

# Presentation Title

Subtitle

Presenter

Presenter

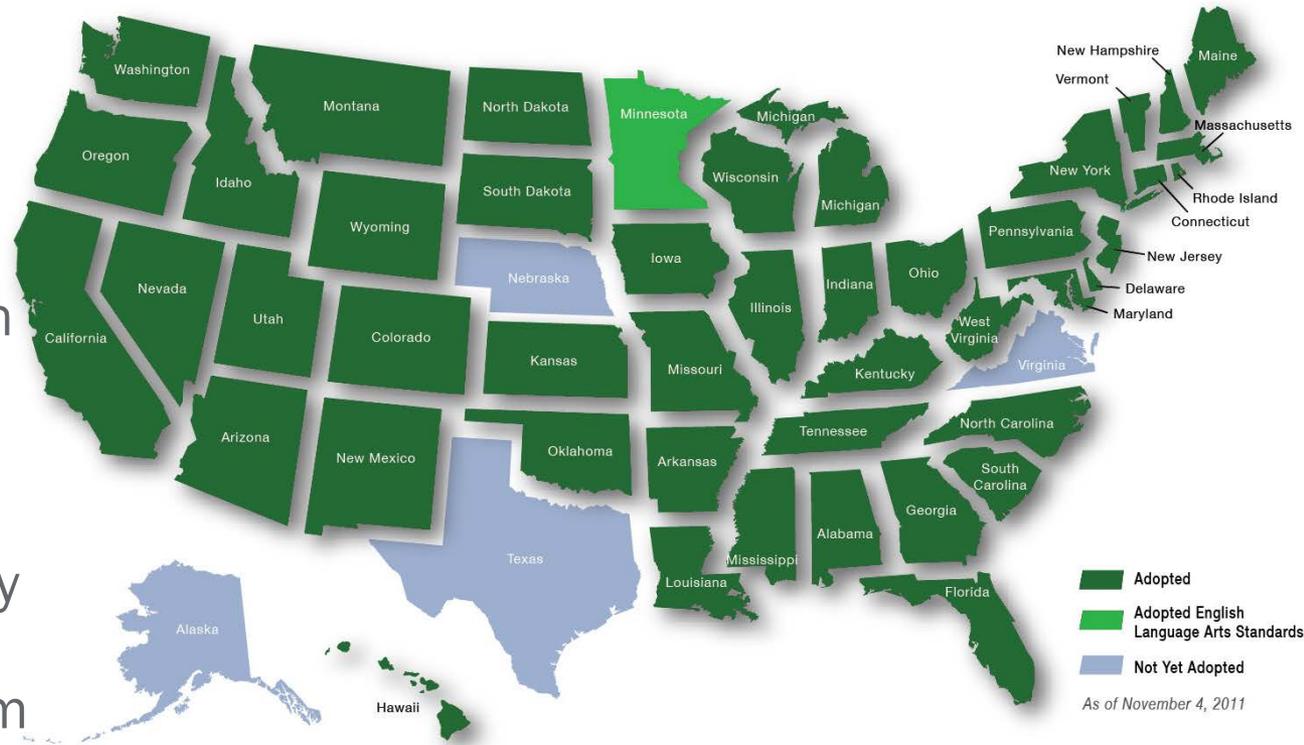


Event Name

Date

# Common Core State Standards

- Define the knowledge and skills students need for college and career success
- Provide clear, consistent and rigorous standards in English language arts/Literacy and mathematics
- Developed voluntarily and cooperatively by states with input from teachers and college faculty; more than 40 states have adopted



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

# Common Core State Standards: An Essential Component of the College Completion Agenda

*Research has consistently shown that the single most powerful predictor of student success in college is the rigor of academic preparation.*

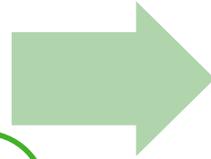
Common Core standards and assessments:

- Anchor K-12 experience in **real-world expectations** for success in college and careers.
- **Remove the guesswork** for teachers and schools.
- Allow schools, parents and students to **track progress**.
- **Identify students who need additional assistance** while still in high school.
- **Reduce remediation** and **increase college success**

# A New Vision for Assessing Readiness

## Readiness Testing Today

- Each college or system sets its own standards and selects its own measures.
- K-12 has no information about the standards.
- Students don't know about tests and don't prepare for them.
- Predictive validity of tests is unknown.
- Students who “played by the rules” end up in remediation.



