Contact Information

**Gail Pagano**, Smarter Balanced K-12 State Lead:  
Gail.Pagano@ct.gov  
860-713-6821

**Joe Di Garbo**, Connecticut Teacher Involvement Coordinator  
and Formative System/Digital Library Lead:  
Joe.Digarbo@ct.gov  
860-713-6863

**Special Populations:**

**Joe Amenta:**  
Joseph.Amenta@ct.gov  
860-713-6855

**Janet Stuck:**  
Janet.Stuck@ct.gov  
860-713-6837
Presentation Outline

- Introductions
- Common Core State Standards
- Overview of the Smarter Balanced Assessment System
- Support for Special Populations
"The world is small now, and we're not just competing with students in our county or across the state. We are competing with the world," said Robert Kosicki, who graduated from a Georgia high school this year after transferring from Connecticut and having to repeat classes because the curriculum was so different. "This is a move away from the time when a student can be punished for the location of his home or the depth of his father's pockets."

Common Core State Standards

- Define the knowledge and skills students need for college and career
- Developed voluntarily and cooperatively by states; more than 40 states have adopted
- Provide clear, consistent standards in English language arts/literacy and mathematics

Source: www.corestandards.org
The Facts about the CCSS

• Standards are not curriculum nor do they tell teachers how to teach

• The Common Core was a state-led effort. The standards were not developed by the federal government

• Teachers and content experts from across the country were involved in the writing and review of the standards
Next Generation Assessments

The U.S. Department of Education has funded two consortia of states with development grants for new assessments aligned to the Common Core State Standards

• Rigorous assessment of progress toward “college and career readiness”
• Common cut scores across all Consortium states
• Provide both achievement and growth information
• Valid, reliable, and fair for all students, except those with “significant cognitive disabilities”
• Administer online
• Use multiple measures
• Operational in 2014-15 school year

Source: Federal Register / Vol. 75, No. 68 / Friday, April 9, 2010 pp. 18171-85
A National Consortium of States

- 26 member states and territories representing 39% of K-12 students
- 23 Governing States, 2 Advisory States, 1 Affiliate Member
- Washington state is fiscal agent
- WestEd provides project management services
Facts Versus Myths

• FACT: All policy decisions about the structure and content of the assessment are made by member states based on input from stakeholders.
• FACT: Smarter Balanced aims for complete transparency.
• FACT: Smarter Balance will adhere to all federal and state privacy laws.
• FACT: Smarter Balanced is developing an assessment system that will provide educators with tools to improve teaching and learning.
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.

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

Teacher resources for formative assessment practices to improve instruction.

How do we get from here...

All students leave high school college and career ready.

...to here?
A Balanced Assessment System

ELA/Literacy and Mathematics, Grades 3-8 and High School

School Year

DIGITAL LIBRARY 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 Assessment for Accountability
- Performance Tasks
  - ELA/literacy
  - Mathematics
- Computer Adaptive Assessment
  - ELA/literacy
  - Mathematics

Re-take option available

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.
Consortium Work Groups

Work group engagement of 100 state-level staff:

Each work group:
• Led by co-chairs from governing states
• 8 or more members from advisory or governing states and 3-4 higher education representatives
• 1-2 liaisons 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

1. Formative Assessment Practices/Transition to Common Core State Standards
2. Item Development/Performance Tasks
3. Technology Approach/Reporting
4. Test Administration/Student Access
5. Validation and Psychometrics/Test Design
Evidence-Centered Design

Modern Approach to Designing Items and Tasks

Traditional Item Development versus Evidence-Centered Design
Evidence-Centered Design
Modern Approach to Designing Items and Tasks

Keys to Evidence-Centered Design

- Claims
- Assessment Targets
- Task Models
- Evidence
Traditional Approach to Item Development

