Begin with the End in Mind:
Next Generation Assessments
Susan Gendron
Policy Coordinator
Connecticut Assessment Forum
August 15, 2011

The Challenge
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

...and what can an assessment system do to help?
Historical Development of the SMARTER Balanced Assessment Consortium

- Computer Adaptive
- Formative Capacity
- Integrated System
The Purpose of the Consortium

- To develop a set of comprehensive and innovative assessments for grades 3-8 and high school in English language arts and mathematics aligned to the Common Core State Standards
- 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

29 Member States
## A 29-State Consortium

<table>
<thead>
<tr>
<th>19 Governing States</th>
<th>10 Advisory States</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA, CT, HI, IA, ID, KS, ME, MI, MO, MT, NC, NH, NV, OR, UT, VT, WA, WI, WV</td>
<td>AL, CO, DE, KY, ND, OH, PA, SC, SD, WY</td>
</tr>
</tbody>
</table>

**Total Number of States = 29**

**Fiscal Agent: Washington State**

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## Organization Chart

### Member States

| Education Chiefs, Governors, State Boards of Education, State Legislatures (in alphabetical order) |
| Governing States (Voting Members) | Advisory States (Non-Voting Members) |

### Executive Committee

- Elected Co-Chairs
- Unpaid Representatives from Governing States
- Lead Procurement State
- IHE Representatives
- Non-Voting Members
- Work Groups
- Project Management Partner*
- Service Provider
- Executive Director*
- Public Coordinator
- Sector Research Advisor

### Advisory Partners

- Technical Advisory Committee
- Partners Representing:
  - Students with Disabilities
  - English Language Learners
  - Special Populations
  - Institutions of Higher Education
  - Technology
  - Career/Industry/Workforce Preparation
  - Educational Professional Organizations
  - Non-Governmental Organizations

*Under contract with Lead Procurement State

Refer to www.nfta.org/SMARTER for the detailed governance structure.
Consortium Governance

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-Chairs</td>
<td>Judy Park (UT)</td>
</tr>
<tr>
<td></td>
<td>Carissa Miller (ID)</td>
</tr>
<tr>
<td>Executive Director</td>
<td>Joe Willhoft</td>
</tr>
<tr>
<td>Chief Operating Officer</td>
<td>Tony Alpert</td>
</tr>
<tr>
<td>Executive Committee</td>
<td>Dan Hupp (ME); Joseph Martineau (MD); Lynette Russell (WI); Mike Middleton (WA); Charles Lenth (Higher Education Representative)</td>
</tr>
<tr>
<td>Project Management Partner</td>
<td>WestEd</td>
</tr>
<tr>
<td>Policy Coordinator</td>
<td>Sue Gendron</td>
</tr>
<tr>
<td>Senior Research Advisor</td>
<td>Linda Darling-Hammond</td>
</tr>
</tbody>
</table>

Consortium Work Groups

Consortium has established 10 work groups

Work group engagement of 80 state-level staff:

- Each work group: 2 co-chairs and 6 members from states; 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
Work Groups

1. Transition to Common Core State Standards
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

Technical Advisory Committee

Jamal Abedi University of California, Davis
Randy Bennett Educational Testing Service
Derek Briggs University of Colorado at Boulder
Greg Cizek University of North Carolina
David Conley University of Oregon
Linda Darling-Hammond Stanford University
Brian Gong National Center for the Improvement of Educational Assessment
Ed Haertel Stanford University
Joan Herman University of California, Los Angeles and CRESST
Jim Pellegrino University of Illinois at Chicago
W. James Popham University of California, Los Angeles
Joseph M. Ryan Arizona State University
Martha Thurlow University of Minnesota and NCEO
Institution of Higher Education (IHE) Partners

- IHE partners
  - Include 169 public and 13 private institutions and systems of Higher Education
  - represent nearly 73% of the total number of direct matriculation students across all SMARTER Balanced States
- IHE representatives and/or postsecondary faculty may serve on:
  - Executive Committee
  - Assessment scoring and item review committees
  - Standard-setting committees

