

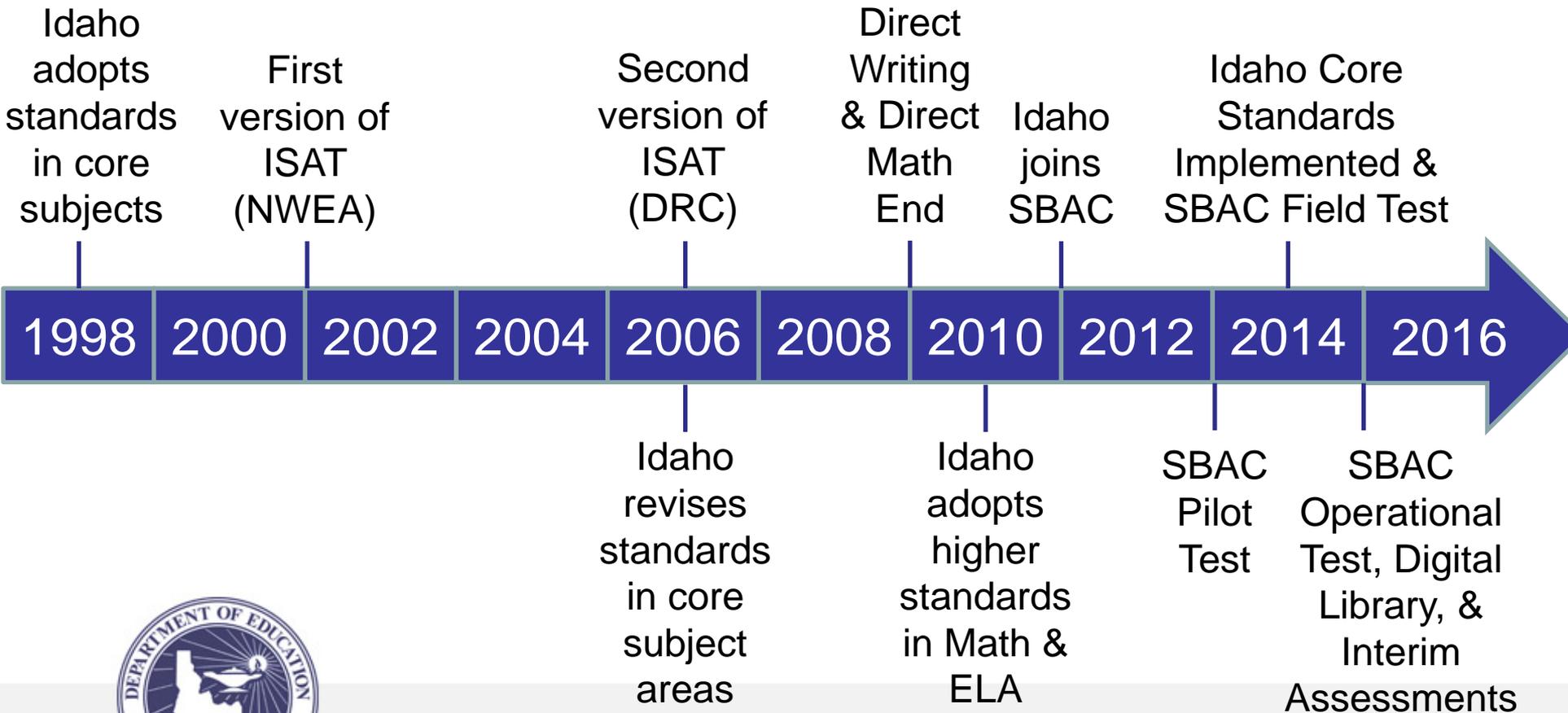
The Smarter Balanced Assessment System



Luci Willits
Chief of Staff

TJ Bliss
Director of Assessment & Accountability

History of Statewide Assessment in Idaho



Idaho Involvement in Smarter Balanced

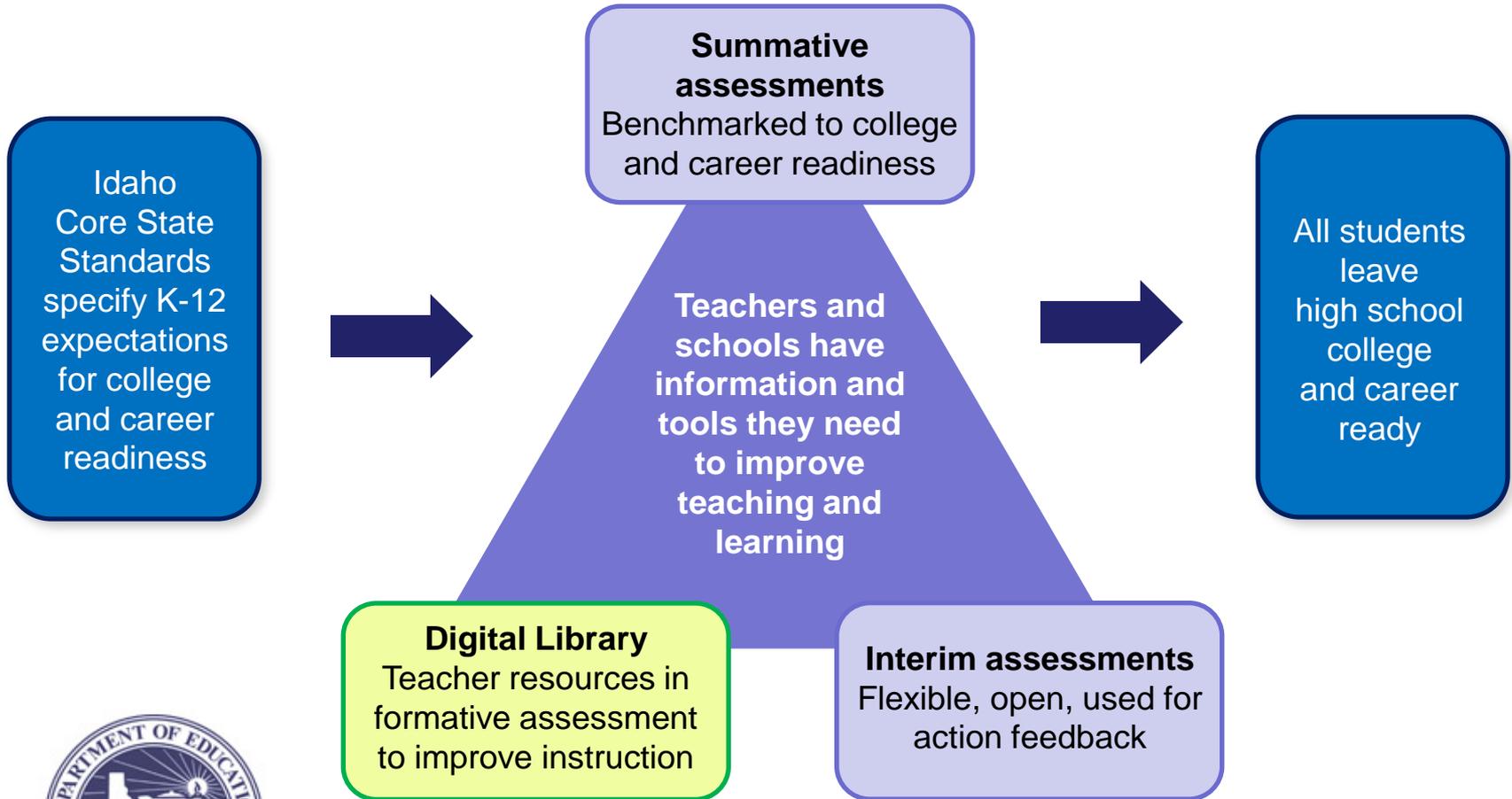
State-led Effort

- Governing Board Member (Supt. Luna)
- Former Executive Committee Co-Chair (Carissa Miller)
- Executive Committee Member (Luci Willits)
- K-12 State Lead (TJ Bliss)
- Higher Ed State Lead (Chris Mathias/Roger Stewart)

Teachers/ Administrators	Higher Education Faculty	State Department and State Board Staff
100+	20	15



A Balanced Assessment System



Idaho Core Math Standards

- Balance conceptual **understanding** and procedural fluency
- **Connect** these two types of knowledge
- Maintain **high cognitive demand**
- **Communicate reasoning** about concepts
- Engage students in mathematical practices:
 - **Reason** abstractly and quantitatively
 - **Construct** viable arguments and critique the reasoning of others

(Moschkovitch, 2012)



