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*Sen. Dennis Kruse, Co-Chairperson*
*Sen. Scott Schneider*
*Sen. Carlin Yoder*
*Sen. Earline Rogers*
*Sen. Timothy Skinner*
*Sen. Lonnie Randolph*
*Rep. Robert Behning, Co-Chairpersonp*
*Rep. Rhonda Rhoads*
*Rep. James Lucas*
*Rep. Vernon Smith*
*Rep. Justin Moed*
*Rep. Clyde Kersey*

# INTERIM STUDY COMMITTEE ON COMMON CORE EDUCATIONAL STANDARDS

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*Authority: IC 20-19-2-14.5*

## MEETING MINUTES[1]

| | |
|---|---|
| **Meeting Date:** | **September 10, 2013** |
| **Meeting Time:** | **1:00 P.M.** |
| **Meeting Place:** | **State House, 200 W. Washington St., Senate Chambers** |
| **Meeting City:** | **Indianapolis, Indiana** |
| **Meeting Number:** | **2** |

**Members Present:** **Sen. Dennis Kruse, Co-Chairperson; Sen. Scott Schneider; Sen. Timothy Skinner; Rep. Robert Behning, Co-Chairpersonp; Rep. Rhonda Rhoads; Rep. James Lucas; Rep. Vernon Smith; Rep. Clyde Kersey; Rep. Justin Moed.**

**Members Absent:** **Sen. Carlin Yoder; Sen. Earline Rogers; Sen. Lonnie Randolph.**

Co-Chairperson Kruse called the meeting to order at 1:02 p.m. and asked the members to introduce themselves. He then announced that the final meeting of the Committee will be held on October 1, with the topic of the costs of implementing the Common Core standards.

Co-Chairperson Behning called upon Layton Elliot, Department Chairman in Mathematics, Brebeuf Jesuit Preparatory Academy, Indianapolis. Mr. Elliot testified that he has found the Common Core state standards (CCSS) to needlessly complicate mathematical concepts. He also found that the standards provide less emphasis on application and practice for students, and poor instructional strategies for instructors.

State Superintendent of Public Instruction Glenda Ritz presented information on the progress of the Department of Education's (DoE) evaluation of Indiana standards and the appointment of members to standards evaluation committees (Exhibit A). She pointed out that assessments

[1] These minutes, exhibits, and other materials referenced in the minutes can be viewed electronically at http://www.in.gov/legislative Hard copies can be obtained in the Legislative Information Center in Room 230 of the State House in Indianapolis, Indiana. Requests for hard copies may be mailed to the Legislative Information Center, Legislative Services Agency, West Washington Street, Indianapolis, IN 46204-2789. A fee of $0.15 per page and mailing costs will be charged for hard copies.

cannot be determined until standards are determined, as tests must be aligned to the standards. She also discussed issues related to the transition from the ISTEP assessment to college and career ready assessments. State law requires the use of student growth and achievement, which will be measured by state assessments, to determine school accountability performance and teacher effectiveness.

Michele Walker, Director of Student Assessment, DoE, stated that Indiana's 2010 academic standards (before the CCSS were adopted) were moving towards a college- and career-ready standards model but were not developed using that model. In her opinion, the 2010 standards would not be considered college and career ready standards, but those standards have not received a formal review by the United States Department of Education.

Bob Bickerton, Partnership for Assessment of Readiness for College and Career (PARCC), discussed the PARCC assessments (Exhibit B). He compared the PARCC assessments with the Massachusetts Comprehensive Assessment System (MCAS), and found the PARCC assessment compared favorably to the MCAS test and surpassed the MCAS test in several areas.

Sue Gendron, Smarter Balanced Assessment Consortium, gave a slide presentation concerning the Consortium (Exhibit C). The Smarter Balanced Assessment measures content knowledge, rather than college and career readiness, to determine whether a student has the content knowledge to be prepared for a college freshman course. The system will use computer adaptive testing as a portion of the assessment, as well as performance tasks, to provide quick performance results for teachers' use.

Schauna Findlay, Chief Academic Officer, Indiana Network of Independent Schools, presented information comparing ISTEP assessments with PARCC assessments (Exhibit D). She favors the adoption of college and career ready standards and more rigorous assessments, such as PARCC, to replace ISTEP.

Mike Cohen, president, ACHIEVE, an organization that works with states to improve state educational standards, promote college and career readiness, and promote rigorous testing, spoke about the development of the CCSS by the states involved.

Joan Herman, National Center for Research on Evaluation, Standards, and Student Testing, presented research on the next generation assessments (Exhibit E). Research has shown that current assessments do not measure depth of knowledge well. Both the PARCC and Smarter Balanced assessments allow a student to demonstrate depth of knowledge more accurately than most current assessments do.

Paul Weeks, ACT, spoke about ACT's longitudinal assessment system, Aspire, which aligns with the CCSS (Exhibit F).

Matthew Lisk, College Board, spoke about the SAT examination, which is aligned with the CCSS. Mr. Lisk indicated that the SAT and PSAT will be redesigned to model good instruction, test skills necessary for college and career success, and have greater transparency, among other factors.

Eric Miller, Advance America, expressed concerns concerning student privacy (Exhibit G).

Joy Pullman, Heartland Institute, shared her concerns about student privacy under PARCC and Smarter Balanced assessments. She indicated that the U.S. Dept of Education can share student data with any entity and that both PARCC and Smarter Balanced have agreed to grant the federal government access to their data.

Janet Rummel, Director of Curriculum, Indiana Network of Independent Schools, discussed the need for stronger standards for college and career readiness as tested by PARCC and Smarter Balanced assessments. These assessments measure depth of knowledge and comprehension. She urged the state to participate in multi-state assessments in order to reduce time and costs.

Mitch Warren, Director of Admissions, Purdue University, spoke in favor of rigorous standardized assessments as an indicator of the likelihood of success in higher education.

Rachel Burke, Indiana PTA, spoke in favor of the CCSS, particularly in mathematics. She also stated that the ISTEP assessments do not adequately test college and career readiness. In addition, she believes that ISTEP is biased against certain special education students.

Jacqueline Michelle, Lebanon, stated that the kindergarten and first-grade teachers with whom she has spoken have all criticized the methods of teaching called for in the Common Core mathematics standards.

Sherry Grate, Superintendent, DeKalb County Central United School District, spoke in support of the CCSS. She stated that the standards leave the method of teaching and curriculum to school corporation decision. She indicated that the PARCC and Smarter Balanced assessments are comprehensive and well developed and accurate measures of student achievement.

John O'Neal, Indiana State Teachers Association, stated that his organization supports the continued implementation of the CCSS. He stressed the need to have assessments aligned with whatever standards are adopted and stated that teachers should not be penalized for a drop in student scores when changing to new standards and assessments.

Mary Giesting, Assistant Superintendent, Plainfield Community Schools, spoke in favor of implementing the CCSS. She stated that she has not found any negative impacts from the use of the standards in the Plainfield schools. She spoke in favor of the economy of scale in using nationally developed assessments, which also would allow Indiana to compete nationally with other students.

Megan Storer, a sophomore at Elwood High School, spoke against the CCSS and the associated assessments, in particular the assessments' lack of accommodation for special education students.

Ryan Russell, Assistant Superintendent, MSD Warren Township, Indianapolis, said his district has been implementing college and career ready standards and assessments for the past several years. They have used PARCC and Smarter Balanced examples in developing their own assessments and have found them to be useful in testing students' depth of knowledge. He stressed that under the current standards students could do poorly on the applied skills portion of the ISTEP test and still do well.

Jim Bauerly, retired Brigadier General, U.S. Army, Military Veterans Coalition of Indiana, discussed the current lack of preparedness of students leaving high school. He indicated that approximately 75% of applicants are not qualified to join the military. He stated that the CCSS will raise the bar for students and make them better prepared to serve in the military, if they choose to.

Lori Storer, Principal, Mohawk Trails Elementary School, Carmel, spoke in favor of the CCSS and the assessments that are aligned with them. Her school adopted the standards in 2010.

Tressa Nichols, Warsaw, spoke against the CCSS and the assessments for the standards. In

particular, she disapproves of one of the recommended texts, "The Bluest Eye" by Toni Morrison (Exhibit H).

Erika Haskins, Director, Excel Center, Richmond, supports implementing the CCSS with their emphasis on applied depth of knowledge, and the rigorous assessments associated with them.

Mark Russell, Indianapolis Urban League, spoke in favor of the CCSS and the use of assessments that compare Indiana students with students nationally. He stated that the current Indiana assessments tend to inflate student performance, creating a false sense of college and career readiness. He indicated that abandoning the CCSS would place students at risk, especially minority students, a significant proportion of whom currently require remediation at the college level.

Alison Slater, Indiana Home School Educators, stated that she believes Common Core violates parental rights and states' rights. She expressed concern about the use of longitudinal data and test scores to evaluate the progress of home-schooled children.

Bonnie Fisher, Global Education Reforms Watch, Inc., stated her organization's opposition to the CCSS and the assessments associated with the standards. She is in favor of teaching the traditional academic subjects.

Derek Redelman, Indiana Chamber of Commerce, stated that the Chamber supports adopting the CCSS and the associated assessments because Indiana's assessments do not align well with the current Indiana standards. For example, he indicated that the current standards only require student to master math up to Algebra 1 whereas the CCSS includes Algebra 2 requirements.

Co-Chairperson Kruse adjourned the meeting at 9:42 p.m.

IMAGINING the possibilities. MAKING THEM HAPPEN.

Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

# Interim Study Commission on Common Core Educational Standards & Assessments

## September 10, 2013

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Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

## Definitions

**Standards** - Standards specify what students across the state should know and be able to demonstrate at each grade level. Standards are ultimately recommended by the Indiana Education Roundtable and adopted by the Indiana State Board of Education. *Standards do not dictate how teachers teach.*

**Curriculum** – Curriculum is a prescribed learning plan toward educational goals that includes instructional content, resources and materials, and a means by which to measure attainment. Curriculum is determined locally by a corporation or school.

**Instruction** – Instruction is the act, practice, or process of structured knowledge transfer from teacher to student. Instruction is determined locally at the corporation or school level. *Instruction is how teachers teach.*

**Exhibit A**
**Interim Study Comm. on Common Core Educational Standards**
**Meeting #2, 9/10/2013**

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Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

**College- and Career-Ready Standards** - The U.S. Department of Education defines college- and career- ready standards as "Content standards for kindergarten through 12th grade that build towards college- and career-ready graduation requirements...by the time of high school graduation. A State's college- and career-ready standards must be either:

1. standards that are common to a significant number of States; or
2. standards that are approved by a State network of institutions of higher education, which must certify that students who meet the standards will not need remedial course work at the postsecondary level."

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Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

The IDOE, the General Assembly, the Governor, and the State Board of Education are committed to ensuring our students have college- and career-ready standards.

SBOE resolution:
*The State Board of Education is committed to participating in the comprehensive and open/transparent review process of the standards, resulting in the Board fulfilling its obligation to adopt College- and Career-Ready standards by July 1, 2014.*

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Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

## Evaluating the Standards Timeline…

- IDOE Common Core Standards Report ✔
- IDOE assistance with OMB Report ✔
- IDOE appointment of English/language arts and Mathematics Standards Committee ✔

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Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

## Evaluating the Standards Timeline…

**September 2013 – April 2014**

- IDOE appointments of additional "Advisory Teams" to both Standards Committees – Sept
- Regular meetings and monthly updates to SBOE
- Review of Legislative Commission reports
- Drafts to the Indiana Education Roundtable – Jan & late Feb
- SBOE three public hearings – early Feb
- Public Electronic Comment period – early Feb
- SBOE approval of standards – April meeting

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## Assessments aligned to Standards

- Aligning assessments to standards is required
- Students must be afforded the opportunity to prepare for assessments on standards

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Indiana Superintendent of Public Instruction

## Transition from ISTEP+ to College & Career Ready Assessments

- Recommend 2015-16 full implementation of College & Career Assessments
- Core Link transition questions along with ISTEP+ (2013-14)
- ISTEP+ college & career assessment format along with Indiana indicators (2014-15) – possible compliance with ESEA Flexibility Waiver

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## Other considerations…

- Transition decisions for science (federal & state required)
  - IDOE recommends a STEM focus
- Determine status of Social Studies (state required)
- ECA transition to High School college & career assessment
- Need for statewide reading measurements

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## Transformation of Assessments

There are options for Indiana as we transform
to college and career ready assessments…

- consortia-based
- consortia/state-based
- vendor-created
- state-based

Assessment development has advanced
to more accurately assess students' growth and proficiency.

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Indiana Superintendent of Public Instruction

## Transformation of Assessments

HEA 1427 requires the use of growth and achievement to measure school **accountability** performance

Transform from a pass/fail - remediation approach to a growth – intervention approach

Adaptive assessments aligned to standards can more accurately measure student progress and teacher effectiveness, measuring both growth and achievement (fall and spring).

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Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

## THANK YOU

HEA 1427 is allowing Indiana to have the time to review standards, align assessments, and create a fair and transparent accountability system.

The IDOE looks forward to working alongside the General Assembly and the State Board of Education on behalf of Indiana students.

Exhibit B
Interim Study Comm. on Common Core Educational Standards
Meeting #2, 9/10/2013

# INDIANA LEGISLATIVE COMMITTEE ON STANDARDS AND ASSESSMENTS

Testimony on Behalf of the
Partnership for Assessment of Readiness for College and Career
Presented by Bob Bickerton
September 10, 2013

Thank you for this opportunity to discuss the PARCC assessments with your Committee. It is an honor to do so in a state with such a strong commitment to education reform, to high standards and to high expectations for student achievement and success

I have been asked to present on the PARCC assessment consortium for the next half hour. Before I begin, I want you to know the choice I have made for how best to do so. Rather than attempting to cram far too much information and hoping I get to the aspects of PARCC that you are most interested in – and, perhaps, most concerned about, I have decided to be brief, to hit the major points, and leave as much time as possible for your questions and the discussion that follows. It is my hope and expectation that this approach affords our best opportunity to get to what's most important to each of you.

I serve as Sr. Associate Commissioner for the Massachusetts Department of Elementary and Secondary Education. My role includes oversight of our curriculum and instruction offices, student assessment offices and services for English language learners.

I also serve as our state lead to the PARCC consortium. In this capacity, I have come to appreciate the knowledge and experience of colleagues from twenty other states, none more so than from Indiana. PARCC is already shaping up to be a better assessment because of the contributions of our colleagues from Indiana; individuals like Wes Bruce, Chief Assessment Officer for the Indiana Department of Education, and from whom I have learned a great deal about online assessment and related technologies. My staff have also worked with 18 Indiana educators who have contributed to the review of PARCC test items; your teachers and instructional leaders have earned high praise in the process.

## Critical Choices for Massachusetts and Indiana

Adopting the Common Core State Standards (CCSS) and either of the "next generation assessments" brings challenges for every state; however, these are easier choices when there is no doubt that they are a step up in rigor and quality.

The choice may not be so easy for states like ours that have already implemented standards and assessments that are rigorous and the quality of which are held in high regard locally and nationally.

There is no doubt in my state that our tenacious commitment over the past two decades to high standards and to our current testing program, the Massachusetts Comprehensive Assessment System (known as "MCAS") has played a central role in the success of our very ***diverse*** students. As an example of this diversity, Massachusetts, with only 1/50$^{th}$ of our nation's population, ranks 8$^{th}$ in the nation in the number of immigrants who have made our state their home!