## Smarter Balanced Vision

- Assessments designed around a known, agreed-upon set of content standards (Common Core).
- Proficiency standards set through an open process with substantial higher education involvement.
- Everyone (students, teachers, parents, etc.) knows the expectations.
- Students address deficiencies in high school.

# Common Core Advances in English Language Arts

## Reading

Progression  
of text  
complexity

Balance of  
fiction and  
non-fiction  
text

## Writing

Argument  
and  
explanatory  
writing

Research and  
writing from  
sources

## Speaking & Listening

Academic  
discourse

One-on-one  
and small  
groups in  
addition to  
presentation

## Language

Vocabulary  
and  
conventions

## Reading & Writing Across Curriculum

Shared  
responsibility  
with social  
sciences and  
sciences

# Common Core Advances in Mathematics

## Focus and coherence

Focus on key topics at each grade level.

Coherent progressions across grade levels.

## Balance of concepts and skills

Require both conceptual understanding and procedural fluency.

Integration of knowledge and skills to solve real-world problems.

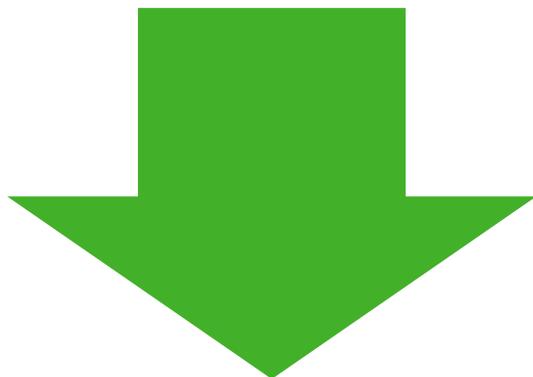
## Mathematical practices

Foster reasoning and sense-making in mathematics.

## College and career readiness

Level is ambitious but achievable.

# College and Career Readiness: Really the Same?



College and career-readiness involves more than math and English. College readiness has been defined as a complex and multi-dimensional construct that involves content knowledge, learning and critical thinking skills, and practical information (Dr. David Conley).

*In English language art and mathematics*, research has consistently shown that skills needed for success in entry-level courses and the high-skill workplace are equivalent. Common Core State Standards make no distinction between college and career-readiness in English and math.



# Common Core Standards Implementation: Important Roles for Higher Education

Teacher and School Leader Preparation and Professional Development

Clearly Articulated Expectations (Assessments, Course Requirements)

Aligned Curricula (adult, developmental, and general education)

High School Interventions (early college, dual enrollment, etc.)

