

The Smarter Balanced Assessment Consortium

Formative Assessment Initiatives



**Idaho State Leadership Team Lead
Nancy Thomas Price**



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

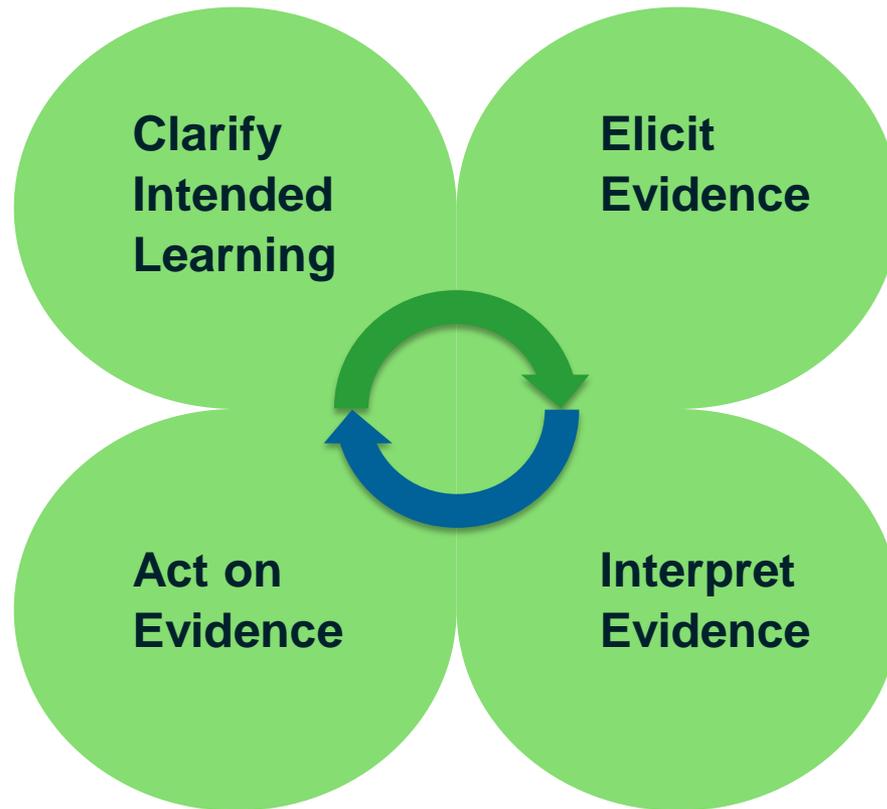
Educator resources for **formative assessment practices** to improve instruction

Interim assessments
Flexible, open, used for actionable feedback

Definition of Formative Assessment Process

- 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' attainment of curricular learning targets/goals.

Four Attributes of the Formative Assessment Process



This video provides additional explanation about the attributes of formative assessment

<https://www.youtube.com/watch?v=ccr8eT2Q98A&feature=youtu.be>

Building State Capacity in Formative Assessment Initiatives



State Leadership Teams (SLT)

Composition

- 8 – 12 members per state
- Comprised of K-12 educators and higher educational faculty in positions of leadership in the state

Expectations

- Recruit, identify, and train the State Network of Educators (SNE)
- Participate in 5 regional trainings
- Train SNE members to contribute, review, and post resources
- Monitor and support SNE review of resources and make final posting decisions
- Provide feedback on posting process, Quality Criteria, and usability of software

State Network of Educators (SNE)

Composition

- 60 – 150 members per state
- Comprised of K-12 educators and higher educational faculty
- Each network has diverse expertise in:
 - CCSS Mathematics, CCSS ELA, Science, and Social Studies
 - General Education, Gifted and Talented, English Language Learners, and Students with Disabilities

Expectations

- Participate in 5 trainings
- Help populate the Digital Library in advance of the 2014 launch
 - Submit and review resources using the Quality Criteria
- Use resources and collaboration tools for own professional learning and instruction
- Provide feedback on the resources in the library, review and posting process, Quality Criteria, and usability of software

