

Smarter Balanced Assessment and Higher Education: Preparing for Post Secondary Success in Nevada

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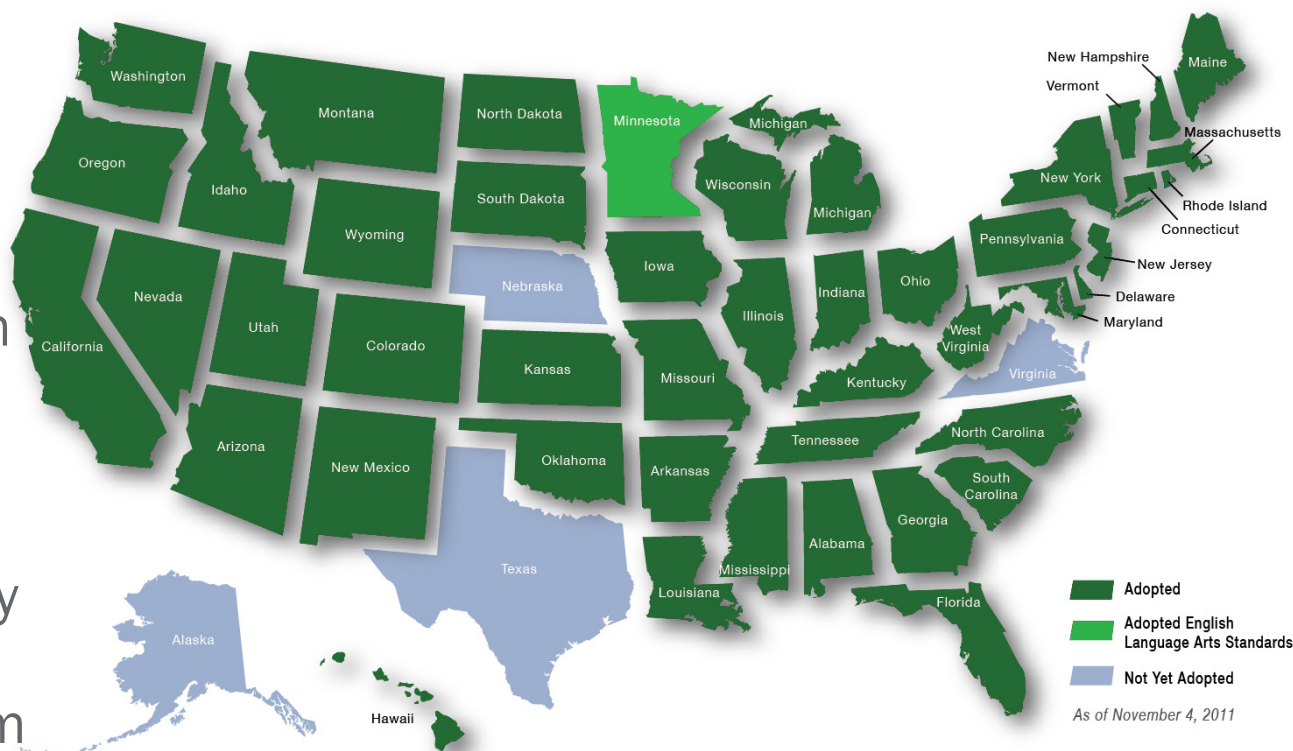
Southern Nevada Faculty Workshop
April 9, 2013

About Common Core State Standards



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

CCSS: 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.
- 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**.

Common Core Advances in English/LA

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.

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 (transitional, developmental, and general education)

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

New Curricular and Instructional Materials

Find Out More

WestEd Launches Common Core State Standards Website

Easy access to free publications, expert insight, and professional services for implementing the standards

Topics covered in the new website include:

- Developing curricula and assessments
- Meeting the English language arts standards and content literacy demands of the Common Core
- Implementing the Common Core mathematics standards
- Supporting all students, including English language learners and students with disabilities
- Designing next-generation assessments

For more information, email commoncore@wested.org.

