





2013 Updates

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In the draft policy, the consortia states that an accommodation considered for English-learners must meet three conditions:

- It must reduce the "linguistic load" or complexity of the language that is necessary for students to access the content in curriculum or on the assessment;
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“Students participating in the Pilot Test will experience innovative assessment items and performance tasks that assess the depth and breadth of the Common Core State Standards,” said Joe Willhoft, Ph.D., executive director of Smarter Balanced. “This information will contribute to the development of thousands of additional assessment items and performance tasks that will be administered as part of the Field Test in early 2014 and will become part of the operational assessment system in the 2014-15 school year.”



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For Grandview's 3rd-graders, mostly 8-year-olds, the Smarter Balanced Pilot Test required a computer, a keyboard, a headset, and a connection to the Internet.

Rather than use a commercially available browser, such as Microsoft's Internet Explorer or Mozilla Firefox, Smarter Balanced assessments use a proprietary web browser. It connects students and teachers directly to the Smarter Balanced system. Each student is assigned a number for the test, logs in, and the teacher then must approve on their computer that the student can take the test.

Grandview Principal Cheri Singer said, overall, the pilot testing went well. "It was a very worthwhile experience because it showed that our technology will be able to handle the requirements of the (Smarter Balanced) test, and it also showed us where we are going to need to work on the computer skills we're going to need to give to our children to be successful."

Major Similarities between PARCC and Smarter Balanced

- Will be taken on computers for students in grades 3-8 and in high-school ELA, literacy, and math
- Assessment items will include selected-response, constructed response, technology-enhanced, and complex performance tasks
- Will have two required components, both given in the final weeks of the school year
- Will use electronic and human scoring with results available within two weeks
- Will have
 - ✓ optional interim assessments
 - ✓ professional development modules
 - ✓ formative items and tasks for classroom use
 - ✓ model curriculum units
 - ✓ an online reporting suite
 - ✓ a digital library for sharing vetted resources and tools

Key Differences

PARCC summative assessments will use fixed-form delivery
Students take one of several fixed, equated sets of items and tasks

Smarter Balanced will use adaptive delivery
Students will get an individually tailored set of items and tasks depending on their responses and Will have a retake option for the end-of-year component.

PARCC will have one optional diagnostic and one optional mid-year assessment
Mid-year assessment will contain mostly tasks similar to the summative performance-based tasks Will have optional K-2 formative performance tasks
Will have a required, non-summative speaking and listening assessment for grades 3-8 and high school, locally scored

Smarter Balanced will have optional interim assessments for grades 3-12
Will be computer adaptive with multiple item types, including performance tasks
Number of tests, timing, and scope will be locally determined

Whether a member of PARCC, Smarter Balanced, both or neither consortium, educators are encouraged to use both sets of sample assessment items to inform Common Core implementation since the assessments are based on the same set of standards.



PARCC Membership

21 states + U.S. Virgin Islands & Washington D.C.

18 states along with D. C. are Governing States:

Arizona	Arkansas
Colorado	District of Columbia
Florida	Georgia
Illinois	Indiana
Louisiana	Maryland
Massachusetts	Mississippi
New Jersey	New Mexico
New York	Ohio
Oklahoma	Rhode Island
Tennessee	

3 of the 21 states are Participating States:

Kentucky
North Dakota
Pennsylvania

Smarter Balanced Membership

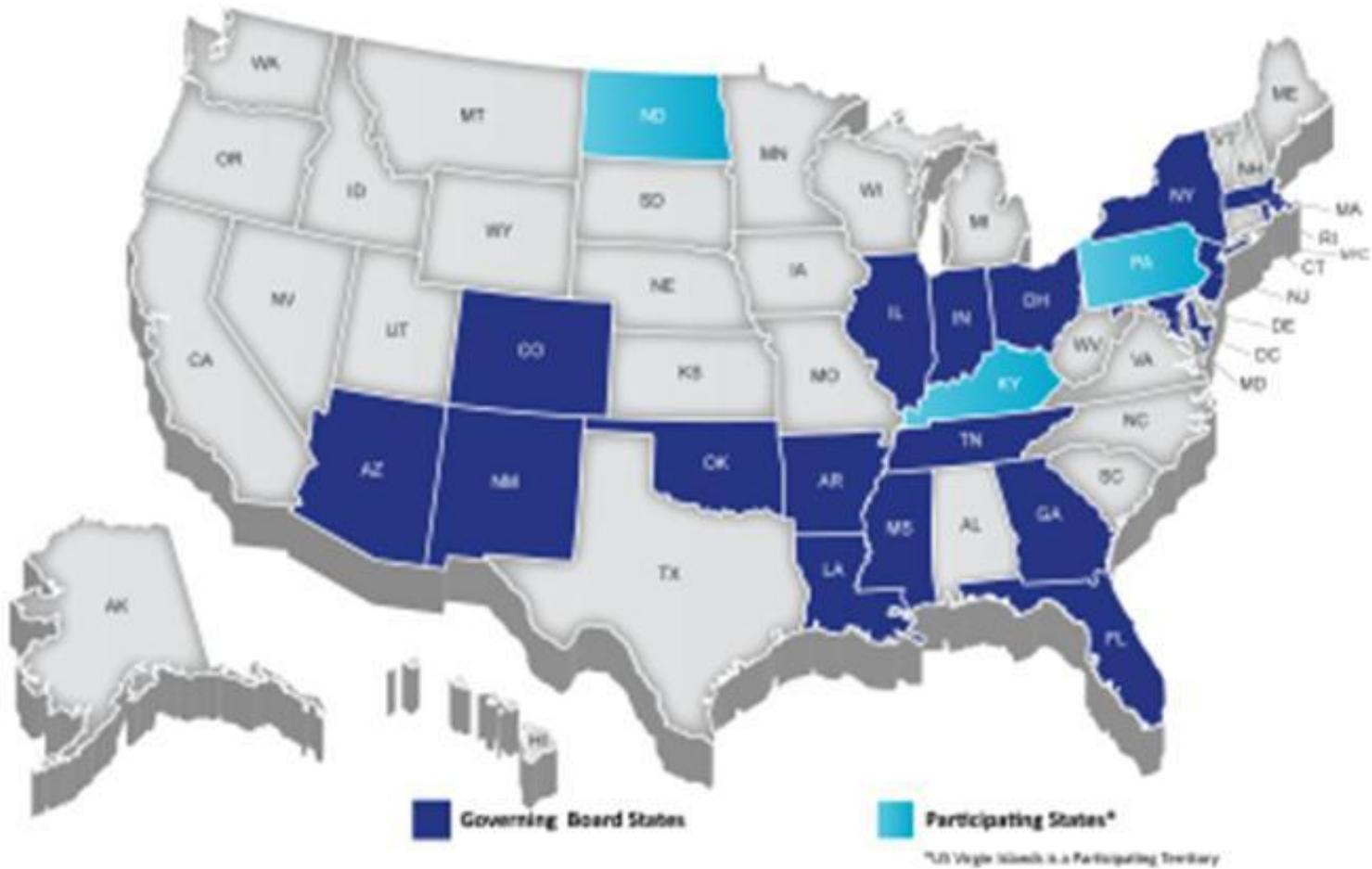
25 states + U. S Virgin Islands (Affiliate State)

21 of the 25 states are Governing States:

California	Connecticut
Delaware	Hawaii
Idaho	Iowa
Kansas	Maine
Michigan	Missouri
Montana	Nevada
New Hampshire	North Carolina
Oregon	South Carolina
South Dakota	Vermont
Washington	West Virginia
Wisconsin	

4 of the 25 states are Participating States:

Alaska
North Dakota
Pennsylvania
Wyoming



A National Consortium of States

- 25 states representing 40% of K-12 students
- 21 governing, 4 advisory states
- Washington state is fiscal agent
- WestEd provides project management services





Purpose of System

Aligned to Common Core State Standards, assessments will increase the rate of students prepared for success in college and in the workplace; and to help educators increase learning throughout the year by informing instruction, interventions, and professional development.