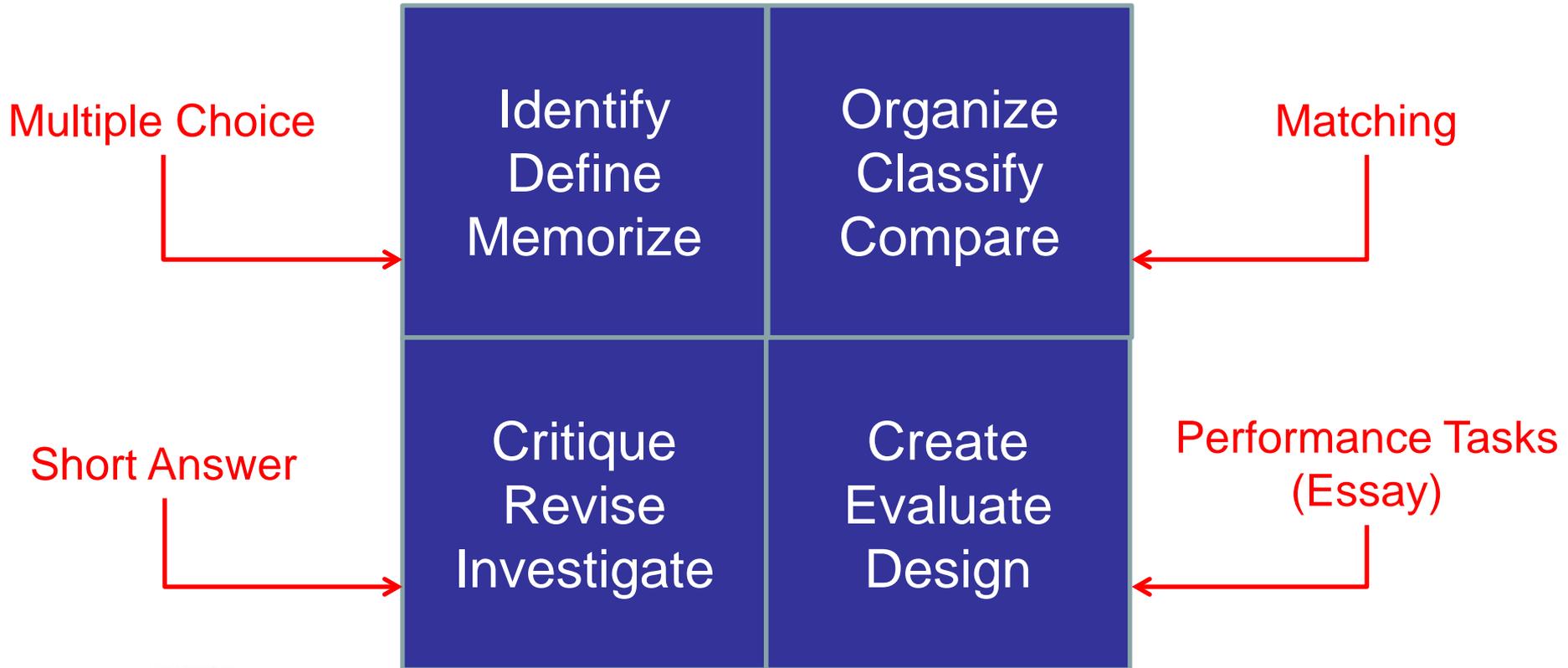
Idaho Core ELA Standards

- Reading: **Engage** with **complex** texts to build knowledge across the curriculum
- Writing: Use evidence to **inform, argue and analyze**
- Speaking and Listening: Work **collaboratively, understand** multiple perspectives, and present ideas
- Language: **Develop and use** the linguistic resources to do all of the above

(Bunch, Kibler & Pimental, 2012)



