

California's Transition to the Common Core State Standards and the Smarter Balanced Assessment Consortium System

September, 2013

Common Core State Standards (CCSS)

- A state-led initiative made up of the nation's governors and education commissioners; states voluntarily adopt the standards
- A single set of clear educational standards for Kindergarten through 12th grade in English Language Arts and Mathematics
- A more rigorous set of standards designed to ensure all students are prepared for college and career success, and to collaborate and compete with their peers

Smarter Balanced Assessment Consortium



26 states & territories
(21 governing, 4
advisory, 1 affiliate)

By challenging students and emphasizing complex problem-solving, Common Core aligns K-12 curriculum with employer expectations. . .

Turn of this century...

Forty years ago...

1. *Writing*
2. *Computational Skills*
3. *Reading Skills*
4. *Oral Communications*
5. *Listening Skills*
6. *Personal Career Development*
7. *Creative Thinking*
8. *Leadership*
9. *Goal Setting / Motivation*
10. *Teamwork*
11. *Organizational Effectiveness*
12. *Problem solving*



1. *Teamwork*
2. *Problem Solving*
3. *Interpersonal Skills*
4. *Oral Communications*
5. *Listening Skills*
6. *Personal Career Development*
7. *Creative Thinking*
8. *Leadership*
9. *Goal Setting / Motivation*
10. *Writing*
11. *Organizational Effectiveness*
12. *Computational Skills*
13. *Reading Skills*



1 Fortune 500 survey, 1970 and 1999 survey dates

California's vision for career and college readiness

- **High quality teaching and learning in every classroom**
- **Curriculum built on the Common Core State Standards**
- **Reinforced by practical supports for teachers**
- **Meant to help more students reach the next levels and close the gaps**
- **Goal of ensuring that all students graduate prepared for college and careers**

Smarter Balanced assesses knowledge in a 21st century way

Smarter Balanced measures higher-order thinking...

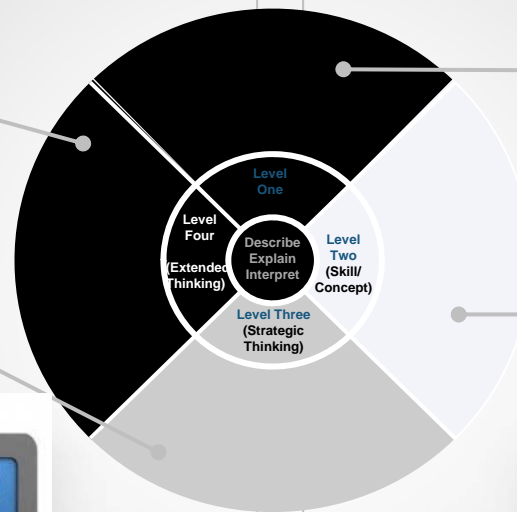
...instead of only testing recall...

Apply mathematical model to illuminate a problem or situation:

- Problem solve
- Apply concepts
- Draw conclusions
- Analyze

Conduct basic mathematical calculations and perform routine procedures:

- Tabulation
- Use a concept
- Identify
- Narrow focus on single concept



Sample Smarter Balanced item

Jared is testing how much weight a bag can hold. He plans to put juice bottles into three bags. He wants each bag to have a total weight within the given range.

- Drag juice bottles into each bag so that the weight is within the given range.
- Leave the bag empty if the given range is not possible using juice bottles.

Correct answer:

Sample STAR item

The total length of a vehicle is 205.83 inches. What is the length of the vehicle rounded to the nearest whole number?

A 200 inches
B 205 inches
C 206 inches
D 210 inches

Correct answer:

23. A B C D

The tests are now catching up with our best educators. . . .

For teachers, assessments go from dictating instructional practice ...

...to promoting and reinforcing instruction



“In the past, I found there was a disconnect between what my students learned in class and what they were asked to do or know on the test.”



Rebecca Mieliwocki
2012 California and National
Teacher of the Year

“...I'm very excited about the new assessments, especially because they are so reflective of how I teach. For the first time in a state assessment, my students will be asked to interact with information...just as they do when I'm teaching...”

Smarter Balanced includes a system of tools and resources for educators:

Summative assessments
Longitudinal measures
benchmarked to college and
career readiness