Developers indicate the tests are “*...designed to reward quality instruction aligned to the Common Core standards.*”

“PARCC evidences are rooted in the language of the Standards so that the expectations remain the same in both instructional and assessment settings.

Purpose of System

Aligned to Common Core State Standards, assessments will strategically balance summative, interim, and formative assessments while providing year-to-year indicators of students’ progress toward college and career readiness. Will inform instruction, guide interventions, and help target professional development.



Delivery System

Pencil and paper initially in grades 3-5 and as an accommodation; computer-based (not computer adaptive) tests in grades 6-11 in order to maximize technology and deliver faster turnaround of student results.

While the testing window in some schools may span as many as 20 days, individual students will participate in testing sessions for both the PBA and EOY components over five to nine days.

Delivery System

Computer adaptive model whereby tests will adjust the line of questioning and difficulty in real-time throughout the assessment based on the responses of individual students. As a result, students will receive a tailored set of assessment items that to measure their knowledge and abilities. SBAC expects to offer pencil/paper option for 3 years.

Grades Assessed

In English/Language Arts and Mathematics at Grades 3-11

Grades Assessed

In ELA and Mathematics at Grades 3-8 and 11 plus voluntary access to a non-secure interim assessment item bank for 9th and 10th grade assessments.

Timeline	Timeline
2010-2011 Development & approval by member states of common policies and procedures	2011 Create content specs, develop criteria for item/task prototypes, and develop sample item/task sets
2011-2012 Item and task development, piloting Release of model content frameworks, as well as prototype of items and tasks Development of PD resources and online platform	2012 Develop test specs, item specs, test blueprints, and initial achievement-level descriptors Conduct item/task writing and editing Conduct gap analysis to determine procurement needs Conduct small-scale trails and cognitive labs Conduct content and bias/sensitivity reviews
2012-2014 Field testing	2013 Conduct pilot test of items and tasks
2014-2015 New summative assessment in use	2014 Prepare items for field testing; conduct field tests and preliminary standard setting
Mid -2015 Setting of achievement standards	2015 Administer fully operational summative assessments; verify and adopt final achievement level standards

Design

Assessments are designed around the same *SHIFTS* the Common Core standards expect of teachers and students. The three shifts in mathematics are:

- 1. Focus:** The PARCC Assessment will focus strongly where the Standards focus (70% of items in grades 3-8 will be on the major grade level focus of the standards)
- 2. Coherence:** Link across grades and link to major topics within grades with integrative tasks across multiple standards to ensure students are making connections
- 3. Rigor:** In major topics, pursue conceptual understanding, procedural skill and fluency, and application. Items will reach matching level of rigor through innovations in technology and item design.

Design

One overall claim and 4 specific claims are proposed for the summative mathematics assessment, one overall composite claim associated with the entire assessment and four separate domain claims addressing sub-components of the overall composite.

Overall Claim

Students can demonstrate **progress toward** college and career readiness in mathematics (grades 3-8) and **can demonstrate** college and career **readiness** in mathematics (grade 11).

Claim #1: Concepts & Procedures: Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

Claim #2: Problem Solving: Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.

Claim #3: Communicating Reasoning: Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

Claim #4: Modeling & Data Analysis: Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.



Components

1. Formative Early-in-the-Year Diagnostic Assessment - (Optional)
1. Formative Mid-Year Assessment - (Optional)
1. Summative Performance-Based* Assessments – will be administered after 70% of school year has passed (Required)

The ELA/literacy will focus on writing effectively when analyzing text

Math will focus on what they call **Problems Worth Doing** - Multi-step problems requiring abstract reasoning, precision, perseverance, and strategic use of tools; applications, and substantial procedures will be common, as in an excellent classroom.
1. Summative Comprehensive End-of-Year Assessment**- will be administered after 90% of school year has passed (Required)

PARCC indicates there will be no multiple choice items, rather innovative selective response.