1.2.1 Apply reference skills to determine word meanings.
1.2.2 **Apply vocabulary strategies in grade level text.**
1.3.1 Understand and apply new vocabulary.
1.3.2 **Understand and apply content/academic vocabulary.**
1.4.1 Know common sight words appropriate to grade-level.
1.4.2 Apply fluency to enhance comprehension.
1.4.3 Apply different reading rates to match text.
2.1.1 Understand how to use questioning when reading.
2.1.2 Understand how to create mental imagery.
2.1.3 **Understand and determine important or main ideas and important details in text.**
2.1.4 Apply comprehension monitoring strategies before, during, and after reading: use prior knowledge/schema.
2.1.5 **Apply comprehension monitoring strategies before, during, and after reading: predict and infer.**
2.1.6 Apply comprehension monitoring strategies before, during, and after reading: monitor for meaning, create mental images.
2.1.7 **Apply comprehension monitoring strategies during and after reading: summarize informational/expository text and literary/narrative text.**
Traditional Approach to Item Development

1.2.2

1.3.2

2.1.3

2.1.5

2.1.7
## 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
- Includes a variety of response types

### Performance Tasks
- Extended tasks demonstrate real-world writing and analytical skills
- May include online research and group discussions
- Require 1-2 class periods to complete
- Included in both interim and summative assessments
- Applicable in all grades being assessed
- Evaluated by using consistent scoring rubrics
### Using Computer Adaptive Technology for Summative and Interim Assessments

<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased precision</td>
<td>• Provides accurate measurements of student growth over time</td>
</tr>
<tr>
<td>Tailored for Each Student</td>
<td>• Item difficulty based on student responses</td>
</tr>
<tr>
<td>Increased Security</td>
<td>• Larger item banks mean that not all students receive the same questions</td>
</tr>
<tr>
<td>Shorter Test Length</td>
<td>• Fewer questions compared to fixed form tests</td>
</tr>
<tr>
<td>Faster Results</td>
<td>• Turnaround time is significantly reduced</td>
</tr>
<tr>
<td>Mature Technology</td>
<td>• GMAT, GRE, COMPASS (ACT), Measures of Academic Progress (MAP)</td>
</tr>
</tbody>
</table>

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*Smarter Balanced Assessment Consortium*
Smarter Balanced Response Types

- MC with one correct response
- MC with multiple correct responses
- Two Part multiple-choice
- Matching Tables
- Yes/No or True/False Tables
- Fill-in Tables
- Select or order text or graphics
- Complex drag and drop
- Graphing
- Equation or numeric response
- Short Text
- Long Essay

Selected Response

Constructed Response
# Claims for the Mathematics Summative Assessment

<table>
<thead>
<tr>
<th>Overall Claim for Grades 3-8</th>
<th>“Students can demonstrate <strong>progress toward</strong> college and career readiness in mathematics.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Claim for Grade 11</td>
<td>“Students can demonstrate college and career readiness in mathematics.”</td>
</tr>
<tr>
<td>Claim #1 - Concepts &amp; Procedures</td>
<td>“Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.”</td>
</tr>
<tr>
<td>Claim #2 - Problem Solving</td>
<td>“Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies.”</td>
</tr>
<tr>
<td>Claim #3 - Communicating Reasoning</td>
<td>“Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.”</td>
</tr>
<tr>
<td>Claim #4 - Modeling and Data Analysis</td>
<td>“Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.”</td>
</tr>
</tbody>
</table>

[Smarter Balanced Assessment Consortium logo]
# Claims for the ELA/Literacy Summative Assessment

<table>
<thead>
<tr>
<th>Claim #1 - Reading</th>
<th>“Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claim #2 - Writing</td>
<td>“Students can produce effective and well-grounded writing for a range of purposes and audiences.”</td>
</tr>
<tr>
<td>Claim #3 - Listening</td>
<td>“Students can employ effective listening skills for a range of purposes and audiences.”</td>
</tr>
<tr>
<td>Claim #4 - Research/Inquiry</td>
<td>“Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.”</td>
</tr>
</tbody>
</table>

- **Overall Claim for Grades 3-8**: “Students can demonstrate progress toward college and career readiness in English Language Arts and Literacy.”
- **Overall Claim for Grade 11**: “Students can demonstrate college and career readiness in English language arts and literacy.”