New Curricular Materials

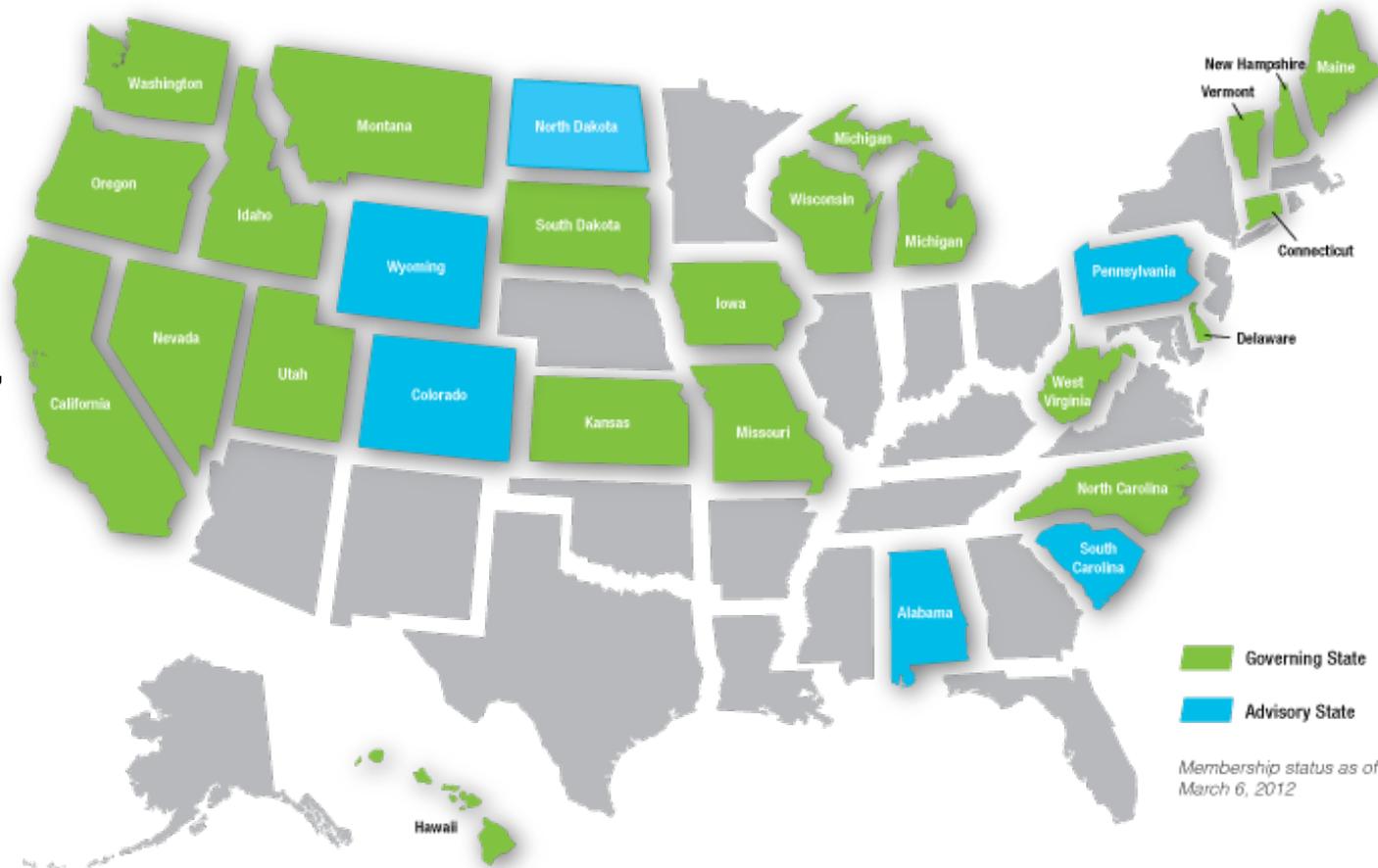
# Smarter Balanced

## And Higher Education



# A National Consortium of States

- 27 states representing 43% of K-12 students
- 21 governing, 6 advisory states
- Washington state is fiscal agent



# The Purpose of the Consortium

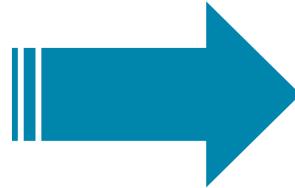
- To develop a **comprehensive and innovative** assessment system for grades 3-8 and high school in English language arts and mathematics aligned to the Common Core State Standards, so that...
- ...students leave high school **prepared for postsecondary success** in college or a career through increased student learning and improved teaching

[The assessments shall be **operational** across Consortium states in the 2014-15 school year]