ELA/literacy will focus on reading comprehension

Math will be comprised of innovative, machine-scorable items
1. Formative Assessment of Speaking and Listening - administered anytime between #2 and #4 (Required but likely not part of the accountability score)

Components

1. Formative Interim Assessments (Optional) Computer adaptive/can be self-administered several times per year. Grounded in cognitive development theory about how learning progresses across grades and how college-and-career readiness emerges over time.
1. Summative Performance-Based* Tasks (Required) One in reading, one in writing and two in math each year requiring application of knowledge and skills - administered during the last 12 weeks of the school year.
1. Computer Adaptive Summative Test (Required) 40-65 questions per content area including selective response, constructed response, and technology-enhanced items - administered during the last 12 weeks of the school year.
1. Formative tools and resources that help teachers differentiate instruction and meet the unique needs of each student.



Involvement of Higher Ed Community

Nearly 750 institutions and systems covering hundreds of campuses across PARCC states have committed to help develop the high school assessments and set the college-ready cut score that will indicate a student is ready for credit-bearing courses.

Involvement of Higher Ed Community

Each of the member state has appointed a higher education lead to provide input in the development of the assessment system and coordinate outreach to higher education institutions. In addition, two higher education leaders hold seats on the Executive Committee and higher education representatives serve on Consortium work groups.

Projected Cost per Student

Current cost projections indicate the cost per student for the PARCC assessment will be less than most PARCC states currently spend per student for tests in English Language Arts and Mathematics. Further the PARCC assessment will also provide a score in writing (not currently provided by most of the state assessments in PARCC states).

Projected Cost per Student

Projected per pupil cost for the summative assessment is \$19.81, while the interim assessments are expected to cost \$7.50 – for a total of \$27.31 per student. Among the 31 states that provided estimates of their current spending on assessments as part of the Smarter Balanced RTTT grant proposal, the average per student cost was \$31.00.



Partnership Resource Center (PRC)* Components

- Model Content Framework – will determine priorities and areas of emphasis in new standards
- Model Instructional Units
- Support for cross-state sharing of additional resources
- Released Test Items
- Released Performance Tasks
- Scoring Rubrics with Sample Responses
- Educator Training Materials
- Online Practice Tests (for educator and student use)
- Item Development Portal
- Optional Formative Performance Tasks for Grades K-3
- Interactive Data Tool for Reporting Results

*Projected to be available in Winter 2013

Digital Library Components

- System Portal providing a single point of entry to all components of the system
- Assessment Reports
- Rubrics
- Longitudinal Data
- Model Curriculum
- Instructional Strategies and Interventions for Individual Students or Subgroups
- Vetted Instructional Units
- Formative Tools
- Sample Performance Tasks
- Software to allow states to create end-of-course assessments using the interim item bank
- Network for teachers to share information and resources and for further discussion
- Item Development/Scoring Applications
- Feedback/Evaluation Tools to support regular surveying of system uses and vetting of submitted materials

Technology Enhancements

- Enhancements will support accessibility
Example: the ability to hover over a word to see and/or hear its definition, etc.
- Formats will make possible what cannot be done with traditional paper-pencil assessments
Examples: simulations to improve a model, game-like environments, drawing/constructing diagrams or visual models, etc.
- Will get beyond *the bubble* and avoid drawbacks of traditional selected response such as guessing or choice elimination
- Will capture complex student responses through a device interface
Examples: using drawing tools, symbol palettes, etc.
- Will provide machine-scorable multi-step tasks which are more efficient to administer and score