Find Out More

Common Core State Standards

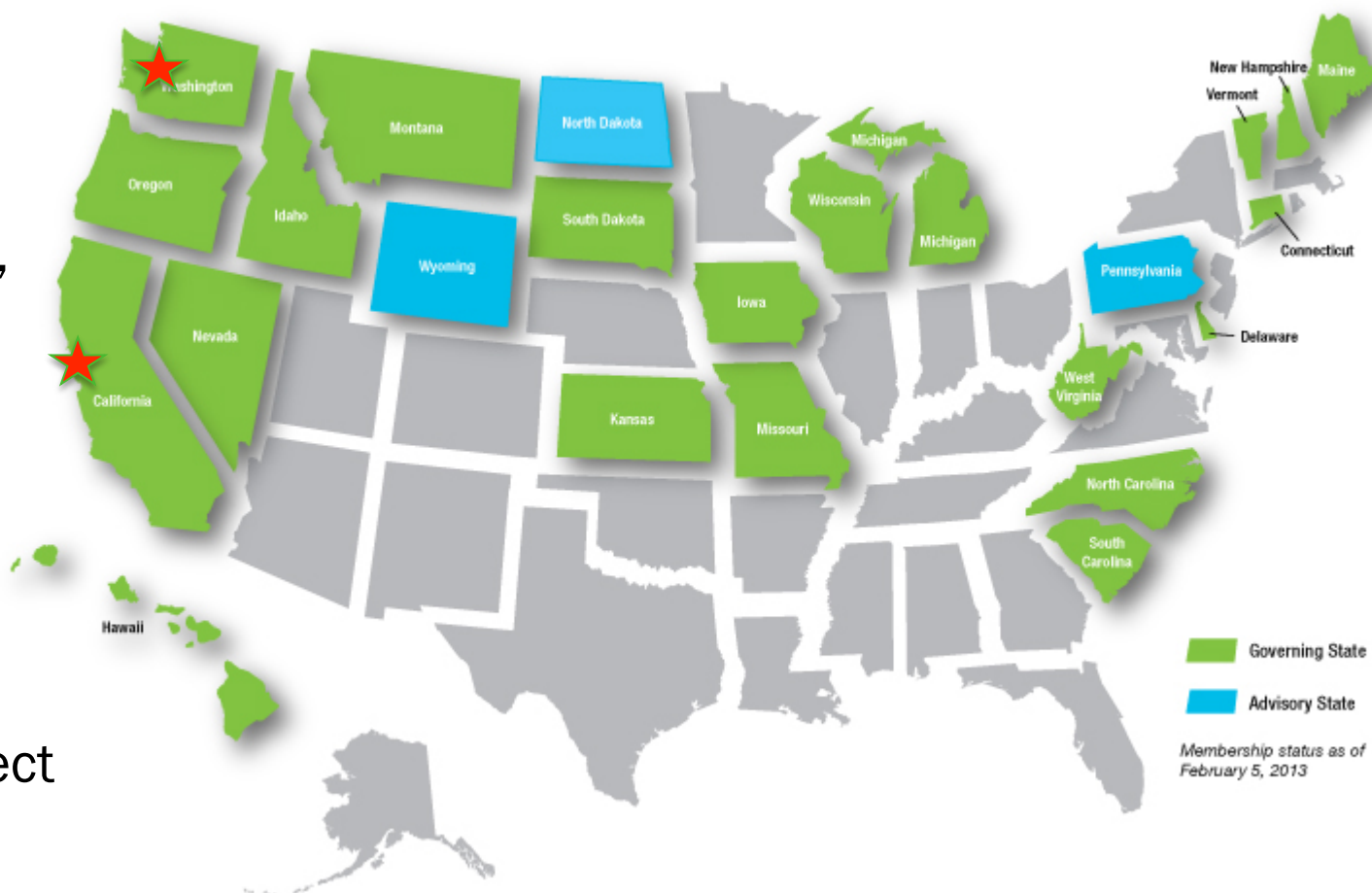
CoreStandards.org

About Smarter Balanced



A National Consortium of States

- 24 states representing 39% of K-12 students
- 21 Governing, 3 Advisory States
- Washington state is fiscal agent
- WestEd provides project management services



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]