Assessing Deeper Knowledge



Assessing Deeper Knowledge

ISAT

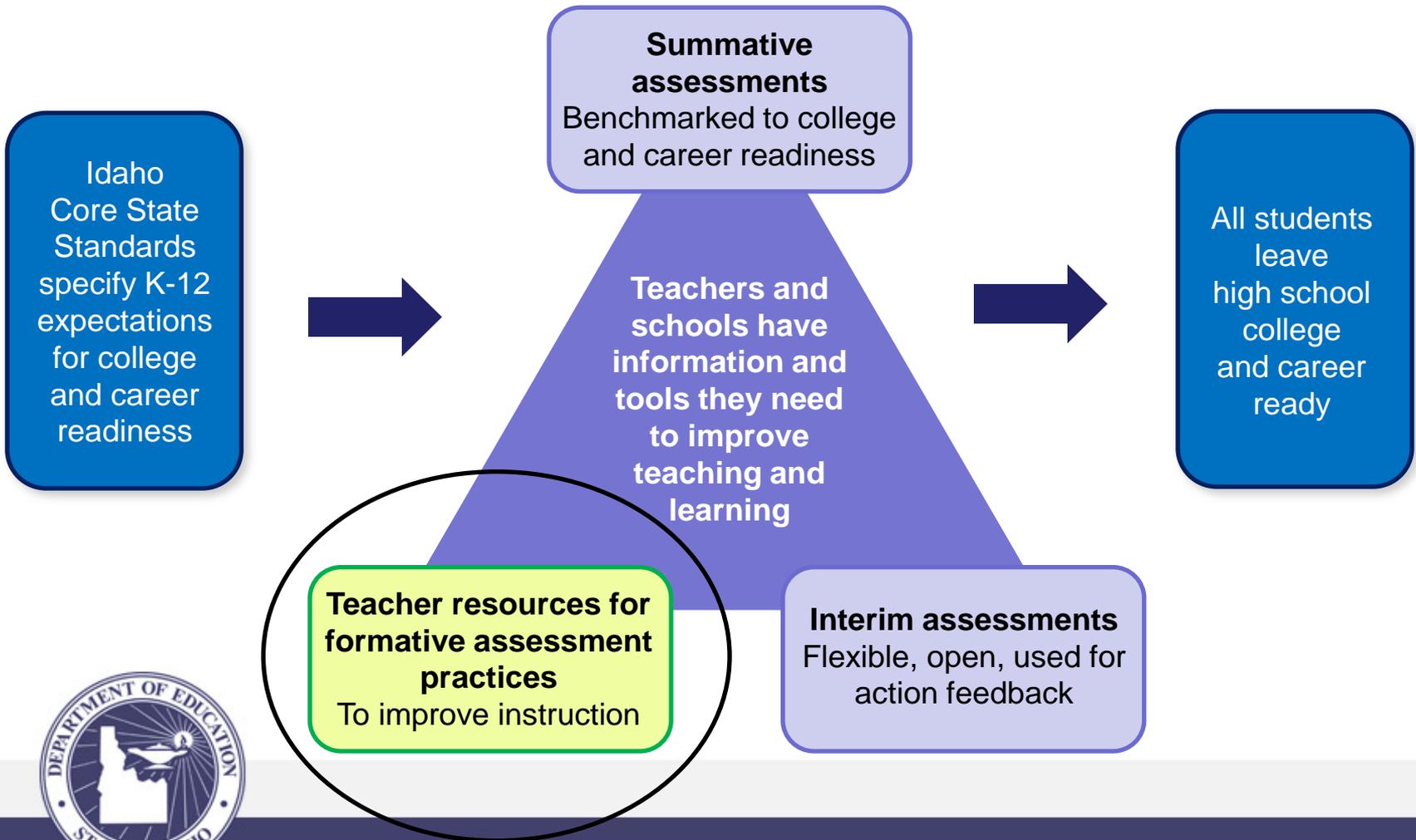
90%	Identify Define Memorize	Organize Classify Compare
10%	Critique Revise Investigate	Create Evaluate Design

Smarter Balanced

	Identify Define Memorize	Organize Classify Compare	30%
	Critique Revise Investigate	Create Evaluate Design	70%



A Balanced Assessment System



Formative Assessment

- Assessment FOR learning
- Daily/weekly at classroom level
- Answers questions like:
 - Where are my students in relation to learning goals (for this lesson)?
 - What is the gap between students' current learning and the goal (for this lesson)?