To reinforce my point that the choices we are discussing today are not easy for our states to decide, I want to spend a moment highlighting what Massachusetts' commitment to rigorous standards and assessments has done to help our schools and our students accomplish:

- Massachusetts 4th and 8th grade students have ranked **1st in the nation on the NAEP Reading and Math assessments** over the past four test administrations, i.e., since 2005

- Massachusetts 8th grade students **ranked 2nd in the world in Science** (just behind Singapore) and **6th internationally in Math** on the most recent Trends in International Math and Science Survey (**TIMSS**)

It is, therefore, no surprise that we turned a very critical eye toward the possibility of embracing *"common standards"* and a *"common assessment"*

The initial *"price of admission"* for our state for our state to adopt the Common Core and PARCC was:

- Is this a state driven and led enterprise?
- Is this enterprise committed to the highest standards of rigor, quality and high expectations for ALL students?
- Will our state be able to take a very active role in what gets developed?
- Will PARCC ultimately prove to be "as good or better than MCAS?"

From the beginning, we have been clear that Massachusetts would need to walk away should any of these criteria fall short of our expectations and our needs

The focus of this session is assessment, so I will be brief regarding our state's involvement in the development and ultimate adoption of the CCSS:

- We confirmed that the development of the standards would be state driven
- Most of the key staff who developed our previous ELA and mathematics standards were very actively involved in the development of the CCSS
- Not only our Department, but also the "**Massachusetts Business Alliance for Education**" (MBAE) evaluated the final product and agreed that the new CCSS were not only as good as our prior standards, but incorporated important advances that would enable Massachusetts not only to sustain, but to improve its high standing as a leader of education reform and student success

*NOTE: MBAE was instrumental in promoting the original Massachusetts Education Reform Act of 1993; it is unlikely the Act would have passed without such strong support and leadership from the business community*

In the end, THIS WAS NOT A DIFFICULT CHOICE for Massachusetts. We are firm in our conviction that the Common Core and PARCC's approach to assessing these standards is the best fit for our state and our best path forward to higher levels of achievement and success for ALL students in our state. In a state with scant natural resources other than our human capital, **our future depends on it**!

A well-crafted, high quality assessment system provides important signals to educators about the standards and the kinds of instruction needed to meet them. Such assessment systems challenge students to ***construct*** thoughtful responses to rigorous problems and then ***release these items*** to educators,

students and parents throughout the state state so they to be used to promote better understanding of the standards and to improve instruction . Massachusetts educators consistently point to the MCAS released items as pivotal to the advances they make in teaching and learning; we applaud PARCC for adopting the practice of releasing items after each administration of the tests

**The Partnership for Assessment of Readiness for College and Careers**

PARCC matches the best that MCAS has to offer and goes a step further!

*FIRST, it builds a pathway for students to* ***college and career readiness****.*

As good as MCAS has been for our state and our students, it has not provided a strong signal for CCR. To graduate, students must pass MCAS ELA, mathematics and science tests, yet 40% of our graduating seniors who enroll in public higher education in our state are still enrolled in remedial education!

The final PARCC high school assessments in ELA/literacy and mathematics will provide a college and career readiness score that both K12 and higher education leaders agree can be used to place students into entry-level college-credit bearing courses; every public college and university in Massachusetts has signed-on to this commitment! I understand that Indiana's colleges and universities have done the same.

*SECOND, the PARCC* ***summative assessments*** *are designed to assess* ***grade level standards***

Massachusetts has been well served by MCAS' focus on grade level standards; this reinforces our high expectations for every student and is at the heart of why our state chose to join PARCC. This focus on grade level standards can be diminished in an adaptive summative assessment

*THIRD, the PARCC* ***non-summative assessments*** *are designed to provide timely, instructionally useful information*

The non-summative assessments include the computer adaptive Diagnostic Assessment which will support differentiating instruction for students functioning well below or above grade level

*FOURTH, PARCC measures the full range of the standards, not just a subset of them.*

We know that what gets tested gets taught; when tests only measure some of the standards, teachers and instructional leaders get the wrong message and the assessment isn't helping them to meet their goals for improving teaching and learning

*FIFTH, PARCC will successfully measure student performance on the hardest to assess standards!*

The PARCC performance based assessments go beyond even the best open ended items we have included in MCAS

**What do the PARCC tests look like?**

A student taking the PARCC summative assessments will have four opportunities to demonstrate their knowledge of the CCSS in ELA/literacy and mathematics.

In early spring, students from grades 3 through 11 will take the PARCC Performance-Based Assessment:

- In ELA/literacy, they will be asked to write three different essays –
  i. a research task simulation,
  ii. an analysis of literary sources, and
  iii. a narrative to describe experiences or events

  These are tasks that draw on students' ability to ***read texts closely***, ***use evidence to craft written arguments***, and to ***develop a written narrative***

- In math, they will work through several short and extended math problems that require them to use math concepts and reasoning skills to solve and model real-world problems and to show that they can justify their approach

In late spring, students will take the PARCC End-of-Year assessment –

- In ELA/literacy, they will read several texts and respond to a range of short, innovative machine scorable questions; these are designed to assess whether students can read and comprehend complex texts and use context to determine the meaning of unfamiliar words

- In math, they will solve a range of short mathematics problems that assess the extent to which they understand and computer and solve problems using key math concepts including number sense, algebraic thinking, geometry and analyzing data

Both components of the PARCC tests are being designed for computer-based administration. Indiana has been a leader in computer-based testing, so the advantages – and the challenges – are well known here; PARCC assessments will be efficient, return results more quickly – before the end of the school year – and will be more engaging for students

**PARCC is state led, state driven, and draws from the "best and brightest" of our staff**

Neither Massachusetts nor Indiana turned the keys to their assessment programs over to a vendor and we shouldn't start doing so now. Hundreds of K-12 educators and higher education faculty have participated in the development and review of PARCC test items and at least 30 educators from across the consortium states will have looked at every item before a child ever sees it.

**Why are PARCC states committed to this effort?**

We chose to collaborate with our colleagues from across the country to build a brand new assessment program. We want to work with other education reform-minded and high-performing states. Working together as 20 or so states means we will get a better assessment system at a better price than any one of our states could get on its own; Massachusetts currently spends about $23/test while PARCC is estimated to cost about $15/test! This work brings together the best minds in assessment, standards, instructional leadership, and education policy in the country. Together we are building the smartest assessment system to bring the next round of education reform to an even higher level.

On their own, the Common Core standards can provide a powerful new framework for improving teaching and learning. But the standards, no matter how good, must still be well measured – ***what's counted becomes what counts!*** Taken together, the Common Core and common assessments represent comprehensive scalable reform.

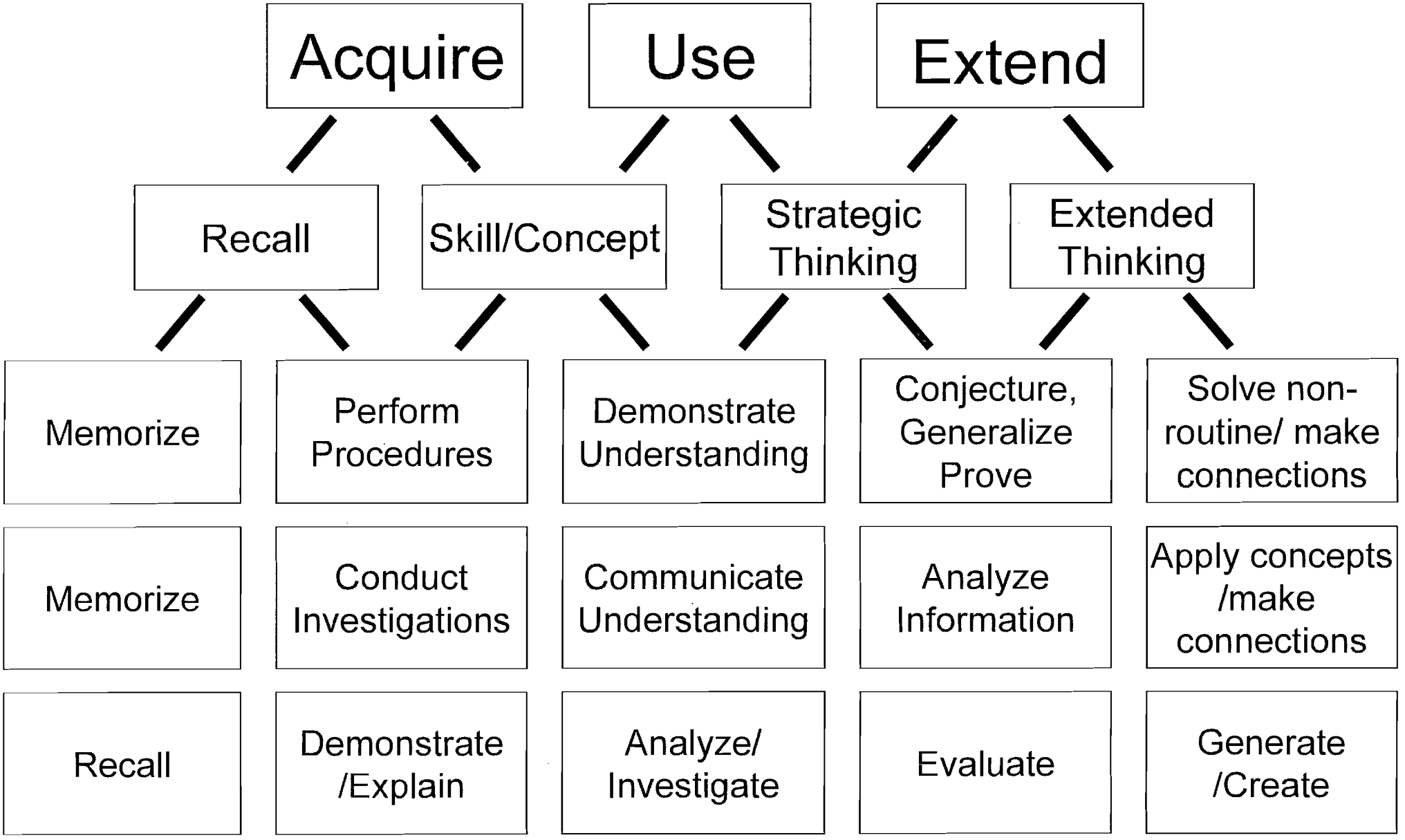
Massachusetts remains committed to:

- Rigor
- High Quality
- High grade level and CCR expectations accepted by higher education
- Assessments that reflect, support and promote good teaching
- Assessing writing at every grade level and building a foundation for critical engagement of content and the ability to research and defend points of view
- Ensuring that mathematics instruction ensures fluency, algorithmic accuracy, and a conceptual foundation that is durable and serves our students for a lifetime
- And challenging students to apply knowledge and skills in rigorous new contexts

PARCC states share these commitments.
Indiana shares these commitments.
This is the right path for us to follow together.

In closing, Indiana has long been a leader in education reform. You have demonstrated your commitment to high standards and to student achievement over the years. Now is the time to support students and teachers as they strive to reach even higher and prepare all children for the rigors of life in the 21st century. PARCC will help you get there.

# Expectations for Student Performance

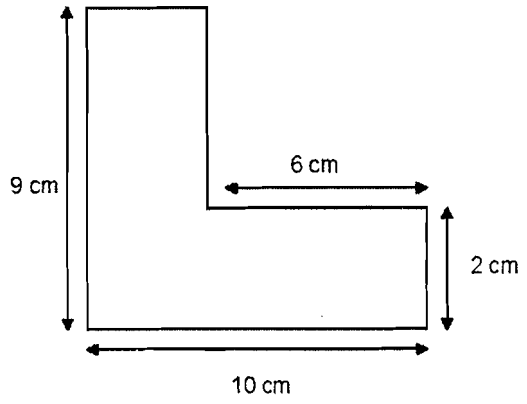



Dr. Bonita Potter, Office of Academic Education – Mississippi
http://www.mde.k12.ms.us/C&Ipresentation.ppt#327,30,Slide 30

This information is adapted from Webb, Norman L., Research Monograph No. 8, "Criteria for Alignment of Expectations and Assessments in Mathematics and Science Education," Council of Chief State School Officers, 1997.

**Example 1** (Students use algorithm to solve the problem)

Find the Area of this figure




A) 50 $CM^2$
B) 48 $CM^2$
C) 39 $CM^2$
D) 28 $CM^2$

**Example #2** (Students find area of a more complex figure, apply it to a real world application, and justify their mathematical thinking).

Amy loves the color red and asked her mom if she could paint her bedroom walls bright red. Her mom was not very excited about the idea, but she told Amy she could go to the paint store to find out what the cost would be. She told Amy that she must plan to buy paint, a paint roller and pan, a small brush and a plastic drop cloth.

Amy got busy. First, she measured her room. She found that each wall of her square room was 12 feet long by 8 feet high. She had 2 windows that were 3 feet by 5 feet and obviously would not be painted. Her closet door was 3 feet by 6 feet and would not be painted either. She did not bother to measure her bedroom door because that would not be painted red.

Amy went to the paint store to find out the cost of the materials she needed. She was told that she would have to use 2 coats of paint. Here is what Amy learned:

- A gallon of red paint covers 300 sq. ft. and costs $15.00.
- A half-gallon of red paint covers 150 sq. ft. and costs $8.00.
- A quart of red paint covers 75 sq. ft. and costs $5.50.
- A paint roller and pan cost $6.00.
- A small brush costs $2.50.
- A plastic drop cloth costs $3.75.

When Amy got home, her mom listened to what Amy had learned. She told Amy that she had $50.00 to spend on the painting project. Amy could have her bright red bedroom if she could figure out how to paint her bedroom, using all of the required materials, for less than $50.00. What should Amy buy at the paint store? Show all your mathematical thinking.

# Ovid's *Metamorphoses*: Daedalus and Icarus

But Daedalus abhorred the Isle of Crete--
290 and his long exile on that sea-girt shore,
increased the love of his own native place.
"Though Minos blocks escape by sea and land."
He said, "The unconfined skies remain
though Minos may be lord of all the world
295 his sceptre is not regnant of the air,
and by that untried way is our escape."
This said, he turned his mind to arts unknown
and nature unrevealed. He fashioned quills
and feathers in due order -- deftly formed
300 from small to large, as any rustic pipe
prom straws unequal slants. He bound with thread
the middle feathers, and the lower fixed
with pliant wax; till so, in gentle curves
arranged, he bent them to the shape of birds.
305 While he was working, his son Icarus,
with smiling countenance and unaware
of danger to himself, perchance would chase
the feathers, ruffled by the shifting breeze,
or soften with his thumb the yellow wax,
310 and by his playfulness retard the work
his anxious father planned.
But when at last
the father finished it, he poised himself,
and lightly floating in the winnowed air
315 waved his great feathered wings with bird-like ease.
And, likewise he had fashioned for his son
such wings; before they ventured in the air
he said, "My son, I caution you to keep
the middle way, for if your pinions dip
320 too low the waters may impede your flight;
and if they soar too high the sun may scorch them.
Fly midway. Gaze not at the boundless sky,
far Ursa Major and Bootes next.
Nor on Orion with his flashing brand,
325 but follow my safe guidance."
As he spoke
he fitted on his son the plumed wings
with trembling hands, while down his withered cheeks
the tears were falling. Then he gave his son
330 a last kiss, and upon his gliding wings
assumed a careful lead solicitous.



