Ed Haertel Joan Herman Jim Pellegrino W. James Popham Joseph M. Ryan Martha Thurlow</p>	<p>UC, Davis, CRESST Educational Testing Service University of Colorado at Boulder University of North Carolina University of Oregon Stanford University The Center for Assessment Stanford University UC, Los Angeles and CRESST University of Illinois at Chicago UC, Los Angeles, Emeritus Arizona State University University of Minnesota and NCEO</p>
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SBAC Work Groups

State educational agency staff 10 Work Groups:

1. Transition to CCSS
2. Technology Approach
3. Assessment Design: Item Development
4. Assessment Design: Performance Tasks
5. Assessment Design: Test Design
6. Assessment Design: Test Administration
7. Reporting
8. Formative Processes and Tools/Professional Development
9. Accessibility and Accommodations
10. Research and Evaluation

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Opportunities for Teacher Involvement

- Writing and reviewing of test items and tasks
- Range-finding and score validation
- Scoring of performance tasks
- Collaborate on designing score reports and Web tools

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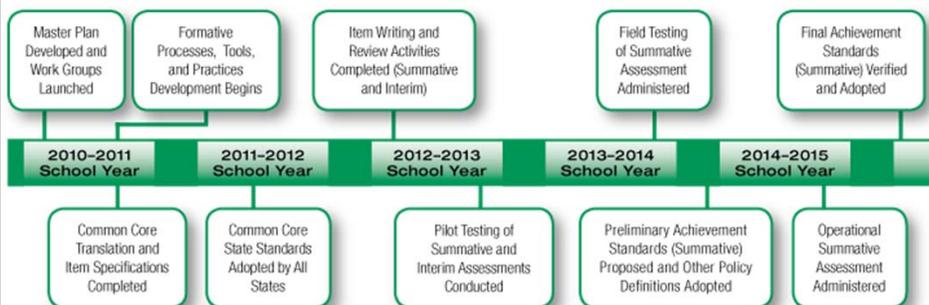


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Opportunities for Teacher Involvement (cont.)

- Content specifications
 - Reviews to be facilitated by member states
 - Reviews by professional groups facilitated by SBAC (e.g., NEA, AFT, AASA, NCTE, NCTM)
- Specifications include:
 - Descriptions of outcomes
 - Description of the types of evidence
 - Score reporting categories
 - Item types and examples

SBAC Timeline





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Implementation Planning Activities

- State Collaborative on Assessment and Student Standards—Implementing the Common Core System (SCASS-ICCS)
- SBE updated on CCSS and assessment in July 2011 (Item 14)
- SBE update on CCSS and assessment in September (tentative)
- SBE action on implementation plan scheduled for November 2011 (tentative)

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Transition Planning Meeting

- Mid-August meeting to discuss implementation activities
- Stakeholders across the state invited
 - **Field representation:** ACSA, CCSESA, CCSA, CTA, CFT, CSBA, superintendents, teachers
 - **Parent organizations:** PTA
 - **IHE:** CCC, CSU, UC
 - **Legislative committees/DOF/LAO**
 - **Business organizations:** CA Chamber of Commerce
 - **Other stakeholders:** Californians Together, PICO, Public Advocates

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Resources

- SBAC information:
www.smarterbalanced.org
(click on "Key Documents")
- CCSS information:
<http://www.cde.ca.gov/ci/cc/>

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Contact Us

Deborah V.H. Sigman
Deputy Superintendent of Public Instruction
Curriculum, Learning and Accountability Branch
dsigman@cde.ca.gov
916-319-0100

Rachel Perry
Director of Assessment and Accountability
rperry@cde.ca.gov
916-319-0634

Tom Adams
Director of Standards, Curriculum Frameworks and
Instructional Resources Division
tadams@cde.ca.gov
916-319-0663

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