Assessment System Overview
Theory of Action

A model of verifiable accomplishments/milestones, leading to the desired outcome
- Accomplishments/milestones are interdependent
- The theory of action is closely linked to the validation argument for the assessment system

Seven Principles Underlying the Theory of Action

- An integrated system
- Evidence of student performance
- Teacher involvement
- State-led with transparent governance
- Continuously improve teaching and learning
- Useful information on multiple measures
- Adheres to established professional standards
Assessment System Components

Assessment system that balances summative, interim, and formative components for ELA and mathematics:

- **Summative Assessment (Computer Adaptive)**
  - 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
  - Selected response, short constructed response, extended constructed response, technology enhanced, and performance tasks

- **Interim Assessment (Computer Adaptive)**
  - Optional comprehensive and content-cluster assessment
  - Learning progressions
  - Available for administration throughout the year
  - Selected response, short constructed response, extended constructed response, technology enhanced, and performance tasks

- **Formative Processes and Tools**
  - Optional resources for improving instructional learning
  - Assessment literacy
Assessment System Components

- **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

Summative Assessments

- **Summative assessments** using online computer adaptive technologies
  - The accountability component
  - Adaptive testing...
    - A way to select items for students
    - Highly individualized
    - Accurate measurement across the performance scale
    - Very efficient – less testing time needed
  - Reports current achievement and growth across time
  - Multiple item types
  - Two performance tasks per year per content area
  - Students may take twice a year; results in two weeks
Assessment System Components

- **Adaptive summative assessments** benchmarked to college & career readiness
- All students leave high school college and career ready
- **Adaptive interim assessments** that are flexible and open providing actionable feedback

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

Interim Assessments

Optional **interim assessments** using online adaptive technology
- Non-secure and fully accessible
- Timing and content are customizable
- On same scale as the summative assessments
- Includes performance tasks
- Clear examples of the expected performance
- Helps identify specific needs
- Teachers included in item and task design and scoring
Assessment System Components

- 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
- All students leave high school college and career ready
- Adaptive interim assessments that are flexible and open providing actionable feedback

Formative Tools and Practices

Optional Web-based formative resources
- Online resources for...
  - Aligning instruction to CCSS
  - Classroom evidence of student learning
  - Formative assessment guides
- Training in item and task development, creating scoring guides/rubrics
- Best-practice support through online learning modules
- Comprehensive information portal...
  - Access to information about student progress
  - Student performance history
Adaptive summative assessments benchmarked to college & career readiness

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

Teachers can access formative tools and practices to improve instruction

All students leave high school college and career ready

Adaptive interim assessments that are flexible and open providing actionable feedback

Responsible Flexibility

Formative Processes and Tools
Interim Assessments
Summative Achievement
Summative Growth

Flexibility  Standardization

Balance
Federal Assessment 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

Sample Assessments
Common Core Standards
English Language Arts
Appendix B
Students (with prompting and support from the teacher) read “Garden Helpers” in National Geographic Young Explorers and demonstrate their understanding of the main idea of the text—not all bugs are bad—by retelling key details. [RI.K.2]

Source: CCSS ELA Appendix B

Students locate key facts or information in Claire Llewellyn’s Earthworms by using various text features (headings, table of contents, glossary) found in the text. [RI.1.5]

Source: CCSS ELA Appendix B
Students explain how the main idea that Lincoln had “many faces” in Russell Freedman’s Lincoln: A Photo biography is supported by key details in the text. [RI.3.2]

Source: CCSS ELA Appendix B

Students explain how Melvin Berger uses reasons and evidence in his book Discovering Mars: The Amazing Story of the Red Planet to support particular points regarding the topology of the planet. [RI.4.8]

Source: CCSS ELA Appendix B
Students compare and contrast Laurence Yep’s fictional portrayal of Chinese immigrants in turn-of-the-twentieth-century San Francisco in *Dragonwings* to historical accounts of the same period (using materials detailing the 1906 San Francisco earthquake) in order to glean a deeper understanding of how authors use or alter historical sources to create a sense of time and place as well as make fictional characters lifelike and real. [RL.7.9]