Excerpt from "Daedalus and Icarus", from Ovid's Metamorphoses Volume Two.
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As when the bird leads forth her tender young,
from high-swung nest to try the yielding air;
so he prevailed on willing Icarus;
335 encouraged and instructed him in a]l
the fatal art; and as he waved his wings
looked backward on his son.
Beneath their flight,
the fisherman while casting his long rod,
340 or the tired shepherd leaning on his crook,
or the rough plowman as he raised his eyes,
astonished might observe them on the wing,
and worship them as Gods.
Upon the left
345 they passed by Samos, Juno's sacred isle;
Delos and Paros too, were left behind;
and on the right Lebinthus and Calymne,
fruitful in honey. Proud of his success,
the foolish Icarus forsook his guide,
350 and, bold in vanity, began to soar,
rising upon his wings to touch the skies;
but as he neared the scorching sun, its heat
softened the fragrant wax that held his plumes;
and heat increasing melted the soft wax—
355 he waved his naked arms instead of wings,
with no more feathers to sustain his flight.
And as he called upon his father's name
his voice was smothered in the dark blue sea,
now called Icarian from the dead boy's name.
360 The unlucky father, not a father, called,
"Where are you, Icarus?" and "Where are you?
In what place shall I seek you, Icarus?"
He called again; and then he saw the wings
of his dear Icarus, floating on the waves;
365 and he began to rail and curse his art.
He found the body on an island shore,
now called Icaria, and at once prepared
to bury the unfortunate remains;
but while he labored a pert partridge near,
370 observed him from the covert of an oak,
and whistled his unnatural delight.
Know you the cause? 'Twas then a single bird,
the first one of its kind. 'Twas never seen
before the sister of Daedalus had brought
375 him Perdix, her dear son, to be his pupil.
And as the years went by the gifted youth



Excerpt from "Daedalus and Icarus", from Ovid's Metamorphoses Volume Two.
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began to rival his instructor's art.
He took the jagged backbone of a fish,
and with it as a model made a saw,
380 with sharp teeth fashioned from a strip of iron.
And he was first to make two arms of iron,
smooth hinged upon the center, so that one
would make a pivot while the other, turned,
described a circle. Wherefore Daedalus
385 enraged and envious, sought to slay the youth
and cast him headlong from Minerva's fane,--
then spread the rumor of an accident.
But Pallas, goddess of ingenious men,
saving the pupil changed him to a bird,
390 and in the middle of the air he flew
on feathered wings; and so his active mind--
and vigor of his genius were absorbed
into his wings and feet; although the name
of Perdix was retained.
395 The Partridge hides
in shaded places by the leafy trees
its nested eggs among the bush's twigs;
nor does it seek to rise in lofty flight,
for it is mindful of its former fall.



Excerpt from "Daedalus and Icarus", from Ovid's Metamorphoses Volume Two.
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# PARCC Grade 10 English Language Arts/Literacy
# Performance-Based Assessment Literacy Analysis Task

***Passage 1: "Excerpt from "Daedalus and Icarus," from Ovid's Metamorphoses Volume Two***
***Item 1: Part A and B***

**Part A**
Which of the following sentences best states an important theme about human behavior as described in Ovid's "Daedalus and Icarus"?

a. Striving to achieve one's dreams is a worthwhile endeavor.
b. The thoughtlessness of youth can have tragic results.
c. Imagination and creativity bring their own rewards.
d. Everyone should learn from his or her mistakes.

***Item Advances:***
- *Requires students to determine one of the themes of the myth as recounted in this version*
- *Requires synthesis of several parts of the myth to determine the answer*
- *Lays the foundation for **Part B** in which students must locate evidence to justify their answer*

**Part B:**
Select three pieces of evidence from Ovid's "Daedalus and Icarus" **that support the answer to Part A.**

a. "and by his playfulness retard the work/his anxious father planned" (lines 310-311)
b. "But when at last/the father finished it, he poised himself" (lines 312-313).
c. "he fitted on his son the plumed wings/ with trembling hands, while down his withered cheeks/the tears were falling" (lines 327-329).
d. "Proud of his success/the foolish Icarus forsook his guide" (lines 348-349)."
e. "and, bold in vanity, began to soar/rising upon his wings to touch the skies"
f. "and as the years went by the gifted youth/began to rival his instructor's art "
g. "Wherefore Daedalus/enraged and envious, sought to slay the youth "
h. "The Partridge hides/in shaded places by the leafy trees…for it is mindful of its former fall "

***Item Advances:***
- *Students must read carefully to answer both parts correctly*
- *Student must use textual evidence to justify their answer to **Part A.***
- *Student may receive full or partial credit*

PARCC

## PARCC Grade 10 English Language Arts/Literacy
## Performance-Based Assessment Literacy Analysis Task

***Passage 1: "Excerpt from "Daedalus and Icarus," from Ovid's Metamorphoses Volume Two***
***Item 2: Part A and B***

**Part A**

What does the word vanity mean in these lines from the text "Daedalus and Icarus"?

"Proud of his success, the foolish Icarus forsook his guide, and, bold in vanity, began to soar" (lines 348-350)

a. arrogance

b. fear

c. heroism

d. enthusiasm

***Item Advances:***
- *Allows students to more deeply demonstrate comprehension of one of the main characters of the text by asking about a vocabulary word that is important to the central idea.*
- *Part A of the item sets the stage for Part B, where students are asked to prove their answer.*

**Part B**

Which word from the lines of text in Part A best helps the reader understand the meaning of vanity?

a. proud

b. success

c. foolish

d. soar

***Item Advances:***
- *Students are asked to show the evidence they used to help them decide the meaning of "vanity."*
- *Students not only must determine the meaning (Part A) but also must provide the context used to establish the accuracy of their answer.*
- *Part B asks students to find a word from the cited text that supports their answer in Part A, illustrating one of the key shifts in CCSS assessment, the use of textual evidence.*

# To a Friend Whose Work Has Come to Triumph

by Anne Sexton

Consider Icarus, pasting those sticky wings on,
testing that strange little tug at his shoulder blade,
and think of that first flawless moment over the lawn
of the labyrinth. Think of the difference it made!
There below are the trees, as awkward as camels;
and here are the shocked starlings pumping past
and think of innocent Icarus who is doing quite well.
Larger than a sail, over the fog and the blast
of the plushy ocean, he goes. Admire his wings!
Feel the fire at his neck and see how casually
he glances up and is caught, wondrously tunneling
into that hot eye. Who cares that he fell back to the sea?
See him acclaiming the sun and come plunging down
while his sensible daddy goes straight into town.

PARCC

# PARCC Grade 10 English Language Arts/Literacy
# Performance-Based Assessment Literacy Analysis Task

***Passages: Excerpt from "Daedalus and Icarus," from Ovid's Metamorphoses Volume Two and "To a Friend Whose Work Has Come to Triumph" by Anne Sexton***
***Questions 1 and 2***

**Question #1**
Use what you have learned from reading "Daedalus and Icarus" by Ovid and "To a Friend Whose Work Has Come to Triumph" by Anne Sexton to write an essay that provides an analysis of how Sexton transforms "Daedalus and Icarus."

- As a starting point, you may want to consider what is emphasized, absent, or different in the two texts, but feel free to develop your own focus for analysis.
- Develop your essay by providing textual evidence from both texts. Be sure to follow the conventions of standard English.

***Item Advances:***
- *Students delve deeply into multiple texts to gather evidence when analyzing a given claim*
- *Students must draw evidence from two texts and cite this evidence clearly*
- *Students are also required to demonstrate that they can apply knowledge of language and conventions of writing*

**Question #2:**
Use what you have learned from reading " Daedalus and Icarus " by Ovid and "To a Friend Whose Work Has Come to Triumph " by Anne Sexton to write an essay that analyzes how Icarus's experience of flying is portrayed differently in the two texts.
- Develop your essay by providing textual evidence from both texts. Be sure to follow the conventions of standard English.

***Item Advances:***
- *Students must draw evidence from two texts and cite this evidence clearly to analyze how the author draws upon and transforms source material in a specific work*
- *Students are asked to provide strong and thorough textual evidence to support analysis of inferences drawn from the text.*
- *Student must cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text*

# Indiana Senate Education and Career Development

Susan Gendron
September 10, 2013

Smarter Balanced
Assessment Consortium

## A National Consortium of States

- 26 member states and territories representing 39% of K-12 students
- 23 Governing States, 2 Advisory States, 1 Affiliate Member
- Washington state is fiscal agent
- WestEd provides project management services

Smarter Balanced
Assessment Consortium

**Exhibit C**
**Interim Study Comm. on Common Core Educational Standards**
**Meeting #2, 9/10/2013**

## A National Consortium of States

Future affiliation with the National Center for Research on Evaluation, Standards, & Student Testing (CRESST) at UCLA

Smarter Balanced Assessment Consortium

## State Led

Committed to Transparency

Smarter Balanced Assessment Consortium

## State-Led Governance

**States Join Consortium as Governing or Advisory State**

- Governors
- Education Chiefs
- State Legislatures
- State Boards of Education

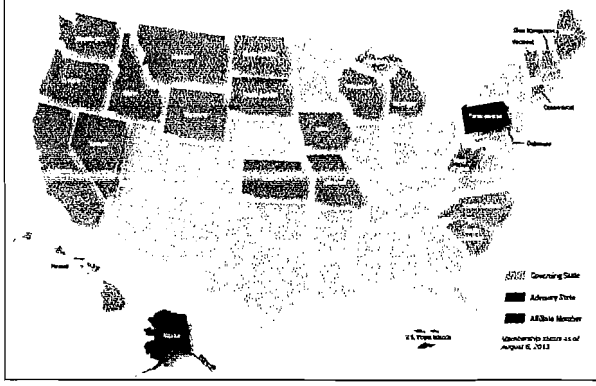
**State Representatives Serve on Executive Committee**

- 2 elected co-chairs
- 4 representatives elected by governing states
- Lead procurement state (WA)
- Higher education representatives

**Smarter Balanced Staff**

**WestEd, Project Management Partner**

**Advisory Committees**



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## Decision Making

**Grant Proposal**

- Theory of Action
- Deliverables
- Grant Requirements

**Design**

- World-Class Consultation
- State Review and Input
- Consensus on Policies

**Implement**

- Enterprise Solutions
- Open Source
- Focus on Quality

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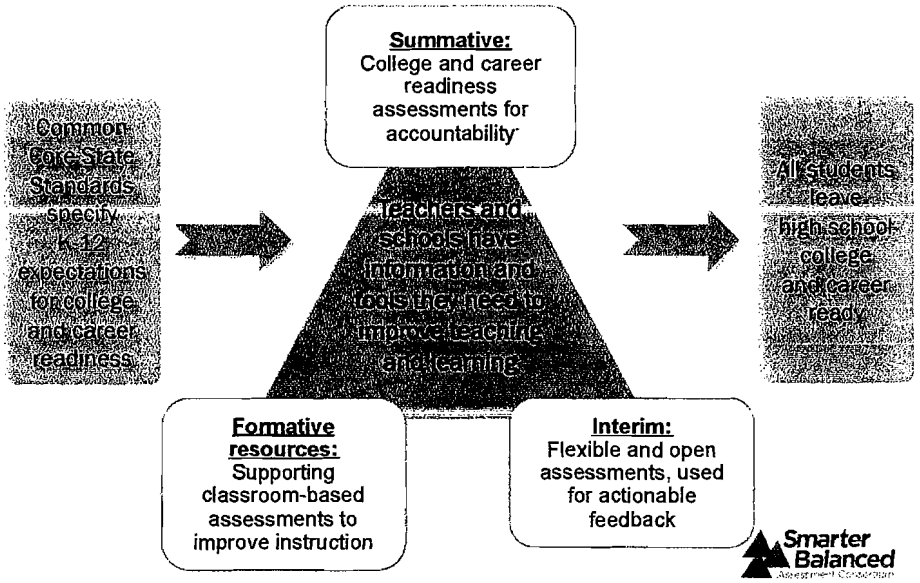
# Improving Teaching & Learning

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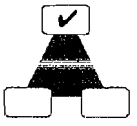
# Summative Assessments for Accountability



| | |
|---|---|
| Computer Adaptive Testing (CAT) Portion | • Built on solid technology<br>• Coverage of full breadth/depth of Common Core<br>• Precise assessment of all students |
| Performance Task (PT) Portion | • Deeper learning with thematic and scenario-based tasks<br>• Real-world problems aligned to Common Core<br>• PT and CAT scores are combined for an overall score |
| Meaningful, Useful Reporting | • High School: Readiness for credit-earning coursework<br>• Benchmarked to NAEP, PISA, other measures<br>• Responsive turnaround time on reports |

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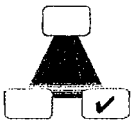
constructive response
more paper/pen

End of Course
9-10-11

## Interim Assessments to Signal Improvement



**Flexible and Open**
- Non-Secure
- Flexible timing and frequency
- Menu-driven, user-designed assessments

**Authentic Measures**
- Includes full range of item types
- On the same scale as the Summative Assessment
- Includes performance assessments

**Supports Proficiency Based Instruction**
- Matching assessments with scope and sequence
- Teachers can review student responses
- Teachers can score student responses

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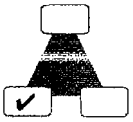
## Formative Tools for Classroom-Based Assessment Practices



next school year

**Improving Instruction**
- Tools/materials for Classroom-based Assessments
- Fully aligned to Common Core State Standards
- Tools to evaluate publishers' tests

**Pooling Resources**
- Consortium-wide access to high-quality resources
- Across-state collaboration on special projects
- Professional social networking (Web-based PLCs)
- Useful for in-service and pre-service development

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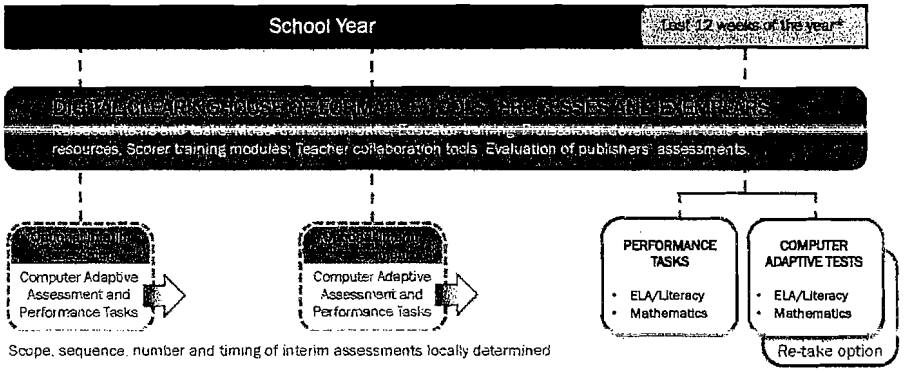
# A Balanced Assessment System

English Language Arts/Literacy and Mathematics, Grades 3-8 and High School




Scope, sequence, number and timing of interim assessments locally determined

*Time windows may be adjusted based on results from the research agenda and final implementation decisions.