# State-Led Governance

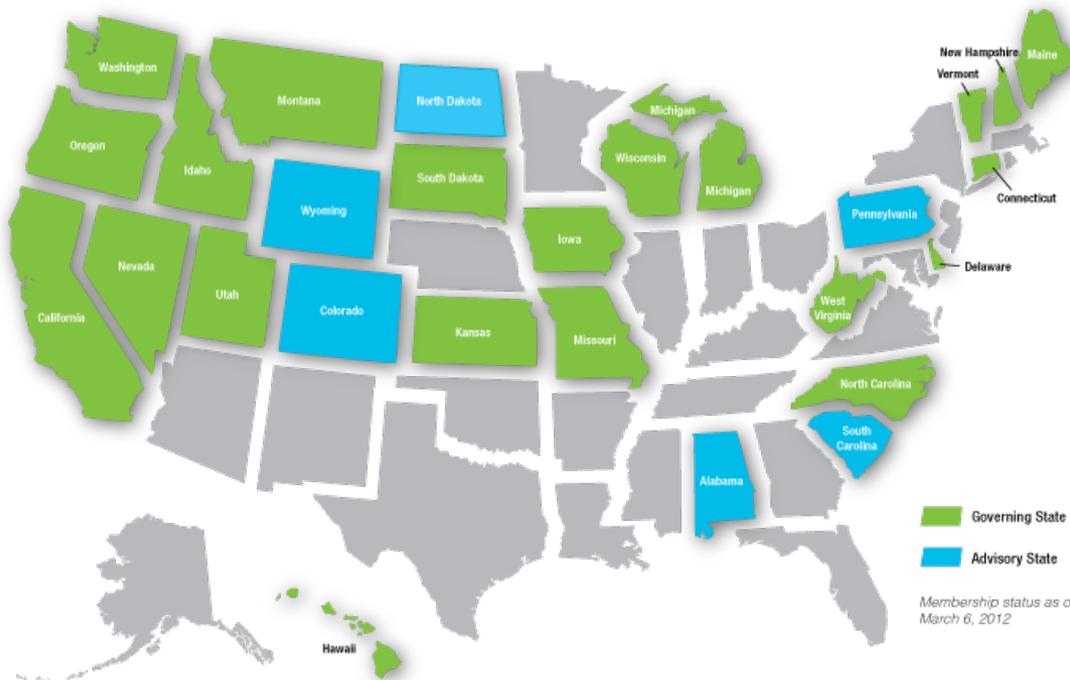
## States Join Consortium as Governing or Advisory State

- Governors
- Education Chiefs
- State Legislatures
- State Boards of Education



## State Representatives Serve on Executive Committee

- 2 elected co-chairs
- 4 representatives elected by governing states
- Lead procurement state (WA)
- 2 higher education reps



Smarter Balanced Staff

WestEd, Project Management Partner

Advisory Committees

# Consortium Work Groups

## Work group engagement of 90 state-level staff:

Each work group:

- Led by co-chairs from governing states
- 6 or more members from advisory or governing states
- 2 higher education members
- 1 liaison 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



# A Balanced Assessment System

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



All students leave high school college and career ready

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

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

# Summative Assessment: Two-pronged Approach

## Computer Adaptive Test

- 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 question types: selected response, short constructed response, extended constructed response, technology enhanced

## Performance Tasks

- Extended projects demonstrate real-world writing and analytical skills
- May include online research, group projects, presentations
- Require 1 to 2 class periods to complete
- Included in both assessments of English language arts and mathematics
- Applicable in all grades being assessed
- Evaluated by teachers using consistent scoring rubrics.