Source: CCSS ELA Appendix B

Students evaluate Jim Murphy’s *The Great Fire* to identify which aspects of the text (e.g., loaded language and the inclusion of particular facts) reveal his purpose; presenting Chicago as a city that was “ready to burn.” [RH.6–8.6]

Source: CCSS ELA Appendix B
Students analyze in detail the theme of relationships between mothers and daughters and how that theme develops over the course of Amy Tan’s The Joy Luck Club. Students search the text for specific details that show how the theme emerges and how it is shaped and refined over the course of the novel. [RL.9–10.2]

Source: CCSS ELA Appendix B
Fifteen students watched a movie and rated the movie on a scale of 1 (very bad movie) to 20 (very good movie). Their ratings are shown in the table.

a. Using the data in the table, complete the box-and-whisker plot by adding the upper quartile, the lower quartile, and the median. A box will be formed with the three points indicated. You will be able to adjust the box once created if needed.

b. The teacher gave the movie a rating of 8. The teacher’s rating was added to the ratings of the 15 students. Explain how the addition of the teacher’s rating will affect the:

- minimum
- maximum
- upper quartile
- lower quartile
- median

Enter response here
Gas Bills, Heating Degree Days, and Energy Efficiency

Here is a typical story about an Ohio family concerned with saving money and energy by better insulating their house.

Kevin and Shana Johnson's mother was surprised by some very high gas heating bills during the winter months of 2007. To improve the energy efficiency of her house, Ms. Johnson found a contractor who installed new insulation and sealed some of her windows. She charged her $600 for this work and told her it was pretty sure that her gas bills would go down by "at least 10 percent each year." Since she had spent nearly $1,500 to keep her house warm the previous winter, she expected her investment would conserve enough energy to save at least $150 each winter (10% of $1,500) on her gas bills.

Ms. Johnson's gas bill in January 2007 was $240. When she got the bill for January 2006, she was stunned that the new bill was $215. If the new insulation was going to save only $5 each month, it was going to take a very long time to earn back the $600 she had spent. So she called the insulation contractor to see if she had an explanation for what might have gone wrong. The contractor pointed out that the month of January had been very cold this year and that the costs had gone up from last year. He said her bill was probably at least 10% less than it would have been without the new insulation and window sealing.

Ms. Johnson compared her January bill from 2006 to her January bill from 2007. She found out that she had used 200 units of heat in January of 2007 and was charged $31.25 per unit (total = $325) because gas prices were higher in 2007. She found out the average temperature in Ohio in January 2007 had been 2.9 degrees, and in January 2008, the average temperature was more than 4 degrees colder, 28.7 degrees. Ms. Johnson realized she was doing well to have used less energy (188 units versus 200 units), especially in a month when it had been colder than the previous year.

Since she used gas for heating only, Ms. Johnson wanted a better estimate of the savings due to the additional insulation and window sealing. She asked Kevin and Shana to look into whether the "heating degree days" listed on the bill might provide some insight.

(continued)

a. Assess the cost-effectiveness of Ms. Johnson's new insulation and window sealing. You will need to research on "heating degree days" on the internet. In your response, you must do the following:

- Explain Ms. Johnson's savings after the insulation and sealing.
- Identify circumstances under which Ms. Johnson's January 2008 gas bill would have been at least 10% less than her January 2007 bill.
- Decide if the insulation and sealing work on Ms. Johnson's house was cost-effective and provide evidence for this decision.

Enter response here

Submit

(continued)
b. Create a short pamphlet for gas company customers to guide them in making decisions about increasing the energy efficiency of their homes. The pamphlet must do the following:

- List the quantities that customers need to consider in assessing the cost-effectiveness of energy efficiency measures.
- Generalize the method of comparison used for Ms. Johnson's gas bills with a set of formulas, and provide an explanation of the formulas.
- Explain to gas customers how to weigh the cost of energy efficiency measures with savings on their gas bills.

When you have completed your pamphlet, upload it using the button below.