Partnership with NEA and AFT

Funded by the Helmsley Charitable Trust

Composition

- NEA and AFT Teacher Ambassadors
- NEA State Network of Educator Members

Expectations

- Participate in face-to-face and web-based trainings
- Turnkey information on the Smarter Balanced Assessment System, including how the summative, interim, and formative components contribute to evidence-based decisions about teaching and learning
- Contribute Professional Learning and Instructional resources that meet the Quality Criteria to the Digital Library

Research Summary Project

Composition

- Higher Education Faculty
- Advanced degree candidates

Expectations

- Identify key research in the formative assessment process, the Common Core State Standards, diverse learners, online learning, principles of adult learning, etc.
- Provide brief summaries of this research for State Network of Educator members to use to support resources they submit to the Digital Library

The Digital Library Development



Digital Library Functionality

The screenshot displays the Smarter Balanced Digital Library interface. At the top, the header includes the Smarter Balanced Assessment Consortium logo, the text "RFP23 Digital Library - BETA", a user profile for "Jane Doe", a notification bell with "5" alerts, and a settings gear. Below the header, there are navigation tabs for "Digital Library Resources", "Learning Registry Resources", and "Collaboration". A search bar contains the text "Resources (25,063)". Below the search bar, there are options for "View as List", "Sort", and "Categories". A red diagonal banner with the word "Illustrative" is overlaid on the top right of the interface.

The main content area features a grid of eight resource cards. Each card has a title, a representative image, a description, and statistics. The cards are:

- 1-6 rational and irrational numbers**: Includes a diagram showing decimal conversions (0.7 to 7/10, 0.192 to 192/1000, 0.3 to 3/10). Statistics: 50 views, 12 downloads, 12 collaborations. Category: mathematics, third grade, fifth grade, ninth grade.
- We Can Communicate Through Art**: Includes a drawing of two figures. Statistics: 200 views, 160 downloads, 120 collaborations. Category: english and language arts, first grade.
- Explore Sample Items**: Includes the Smarter Balanced logo. Statistics: 2,200 views, 1,530 downloads, 1200 collaborations. Category: english and language arts, social studies, first grade, for teachers.
- A College Readiness Assessment**: Includes a photo of students. Statistics: 200 views, 160 downloads, 120 collaborations. Category: english and language arts, first grade.
- Who is Alexander von Humboldt?**: Includes a photo of a sailing ship. Statistics: 88 views, 70 downloads, 10 collaborations. Category: mathematics, 8th grade, 9th grade, 10th grade.
- First Day of Geometry: Who I Am**: Includes a diagram of geometric shapes. Statistics: 200 views, 160 downloads, 120 collaborations. Category: english and language arts, first grade.
- Immigration in America**: Includes a photo of a diverse group of people. Statistics: 1,100 views, 1,000 downloads, 1000 collaborations. Category: english and language arts, social studies, first grade, for teachers.
- Not just the Main Idea!**: Includes a glowing lightbulb with the word "IDEA". Statistics: 200 views, 160 downloads, 120 collaborations. Category: english and language arts, first grade.

- Enables State Networks of Educators and State Leadership Teams to submit, review, and publish resources
- Allows educators to view, download, and rate resources
- Uses state-of-the-art tagging and search to quickly find resources by CCSS and other topics
- Enables educators from across the Consortium to collaborate and share their knowledge
- Facilitates access to resources that are stored in participating libraries

What the Digital Library Is Not

**Not a bank of
assessment items**

**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 to freely
post resources**

Digital Library Resources

Assessment Literacy Modules

- Commissioned Professional Learning Modules
 - Resources for educators, 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