(Heritage, 2013)

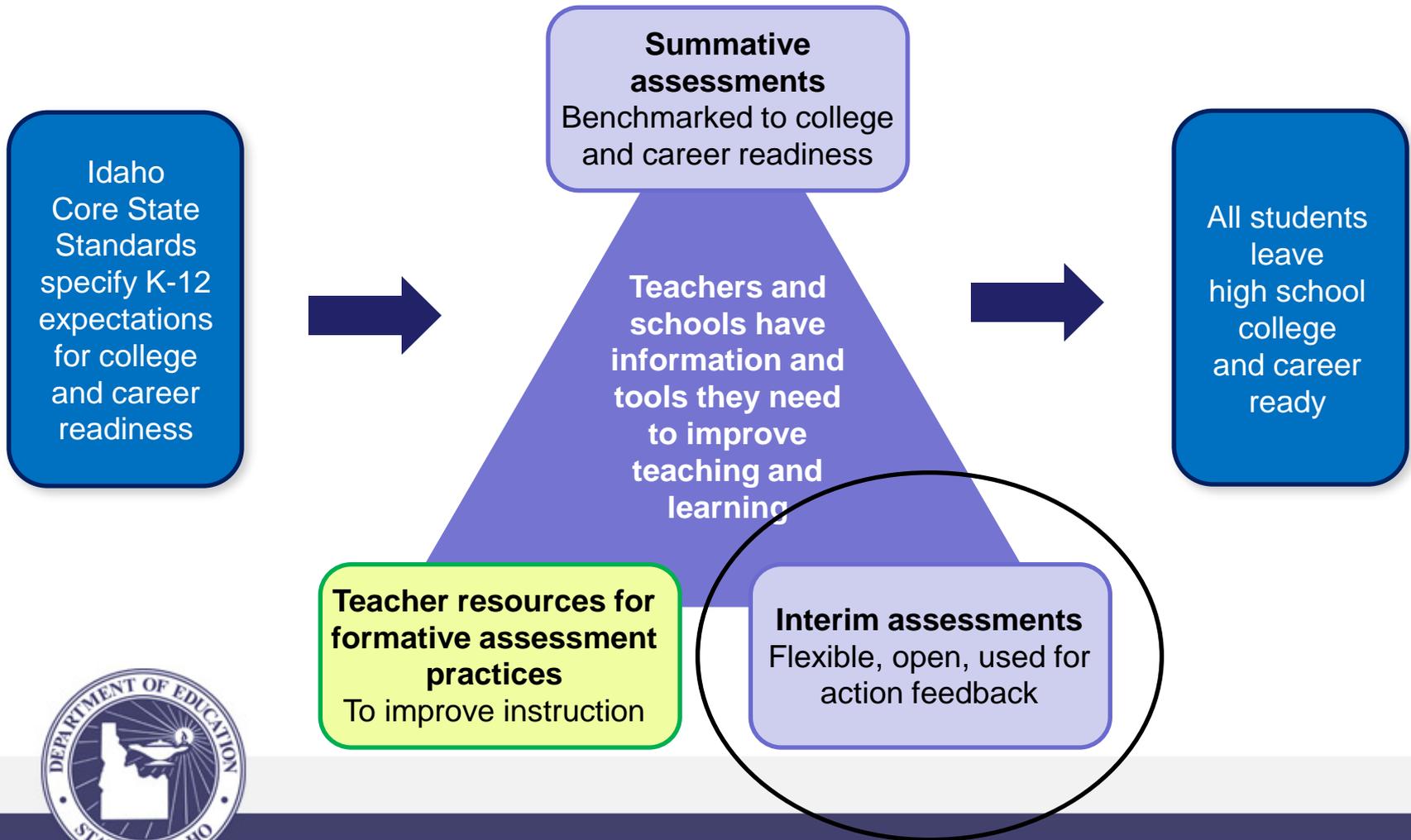


Smarter Balanced Formative Digital Library

- State Network of Educators (SNE):
 - 70+ Idaho educators contributing, reviewing, and approving materials for the library using a Quality Criteria Checklist / System
 - Educators will review and pilot materials in their classrooms and schools to provide feedback.
- Library will be available for use in beta in May 2014
- Idaho may purchase access after August 2014
- Optional



A Balanced Assessment System



Interim Assessment

- Assessment OF learning
- Periodically at classroom, school or district level
- Optional
- Answers questions like:
 - What have my students learned?
 - Is there evidence improvement strategies are working?
 - How should we allocate resources at the district and school levels?