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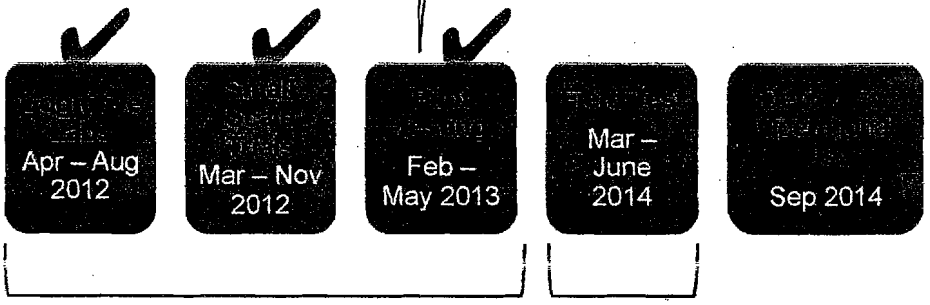
# Major Milestones in Development of Summative Assessments

Technology




Early Q.C. of items & software; no student results

Full system run-through; Establish performance standards; some results

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## Sustainable Per-Student Costs

| COMPLETE SYSTEM | | Consortium Services | + | State-Managed | = | Total per Student |
|---|---|---|---|---|---|---|
| Gr. 3-8 & 11 | Summative Interim Formative | $9.55 | + | $17.75 | = | $27.30 |
| Gr. 9. 10, 12 | Summative Interim Formative | $9.55 | + | $17.75 | = | $27.30 |

-OR-

| BASIC SYSTEM | | | | | | |
|---|---|---|---|---|---|---|
| Gr. 3-8 & 11 | Summative Only | $6.20 | + | $16.30 | = | $22.50 |
| Gr. 9. 10, 12 | Summative Only | $6.20 | + | $16.30 | = | $22.50 |

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## Let's Peek Under the Hood… The Smarter Balanced Practice Test

- Shows item types and tools/features
- Now available; Released May 29
- Expanded features being released over the summer

Practice Test Link

http://sbac.portal.airast.org/Practice_Test/resources.html#scoringGuides

http://sbac.portal.airast.org/Practice_Test/default.html

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## Field Testing

- March - June 2014
- Sampling about 25% of students in Consortium
- Purpose: Evaluate items and tasks for Smarter Balanced pool…
  - ✓ Statistical data analysis of 40,000+ items
  - ✓ Divide items/tasks into secure (summative) pool and open (interim) pool
  - ✓ Conduct standard setting for different performance levels ("cut scores")
- States & USED developing ways to avoid double testing

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## Technology Requirements: Responding to School Needs

- Smarter states have established standards for new and existing hardware
- Online "Readiness Tool"
  - Schools and districts can evaluate technology readiness
- Schools do NOT need one-to-one computers
  - Illustrative example: A 600-student school can be supported by a single 30-computer lab
  - Smarter Balanced Readiness Calculator at: http://www3.cde.ca.gov/sbactechcalc/
- Pencil-and-paper option available for three-year transition period

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# Learn More and Stay Engaged

- Visit www.smarterbalanced.org for the latest news and developments
- Sign up for our e-newsletter
- Follow us on Twitter at @SmarterBalanced

Smarter Balanced Assessment Consortium

# Smarter Balanced Assessment Consortium:

## Theory of Action

An excerpt from the Smarter Balanced Race to the Top Application

June 2010

The SMARTER Balanced Assessment Consortium (SBAC) supports the development and implementation of learning and assessment systems to radically reshape the education enterprise in participating States in order to improve student outcomes. SBAC believes that the current "drop from the sky" approaches to educational testing are ineffective for too many teachers and students. Through expanded use of technology and targeted professional development, the Consortium's Theory of Action calls for full integration of the learning and assessment systems, leading to more informed decision-making and higher-quality instruction, and ultimately to increased numbers of students who are well prepared for college and careers.

The overarching goal of the SBAC is ***to ensure that all students leave high school prepared for postsecondary success in college or a career through increased student learning and improved teaching.*** Our approach is rooted in the belief that stronger learning will result from high-quality assessments that support ongoing improvements in instruction and learning, and that are educative for students, parents, teachers, school administrators, members of the public, and policymakers. Meeting this goal will require the reform and coordination of many elements across the education system, including, but not limited to, a quality assessment system that strategically "balances" summative, interim, and formative components (Darling-Hammond & Pecheone, 2010); provides valid measurement across the full range of common rigorous academic standards, including assessment of deep disciplinary understanding and higher-order thinking skills that are increasingly demanded by a knowledge-based economy; and by the establishment of clear, internationally benchmarked performance expectations. Other elements that are outside SBAC's direct scope of work, but not outside its influence, are comprehensive pre-service and in-service professional development and focused and valid systems of accountability.

## Seven Principles Undergirding the Theory of Action

Our assessment proposal is shaped by a set of seven principles shared by both assessment systems in high-achieving nations and a number of high-achieving States in the U.S.

1. **Assessments are grounded in a thoughtful, standards-based curriculum and are managed as part of an integrated system** of standards, curriculum, assessment, instruction, and teacher development. Curriculum and assessments are organized around a well-defined set of learning progressions along multiple dimensions within subject areas. Formative and interim/benchmark assessments and instructional supports are conceptualized in tandem with summative assessments—all of them linked to the standards and supported by a unified technology platform.
2. **Assessments produce evidence of student performance** on challenging tasks that evaluate the Common Core State Standards (CCSS). Instruction and assessments seek to teach and evaluate knowledge and skills that generalize and can transfer to higher education and multiple work domains. They emphasize deep knowledge of core concepts and ideas within and across the disciplines—along with analysis, synthesis, problem solving, communication, and critical thinking—thereby requiring a focus on complex performances as well as on specific concepts, facts, and skills.

3. Teachers are integrally involved in the development and scoring of assessments. While many assessment components are efficiently scored with computer assistance, teachers must also be involved in the formative and summative assessment systems so that they deeply understand and can teach in a manner that is consistent with the full intent of the standards, while becoming more skilled in their own assessment practices.
4. The development and implementation of the assessment system is a State-led effort with a transparent and inclusive governance structure. Since December 2009, SBAC has hosted weekly conference calls and several face-to-face meetings open to all States interested in establishing a Consortium of States for the development of assessments aligned to the CCSS. Those activities have resulted in a governance structure that has established a consensus decision-making model and clear leadership roles. Each State's commitment to our collaborative process and products will facilitate the development of our complex system and signal ongoing support for its implementation.
5. Assessments are structured to continuously improve teaching and learning. Assessment as, of, and for learning is designed to develop understanding of what learning standards are, what high-quality work looks like, what growth is occurring, and what is needed for student learning.
6. Assessment, reporting, and accountability systems provide useful information on multiple measures that is educative for all stakeholders. Reporting of assessment results is timely and meaningful—offering specific information about areas of performance so that teachers can follow up with targeted instruction, students can better target their own efforts, and administrators and policymakers can more fully understand what students know and can do, in order to guide curriculum and professional development decisions.
7. Design and implementation strategies adhere to established professional standards. The development of an integrated, balanced assessment system is an enormous undertaking, requiring commitment to established quality standards in order for the system to be credible, fair, and technically sound. SBAC is committed to developing an assessment system that meets all Critical Elements required by USED Peer Review, relying heavily on the Standards for Educational and Psychological Testing (AERA, APA, NCME, 1999) as its core resource for quality design. Other key sources of professional standards that will guide SBAC's work include a reasoning-from-evidence approach (e.g., see NRC, 2001; Mislevy, Almond, & Lukas, 2004); Operational Best Practices in Large Scale Assessment (ATP, CCSSO, in press); and the ANSI-endorsed Student Evaluation Standards, Program Evaluation Standards, and Personnel Evaluation Standards (JCSEE, 2002, 1994, 2008, respectively).

## Components of the Theory of Action

Presented below are the components of the Consortium's Theory of Action, including connections to other system components, the results to be produced, and some of the key related Consortium activities. A pictorial schematic of the SBAC Theory of Action is found in Appendix A2-1. While this figure presents the Theory of Action in a somewhat linear fashion, this is simply a limitation of representing a complex system in two dimensions and on a single page. The actual Theory of Action is much more recursive and multidimensional than graphically depicted.

### Consortium and State policies and practices support high expectations and increased learning opportunities for students.

A major working assumption of the Consortium is that assessment reform must operate within the context of State policies and practices that can either support or hinder realization of the overall goal to have students graduate from high school as college- and career-ready. Thus, SBAC has committed to creating a policy environment that can support the innovative systems described in the design section of this proposal. Supportive policies would include the development of accountability systems that incentivize the right behaviors for administrators and teachers, and avoid inadvertently rewarding behaviors that would run counter to the learning goals. Another example is policy for provision of ongoing professional development structures and support for teachers.

### The assessment system is aligned to a common set of State standards that clearly specify college, career, and grade-level expectations.

A State policy that is fundamental to SBAC's Theory of Action is adoption of the Common Core State Standards (CCSS), which clearly specify college and career expectations as well as the knowledge and skills required at each grade level to meaningfully articulate progress toward these end-of-high-school expectations. These "fewer, higher, and deeper" standards—influenced by findings that high-achieving countries typically teach fewer topics more deeply—will serve as the basis for the comprehensive assessment system. And while it is critical that the assessment system validly reflects these standards, SBAC must interpret or translate these standards before they can be used effectively for assessment or instruction. Specific steps include the following.

1. Ensure that each member State adopts the CCSS by December 31, 2011.
2. Translate the standards into content/curricular frameworks, test maps, and item/performance event specifications to provide assessment specificity and to clarify the connections between instructional processes and assessment outcomes.

### SBAC policies and standards are effectively communicated to districts and schools.

Enacting policies and having standards is not enough. A major lesson learned by SBAC member States is that clear and timely communication of policies and practices is essential for successful implementation of a new system. Effective communication is critical in the

short term to signal change, and over the longer term to implement change. Specific steps include the following:

1. Develop a multimedia communications plan that is implemented by each member State to educate stakeholders about key aspects of college and career expectations.
2. Develop score reports that clearly communicate about the assessment system and the results to key stakeholder groups.

**Teachers are provided with curriculum, instructional materials, rich professional development, and other supports and resources to effectively instruct students on the standards.**

While effective communication with teachers is essential, the SBAC model calls for a fuller level of teacher engagement in an integrated learning and assessment system, which requires that teachers receive adequate supports and resources. This system component, central to the design of the SBAC system, encompasses many different teacher support features. Specific aspects include

1. Model curriculum and instructional modules that are aligned with the CCSS.
2. Training modules that help teachers focus their instruction on the CCSS and develop teaching practices that support more in-depth learning.
3. Training of teachers to use formative assessment tools and interim/benchmark assessments as well as to interpret results and use those results to determine next steps in instruction.
4. Teacher-moderated scoring of performance events as a professional development vehicle to enhance teacher capacity to evaluate student work aligned to the standards.
5. Online interpretable score reports at the student and classroom level that clearly show strengths and weaknesses and can be tailored to fit individual needs and circumstances.

**Technology provides increased access and opportunities for students to fully engage in the learning and assessment systems and supports the design, delivery, scoring, and reporting of the assessment system.**

Innovative and efficient use of technology is the hallmark of the SBAC model. SBAC's Theory of Action posits that technology solutions for test delivery will provide students with increased access to the assessment and will yield more accurate measurement of their acquisition of knowledge and skills. For example, use of computer adaptive testing (CAT) methodologies will ensure that students across the full range of performance have an assessment experience that presents them with items that are best suited to their skill level. Average-, very low-, and very high-performing students will be more likely to stay engaged in the assessment because they will be responding to questions targeted to their skill level.

The computer delivery system broadens the availability of the accommodations while establishing a less restrictive testing environment for students with special needs. The system will also support several formalized accommodations. For example, text-to-speech

and aural native language translations can be supported if students are tested in isolation, or if they have access to headphones. Refreshable Braille can also be supported with online tests.

Just as technology will support student access and engagement, it will also lead to more valid and timely reporting of assessment results, and lead to efficiencies and enhancements for professional development and resource tools. Specifically, SBAC will

1. Ensure that all students are provided with the technology needed for all aspects of the SBAC assessment system (summative, interim/benchmark, and formative).
2. Support research on how best to increase access for all students through the use of technology.
3. Use technology to efficiently deliver training programs, resources, score reports, data, etc., including interactive Web-based social networks designed for teacher use in the development and dissemination of effective curriculum and instructional practices.
4. Create innovative and real-world item types that rely on technology platforms.
5. Use adaptive item selection engines, drawing on a broad item pool, to ensure that accurate measures of student achievement are possible across a wide performance continuum without undue burden.
6. Establish accommodation protocols that capitalize on technological capabilities to support broader access to assessments for all students, including those most at risk.
7. Standardize member State accommodation policies through a coordinated Enhanced Assessment Grant.

**A high-quality summative assessment system establishes high expectations and provides relevant information on achievement and growth to teachers, students, and others.**

Assessments must be carefully structured to improve teaching and learning. This means establishing summative assessments that reflect the challenging CCSS content, emphasizing not just students' "knowing," but also "doing." SBAC envisions a summative assessment system composed of interactive selected-response and constructed-response items and simulations as well as teacher-developed performance events that measure the full range of student abilities on the CCSS. The incorporation of CAT is based on member States' positive experiences with this methodology (e.g., Oregon) and the many benefits it affords, such as precision of measurement and timely results (Kosty, McBride, Poggio, Wise, & Way, 2006; Lilley, Barker, & Britton, 2004; Rabinowitz, 2005). The summative assessment will accomplish the following:

1. Signal high expectations to students, parents, teachers, administrators, and policymakers.
2. Provide efficient, reliable, and valid information across the full range of achievement.
3. Engage IHEs at the high school level to ensure that assessments truly reflect a measure of readiness for college and careers.

4. Provide explicit measures of student progress toward college- and career-readiness through growth models and criterion-validity studies.
5. Promote policy alignment by establishing internationally benchmarked achievement standards that are common across Consortium States and that are comparable across multiple consortia.

**Interim/benchmark (I/B) assessments and formative tools and strategies are integrated with the summative assessments to provide instructionally useful information to teachers, students, and administrators.**

While a rigorous summative assessment is essential, SBAC believes that it is insufficient to drive positive change in teaching and learning. Informed by the recent experiences in England and Hong Kong, SBAC posits that I/B and formative assessments are the other necessary assessment ingredients to drive teaching and learning (Darling-Hammond & Pechone, 2010). As such, I/B and formative assessments will be developed and implemented directly under the purview of the Consortium—not simply adopted from external sources. Grounded in cognitive development theory about how learning progresses across grades and competence develops over time (NRC, 2001; Pellegrino, 2006; Stiggins, 2002), the assessments will (a) work in concert with the summative assessment, (b) allow for more innovative and fine-grained measurement of student progress toward the CCSS (Shepard, Hammerness, Darling-Hammond, & Rust, 2005), and (c) provide diagnostic information that can help tailor instruction and guide students in their own learning efforts. Besides its close connection to the summative component, this component will also operate in tandem with the teacher resources and supports component as well as the teacher engagement component (see below). The main features that SBAC will incorporate into its comprehensive system include

1. I/B assessments on the same scale as the summative assessments to measure within-year student achievement and provide teachers and students with information on the degree to which students are on track to succeeding on the summative assessments.
2. Interpretative guides, using the publicly released I/B assessment items and performance events to illustrate how the SBAC assessments are manifestations of the CCSS.
3. Formative tools that teachers can use throughout the year to better understand where students are in their learning and determine any misconceptions, allowing for quick adjustment to instruction as well as differentiated instruction.

**Teachers are engaged in the design, development, and scoring of assessment items and in the reporting of results.**

The SBAC model envisages an integral role for teachers in an integrated learning and assessment system. This means teachers must be meaningfully engaged in all aspects of assessment. To that end, the SBAC model incorporates the following features:

1. Work with teachers and policy stakeholders to develop test maps that assess the full range of the CCSS and that articulate within and across grade levels.
2. Involve teachers in specifying, writing, reviewing, and range finding test items/performance events.