Next-Generation Assessments

- Rigorous assessments of progress toward “college and career readiness”
- Common cut scores across all Consortium states
- Information about grade-level achievement and growth
- Valid, reliable, and fair for all students (with exception for those with “significant cognitive disabilities”)
- Administered online, using multiple measures (CAT, but paper/pencil option available for 3 years)
- Piloting NOW; field testing next year; fully operational in 2014-15 school year

A Balanced Assessment System

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



Summative:
College and career readiness assessments for accountability

Teachers and schools have information and tools they need to improve teaching and learning



All students leave high school college and career ready

Formative resources:
Supporting classroom-based assessments to improve instruction

Interim:
Flexible and open assessments, used for actionable feedback

A Smarter Solution for States

- **GOVERNANCE:** A state-led consortium with equal representation across member states
- **ECONOMIES OF SCALE:** High-quality assessments beyond what any single state can afford
- **APPLES-to-APPLES:** Equivalent levels of rigor across all member states
- **STATE FLEXIBILITY:** Different packages of “core” and “optional” services available to meet state needs

Smarter Balanced and Higher Education



Why is Higher Education Involved?

- Common Core State Standards are anchored in expectations for college readiness.
- When states applied for the federal funds, higher education agreed to participate with the goal of recognizing 11th grade exam as evidence of college readiness.
- ***Opportunities to improve college readiness, reduce remediation, and boost completion.***

ENCORE SLIDE

Common Core Standards and Assessments: Essential Components of the 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 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 typically has too little information about the standards.
- Students don't know about tests and don't prepare for them.
- Predictive validity of tests is often unknown.
- Students who “played by the rules” end up in remediation.



Smarter Balanced Vision

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

Common Core Standards Implementation: Important Roles for Higher Education

Provide Teacher and
School Leader
Preparation and
Professional
Development

Communicate Clear
Expectations
(Assessments,
Course
Requirements)

Strive to Align
Curricula
(developmental and
general education)

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

Design and Develop
New Materials
(curricular and
instructional)

Smarter Balanced Goals for Higher Education

- Colleges and universities recognize the Smarter Balanced Grade 11 assessment as a valid measure of college-readiness as defined by the Common Core State Standards.
- Colleges and universities agree on a common performance standards in English language arts/literacy and mathematics for college content readiness.
- Colleges and universities use the Smarter Balanced assessment as evidence that students are ready for credit-bearing course work and can be exempted from remediation, with appropriate conditions.

Advantages to Higher Education

Better prepared entry-level college students will:

- Allow faculty to teach more rigorous and creative courses;
- Reduce the need for remediation, freeing up resources for reallocation;
- Improve college persistence and completion rates, as well as cost to students; and
- Shorten time-to-degree.

Higher Education's Involvement Matters

Involvement of higher education will influence decisions on:

- Definitions of college and career readiness
- Changes in high school curricula and teaching
- Structure and content of the new assessments
- 12th grade interventions for students who need to address deficiencies, course schedules for students who are on track, and accelerated options for advanced students.

Reaching the Goal: Expectations of Higher Education

What is Expected

- Participation in assessment design
- Lead role in defining college content readiness and standard-setting for 11th grade assessment
- Agreement on performance standards for exemption from remediation in English and math (with appropriate conditions)

What is *NOT* Expected

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

Opportunities for Higher Education Involvement

Nationally

- Work Groups & Advisory Committees
- Review and Feedback on Key Documents

Nevada

- Partnerships with K-12 to build developmental, bridging, and transition courses
- Determine appropriate use of 11th grade SB assessments in placement decisions
- Partner across IHEs to rethink TE content and pedagogy preparation courses

College and Career Readiness: Really the Same?



College and career-readiness involves more than mathematics 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 (David Conley, University of Oregon).



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 mathematics.



College Content-Readiness Descriptions and Policy Framework Drafts



College Content Readiness

Grade 11 Description

English Language Arts/Literacy ³	Students who perform at the College Content-Ready level in English language arts/literacy demonstrate reading, writing, listening, and research skills necessary for introductory courses in a variety of disciplines. They also demonstrate subject-area knowledge and skills associated with readiness for entry-level, transferable, credit-bearing English and composition courses.
Mathematics	Students who perform at the College Content-Ready level in mathematics demonstrate foundational mathematical knowledge and quantitative reasoning skills necessary for introductory courses in a variety of disciplines. They also demonstrate subject-area knowledge and skills associated with readiness for entry-level, transferable, credit-bearing mathematics and statistics courses.