(Heritage, 2013)

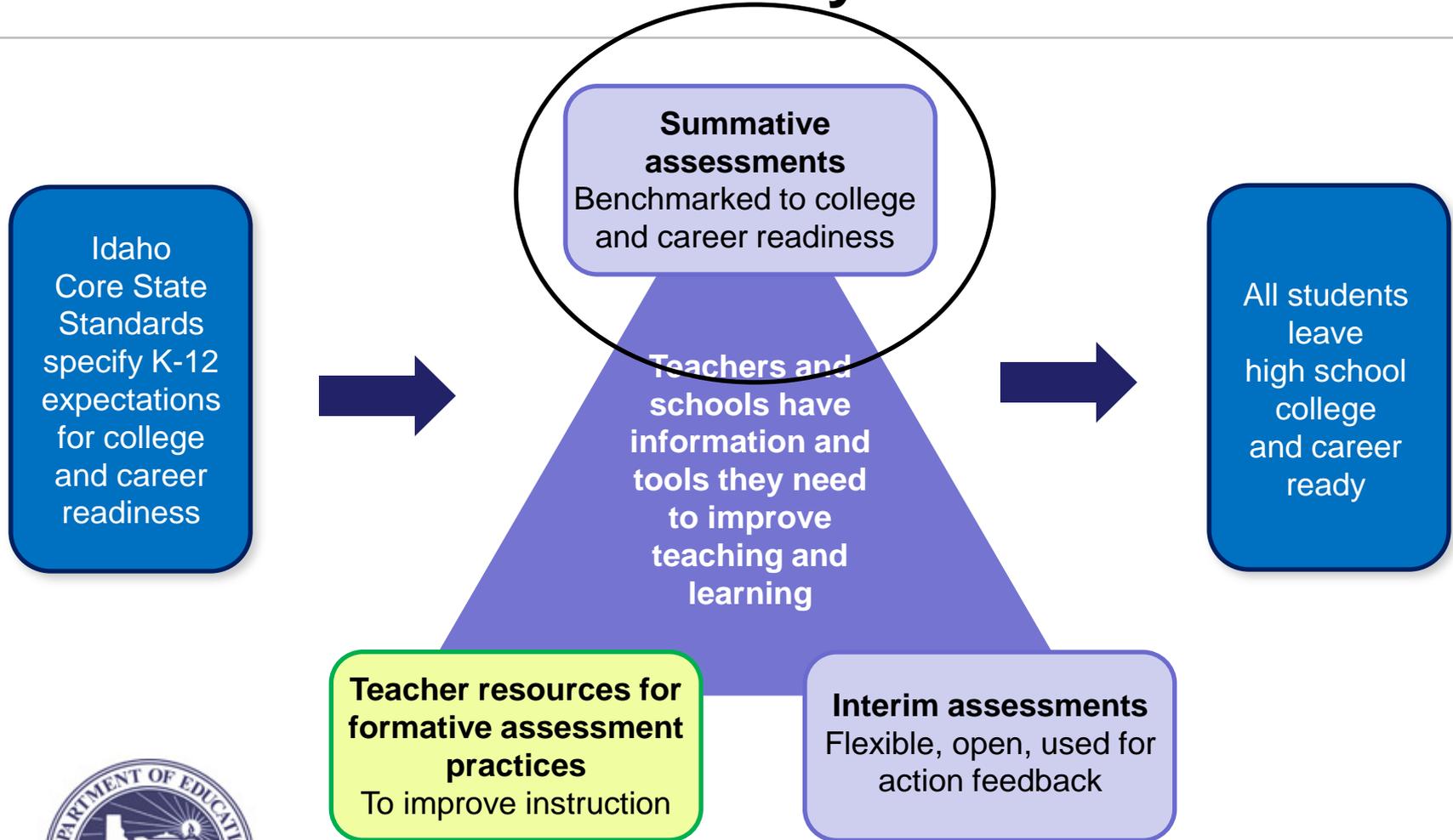


Smarter Balanced Interim Assessments

- Non-secure interim item bank is flexible; can be used at district, school, classroom levels.
- Ready for use in Fall 2014
- Idaho may purchase access going forward.
- Optional



A Balanced Assessment System



Summative Assessment

- Assessment OF learning
- Annual at state level
- Answers questions like:
 - Have students met the standards?
 - How are subgroups performing over time?
 - Is there evidence improvement strategies are working?
 - How should state and districts allocate resources?