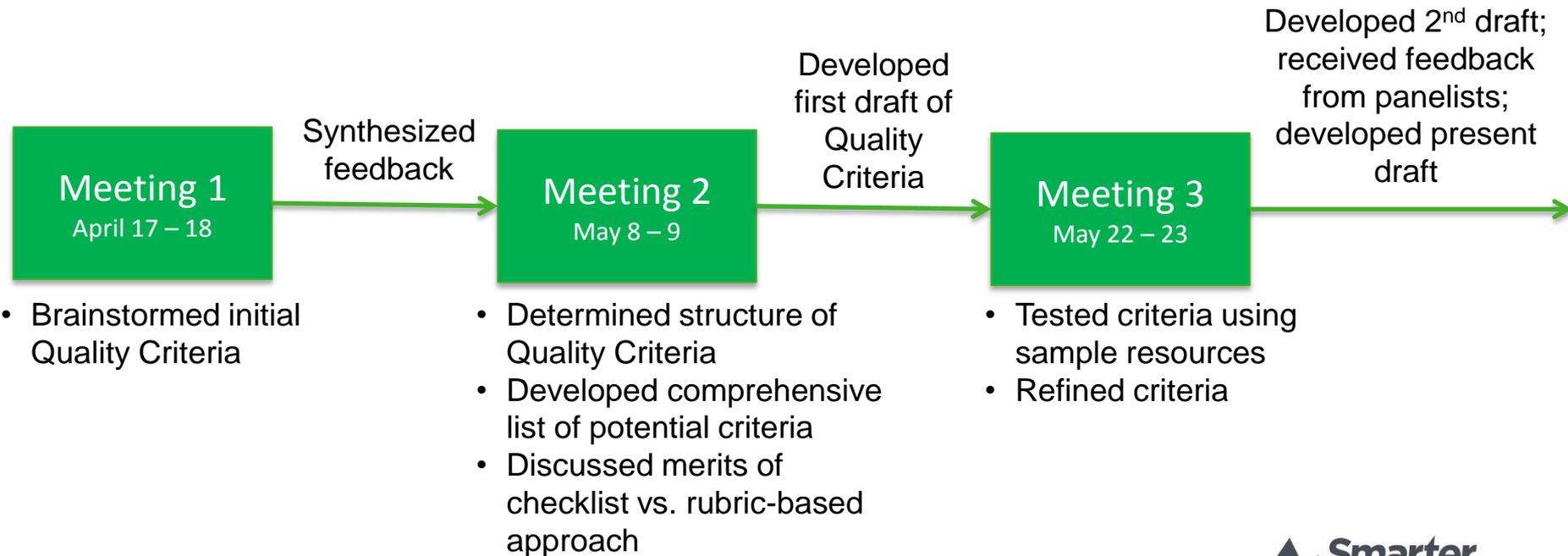
- Commissioned Professional Learning Modules
 - Instructional coaching for educators
 - Instructional materials for students
-
- Demonstrate/support effective implementation of the formative assessment process
 - Focus on key content and practice from the Common Core State Standards for Mathematics and 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 assessment process
 - Reflect and support the Common Core State Standards for Mathematics and English Language Arts
 - Create Professional Learning Communities

Formative Assessment Advisory Panel

- Convened the Formative Assessment Advisory Panel to develop the Quality Criteria during three two-day meetings



Structure of the Quality Criteria

Cover Profile

Gatekeeping Criteria

**Quality Criteria for Professional Learning Resources and
Quality Criteria for Instructional Resources**

Governance Criteria

Members of the Formative Assessment Advisory Panel

Twelve experts in the CCSS for ELA, the CCSS for Mathematics, the formative assessment process, adult learning, online professional learning, diverse learners, and urban and rural education comprised the Formative Assessment Advisory Panel.