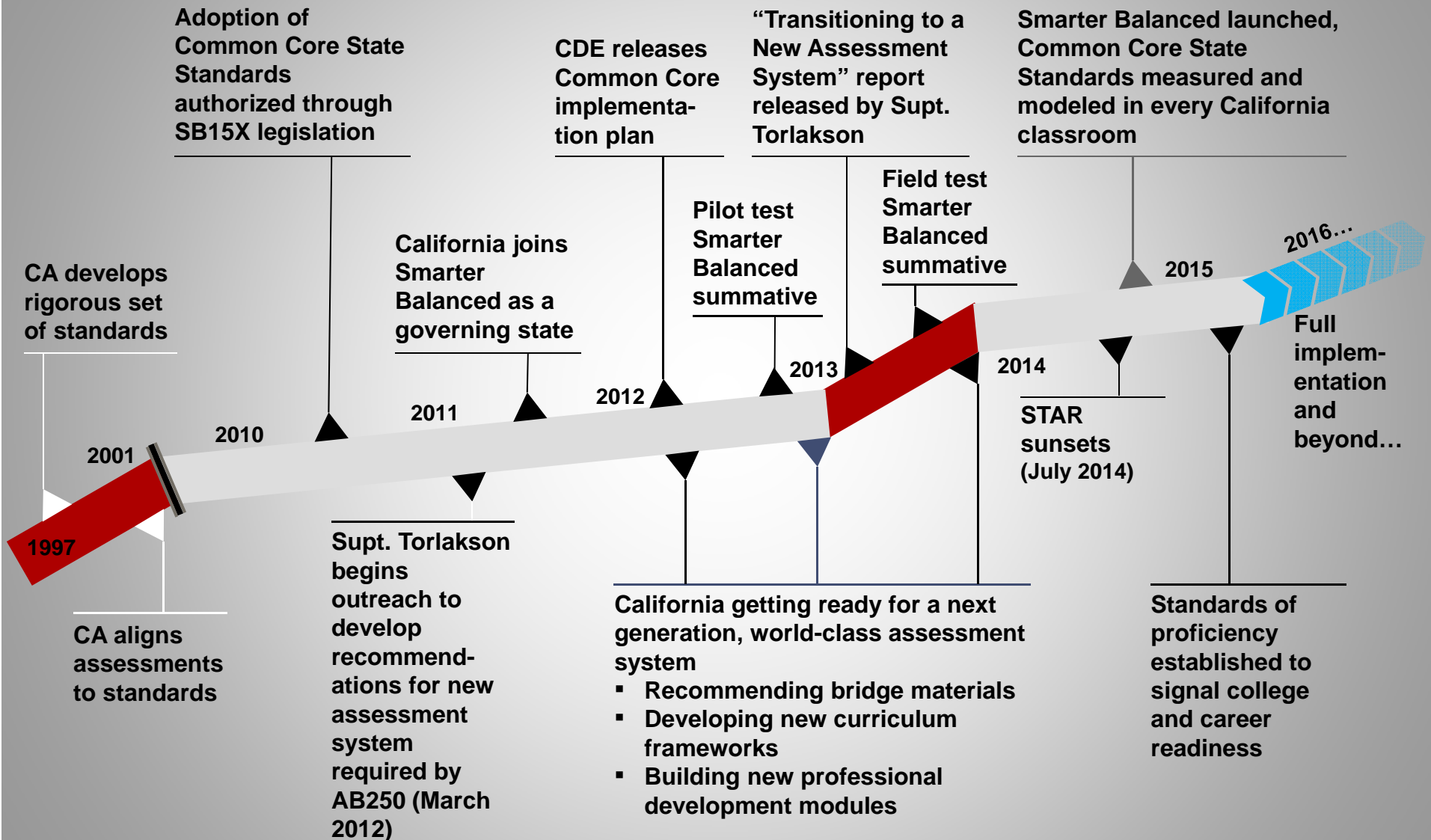
Teachers, schools and districts
have access to high quality and
highly accurate student data and
teaching resources, through the
digital library throughout the
year and across years to
improve teaching and learning

Formative tools and interim
assessments customizable to
inform and improve
instruction

Tools and resources for
professional development
and cross-consortia
collaboration

California's journey towards Common Core implementation. . . .

▲ Today



Purposes and Users for the Summative Assessments--

Grades Tested	Purpose	User
3-8 and 11	School/District/State Accountability	Federal ESEA/NCLB
11	Student Readiness for Credit-bearing College Coursework	Higher Ed. Institutions
9, 10, 12	State Designed End-of-Course, Graduation Requirements, etc.	State Option
3-8 and 11	Teacher/Principal Accountability	State/District Option

Summative Assessment: Two-pronged approach

Computer Adaptive Test

- Assesses the full range of Common Core in English language arts/literacy and mathematics for students in grades 3-8 and 11
- Measures current student achievement and growth across time, showing progress toward college and career readiness
- Includes a variety of question types

Performance Tasks

- Extended projects demonstrate real-world writing and analytical skills
- May include online research, group projects, presentations
- Included in both English language arts/literacy and mathematics assessments
- Evaluated by teachers using consistent scoring rubrics

Estimated Testing Times for Summative Assessment

Test	Grades	CAT	Perf. Task Only	Total	In-Class Activity	Total
English Language Arts/ Literacy	3-5	1:30	2:00	3:30	:30	4:00
	6-8	1:30	2:00	3:30	:30	4:00
	11	2:00	2:00	4:00	:30	4:30
Math	3-5	1:30	1:00	2:30	:30	3:00
	6-8	2:00	1:00	3:00	:30	3:30
	11	2:00	1:30	3:30	:30	4:00

Field Test and Standard Setting

- Field test in Spring 2014 will include 2.5 million students
- Building items and performance tasks
- Educator recruitment for item authoring and review as well as range-finding
- Standard-setting will occur after field test
 - ✓ In addition to traditional workshops, Smarter Balanced will invite broad stakeholder involvement
 - ✓ Stakeholders can review items and make their own cut score determinations

What is College Content Readiness?