(Heritage, 2013)



Smarter Balanced Summative Assessment

- Developed with broad input from stakeholders in Idaho
- Computer Adaptive Test
 - Multiple choice
 - Short answer
- Performance Tasks
 - Theme and scenario-based sets of materials
 - Measure higher-order thinking skills



Smarter Balanced Summative Assessment

- Students who pass 11th grade test will receive exemption from remediation in first year of college

Each IHE or IHE system commits to the following agreements:	
(a) Participation with the Consortium in the design and development of the Consortium's final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and	
(b) Implementation of policies, once the final high school summative assessments are implemented, that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and any other placement requirement established by the IHE or IHE system.	
State Name: IDAHO	
State's higher education executive officer, if State has one (Printed Name): Richard Westerberg	Telephone: 852-0803
Signature State's higher education executive officer, if State has one: 	Date: 6-2-10
President or head of each participating IHE or IHE system, (Printed Name): Robert W. Kustra	Telephone: 6-1-10
Signature of president or head of each participating IHE or IHE system: Robert Kustra	Date: 6-1-10



Smarter Balanced Summative Assessment

MATH
Multiple
Choice/Short
Answer
1.5 - 2 hrs

MATH
Performance
Task
1 hr

2.5 – 3 hours

ELA
Multiple
Choice/Short
Answer
1.5 - 2 hrs

ELA
Performance
Task
2 hrs

3.5 – 4 hours

6 – 7.5 total hours



Assessing Deeper Knowledge

ISAT

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Smarter Balanced

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Smarter Balanced Item Examples

21



Ms. Stone buys groceries for a total of \$45.32. She now has \$32.25 left.

Which equation could be used to find out how much money Ms. Stone had before she bought the groceries?

- (A) $\$45.32x = \32.25
- (B) $x - \$45.32 = \32.25
- (C) $x + \$45.32 = \32.25
- (D) $x + \$32.25 = \45.32

Option B

Grade 6 Math – Multiple Choice



Assessing Deeper Knowledge

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Smarter Balanced Item Examples

1



Drag each expression into the correct column.

Grade 6 Math –
Tech Enhanced

Equal to 5.42	Not Equal to 5.42
$2.36 + 3.06$	1.80×3
	$2.16 + 3.36$
	2.71×2
$9.53 - 4.11$	$8.01 - 2.69$

Release the mouse button to place the object where you want it.

Assessing Deeper Knowledge

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Smarter Balanced Item Examples

When Winning Took a Backseat by Bruce Nash and Allan Zullo

Scott Bennett and Brad Howes grew up south of Salt Lake City in the fertile valley between the Jordan River and the towering Wasatch Mountains of Utah. The boys lived just far enough apart not to attend the same schools, but close enough to compete in the same leagues in baseball, football, and basketball.

No matter whose team won, Scott and Brad always shook hands and complimented each other on the way they played. The two didn't become close friends because they were always on opposite sides. But the boys grew up admiring each other's athletic skills.

And it was their childhood competition that forged a lasting

7

Read the sentences from the text and the directions that follow.

His friend and competitor was hurt. Scott knew what he had to do—he went back to help.

Provide the central idea of the text and describe how Scott's decision fits the story's central idea. Use evidence from the text to support your answer.

Type your answer in the space provided.

Grade 7 ELA – Short Answer



Assessing Deeper Knowledge

ISAT

90%	Identify Define Memorize	Organize Classify Compare
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Smarter Balanced

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Smarter Balanced Item Examples

STUDENT DIRECTIONS

Penny Argumentative Performance Task

Issue:

In recent years, there has been a heated debate emerging about one aspect of the United States monetary system. This particular debate is not about what we should do to solve the multi-trillion dollar national debt or to fix the recent problems on Wall Street. Surprisingly, it is about whether we should keep producing and using pennies.

This issue is one of the topics of your school's yearly mock (something meant to look like the real thing) Congressional Session for all 8th graders. You have been appointed as the lead for the subcommittee on financial issues, and you need to research the arguments for and against keeping the penny. As a part of your research, you have found four sources.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully to gain the information you will need to answer the questions and write an argumentative essay.

1

Provide **three** arguments from the sources you just read that support the position that the penny should be preserved. Be sure to include the title or the number of the source for each argument you provide.

Type your answer in the space provided.