- 1) Dr. Lynne Anderson-Inman (University of Oregon)
- 2) Dr. Robert Calfee (Stanford University, UC Riverside)
- 3) Dr. Bridget Dalton (University of Colorado)
- 4) Dr. Diane Heacox (St. Catherine University)
- 5) Dr. Joan Herman (UCLA – CRESST)
- 6) Dr. John Hill (Purdue University)
- 7) Dr. Yvette Jackson (National Urban Alliance for Effective Education)
- 8) Dr. Henry Kepner (University of Wisconsin - Milwaukee)
- 9) Dr. Katherine McKnight (National Louis University)
- 10) Valerie L. Mills (National Council of Supervisors of Mathematics)
- 11) Dr. James Popham (UCLA)
- 12) Dr. Lucinda Soltero-Gonzalez (University of Colorado-Boulder)

Purposes of the Quality Criteria

Ensure that the resources in the Digital Library reflect the intent of the CCSS

Ensure that all resources reflect the Smarter Balanced vision of effective formative assessment practices

Ensure that all resources in the Digital Library are of the highest quality, regardless of source

Provide consistency in the review process for all resources

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- Instructional materials for students

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Resource Posting Work Flow

Step 1:
Resource
Submitted

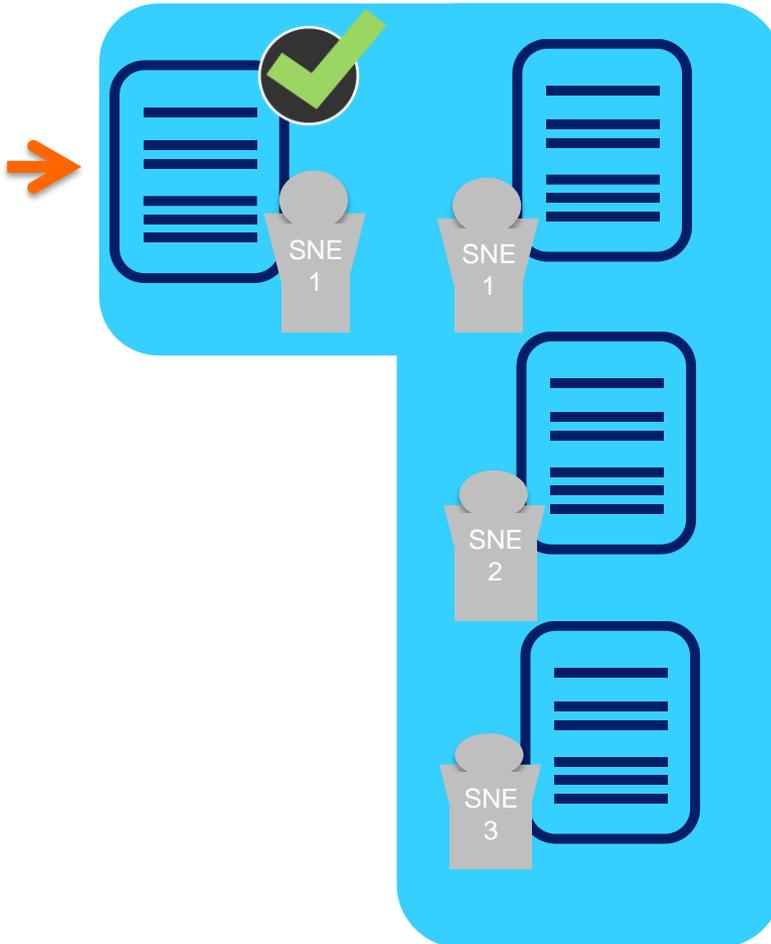
Step 2:
Gatekeeping
Criteria
Applied

Step 3:
Quality
Criteria
Applied

Step 4:
Decision



**Cover
Profile**



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Commissioned Module Design Principles

**Transform
educational
practice**

**Coach educators
to use the
formative
assessment
process to
implement the
CCSS, while
embodying the
process in the
module
structure**

**Reflect UDL
principles and
support for
diverse groups of
learners**

**Design modules
so they are long
enough to
communicate
essential ideas,
but short
enough to
engage
educators**

**Incorporate
elements of
effective online
design**

Find Out More Smarter Balanced and the Idaho Formative Assessment Project

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Smarter Balanced
can be found
online at:

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Helping States Prepare for New Assessments

Smarter Balanced and PARCC are collaborating to develop a Technology Readiness Tool to support states as they transition to online assessments. [READ MORE ▶](#)

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