Policy Framework for Grade 11 Achievement Level 4

Policy ALD – Level 4

Demonstrates thorough understanding of and ability to apply the knowledge and skills associated with college content- readiness.

Description – Level 4

Student is exempt from developmental course work. (States may set Grade 12 requirements to maintain exemption.)

Implications for Grade 12 – Level 4

Students are encouraged to take advanced credit opportunities earning college credit while still in high school. Within each state, students may be required to satisfactorily complete Grade 12 English and/or mathematics courses to retain the exemption from developmental course work (higher education and K-12 officials would jointly determine appropriate courses and performance standards).

Implications for High School Graduates who Immediately Enter Higher Education – Level 4

Colleges may evaluate additional data (courses completed, grades, placement test scores, writing samples, etc.) to determine appropriate course placement at or above the initial credit-bearing level.

Policy Framework for Grade 11 Achievement Level 3

Policy ALD – Level 3

Demonstrates adequate understanding of and ability to apply the knowledge and skills associated with college content-readiness.

Description – Level 3

Student is conditionally exempt from developmental course work, *contingent on evidence of sufficient continued learning in Grade 12.*

Implications for Grade 12 – Level 3

Students are encouraged to take additional 4th year courses as well as appropriate advanced credit courses leading to college credit while in high school Within each state, higher education and K–12 officials jointly determine appropriate evidence of sufficient continued learning (such as courses completed, test scores, grades or portfolios).

Implications for High School Graduates who Immediately Enter Higher Education – Level 3

For students who demonstrate evidence of sufficient continued learning in Grade 12, colleges may evaluate additional data (courses completed, grades, portfolios, placement scores, etc.) to determine appropriate course placement at or above the initial credit-bearing level.

Colleges also may evaluate additional data (courses completed, grades, portfolios, placement test scores, etc.) to determine placement in developmental or credit-bearing courses for students who fail to demonstrate sufficient evidence of continued learning in Grade 12.

Policy Framework for Grade 11 Achievement Level 2

Policy ALD – Level 2

Demonstrates partial understanding of and ability to apply the knowledge and skills associated with college content-readiness.

Description – Level 2

Student needs support to meet college content-readiness standard.

Implications for Grade 12 – Level 2

States/districts/colleges may implement Grade 12 transition courses or other programs for these students. States also may choose to retest these students near the conclusion of Grade 12 (scoring will occur within two weeks, allowing opportunity for colleges to use scores the following fall).

Implications for High School Graduates who Immediately Enter Higher Education – Level 2

Colleges may evaluate additional data (courses completed, grades, portfolios, placement test scores, etc.) to determine placement in developmental or credit-bearing courses.

Policy Framework for Grade 11 Achievement Level 1

Policy ALD – Level 1

Demonstrates minimal understanding of and ability to apply the knowledge and skills associated with college content- readiness.

Description – Level 1

Student needs substantial support to meet college content-readiness standard.

Implications for Grade 12 – Level 1

States/districts/colleges may offer supplemental programs for these students. States also may choose to retest these students near the conclusion of Grade 12.

Implications for High School Graduates who Immediately Enter Higher Education – Level 1

Colleges may evaluate additional data (courses completed, grades, portfolios, placement test scores, etc.) to determine placement in developmental or credit-bearing courses.

College Content-readiness Policy

Further Stipulations

- Establishment of “Cut Scores” Aligned to the Achievement Level Descriptors and College Content-readiness Policy.

In the summer of 2014, after pilot and field tests have been completed, K-12 and higher education representatives will jointly determine recommended cut-scores for each achievement level on the Grade 11 assessments in mathematics and English/language arts through a structured standard-setting process. Those recommended cut scores will then be subject to a vote of the Smarter Balanced Governing States. As is the case with regard to approval of the Initial Achievement Level Descriptors and College Content-readiness policy, this vote will require that K-12 and higher education representatives agree on a shared state position.