2

Now provide **three** arguments from the sources that support the position that the penny should be eliminated. Be sure to include the title or the number of the source for each argument you provide.

Type your answer in the space provided.

<https://sat1.sbacpt.tds.airast.org/Student/Pages/TestShellModern.aspx>



Grade 8 ELA – Performance Task

Smarter Balanced Timeline



Pilot Test

- 124 schools in Idaho administered the Pilot Test in Spring 2013
- Pilots were given in different school sizes, grade levels and regions
 - For example: 493 tests at Canyon Ridge High School in Twin Falls to 6 tests completed in Bliss
- SBAC has evaluated items and technology
 - Idaho educators participated in this process



Pilot Test Feedback

- 40 Idaho educators and 70 students responded to an SDE survey this fall
 - Most educators felt that it was easy for their students to access and navigate the Pilot Test, as well as use testing tools
 - The majority of educators reported adequate network connectivity during the Pilot Test
 - Most students and educators reported spending 2 hours or less per subject area
 - Some technical issues were reported, but all have been addressed by Smarter Balanced



Field Test

- Consortium Goals:
 - Determine cut scores (advanced, proficient, etc.)
 - Calibrate test items (easy, medium, hard)
 - Logistics
- Idaho Goals:
 - Give Idaho students the opportunity to experience a new test before it becomes operational
 - Avoid double-testing
 - Avoid giving a non-ICS aligned test in 2014



Field Test

- Field Test Waiver
- Most students in grades 3-11 will take the Field Test
 - 100% of 3-8 graders
 - Optional for 9th and 10th graders
 - Most 11th graders (excluding those who have not yet passed ISAT)
- Testing window
 - April 1 – May 16
- Some districts have received extensions



Essential Elements for a Quality Assessment System in Idaho

- Full alignment to Idaho Core Standards
- Computer-based summative assessments in grades 3-8/HS
- Computer-based interim assessments
- Formative assessment tools for teacher development
- Assessment of lower & higher-order thinking skills
- State involvement in development and quality assurance
- Sole ownership of student data
- Data availability to Idaho for further analysis
- Cost neutrality or savings
- Extensive accommodations and accessibility options



Michigan Study on CCSS Assessments

**Report on
Options for Assessments
Aligned with the
Common Core
State Standards**

*Submitted
to the
Michigan Legislature*

*December 1,
2013*



ESSENTIAL ELEMENTS FOR A HIGH QUALITY ASSESSMENT IN IDAHO	SBAC	ACT	SAT
Full alignment to Idaho Core Standards	X		
Computer-based summative assessments in grades 3-8 & HS	X		
Computer-based interim assessments	X		
Formative assessment tools for teacher development	X		
Balanced assessment of lower & higher-order thinking skills	X	~	~
State involvement in development & quality assurance	X		
Sole ownership of student data	X		
Data availability to Idaho for further analysis	X		
Cost neutrality or savings	X	?	?
Extensive accommodations & accessibility options	X		





Score Reporting

- 10-day turn around for scores
- Rolling scoring process
- Idaho teachers will be involved
 - Local involvement
 - Professional Development



Contracts and Governance

- MOU with other Smarter Balanced States
 - Item development
 - Test engine development and maintenance
 - Continue MOU
- Contract with testing company
 - Test delivery
 - Scoring
 - RFP out to establish new contract



Smarter Balanced Advisory Committee

- 6 Superintendents (regional)
- 3 Testing Coordinators (super-regional)
- 6 Principals (regional)
- 2 Teachers (LEP, SPED)
- 1 Higher Education Representative

smarterbalancedadvisorycommittee@sde.idaho.gov





Smarter Balanced Advisory Committee Work

- Feedback from Field Test
 - Questionnaires
 - Students, teachers, admins, proctors
 - Focus groups
 - Students, admins
- Operational testing window determination
- Evaluation of RFP bids



Idaho Bias and Sensitivity Review Committee

- Required by new legislation
- 30 members (5 per region) appointed by State Board
 - 2 parents
 - 1 teacher
 - 1 administrator
 - 1 school board member
- Review all 10,000+ items for bias and sensitivity
- October/November 2014



Questions?

Luci Willits

Chief of Staff, SDE
SBAC Executive Committee

Dr. TJ Bliss

Director of Assessment and Accountability, SDE
SBAC State Lead for Idaho

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(208) 332-6842