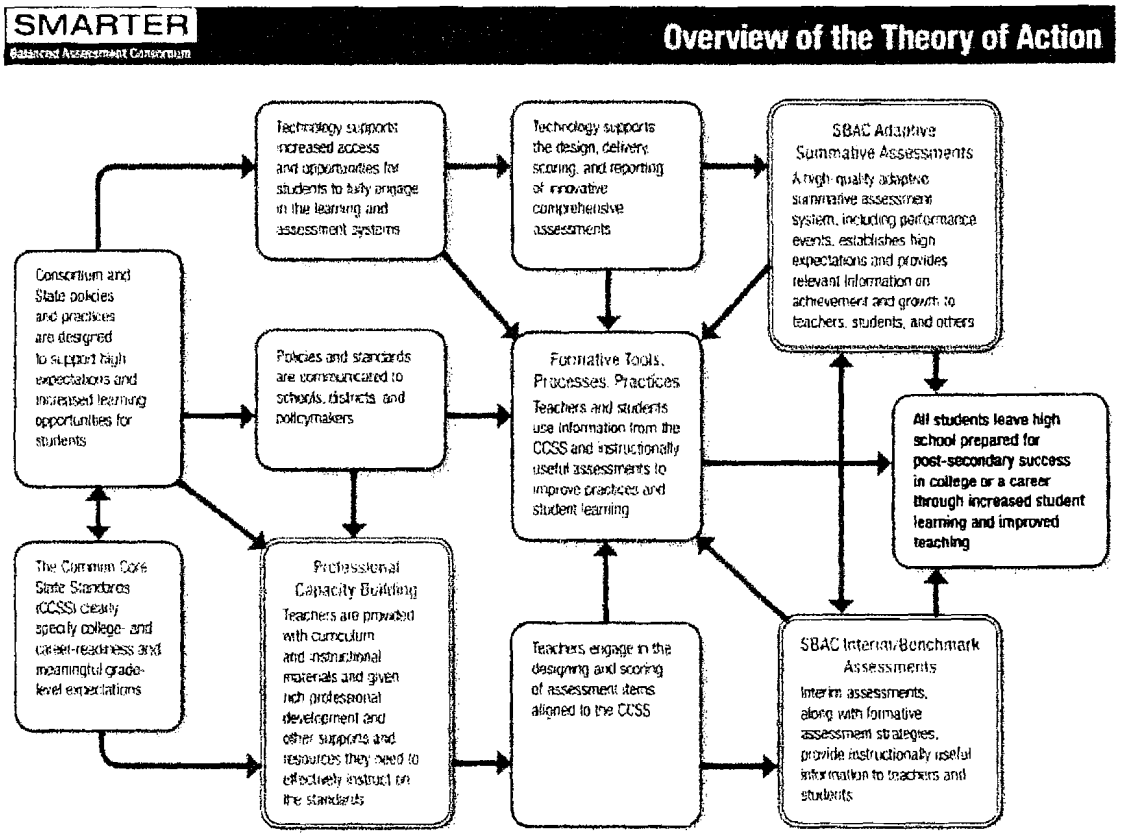
3. Use teacher-moderated scoring of performance events as a professional development vehicle to enhance teacher capacity to evaluate student work aligned to the standards.

**Teachers, students, and administrators use information from instructionally useful assessments to improve teaching and learning.**

Information from assessment results must be delivered in ways that are instructionally useful for schools and teachers as well as meaningful and actionable for students (Popham, 2006). Making optimal use of technology, SBAC will

1. Fully involve teachers (and other end-users) in designing different score reports and web-enabled tools and services to maximize their communication value and usefulness.
2. Provide interactive reports and resources so that teachers fully understand performance for each student and the class as a whole.
3. Allow students to more fully engage in the learning process through ongoing interim/benchmark assessments that can be self-administered and reports that allow students to compare where they are to where they need to be.

In summary, the proposed SBAC learning and assessment system is grounded in a sound Theory of Action—taking advantage of current research and lessons from current practice—and incorporates a new generation of technology tools, innovative assessments, and state-of-the-art classroom support mechanisms to improve teacher and student capacity to meet the challenges in ensuring that all students are college- and career-ready.



The SMARTER Balanced Assessment Consortium brings together states to create a common, innovative assessment system for Mathematics and English Language Arts that is aligned with the Common Core State Standards and helps prepare students for college and careers. The Consortium involves educators, researchers, policymakers, and community groups in a transparent and consensus-driven process to help all students thrive in a knowledge-driven global economy. The Consortium's projects are funded through a four-year, $175 million grant from the U.S. Department of Education, comprising 99% of activity resources, with the remaining support provided through generous contributions of charitable foundations. Membership is open to any interested U.S. state. For more information, please visit www.k12.wa.us/smarter.

*Copyright 2011 Smarter Balanced Assessment Consortium*

Smarter Balanced
Assessment Consortium

# A Summary of Core Components

**The Smarter Balanced Assessment Consortium is one of two multistate consortia awarded funding from the U.S. Department of Education to develop an assessment system based on the new Common Core State Standards (CCSS). To achieve the goal that all students leave high school ready for college and career, Smarter Balanced is committed to ensuring that assessment and instruction embody the CCSS and that all students, regardless of disability, language or subgroup status, have the opportunity to learn this valued content and to show what they know and can do.**

**With strong support from participating states, institutions of higher education and industry, Smarter Balanced will develop a balanced set of measures and tools, each designed to serve specific purposes. Together, these components will provide student data throughout the academic year that will inform instruction, guide interventions, help target professional development and ensure an accurate measure of each student's progress toward career- and college-readiness.**

## The core components of Smarter Balanced are:

**Summative assessments:**

- Mandatory comprehensive accountability measures that include computer adaptive assessments and performance tasks, administered in the last 12 weeks of the school year in grades 3–8 and 11 for English language arts(ELA)/literacy and mathematics;
- Designed to provide valid, reliable and fair measures of students' progress toward and attainment of the knowledge and skills required to be college- and career-ready;
- Capitalize on the strengths of computer adaptive testing (e.g. efficient and precise measurement across the full range of achievement and quick turnaround of results); and,
- Produce composite content area scores, based on the computer adaptive items and performance tasks.

**Interim assessments:**

- Optional comprehensive and content-cluster measures that include computer adaptive assessments and performance tasks, administered at locally determined intervals throughout the school year;
- Results reported on the same scale as the summative assessment to provide information about how students are progressing;
- Serve as the source for interpretive guides that use publicly released items and tasks;
- Grounded in cognitive development theory about how learning progresses across grades and how college- and career-readiness emerge over time;
- Involve a large teacher role in developing and scoring constructed response items and performance tasks;
- Afford teachers and administrators the flexibility to:
  - select item sets that provide deep, focused measurement of specific content clusters embedded in the CCSS;
  - administer these assessments at strategic points in the instructional year;
  - use results to better understand students' strengths and limitations in relation to the standards;
  - support state-level accountability systems using end-of-course assessments.

**Formative tools and processes:**

- Provides resources for teachers on how to collect and use information about student success in acquisition of the CCSS;
- Will be used by teachers throughout the year to better understand a student's learning needs, check for misconceptions and/or to provide evidence of progress toward learning goals.

## System Features

- Ensures coverage of the full range of ELA/literacy and mathematics standards and breadth of achievement levels by combining a variety of item types (e.g., selected-response, constructed response, and technology-enhanced) and performance tasks, which require application of knowledge and skills.
- Provides comprehensive, research-based support, technical assistance and professional development so that teachers can use assessment data to improve teaching and learning in line with the standards.
- Provides online, tailored reports that link to instructional and professional development resources.

## LEARN MORE AND GET INVOLVED

Visit SmarterBalanced.org to learn more about the Smarter Balanced Assessment Consortium and sign-up to receive our monthly eNewsletter. For more information, please contact Info@SmarterBalanced.org.

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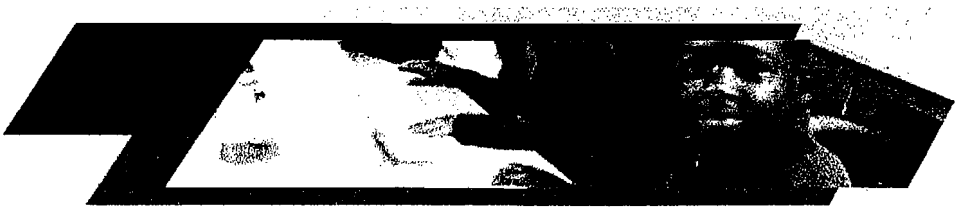

# Computer Adaptive Testing

**The Smarter Balanced Assessment Consortium is a state-led consortium working collaboratively to develop next-generation assessments aligned to the Common Core State Standards (CCSS) that measure student progress toward college- and career-readiness. The work of the Consortium is guided by the belief that a high-quality assessment system can provide resources and tools for teachers and schools to improve instruction and help students succeed.**

## An Innovative Approach

The Smarter Balanced assessment system capitalizes on the precision and efficiency of computer adaptive testing (CAT) for both the mandatory summative assessment and the optional interim assessments. Based on student responses, the computer program adjusts the difficulty of questions throughout the assessment. For example, a student who answers a question correctly will receive a more challenging item, while an incorrect answer generates an easier question. By adapting to the student as the assessment is taking place, these assessments present an individually tailored set of questions to each student and can quickly identify which skills students have mastered. This approach represents a significant improvement over traditional paper-and-pencil assessments used in many states today.

- **Better information for teachers:** Optional computer adaptive interim assessments will provide a more detailed picture of where students excel or need additional support, helping teachers to differentiate instruction. The interim assessments will be reported on the same scale as the summative assessment, and schools will have flexibility to assess small elements of content or the full breadth of the CCSS at locally-determined times throughout the year.
- **More efficient and more secure:** Computer adaptive tests are typically shorter than paper-and-pencil assessments because fewer questions are required to accurately determine each student's achievement level. The assessments draw from a large bank of questions, and since students receive different questions based on their responses, test items are more secure and can be used for a longer period of time.
- **More accurate:** Computer adaptive testing offers teachers and schools a more accurate way to evaluate student achievement, readiness for college and careers and to measure growth over time.

## Support for States

Smarter Balanced is committed to helping states transition successfully to CAT. We collaborated with PARCC to develop a technology readiness tool to identify infrastructure gaps that might serve as barriers for computer-based assessments. States will have the option to administer a paper-and-pencil version of the summative assessment during a three-year transition period. Finally, the 12-week administration window for the summative assessment will reduce pressure on school information technology resources.

## Additional Resources

Smarter Balanced is working with experts in the field of computer adaptive testing, drawing on the experience of member states like Oregon, which implemented CAT in 2001. For more information on CAT, see:

- *A Framework for the Development of Computerized Adaptive Tests*, Nathan A. Thompson, Assessment Systems Corporation, and David J. Weiss, University of Minnesota
- *The Road Ahead for State Assessments*, Rennie Center for Education Research & Policy, Policy Analysis for California Education (PACE)

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Smarter Balanced
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# Smarter Balanced and Policymakers: Creating College- and Career-Ready Assessments

**The Smarter Balanced Assessment Consortium is creating next-generation tests aligned to the Common Core State Standards (CCSS) in English language arts/literacy and mathematics that will be available by the 2014-15 school year. The assessment system includes a rigorous computer adaptive summative test for grades 3-8 and 11 that provides accurate student performance and growth information to meet state and federal accountability requirements. In addition, optional computer adaptive interim assessments and formative resources aligned to the CCSS give teachers and principals the tools to help students meet today's college- and career-ready standards.**

## Key Features of Smarter Balanced

- **A college- and career-ready evaluation** based on the CCSS with results that are comparable nationwide and internationally benchmarked.
- **Innovative item types** go beyond multiple choice questions to include constructed response and performance tasks that measure critical thinking and problem solving.
- **Support for Common Core** implementation, including membership for Governing States in the Council of Chief State School Officers' Implementing CCSS state collaborative and a digital library of curriculum resources and instructional best practices for educators.

## State-led Governance

Smarter Balanced is a state-led consortium, with governing authority flowing from state education chiefs and elected officials. Each state appoints K-12 and higher education leads to coordinate with the Consortium. State representatives direct the Executive Committee and participate in 10 Smarter Balanced work groups. Policy decisions are made by Governing States while Advisory States benefit by sharing resources and access to national experts and technical advisors.

## Support for Implementation

Smarter Balanced is committed to addressing the concerns of states and ensuring a successful transition to new assessments. A technology readiness tool will allow states to estimate future information technology needs. A paper-and-pencil version of the assessments will be available during a three-year transition period. In addition, the Consortium will also provide professional development and training for teams of educators from each state.

## State Implementation Timeline

- 2011-2012 School Year—Technology readiness tool available
- Winter/Spring 2013—Pilot testing of assessment items and performance tasks
- Spring 2014—Field testing of summative and interim assessments
- 2014-15 School Year—Implementation of assessment system and launch of digital library

## LEARN MORE AND GET INVOLVED

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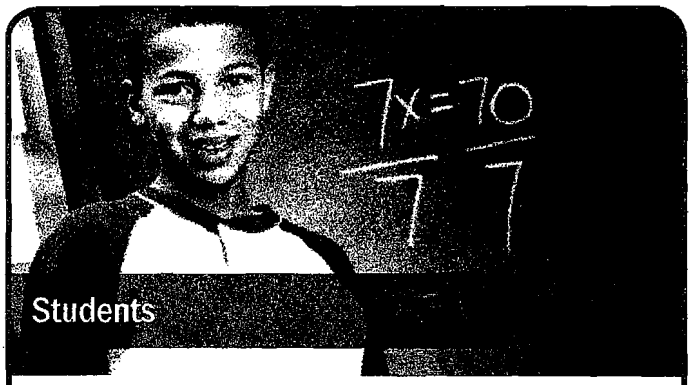
Assessment Consortium

# What Will Smarter Balanced Assessments Mean for Me?

**Smarter Balanced is developing new assessments that measure the Common Core State Standards and help all students prepare for college and career. When the new assessments are implemented in the 2014-15 school year, parents, teachers and policymakers will have better tools and information to track student progress and help them succeed.**




## Students

- I am challenged to complete complex tasks and apply my knowledge
- I know how I am progressing toward college and career readiness
- My test results will be accurate regardless of my ability, disability or proficiency in English

## Parents

- My child's class time is focused on learning and not on testing
- My child will have opportunities to improve
- I will know whether my child's school is performing as well as it should

## Teachers

- I won't be surprised by the test results at the end of the year
- I will have the supports I need to help my students
- The assessments measures the right things in the right way

## Policymakers

- We are sharing costs with other states to provide a world-class test
- We can compare the performance and growth of our schools, districts and state so that we can improve
- We know the test will work for us because we helped build it