College Content-readiness Policy

Further Stipulations - Continued

- **Multiple Measures of Content-Readiness.**

Smarter Balanced recognizes the limits of relying on a single test score for making high-stakes decisions and fully supports the use of multiple measures to determine student course placement. As a result, the policy framework encompasses the evaluation of evidence of Grade 12 learning to determine whether an exemption from developmental course work is warranted for all but the highest-performing students and the use of additional data drawn from placement tests or other sources to determine appropriate course placement in higher education. Furthermore, while this policy is focused on the Smarter Balanced assessment, within states, K–12 and higher education may establish policies that provide rigorous alternate means for students to demonstrate readiness for credit-bearing courses (grades or portfolios, other assessment scores, etc.).

College Content-readiness Policy

Further Stipulations - Continued

- **Grade 12 Expectations.**

Because even the strongest performing students' skills can erode if they do not take challenging math and English courses in Grade 12, the Content-readiness Policy provides states the option of requiring that students who have earned an exemption from developmental course work satisfactorily complete a prescribed course in Grade 12 in order to retain their exemption. At Level 3, students must provide evidence of continued learning in order to earn an exemption from developmental course work. State K–12 and higher education officials would jointly determine together the necessary conditions for meeting these requirements.

College Content-readiness Policy

Further Stipulations - Continued

- **Support for Emerging Approaches to Developmental Education.**

A growing movement in higher education encourages liberal placement of students into credit-bearing courses with co-requisite supports to compensate for any knowledge or skill deficits. To clearly communicate high expectations and incentivize schools, teachers, and students, the Content-readiness Policy asks colleges to guarantee students with strong performance that they are exempt from developmental mathematics and English courses. However, it does not preclude colleges from ultimately placing any student into credit-bearing courses; this decision is left to the discretion of individual colleges and universities or college and university systems.

College Content-readiness Policy

Further Stipulations - Continued

- **Mathematics Requirements for Advanced Courses.**

The CCSS in mathematics were designed to prepare all students for entry-level college mathematics and statistics courses that typically require Algebra II or its equivalent as a prerequisite. The CCSS also include a set of standards for additional mathematics that students should learn in order to take advanced courses such as calculus, advanced statistics, or discrete mathematics. These standards are designated by (+) in the standards document. Because the Smarter Balanced Summative Assessment only assesses knowledge and skills required of all students, it does not include items and tasks aligned to the “Plus Standards.” The College Content-readiness Policy assumes that colleges will need to assess additional evidence (grades, placement test scores, admission test scores, etc.) for students seeking to enter more advanced mathematics courses.

College Content-readiness Policy

Further Stipulations - Continued

- **College Content-Readiness and Admission**

The College Content-readiness Policy operates within the context of existing institutional admission policies; open-admission institutions will serve many students who do not meet the college content-readiness performance benchmark, and highly selective institutions may not admit students who score at Level 3 or 4 on the assessment, just as they now may not admit students with high college admission test scores or strong grade point averages. In addition, student course-taking decisions in high school will continue to be influenced by the admission requirements of colleges and universities. By identifying students who are either on track or ready for credit-bearing courses, high schools may be better able to advise students on college options and Grade 12 courses. Finally, at their discretion, institutions may choose to include Smarter Balanced scores among the information they consider as they make admission decisions.

College Content-readiness Policy

Further Stipulations - Continued

- **Support for Students at Levels 1 and 2**

States and districts will make decisions about support for these students, and may draw from an array of existing resources. There are a number of projects underway (Southern Regional Education Board project on Transition Courses, Carnegie Foundation Quantway/Statway project, California State University Expository Reading and Writing Course, etc.) that offer model courses and other types of interventions that schools and colleges can implement to assist students in addressing academic deficiencies before leaving high school. States may choose to adopt and customize existing resources or build their own.