English Language Arts/Literacy	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 Assessment Results

Level 1

- Not yet content-ready - Substantial support needed
- K-12 & higher education may offer interventions

Level 2

- Not yet content-ready – Support needed
- Transition courses or other supports for Grade 12, retesting needed

Level 3

- Conditionally content-ready/Exempt from developmental if conditions are met*
- Specific 12th grade courses/experiences

Level 4

- Content-ready/Exempt from developmental*

***Note: Applies only to students who matriculate directly from high school to college.**

Common Core Standards Implementation: Important Roles for Higher Education

Teacher and School
Leader Preparation
and Professional
Development

Clear Expectations
(Assessments,
Course
Requirements)

Aligned Curricula
(credit-bearing,
developmental, and
general education)

High School
Interventions

New Curricular
Materials

Smarter Balanced Goals for Higher Education

- Colleges and universities **recognize** the Smarter Balanced Grade 11 assessment as a valid measure of college content-readiness as defined by the Common Core State Standards.
- Colleges and universities **agree** on a common performance standard 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 developmental courses.

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;
- Shorten time-to-degree;
- Improve college persistence and completion rates, as well as cost to students and state.

Next Steps for Higher Education

Reporting System Development	Summer – Fall 2013
States Determine Grade 12 Requirements	2013-14 Academic Year
Comparability with PARCC	Spring – Fall 2013
Career Readiness Policy *	Spring 2013- Winter 2014
Validation Research Planning	Spring- Fall 2013
Validation Research Implementation	Spring 2014 - 2017
Standard-setting*	Summer 2014
Development of Reporting ALDs *	Spring-Summer 2014
Institutional participation decisions	Beginning Fall 2014

* Subject to state vote by K-12 and Higher Education.

CSU SBAC Transition Advisory Committee

Dr. Roberta Ching	CSU Sacramento
Dr. Sandra Chong	CSU Northridge
Dr. Magnhild Lien	CSU Northridge
Dr. Glen McClish	San Diego State
Dr. James Postma	CSU Chico
Dr. Mark Van Selst	San Jose State

Learn More. . . .

- Visit SmarterBalanced.org for the latest news and developments
- Sign up for the e-newsletter
- Follow on Twitter at [@SmarterBalanced](https://twitter.com/SmarterBalanced)

The screenshot shows the homepage of the Smarter Balanced Assessment Consortium. At the top left is the logo, which consists of three green triangles of varying sizes forming a larger triangle, followed by the text "Smarter Balanced Assessment Consortium". To the right of the logo are navigation links: "Home", "Contact Us", and "Member States Login". Below these is a "Stay Connected" section with an email icon and a search bar containing the text "What are you looking for?" and a "Search" button. A horizontal navigation menu below the search bar includes links for "ABOUT", "SMARTER BALANCED ASSESSMENTS", "K-12 EDUCATION", "HIGHER EDUCATION", "PARENTS & STUDENTS", and "RESOURCES & EVENTS". The main content area features a large banner with a background image of a diverse group of people in a classroom. On the left side of the banner is a photo of a young boy in an orange shirt. The banner text reads "Technology Strategy Framework and System Requirements Specifications" and "Minimum specifications allow schools to determine which computers will support the administration of Smarter Balanced assessments in the 2014-15 school year. [READ MORE](#)". Below the banner are two columns of text. The left column is titled "Smarter Balanced Assessment Consortium" and describes the organization's mission. The right column is titled "School Years" and lists implementation years from 2009-2010 to 2012-2013, with 2012-2013 highlighted in blue and containing a "What's Happening" section. At the bottom left, there is a "Latest News" section with a headline "Alaska Joins the Smarter Balanced Assessment Consortium" and a brief description of Alaska's role as an Advisory State.

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
Alaska Joins the Smarter Balanced Assessment Consortium
Alaska has joined the Consortium as an Advisory State. With the addition of Alaska, Smarter Balanced includes 26 member states and territories working collaboratively to develop a next-generation assessment system for English language arts/literacy and mathematics. [READ MORE](#)

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
- 2012-2013**

What's Happening
Working with educators, Smarter Balanced will conduct a pilot test of the assessment system. [READ MORE](#)