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*Smarter Balanced Assessment Consortium*
## Interim Assessments

**Computer Adaptive and Performance Tasks**

- 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 response types**
- Aligned to and reported on **the same scale as the summative assessments**
- **Fully accessible** for instruction and professional development
Smarter Balanced

Formative Assessment
Smarter Balanced Digital Library

What is the purpose of the Digital Library?

The Digital Library will expand and support teacher knowledge of the formative process.
## Resources in the Digital Library

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

[Logo: Balanced Assessment Consortium]
Resources in the Digital Library

- Assessment Literacy Modules
- Exemplar Instructional Modules
- Education Resources

- Not an assessment bank
- Not an item bank
- 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 where any resource can automatically be posted; all resources must be vetted through the Quality Criteria
Formative assessment is a deliberate process used by teachers and students during instruction that provides actionable feedback that is used to adjust ongoing teaching and learning strategies to improve students’ self-assessment, reflection and attainment of curricular learning targets/goals.
Key Features of Formative Assessment

• This is a process, not a “thing”
• It is used by both teachers and students
• Formative-assessment practices occur during instruction (literally)
• It provides immediate assessment-based feedback to teachers and students
• The function of this feedback is to help teachers and students make immediate adjustments that will improve students’ achievement of the intended learning.
Four Attributes

The formative assessment process attributes are:

- Clarify Intended Learning
- Elicit Evidence
- Act on Evidence
- Interpret Evidence
Field Test and Operational

The Facts
## The Facts
### Field Test vs. Live Summative Test

<table>
<thead>
<tr>
<th></th>
<th>Field Test 2014</th>
<th>Live Test 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Adaptive</td>
<td>No*</td>
<td>Yes</td>
</tr>
<tr>
<td>Administered</td>
<td>March 18 – June 6*</td>
<td>Last 12 weeks</td>
</tr>
<tr>
<td>Content Areas</td>
<td>Mathematics and English Language Arts</td>
<td>Mathematics and English Language Arts</td>
</tr>
<tr>
<td>Grades Assessed</td>
<td>Grades 3 – 8 &amp; 11</td>
<td>Grades 3 – 8 &amp; 11</td>
</tr>
<tr>
<td></td>
<td>Grades 9 &amp; 10</td>
<td></td>
</tr>
<tr>
<td>Where Administered</td>
<td>Computer Only</td>
<td>Computer Paper-Pencil Option*</td>
</tr>
<tr>
<td>Administration Training</td>
<td>Yes – 10 web-based modules</td>
<td>Yes</td>
</tr>
<tr>
<td>Coordinator Manual and Administrator Manual</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
## Summative Assessments

### APPROXIMATE Testing Times

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Grades</th>
<th>Computer Required</th>
<th>In-Class Activity</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>CAT</td>
<td>PT Only</td>
<td>Total</td>
</tr>
<tr>
<td>English language arts/Literacy</td>
<td>3-5</td>
<td>1:30</td>
<td>2:00</td>
<td>3:30</td>
</tr>
<tr>
<td></td>
<td>6-8</td>
<td>1:30</td>
<td>2:00</td>
<td>3:30</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>2:00</td>
<td>2:00</td>
<td>4:00</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3-5</td>
<td>1:30</td>
<td>1:00</td>
<td>2:30</td>
</tr>
<tr>
<td></td>
<td>6-8</td>
<td>2:00</td>
<td>1:00</td>
<td>3:00</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>2:00</td>
<td>1:30</td>
<td>3:30</td>
</tr>
<tr>
<td>Combined</td>
<td>3-5</td>
<td>3:00</td>
<td>3:00</td>
<td>6:00</td>
</tr>
<tr>
<td></td>
<td>6-8</td>
<td>3:30</td>
<td>3:00</td>
<td>6:30</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>4:00</td>
<td>3:30</td>
<td>7:30</td>
</tr>
</tbody>
</table>

The test duration estimates described above are applicable to most students. However, Smarter Balanced assessments are not timed tests. Some students may need more time while others may need less time to complete the assessment.
Purpose of the Practice Tests

Online Practice Tests in Grades 3 - 8 and 11 in English language arts/literacy and mathematics:

• Provide an opportunity for teachers, students, parents, and other stakeholders to experience the features of online testing.