College Content-readiness Policy

Next Steps

This draft policy does not yet address all elements of college and career readiness. In particular, the consortium is working to address the following topics:

- **Validation**. As Smarter Balanced develops and implements its comprehensive validity research agenda, the Consortium welcomes input on the best approach and criterion for testing this important element of validity.
- **Institutional Participation**. Considering the performance standards set in Summer 2014, after the field test and standard setting process are complete, colleges will be asked to implement the College Content-readiness Policy beginning in January 2015. This timing should allow students who take the Grade 11 summative assessment in Spring 2015 to know which colleges have agreed to use their scores as evidence of readiness for credit-bearing courses. Smarter Balanced will assist colleges in making this determination by providing information on how Smarter Balanced scores compare to scores on commonly used admission and placement assessments as well as sharing results from its validation studies.

College Content-readiness Policy

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Addressing Other 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

Addressing State Concerns

Technology

- PARCC and SMARTER developing technology assessment tool to identify infrastructure gaps
- Paper/pencil option locally available during a 3-year transition
- 12-week administration window reduces pressure on computer labs

Compatibility

- Common, interoperable, open-source software accommodates state-level assessment options
- Test-builder tool available to use interim item pool for end-of-course tests

Cost

- On average, SMARTER states pay \$31 per student for current assessments
- Third-party cost estimate for SMARTER Balanced: Summative assessment \$19.81 / student; Optional interim assessments \$7.50 / student

Adoption of best practices

- Common protocols for item development: accessibility, language/cultural sensitivity, construct irrelevant variance
- Common accommodation and translation protocols

Long-term governance

- Developing a business plan for post-2014
- Seeking additional funding for ongoing support
- Member states will be actively involved in determining the future of the Consortium

Timeline for Higher Education

Sept. 2012	State Higher Education Implementation Plans Completed
March 2013	College Readiness Policy and Preliminary Achievement Level Descriptors Approved
	<ul style="list-style-type: none">• October 2012: Higher Education faculty and K-12 teachers and content experts create first draft of ALDs.• November 2012 – January 2013: Draft available for review/comment• February 2013 – Revision of draft available for review/comment• February 2013: Regional Leadership Meetings• March 2013: State Consensus Vote
Spring 2014	Full-Scale Field Testing
Summer 2014	Standard-Setting
2014-15	First Year of Operational Testing
Fall 2016	First students enter higher education with Smarter Balanced scores

Achievement Level Descriptors

- 60 participants in drafting workshop (K-12 teachers, higher ed faculty, CCSS authors) in October of 2012
- Developed out of the assessment targets and informed directly by the CCSS
- Revision went public in February for state review by content specialists, assessment staff, SHEEO/P-20 council.
- Revisions emailed to many stakeholders for review/comment
- Governing States voted in March
- Adjustments and standard setting will be based on field test results

SBAC Test Administration

<u>Event</u>	<u>Date/ Window</u>
Pilot Test Administration Manual Released	January 2013
Administration Trainings weekly	December 2012 – March 2013
Pilot Test Administration	February 2013 – May 2013
Field Test Administration Manual Released	January 2014
Field Test Administration	March 2014 – June 2014
First 11 th grade Test Administration	Spring 2015



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ABOUT

SMARTER BALANCED ASSESSMENTS

K-12 EDUCATION

HIGHER EDUCATION

PARENTS & STUDENTS

RESOURCES & EVENTS



Executive Director Joe Willhoft provides an update on the progress of Smarter Balanced in a new webinar. [SEE VIDEO▶](#)



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](#)

Smarter Balanced Chief State School Officers Meet to Advance Assessment System Design

Chief state school officers from Smarter Balanced member states met in St. Louis on September 12 during the Consortium's twice-yearly Collaboration Conference. The event brought together K-12 state leads, higher education leads, work groups, and contractors to discuss the design and implementation of the assessment system. [READ MORE](#)

Smarter Balanced Awards Test Delivery System Contract to American Institutes for Research

The Consortium announced today that the American Institutes for Research (AIR) will develop an open source solution for delivering the Consortium's online, computer adaptive summative and interim assessments to

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

2009-2010

● 2012-2013

What's Happening

Working with educators, Smarter Balanced will conduct a pilot test of the assessment system.

[READ MORE ►](#)

2013-2014

2014-2015

2015-2016



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