# Algebra I Standards vs. Algebra ECA

Sample Selection: IN Alg I Stnds Gr. 10 | State N Alg I Test (10) Gr

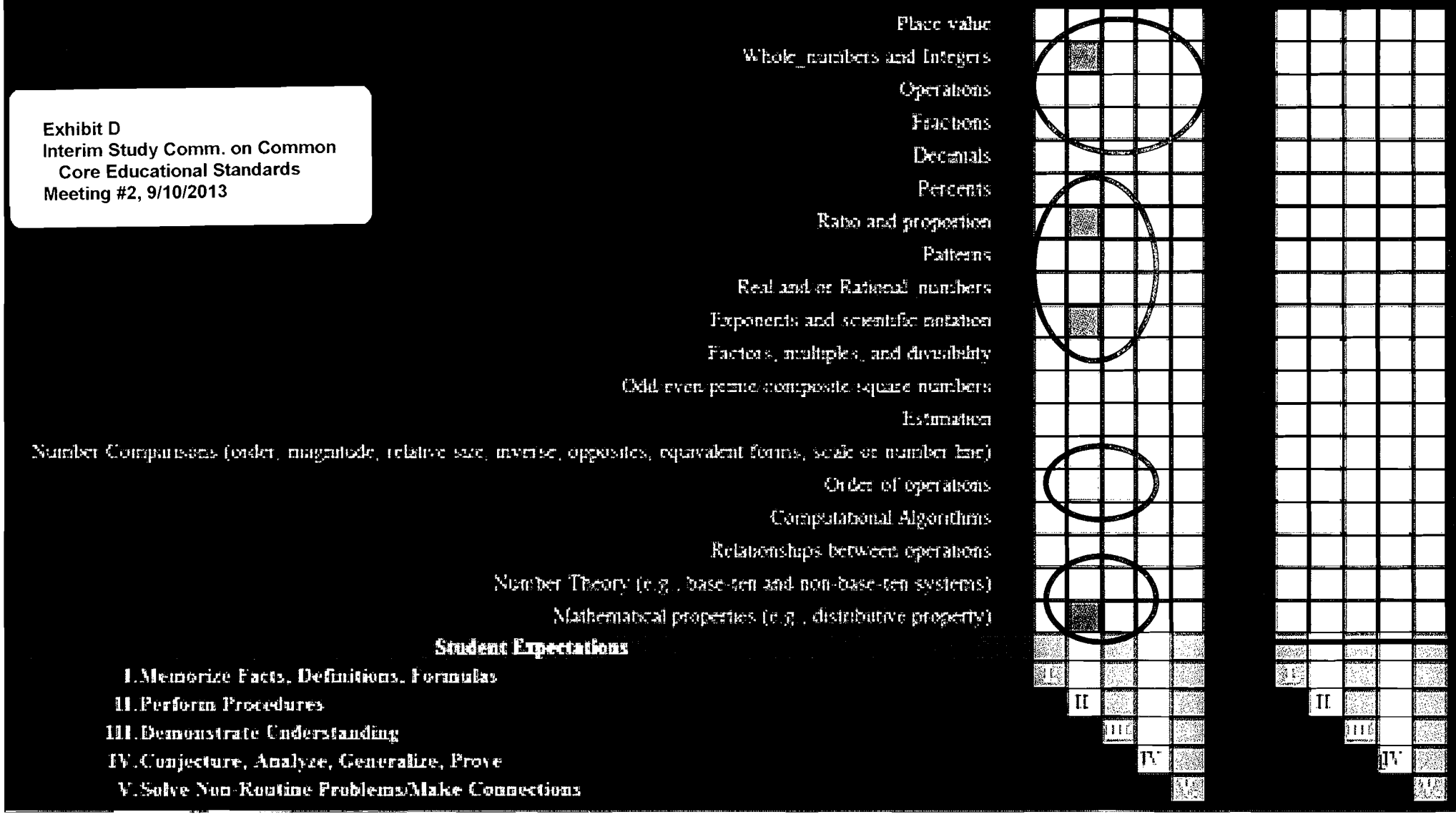
Report By: All Data | All Data

Update

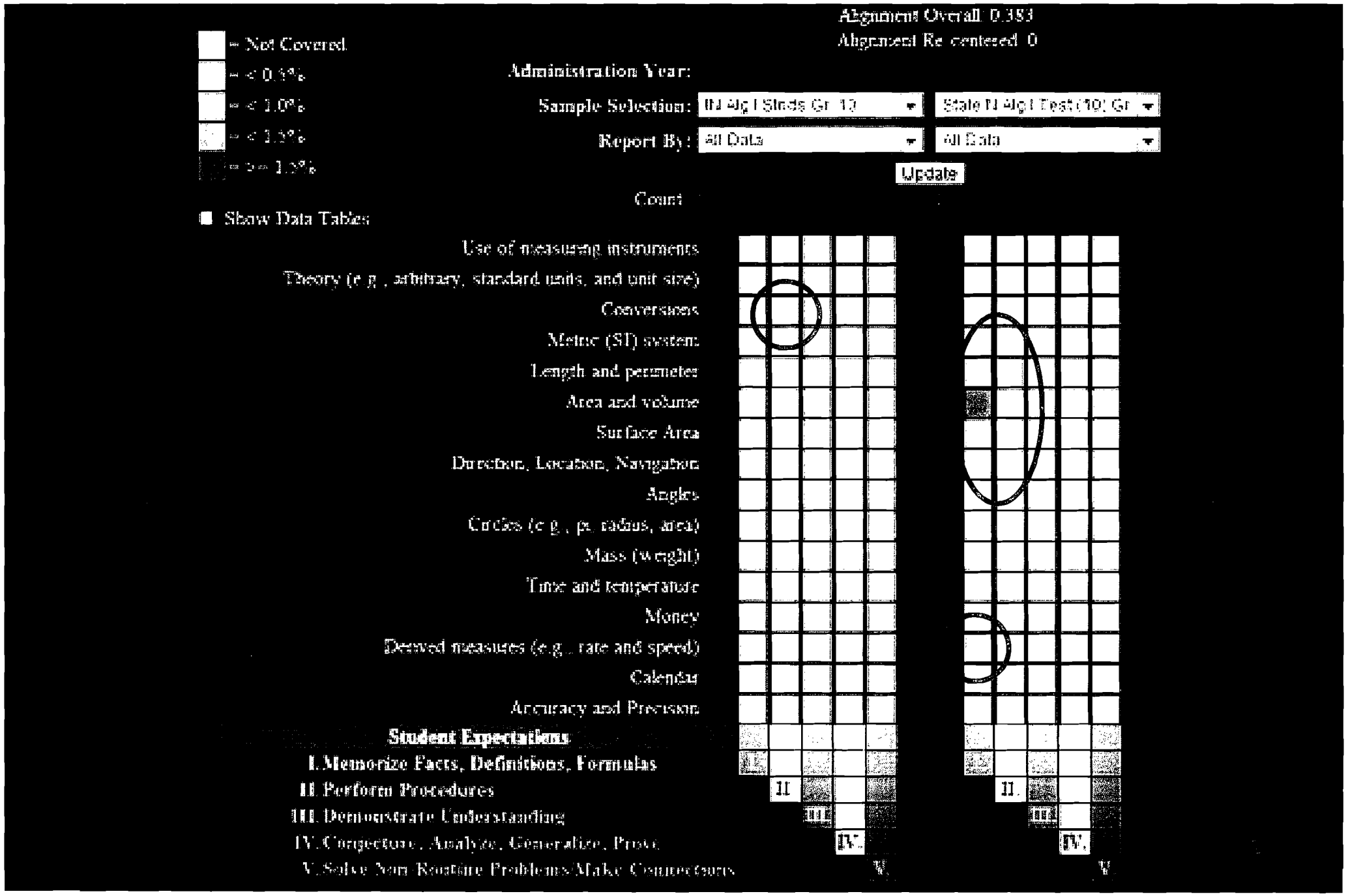
Count

Show Data Tables

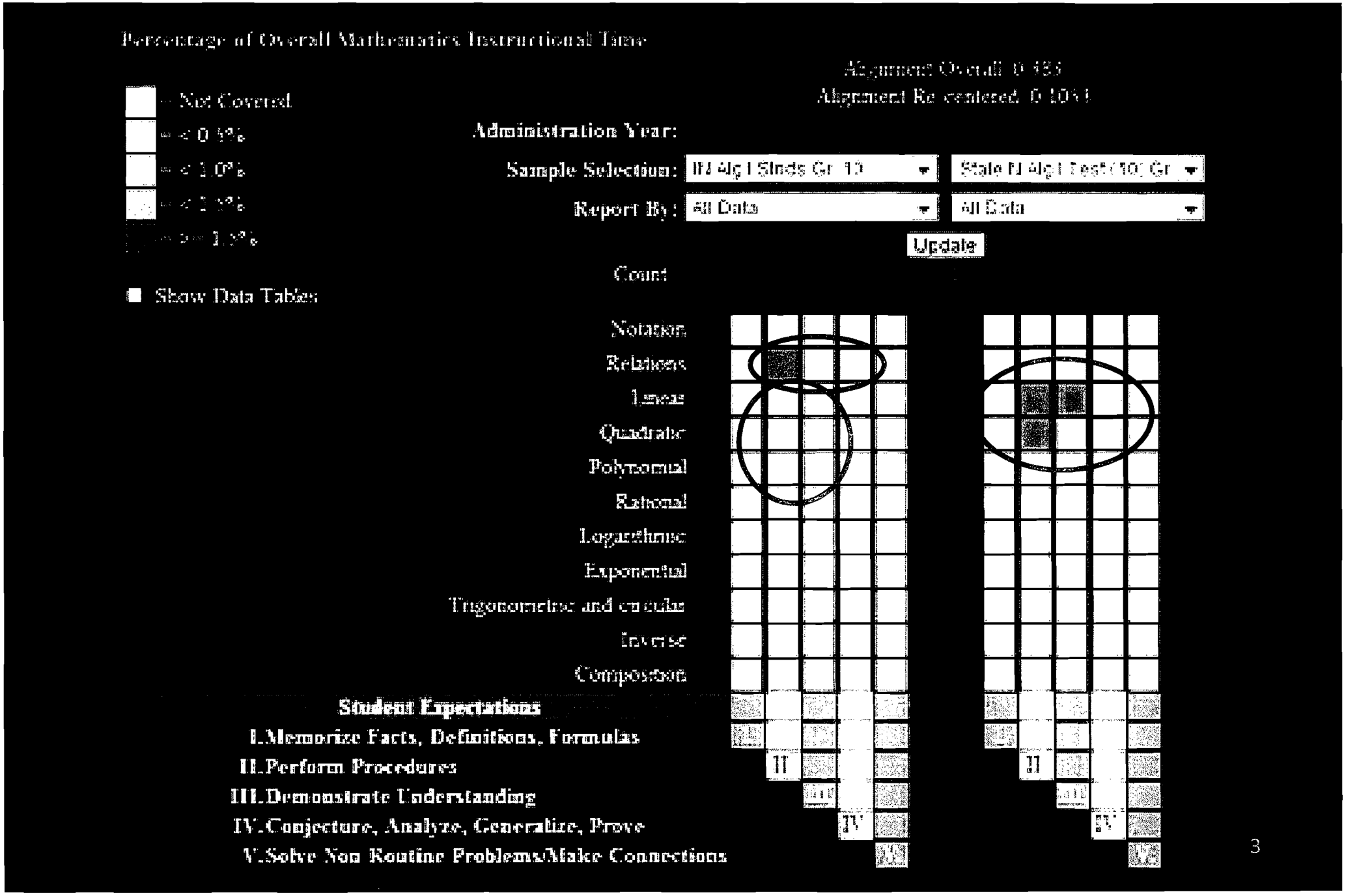
Exhibit D
Interim Study Comm. on Common Core Educational Standards
Meeting #2, 9/10/2013



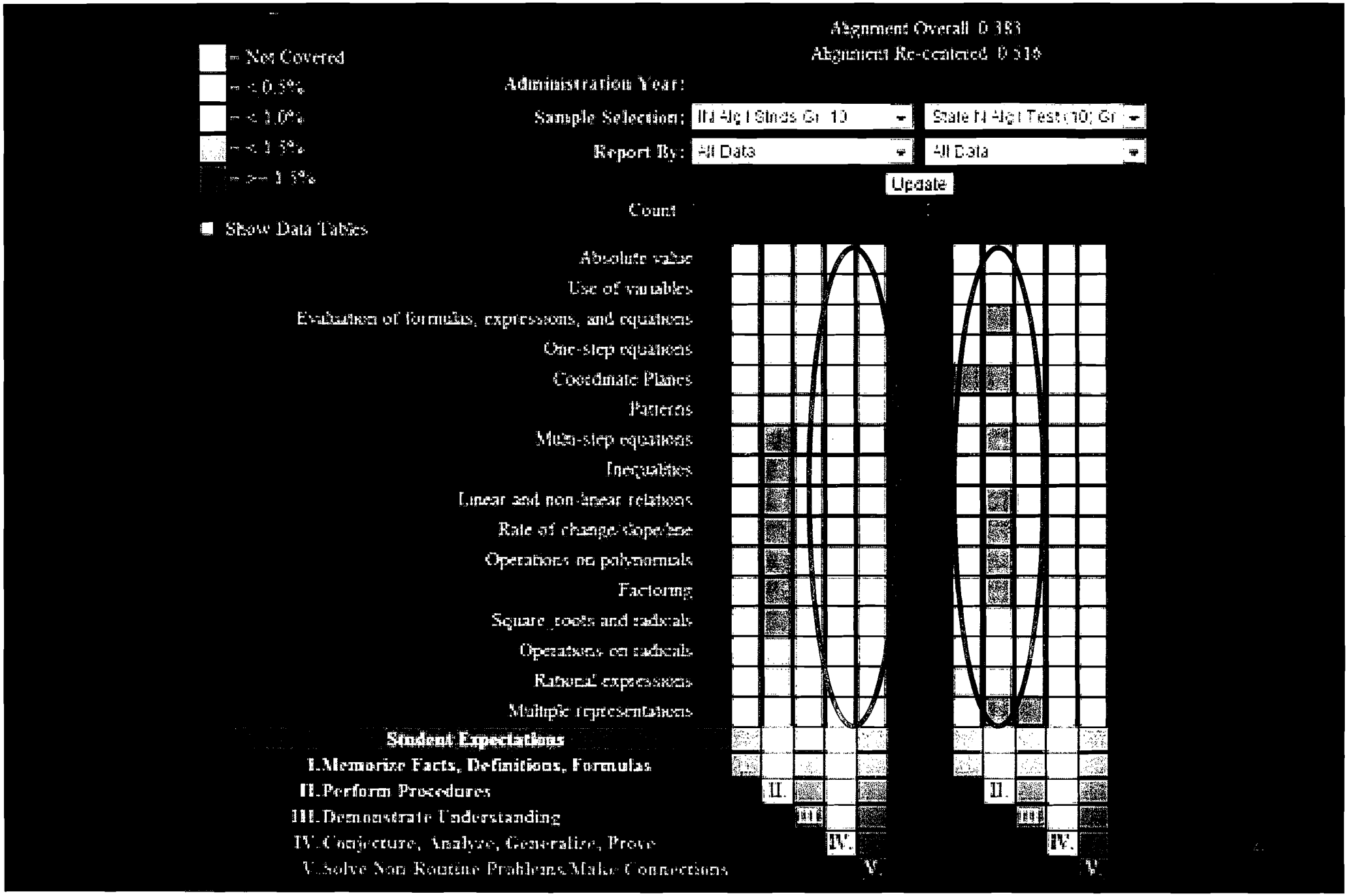
# Algebra I Standards vs. Algebra ECA



# Algebra I Standards vs. Algebra ECA



# Algebra I Standards vs. Algebra ECA



# 7th Grade ELA

## ISTEP+ Sample Item
## Writing Applications

Your school was granted money to buy new technology for classrooms. The principal suggested buying laptops, and the student council proposed buying electronic readers.

**Choose one** of these two suggestions or come up with **your own idea** for spending the technology grant money. Then write a **persuasive essay expressing which idea is best and why**. Include a **description** of how the technology would be used and how it would benefit students.

## PARCC Sample Item
## Research Simulation

You have read three texts describing Amelia Earhart. All three include the claim that Earhart was a brave, courageous person. The three texts are:

- "Biography of Amelia Earhart"
- "Earhart's Final Resting Place Believed Found"
- "Amelia Earhart's Life and Disappearance"

Consider the argument each author uses to demonstrate Earhart's bravery.

Write an **essay that analyzes the strength of the arguments** about Earhart's bravery in at least two of the texts. Remember to **use textual evidence** to support your ideas.

# 3rd Grade ELA

## ISTEP+ Sample Item

**Read this letter. Then answer the question that follows.**

June 28, 2008

Dear Mark,

Would you like to come with my dad, brother, and me next Thursday? In the morning we will go canoeing down by the river. We will go swimming in the afternoon and then stop for supper at my Grandpa's house on the way home.

_____. We would have a lot fun together!

Your friend,

Derek

**Which sentence would fit BEST on the blank line in this letter?**

A. While we are at the lake, we will catch a lot of fish.

B. Let me know if you want to come with us to the lake.

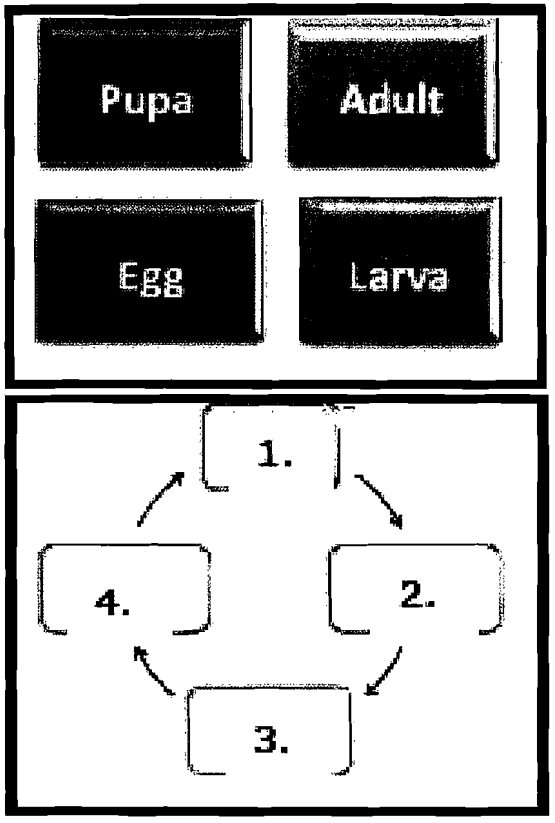
C. Do you like to swim and ride down the river in a canoe?