# Benefits of Computer Adaptive Technology

## Faster results

- Turnaround time is significantly reduced

## Shorter test length

- Fewer questions compared to fixed form tests

## Increased precision

- Provides accurate measurements of student growth over time

## Tailored to student ability

- Item difficulty based on student responses

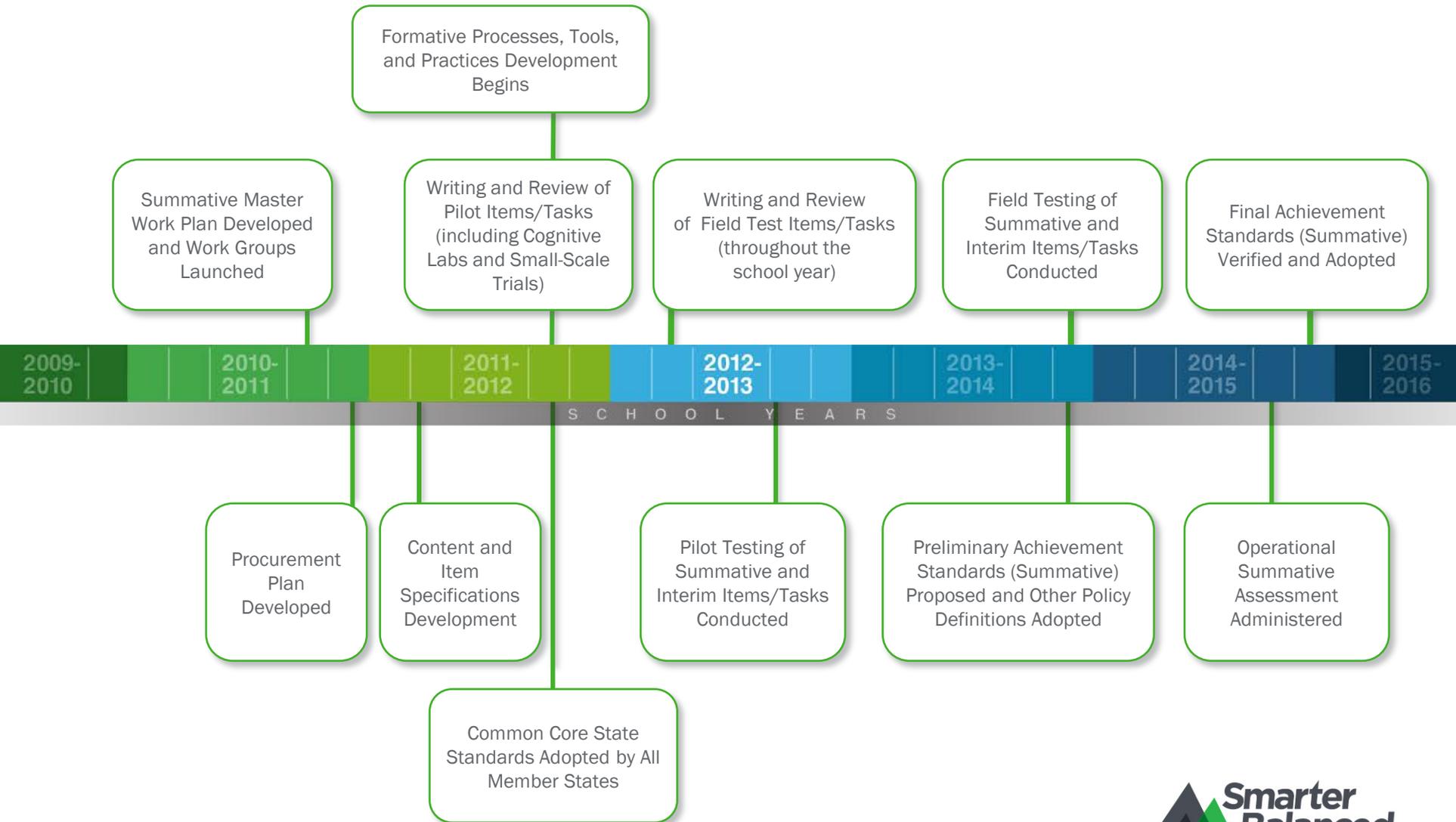
## Greater security

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

## Mature technology

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

# Assessment Development Timeline



# Reaching the Goal: Expectations of Higher Education

## What is Expected

- Participation in assessment design
- Lead role in standard- setting for 11<sup>th</sup> grade assessment
- Agreement on performance standards for placement in most common entry-level, credit-bearing math and English courses (College Algebra and Freshman Composition)

## What is *NOT* Expected

- Use of Smarter Balanced assessment for admission
- Standardization of admission criteria or standards
- Standardization of curricula
- Complete reliance on the Smarter Balanced assessment for placement decisions (other data points and assessments may be used)

# Addressing Higher Education Concerns

## Comparability

- PARCC and Smarter Balanced working together to ensure that proficiency standards and data will be comparable and portable, A joint advisory committee has been formed to advise both consortia on this issue.