• Gain insight into how Smarter Balanced will assess students’ mastery of the Common Core.
Important Limitations

The Practice Tests provide a preview of the Smarter Balanced assessments, but they do not encompass the full range of content that students will encounter on the spring 2014 Field Test or on the operational assessments, and should not be used to guide instructional decisions.
Smarter Balanced
Support for Special Populations
Usability, Accessibility, and Accommodations Guidelines

- Outlines three categories of resources to ensure that the assessments meet the needs of all students including those with visual, auditory, linguistic, or physical needs.
- Distinguishes between embedded tools included in the testing platform and non-embedded tools.
- Accommodations will be available to students with a documented need noted in an Individualized Education Program (IEP) or 504 plan. These tools include Braille and closed captioning, among others.
Universal Accessibility Tools: **Available to ALL students**

**Embedded**
- Breaks
- Calculator
- Digital Notepad
- English Dictionary
- English Glossary
- Expanded Passages
- Global Notes
- Highlighter
- Keyboard Navigation
- Mark for Review
- Math Tools
- Spell-Check
- Strikethrough
- Writing Tools
- Zoom

**Non-Embedded**
- Breaks
- English Dictionary
- Scratch Paper
- Thesaurus

**Designated Supports:** **Available to ANY student with a need determined by educators**

**Embedded**
- Color Contrast
- Masking
- Text-to-Speech - *NOT ELA Passages*
- *Translated Test Directions - Math*
- *Translations - Math (Glossary)*
- *Translations - Math (Stacked)*
- Turn off any universal accessibility tool

**Non-Embedded**
- *Bilingual Dictionary*
- Color Contrast
- Color Overlay
- Magnification
- Read Aloud - *NOT ELA Passages*
- Separate Setting
- Translation - Math (Glossary)

**Documented Accommodations:** **Available to students with an IEP or 504 Plan**

**Embedded**
- American Sign Language
- Braille
- Closed Captioning
- Text-to-Speech (ELA)

**Non-Embedded**
- Abacus
- Alternate Response Options
- Calculator
- Multiplication Table
- # Print on Demand
- # Read Aloud - ELA passages
- # Scribe
- Speech-to-Text

**Paper-based format including braille booklets - NOT available for 2014 field test**

**Enter in TIDE**

**EL-ONLY**

# Requires Petition for Approval of Special Documented Accommodations

12/30/13
Connecticut’s New Alternate Assessment

National Center and State Collaborative

www.ncscpartners.org/
Find out More
www.SmarterBalanced.org
By the 2014 - 2015 school year, the Smarter Balanced Assessment Consortium will develop a system of assessments for English language arts/literacy and mathematics for Grades 3-8 and 11 aligned to Common Core State Standards. The assessment system will include:

- A computer adaptive summative assessment administered during the last 12 weeks of the school year. This assessment can be used to describe student achievement and growth of student learning as part of program evaluation and school, district, and state accountability systems.
- Optional computer adaptive interim assessments administered at locally determined intervals. These assessments provide information about student progress throughout the year.
- Formative tools and resources that help teachers differentiate instruction and meet the unique needs of each student.
- An online tailored reporting system that provides access information about student progress toward college and career readiness.

To learn more, download a one-page overview of the Consortium. Additional resources and frequently asked questions are available on the Smarter Balanced Web site, which showcases the progress toward the development of the balanced assessment system.

Connecticut, as a governing state in Smarter Balanced, is taking an active role in the consortium through representation on several workgroups.