Select a file... Submit

Performance Event drawn from the Ohio Performance Assessment Project.
A spinner has 10 sections of equal size. Each section on the spinner is labeled with one letter (A, B, C, or D). The arrow on the spinner was spun 40 times. The results of the spins are recorded in the table below.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Number of Spins</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>8</td>
</tr>
<tr>
<td>B</td>
<td>12</td>
</tr>
<tr>
<td>C</td>
<td>4</td>
</tr>
<tr>
<td>D</td>
<td>16</td>
</tr>
</tbody>
</table>

Based on the data in the table, complete the spinner below to show the number of sections that are most likely labeled with each letter. Click on the letter you want to select. Then click where you would like to place the letter on the spinner.

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The spinner below is divided into six equal sections. Each section is marked with a number from 1 to 6.

a. The theoretical probability of spinning each number is $\frac{1}{6}$. Based on this probability, how many times should each number occur in 30 spins?

Enter response here  
Submit

(continued)
Sample Item - Technology Enhanced

You will now conduct an experiment by spinning the spinner 20 times. Use the spinner below to conduct the experiment.

Use the spin button to run each trial, then tabulates the results on your scratch paper.

b. Create a frequency table in the template below that shows the results of the spins. Provide appropriate labels for the table.

(continued)

Sample Item - Extended Performance Event

Americans Dreaming

We are shaped by the stories we are told and that we tell. One of the most powerful and longstanding stories in the United States of America is one about how, with determination, grit, and maybe a bit of luck, a person can become anything he or she wants to be. This is the legend of the American dream. This idea—and the criticism of it—is a mainstay of American writing and media. Writers, filmmakers, reporters, and others have long been fascinated by the dream of a land where everything is possible.

Evidence of this fascination can be found in the countless stories Americans have produced—whether in private, in print, or in public media. Our lives are wallpapered with the accounts of American dreams—in the making, remembered, and romanticized, or broken.

There are two major parts in this performance assessment. In the first part, you will be asked to complete a task in which you synthesize the various perspectives on the American dream you have encountered in high school and elsewhere. Your analyses of these texts and the work you do to select, arrange, and understand the different perspectives each offers are important work in and of themselves, but they also prepare the way for the inclusion of an additional voice—your own. In the second part of the assessment, you will have the chance to offer your own perspective on the American dream by crafting a text of your own about an American dreamer you know.

The parts of this performance assessment are sequenced in a certain order. Be sure to complete them in order because the work you do in the first parts will help you with the later portions of the assessment. The chart on the next page shows what you will be expected to do and submit at the end of this assessment. The specific prompts for each of the tasks are found in the pages that follow.

(continued)
## Sample Item - Extended Performance Event

### Task Overview

<table>
<thead>
<tr>
<th>Task</th>
<th>What You Will Do</th>
<th>What to Submit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1</td>
<td>Select 3-5 texts that you will focus on for your anthology, “Perspectives on the American Dream.” Make notes on each text.</td>
<td>• one page of notes on each selected text saved electronically</td>
</tr>
<tr>
<td>Part 2</td>
<td>Synthesize the various perspectives on the American dream represented in your selection of texts.</td>
<td>• 1,000 word typed essay saved electronically</td>
</tr>
<tr>
<td>Part 3</td>
<td>Conduct research on an individual to create an original profile of an American dreamer. You may choose someone you know personally or someone that you can learn about through research.</td>
<td>• 750-1,000 word typed essay saved electronically</td>
</tr>
<tr>
<td>Part 4</td>
<td>Write a reflective essay on what you learned from completing the performance assessment.</td>
<td>• 250-500 word typed commentary</td>
</tr>
</tbody>
</table>

**Note:** Word count limits are guidelines and not strict requirements.

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### 1. Perspectives on the American Dream

At this point in your career as a reader and writer, you already know a lot about what other people say for and against the American dream. In this task you will have an opportunity to take stock of and reflect on that learning—to gather texts you’ve read previously that grapple with the theme and to notice the arguments different authors make about whether the American dream is a driving force or an illusion.

Your teacher will lead a whole class brainstorm to list several texts you have read in high school English or that you have encountered elsewhere that touch on the idea of the American dream. These texts may be fiction or nonfiction, print or other media such as film. The aim is to gather a group of texts, each of which makes an argument about the American dream (i.e., where people’s lives are shaped by their belief in, pursuit of, or disappointment in searching for that dream).