## Relevance

- Higher education faculty involved in assessment design to ensure that the assessments are true to Common Core standards and higher education expectations.

## Utility

- Data to support tailored instruction for students not on track to college/career readiness.

## Quality

- Computer adaptive technology and performance tasks.
- Common protocols for item development: accessibility, language/cultural sensitivity, accommodations, etc.

## Stability

- Developing a business plan for post-2014
- Seeking additional funding for ongoing support
- Governing states actively involved in determining future of Smarter Balanced

# Higher Education Engagement Structure

## Higher Education Leads

- State's primary higher education representative
- Communication node for state
- Work with K-12 State Leads, Common Core implementation committees
- One Lead serves on Executive Committee

## Regional Senior Consultants

- Advise regional clusters of states
- Present on Smarter Balanced at key state meetings
- Listen and communicate back issues
- Provide implementation advice

## Director

- Overall coordination and communication
- Identify concerns, work toward resolution
- Represent consortium at national higher education gatherings
- Convene leads regularly by phone, periodically in person

## Advisory Committee

- Advise director on issues and strategy
- Composed of Executive Committee higher education reps, regional senior consultants, and other higher education leaders.

# Find Out More

Smarter Balanced  
can be found online  
at:

[SmarterBalanced.org](http://SmarterBalanced.org)

The screenshot shows the Smarter Balanced Assessment Consortium website. At the top left is the logo, which consists of three overlapping triangles (green, blue, and grey) forming a larger triangle, with the text "Smarter Balanced Assessment Consortium" to its right. To the right of the logo are navigation links: "Home", "Contact Us", and "Member States Login". Below these is a search bar with the placeholder text "What are you looking for?" and a "Search" button. A horizontal navigation menu contains the following items: "ABOUT", "SMARTER BALANCED ASSESSMENTS", "K-12 EDUCATION", "HIGHER EDUCATION", "PARENTS & STUDENTS", and "RESOURCES & EVENTS". The main content area features a large banner with a background image of diverse students. The banner text reads: "Helping States Prepare for New Assessments". Below this, it states: "Smarter Balanced and PARCC are collaborating to develop a Technology Readiness Tool to support states as they transition to online assessments." and includes a "READ MORE" link. Below the banner are two columns of content. The left column is titled "Smarter Balanced Assessment Consortium" and describes the consortium's mission to develop assessments aligned to the Common Core State Standards. The right column is titled "School Years" and lists implementation years from 2009-2010 to 2014-2015, with 2011-2012 highlighted. Below the "School Years" list is a "What's Happening" section for 2011-2012, which mentions the creation of content specifications. At the bottom of the page is the Smarter Balanced Assessment Consortium logo.

**Smarter Balanced Assessment Consortium**  
Smarter Balanced is a state-led consortium developing assessments aligned to the Common Core State Standards in English language arts/literacy and mathematics that are designed to help prepare all students to graduate high school college- and career-ready. [READ MORE](#)

**Latest News**  
**Computer Adaptive Testing Event Now Available**  
This recorded webinar addresses the advantages of adaptive testing and the critical decision points in designing, developing and administering an effective computer adaptive assessment to measure student achievement and growth. [READ MORE](#)

**California's Young Joins Executive Committee**  
Dr. Beverly L. Young, assistant vice chancellor of academic affairs for the California State University System, has been named to the Consortium's Executive Committee. Young is one of two higher education representatives on the nine-member governing body and also serves as a Smarter Balanced higher education lead for California.

**School Years**  
Smarter Balanced assessments will be implemented in the 2014-15 school year. Click below to see what's happening and when.

- 2009-2010
- 2010-2011
- 2011-2012**
  - What's Happening**  
Smarter Balanced is creating content specifications aligned to the Common Core State Standards and test development guidelines and materials. [READ MORE](#)
- 2012-2013
- 2013-2014
- 2014-2015

# Find Out More

Common Core State Standards

[CoreStandards.org](http://CoreStandards.org)

Smarter Balanced Assessment Consortium

[SmarterBalanced.org](http://SmarterBalanced.org)