D. Can you please bring the worms we will need to catch the fish?

## PARCC Sample Item

**Read "How Animals Live" and complete the graphic.**

**Question: Drag the four words from the word box into the correct locations on the graphic to show the life cycle of a butterfly as described in "How Animals Live."**



# Algebra I

## ISTEP+ (ECA) Released Item

The perimeter of a rectangular is 35 feet. The length of the garden is 1 foot more than 2 times its width.

Write an equation to represent the perimeter of the garden in terms of its width ($w$).

Answer_____

What are the length and width of the garden in feet?

Answer _____

## SBAC Sample Item

The noise level at a music concert must be no more than 90 decibels (dB) at the edge of the property on which the concert is held.

Melissa uses a decibel meter to test whether the noise level at the edge of the property is no more than 80 dB.

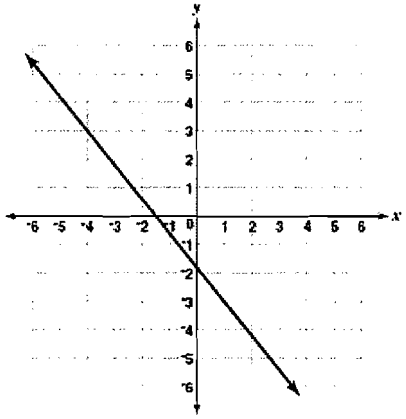
- Melissa is standing 10 feet away from the speakers and the noise level is 100 dB.
- The edge of the property is 70 feet away from the speakers.
- Every time the distance between the speakers and Melissa doubles, the noise level decreases by about 6 dB.

Rafael claims that the noise level at the edge of the property is no more than 80 dB since the edge of the property is over 4 times the distance from where Melissa is standing. Explain whether Rafael is or is not correct.

# Grade 7 Mathematics

## ISTEP + Sample Item

**Consider the graph.**



Which of the following shows the slope of the line and one point on the line?

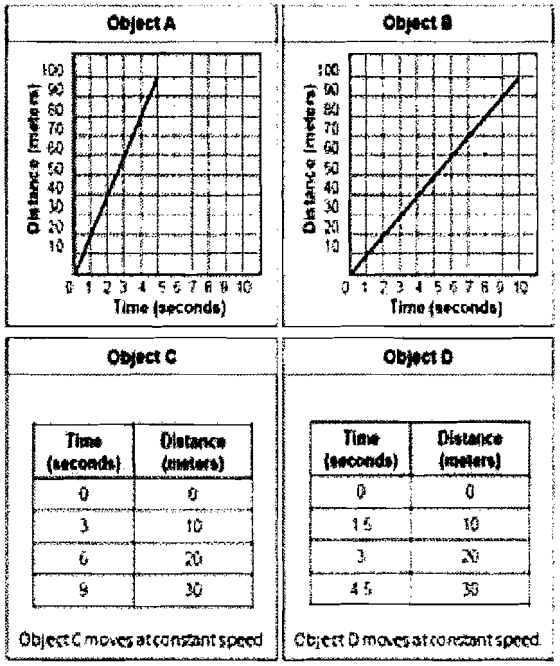
A. $\frac{6}{5}$ and (-3, 1)

B. $\frac{5}{6}$ and (1, -3)

C. $-\frac{5}{6}$ and (-3, 1)

D. $-\frac{6}{5}$ and (1, -3)

## PARCC Sample Item




The speed of an object is defined as the change in distance divided by the change in time.

Information about objects A, B, C and D are shown. Objects C and D both have constant speed.

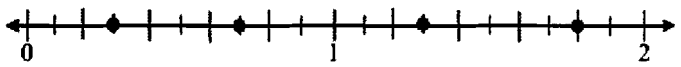
Based on the information given, drag and drop the object names in order from greatest speed to least speed in the table provided.

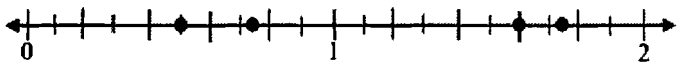
| | | |
|---|---|---|
| Object A | Greatest Speed | |
| Object B | | |
| Object C | Least Speed | |
| Object D | | |

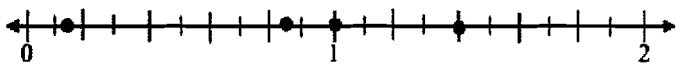
# Grade 5 Mathematics

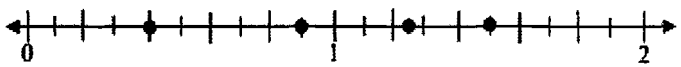
## ISTEP + Sample Item

**Which of the following number lines shows the correct placement of the numbers 1.6, 0.75, 1¾, and ½ ?**

A. 


B. 


C. 


D. 


## SBAC Sample Item

Five swimmers compete in the 50-meter race. The finish time for each swimmer is shown in the video.

Explain how the results of the race would change if the race used a clock that rounded to the nearest tenth.

# Traditional Scatter Plot Item

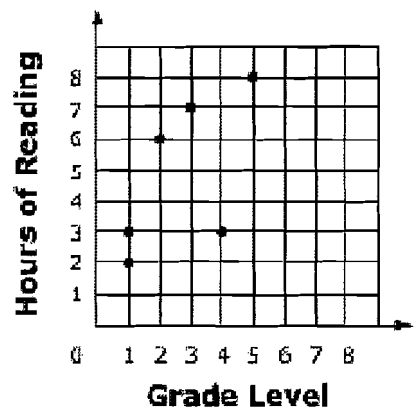
Sam surveyed his neighbors to determine if the number of hours they read each week is related to their grade level. The results of the survey are shown in the table below.

**Weekly Reading**

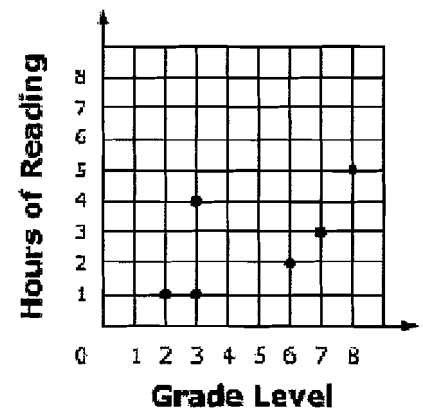
| Grade Level | Hours of Reading per Week |
|---|---|
| 8 | 5 |
| 3 | 1 |
| 6 | 2 |
| 3 | 4 |
| 7 | 3 |
| 2 | 1 |

Which scatter plot best represents this data?

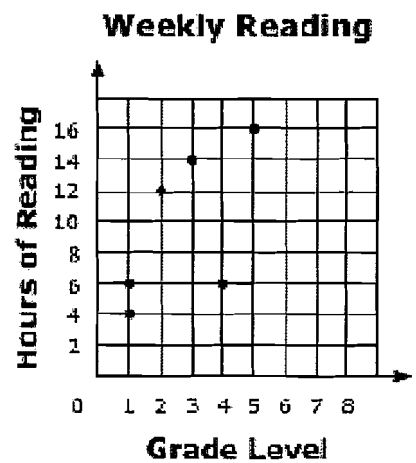
A



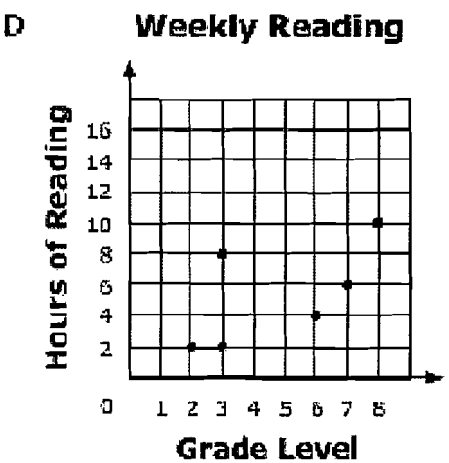

B




C




D



# Innovative Scatter Plot Item

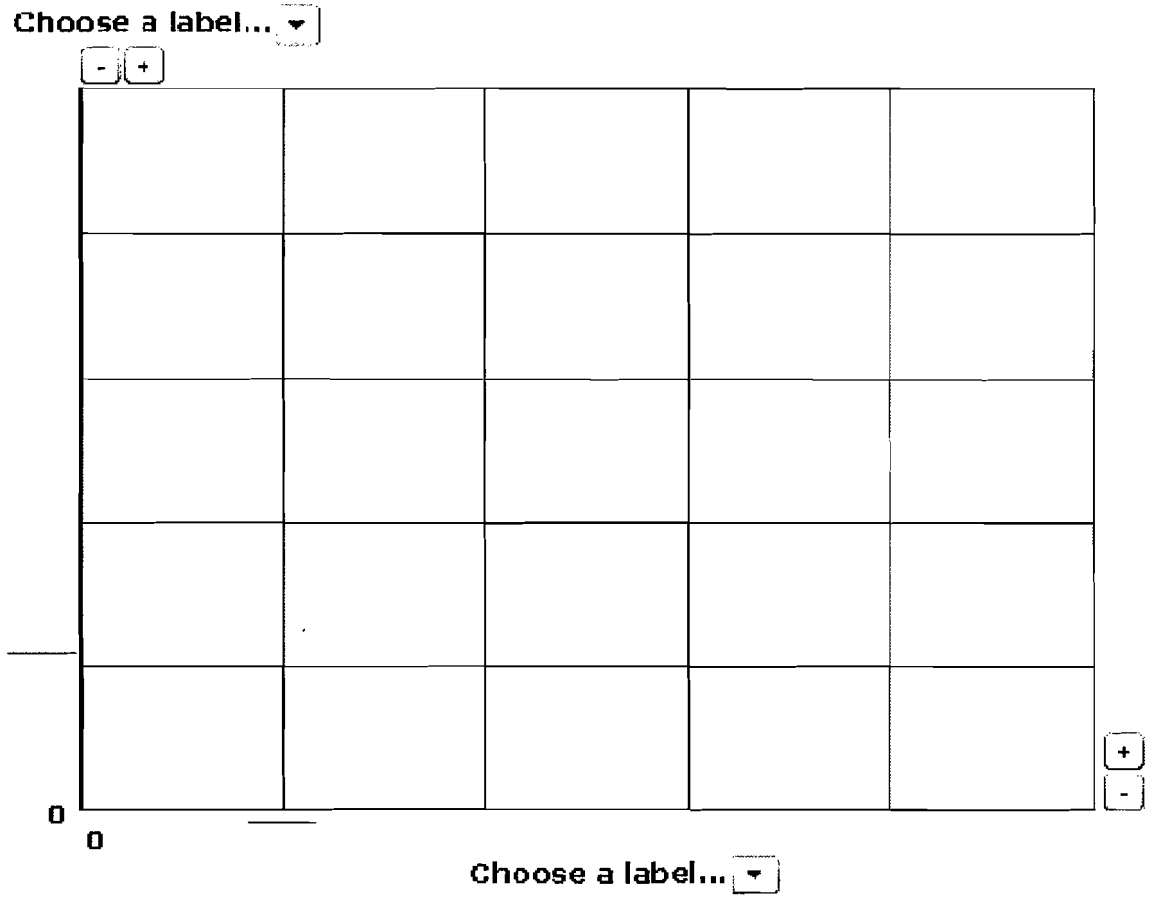
Zach surveyed a group of people visiting state parks to determine if the distance they lived from the park affected how frequently they visited the park.

Zach's data is shown in the table below.

| Number of Visits per Year | Distance to Park (miles) |
|---|---|
| 1 | 25 |
| 2 | 10 |
| 7 | 35 |
| 3 | 10 |
| 5 | 60 |
| 7 | 20 |
| 5 | 15 |
| 15 | 20 |
| 8 | 10 |
| 10 | 10 |
| 3 | 15 |
| 9 | 5 |

Create a scatterplot that correctly represents Zach's data. Choose a title for the graph and for both axes. Select an appropriate scale for each axis. Plot the points.

**Choose a title for your graph using the arrow on the right...**



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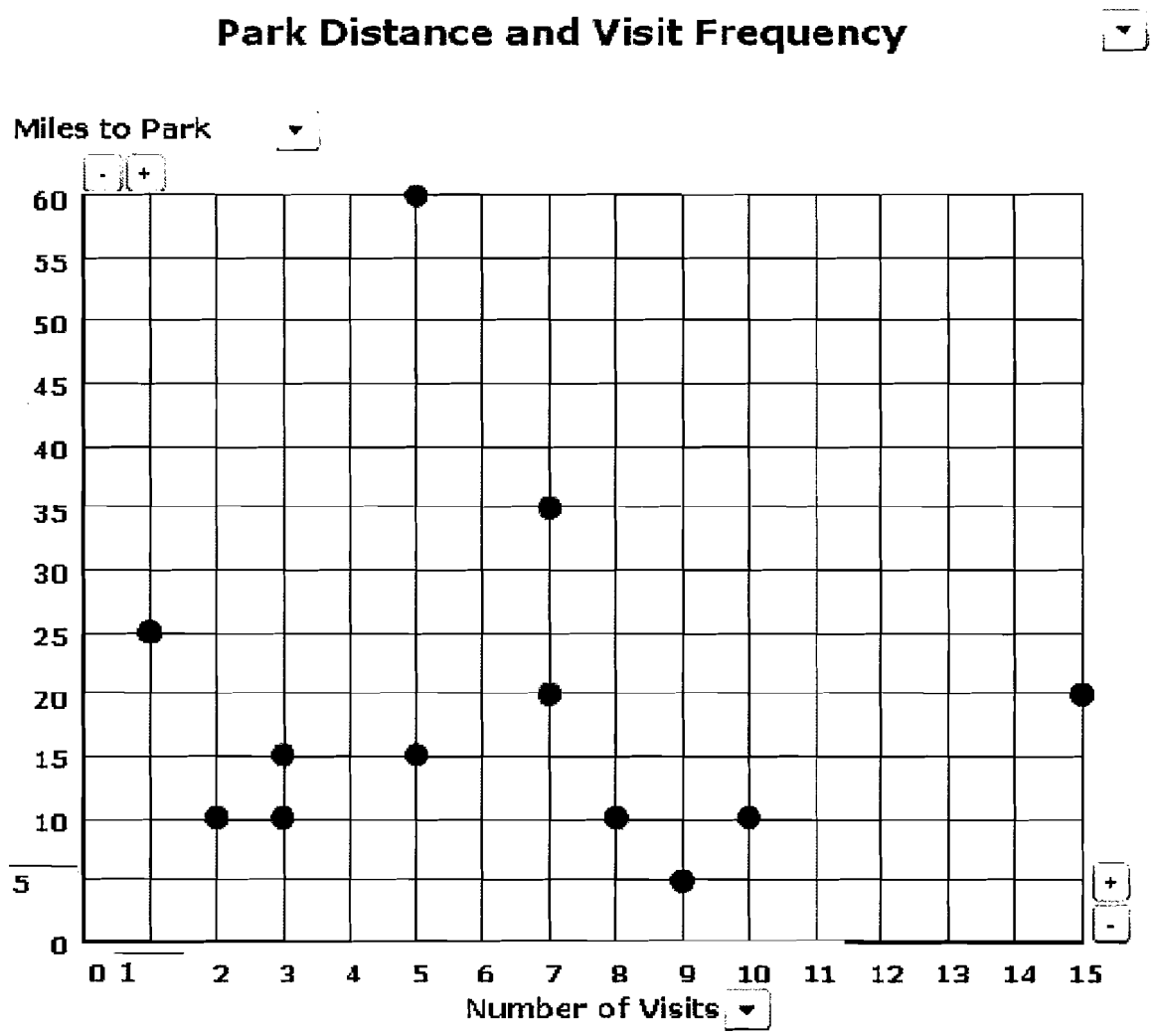