Technology Enhancements

Technology-enhanced items employ technology

- ✓ To allow students to manipulate the items. **For example, students will be able to:**
 - Create a line
 - Move one or more objects
 - Produce a geometric shape
 - Select one or more points on a graphic
 - Drag and drop a graphic from one location to another
 - Select blocks of text
 - Mark a visual field
- ✓ To assess content, cognitive complexity, and Depth of Knowledge not assessable otherwise

Ultimately, to provide better measurement of student knowledge and skills through technology



Technology Requirements

[Technology Guidelines for PARCC Assessments: Version 2.0](#) is the first of several documents to be released through early 2013 that will communicate technical information, and provide planning and implementation guidance in coordination with the existing efforts around the PARCC and Smarter Balanced Technology Readiness Tool. The document provides minimum and recommended specifications for computer hardware, input devices, and security requirements; and suggests recommended levels of bandwidth that will support schools instructional and assessment needs. It does not yet set minimum bandwidth specifications. Schools, districts, and states can use these guidelines to determine the eligibility of existing computers as test-taking devices for the 2014-2015 PARCC assessments.

The PARCC assessments will be available in paper and pencil format for students with disabilities whose Individualized Education Plans require it, and for schools that have gained approval for paper and pencil-based testing from their State Educational Agency (SEA).

Technology Requirements

In December 2012, Smarter Balanced released the [Technology Strategy Framework and System Requirements Specifications](#). The framework provides minimum hardware specifications and basic bandwidth calculations that will allow schools and districts to evaluate which of their existing devices will support the administration of the next-generation assessments, as well as guidelines for new purchases.

According to Consortium research and data analysis, a majority of schools and districts in member states will be able to administer the assessments with their existing infrastructure.

In addition to the hardware and bandwidth requirements, eligible devices must also have a 10" class screen, a mechanical keyboard, headphones, wired or wireless Internet access, and administrative tools to temporarily disable features, functionalities, and applications that could present a security risk during test administration.



Reporting

Reporting

PARCC will produce both proficiency and growth data. Data may be used for a number of accountability purposes including school and district effectiveness; educator effectiveness; student placement into college-bearing courses; and comparisons to other state and international benchmarks.

SBAC achievement and growth data will be reported on both vertical (across grades 3-11) and horizontal (grade specific) scales. Customized reports will be made available to administrators, teachers, parents, and students with examples to aid interpretation. Scores expected to be delivered within two weeks of administration.

Access to results will be available to administrators, teachers, and parents. Results will be provided in a timely manner.

SMARTER Balanced will determine its cutoff scores for passing or failing after piloting the assessments in spring 2014.

PARCC will set the cutoff scores for passing and failing after the first full year of implementation.

Sample Items

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PARCC is contracting with the Institute for Learning at the University of Pittsburgh (English language arts/literacy) and the Dana Center at the University of Texas, Austin (mathematics) to develop models of innovative, online-delivered items and rich performance tasks proposed for use in the PARCC assessments.

Link to: <http://www.smarterbalanced.org/smarter-balanced-assessments/#item>

A portion of these tasks has been released to serve as models for PARCC states. For sample items, link to

Consortium has created a series of [online trainings](#) about the development of assessment items and performance tasks.

http://www.ccsstoolbox.com/parcc/PARCCPrototype_main.html
Regarding the math items, PARCC indicates it will include

This fall educators from Governing States will continue to write and review items and performance tasks for content, bias/sensitivity, and accessibility in preparation for the Pilot Test of the assessment system in early 2013. The presentations will help writers and reviewers get up to speed on the assessment system.

- *Problems worth doing:* Multi-step problems, conceptual questions, applications, and substantial procedures will be common, as in an excellent classroom.

Focus: Instead of randomly sampling a mile-wide array of topics, PARCC assessments will have a strong focus where the standards focus. This will reinforce the concept of "going deep" rather than simply "covering topics."

Six Item Types

- Selected Response
- Constructed Response
- Extended Response
- Performance Tasks
- Technology-Enabled
- Technology-Enhanced

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