**Part 1. Select three to five texts dealing with the American dream for the following task.** The selected texts must represent at least two different perspectives and must include at least two different types of text (e.g., print text, visual media, audio media, multi-media, digital media). At least two texts must be print (written) texts (or a form of text with written versions of the text, for example, a transcript, script, or lyrics).

(continued)
For EACH of the texts you choose, make notes in response to the following questions:

- What message or perspective about the American dream is conveyed in the text?
- What methods are used to convey this perspective? How effective are these methods in persuading/appellling to the audience?
- What are the conditions in the world (historical/cultural) in which this text was produced? How does this knowledge help you understand the text? (You may need to do some research to obtain this information.)
- How credible (believable) is this perspective on the American dream?

In your notes, please refer to specific examples from the texts to support your observations. These notes will be submitted to your teacher to be scored as part of this performance event.

You should develop one page of notes per task that can be saved electronically.

You may work in small groups to study and discuss a common set of texts, but you must complete the written portions of the task individually.

(continued)

Possible texts may include (not required):

- The Adventures of Huckleberry Finn — Mark Twain
- Sister Carrie — Theodore Dreiser
- The House of Mirth — Edith Wharton
- The Great Gatsby — F. Scott Fitzgerald
- Beloved — Toni Morrison
- How the Grinch Stole Christmas — Dr. Seuss
- The House on Mango Street — Sandra Cisneros
- A Raisin in the Sun play — Lorraine Hansberry
- "I Have a Dream" speech — Martin Luther King, Jr.
- "A Dream Deferred" poem — Langston Hughes
- "In America" film (2003) — Spike Lee
- "American Land" song — Bruce Springsteen
- Photography of Walker Evans, Dorothea Lange, James VanDerZee

(continued)
Part 2. Synthesizing: "Perspectives on the American Dream" Anthology Project

Imagine that you are editing an anthology for 11–12th graders entitled, "Perspectives on the American Dream." Your job is to prepare the introduction to this anthology. In your introduction, please do the following things:

a) Include the 3-5 texts that you selected in Part 1 of the task and decide how to arrange them in order.

b) Identify and analyze the varied perspectives on the American dream represented in the texts you selected, including the methods used by each text to convey a perspective.

c) Compare/contrast and draw connections across the messages about the American dream found in each text (or, perhaps in the case of poems and photographs, the set of texts).

d) Evaluate and draw conclusions about varied perspectives on the American dream represented in your anthology to convey your own perspective on these texts.

e) Propose a set of questions to focus readers as they consider the perspectives represented in these texts.

As editor of this anthology, you have the opportunity to put forth your own perspective on the American dream as well as to introduce the perspectives on the American dream represented within and across the texts you select. Your introduction should be clear, to the point, and engaging. This work should be typed and saved electronically.

II. Profiling an American Dreamer Task

In the first part of this performance assessment, you synthesized different perspectives on the idea of the American dream. During that work, you paid careful attention to the arguments others have made about the productivity or legitimacy of this idea and, in doing so, you "sampled" an ongoing conversation about the American dream idea, a discussion that has been going on for a long time. This task, Profiling an American Dreamer, is designed to give you a chance to become more than a careful observer of this conversation—it is intended to give you a chance to "deal in," to craft a profile of your own in which you too can weigh in on questions about "the productivity and legitimacy of the American dream." In this task, you will write a profile about a living American dreamer. You may choose someone you know personally or someone that you can learn about through research.

You may work in small groups to conduct your interviews or research on the person you will profile, but you must compose the profile individually. You may also collaborate with other students to revise and refine your writing (e.g., through writer's workshop).

Part 3. Profiling an American Dreamer

As a result of your work in Part 1, you are more aware of the perspectives people have on the idea of the American dream. In this assessment task, you will have the chance to provide an additional perspective on the idea of the American dream, as you compose a profile of an American dreamer you know.

Writing the Profile: Write a profile about a living American dreamer. In your profile, aim to represent or record some aspect of that person and his or her experience that communicates a perspective on the nature or legitimacy of the American dream. You should conduct a range of research activities as you work on this project. The results of this research—photographs, the results of interviews and observations, and/or secondary text work—could all be a part of your final product. If you use published sources, please cite your sources and include a References page that indicates where to find texts that were retrieved from the Internet.

Essays like Dan Barry’s "At an Age for Music and Dreams" (New York Times, April 15, 2009, accessed at http://www.nytimes.com/2009/04/15/weekinreview/article.html) can give you ideas for how your project might eventually look. At the end of your work you should aim to have a 750-1,000 word typed profile that will be submitted electronically.
Appendix A3-4: Reporting Characteristics by Assessment Type

<table>
<thead>
<tr>
<th>ASSESSMENT TYPE</th>
<th>ASSESSMENT PURPOSE</th>
<th>REPORTING CHARACTERISTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative Assessment:</td>
<td>Primary Purpose:</td>
<td>Rapid results (2 weeks for adaptive portion)</td>
</tr>
<tr>
<td>Grade 3-8</td>
<td>Accountability</td>
<td>Data-mining customizable</td>
</tr>
<tr>
<td></td>
<td>Instructional effectiveness</td>
<td>Static AYP configurations</td>
</tr>
<tr>
<td></td>
<td>Secondary Purpose:</td>
<td>Longitudinal</td>
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<tr>
<td></td>
<td>College- and career-readiness tracking</td>
<td>o Growth measures</td>
</tr>
<tr>
<td></td>
<td>Indicators of CCSS acquisition</td>
<td>o Previous performance</td>
</tr>
<tr>
<td></td>
<td>o Criterion, grade level, acquisition</td>
<td>o Credential-based access</td>
</tr>
<tr>
<td></td>
<td>o Growth</td>
<td></td>
</tr>
<tr>
<td>Interior/Benchmark:</td>
<td>Primary Purpose:</td>
<td>Unit-level reporting</td>
</tr>
<tr>
<td>All grades</td>
<td>Unit-level acquisition</td>
<td>Real-time result (adaptive portion)</td>
</tr>
<tr>
<td></td>
<td>o Overall unit acquisition</td>
<td>Data-mining customizable</td>
</tr>
<tr>
<td></td>
<td>o Depth of understanding</td>
<td>Rich learning progression display</td>
</tr>
<tr>
<td></td>
<td>o “On-task” determination for college- and</td>
<td>Directly linked formative materials</td>
</tr>
<tr>
<td></td>
<td>career readiness</td>
<td>Longitudinal</td>
</tr>
<tr>
<td></td>
<td>Secondary Purpose:</td>
<td>o Growth measures</td>
</tr>
<tr>
<td></td>
<td>Learning progression status</td>
<td>o Previous performance</td>
</tr>
<tr>
<td></td>
<td>o “Early warning” of need for remediation</td>
<td>o Credential-based access</td>
</tr>
<tr>
<td></td>
<td>o Targeted instruction to “next step” in progress</td>
<td></td>
</tr>
</tbody>
</table>

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
Key Features: Tailored, Online Reporting

- 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)

The System

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

*Time windows may be adjusted based on results from the research agenda and final implementation decisions.*

Source: [http://www.ets.org](http://www.ets.org)
Achieving College Readiness

- Allows students to **enter college having met clear, common standards**
- **Interim assessments** provide students, teachers, and parents with detailed, actionable information about knowledge and skills needed for college entry and success
- Students enrolled in IHEs and IHE systems will be able to be **exempt from remedial courses** if they have met the Consortium-adopted achievement standard for each assessment
Benefits of a Multi-State Consortium

- **Less cost and more capabilities** through scope of work sharing and collaboration
- **More control** through shared interoperable open-source software platforms: Item authoring system, item banking, and adaptive testing platform no longer exclusive property of vendors
- **Better service** for students with disabilities and EL students through common, agreed-upon protocols for accommodations

To find out more...

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

[www.k12.wa.us/SMARTER](http://www.k12.wa.us/SMARTER)