Exhibit E
Interim Study Comm. on Common Core Educational Standards
Meeting #2, 9/10/2013

# Research Perspectives on Next Generation Assessments


## Joan Herman


*September 10, 2013*


National Center for Research
on Evaluation, Standards, & Student Testing

UCLA | Graduate School of Education & Information Studies | cresst.org

# Background Sources

- CRESST research of the effects of testing of teaching and learning (www.cresst.org)
- Joan Herman & Robert Linn (2013) *On the Road to Deeper Learning.* CRESST Report #783. http://www.cse.ucla.edu/products/reports.php?action=fetch&id=823
- Linda Darling Hammond, Joan Herman, James Pelligrino et al. (2013) *Criteria for High Quality Assessment.* http://edpolicy.stanford.edu/publications/pubs/847

# Why Care?

- What you test is what you get (WYTIWYG)
- Deeper learning/21st century competency/college and career readiness are key to students' future success
- Engaging *with* these skills deepens learning
- It's not an either/or proposition, but BOTH

# If We Want Students CCR, Tests Must Assess CCR Skills

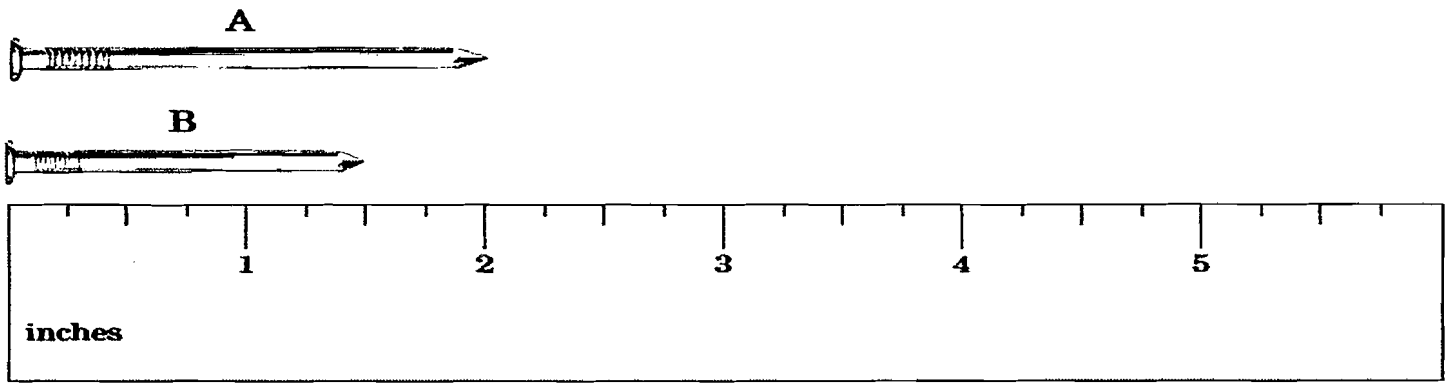
- How can we gauge whether they do/will?
- Monitor closely
  - ✓ *Analyze claims*
  - ✓ *Analyze Items and Tasks*
  - ✓ *Look for evidence of validity*

# One Way to Look for CCR: Norman Webb's Depth of Knowledge Framework

- DOK1: Recall
- DOK2: Simple Application (some mental processing)
- DOK3: Reasoning, inference
- DOK4: Extended planning and investigation

# Example: DOK1 Math

**Look at the length of nails A and B.**




**How much longer is nail A than nail B?**

- ○ **A.** $\frac{1}{2}$ inch
- ○ **B.** $1\frac{1}{2}$ inches
- ○ **C.** $3\frac{1}{2}$ inches

# Example: DOK2 Math

These cards are placed in a bag.

| | | | |
|---|---|---|---|
| 7 + 8 | 5 + 8 | 6 + 9 | 8 + 8 |
| | 6 + 7 | 9 + 5 | |

What is the probability Lauren will pick a card with a sum greater than 15?

| | | | |
|---|---|---|---|
| $\frac{1}{6}$ | $\frac{1}{5}$ | $\frac{3}{6}$ | $\frac{2}{4}$ |
| Ⓐ | Ⓑ | Ⓒ | Ⓓ |

# DOK Example
# Grade 8 Math

**767**

Kayla asked 10 students in her class whether they owned a dog or a cat or both.

Drag one number into each box to complete the table, given this information:

- 40% of the students own a dog.
- 30% of the students own a cat.
- 10% of the students own both a dog and a cat.

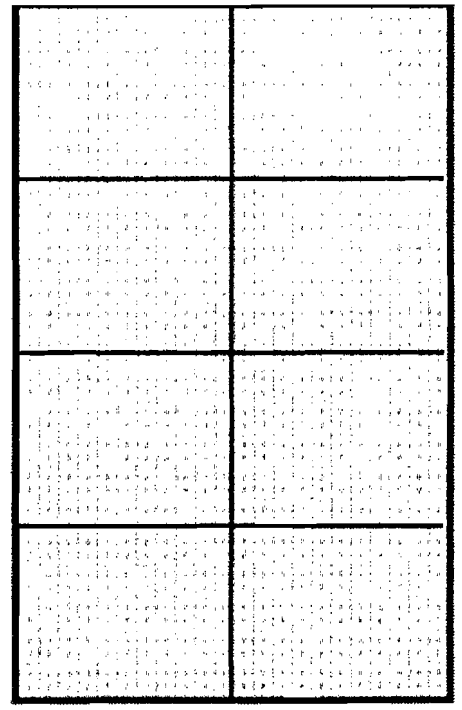
0
1
2
3
4
5
6
7
8
9

| | Dog | No Dog | Total |
|---|---|---|---|
| Cat | | | |
| No Cat | | | |
| Total | | | 10 |

# Example: DOK3 Math:

## Part A

A farmer plants 3/4 of the field with soybeans.
Drag the soybean to the field as many times as needed to show the fraction of the field that is planted with soybeans.



## Part B

Type a fraction different from ¾ that represents the same fractional value of the field that has been planted.

Explain why the two fractions are equal.

# Example: DOK4 Math

- Your class and your teacher are going on a field trip. There are three possible choices for the field trip: an aquarium, a science museum, or a zoo. Your teacher asked students to write down their first and second choices. In this task, you will determine where the class should go on the field trip based on the survey results and the cost per student.
  - ✓ *This is a map of your school and the three different field trip locations.*
  - ✓ *Here's how students voted, first and second choice*
  - ✓ *Here are costs in time and transportation costs*

# DOK4: ELA Example, Grade 7

- You've read 3 texts describing Amelia Earhart. All three include the claim that she was a brave, courageous person. The three texts are……
- Consider the argument each author uses to demonstrate Earhart's bravery.
- Write an essay that analyzes the strength of the arguments about Earhart's bravery in at least two of the texts. Remember to use textual evidence to support your ideas.

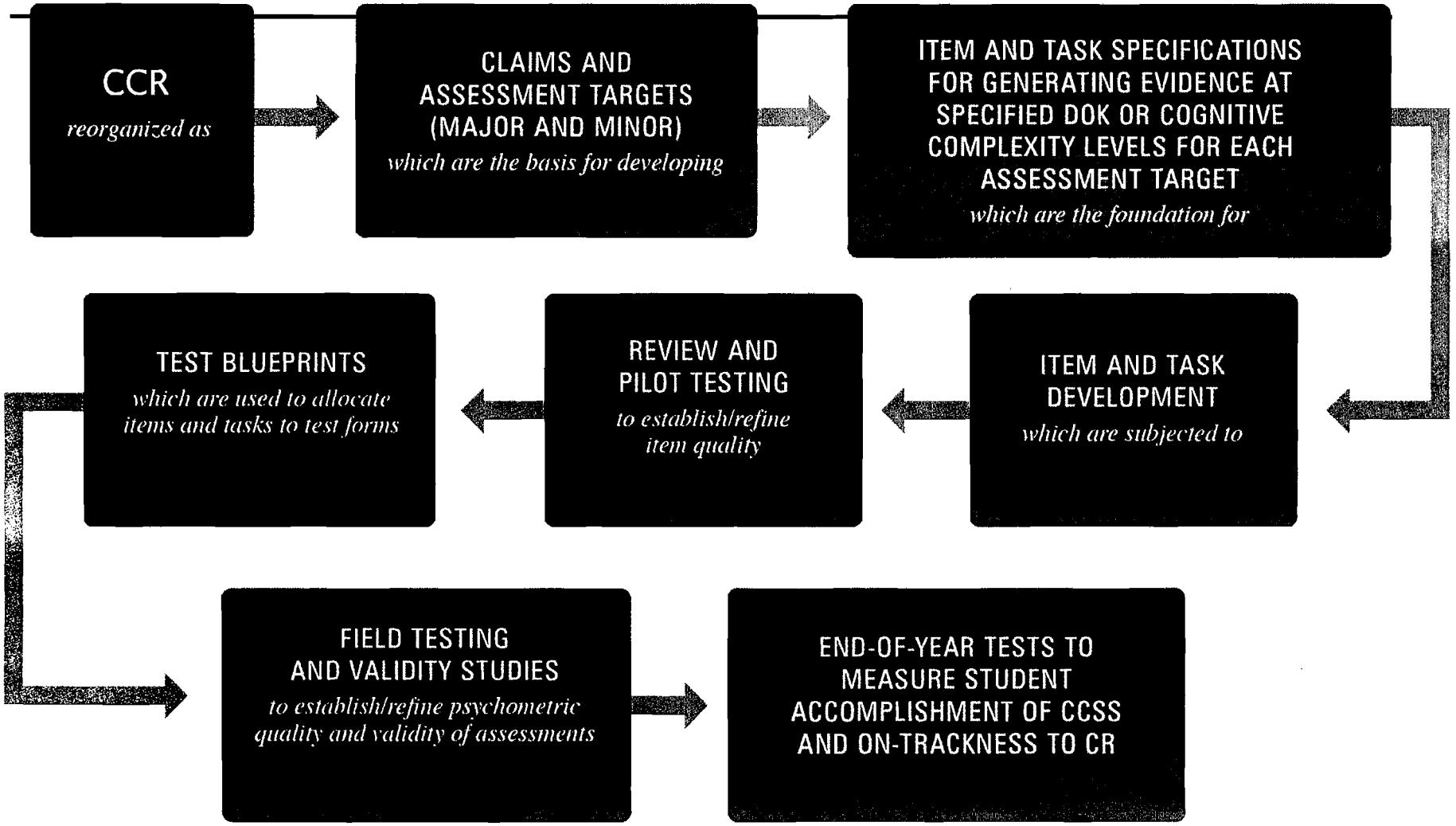
# How are Current State Tests Doing in Addressing Higher Levels of DOK*?

- Mathematics: Great preponderance at DOK1 and DOK2, even with constructed response items
- Reading: Great preponderance DOK1 and DOK2
  - ✓ *Even for constructed response items, only about a third at DOK3 and less than 10% at DOK4*
- This is NOT sufficient to support CCR

*Sources: Webb et al., 2013; Yuan & Le, 2012

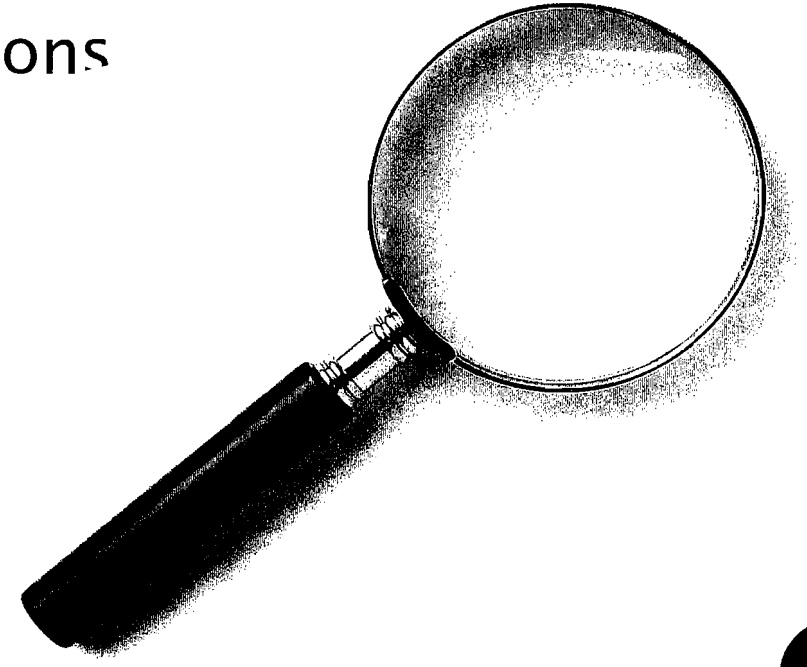
# How Can Tests Be Better Designed to Address CCR?

- Evidence-centered design: Assessment as a process of reasoning from evidence to substantiate claims about student learning
- Transparent design, development and validation processes
- Systematically designed to address CCR


CCR
reorganized as
CLAIMS AND ASSESSMENT TARGETS (MAJOR AND MINOR)
which are the basis for developing
ITEM AND TASK SPECIFICATIONS FOR GENERATING EVIDENCE AT SPECIFIED DOK OR COGNITIVE COMPLEXITY LEVELS FOR EACH ASSESSMENT TARGET
which are the foundation for
ITEM AND TASK DEVELOPMENT
which are subjected to
REVIEW AND PILOT TESTING
to establish/refine item quality
TEST BLUEPRINTS
which are used to allocate items and tasks to test forms
FIELD TESTING AND VALIDITY STUDIES
to establish/refine psychometric quality and validity of assessments
END-OF-YEAR TESTS TO MEASURE STUDENT ACCOMPLISHMENT OF CCSS AND ON-TRACKNESS TO CR

# Evidence of CCR As Assessments Are Developed

- Claims and assessment targets
- Item and task specifications
- Sample Items
- Test Blue Prints



# Do Test Claims Represent CCRR? PARCC and Smarter Balanced ELA Examples

- Reading: Students can independently read and closely analyze a range of increasingly complex texts
- Writing: Students can produce well grounded and effective writing for variety of purposes and audiences.
- Research: Students build and present knowledge through research and the integration, comparison, and synthesis of ideas.

# Do Test Claims Represent CCRR? PARCC and Smarter Balanced Math Examples

- Concepts and Procedures: Students can explain and apply mathematical concepts and procedures and and carry out mathematical procedures with precision and fluency.
- Problem Solving: Students can solve a range of complex well-posed problems in pure and applied mathematics.
- Communicating/ Reasoning: Students can clearly and precisely construct viable arguments
- Modeling and Data Analysis: Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

# Close Analysis of Specs for DOK Distribution*

| | ELA | Math |
|---|---|---|
| DOK1 | 25% | 24% |
| DOK2 | 38% | 40% |
| DOK3 | 26% | 25% |
| DOK4 | 11% | 11% |

*Example based Smarter Balanced Specifications/Elementary Grades

# What to Look For: Decision Criteria*

- Assessment of higher order applications
- High fidelity assessment of critical CCR skills
- Instructional sensitivity and educational value
- Validity, reliability and fairness

See Darling-Hammond et al. 2013

# National Center for Research
## on Evaluation, Standards, & Student Testing

UCLA | Graduate School of Education & Information Studies

**For more information see:**

*CRESST Report #823*
*On the Road to Assessing Deeper Learning:*
*The Status of Smarter Balanced and PARCC Assessment Consortia*

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## *The Call from States: New Standards Require New Assessments*

Since 2009, prior to the release of the Common Core State Standards and the federal funding of two state assessment consortia, ACT has engaged in discussions with states to determine their needs for new, improved, and innovative assessment systems tied to the requirements of an increasingly complex and demanding 21st-century educational and economic landscape. At the same time, ACT's staff of developers and researchers has been working on how best to put the organization's extensive research and expertise to use to meet these needs in a manner consistent with ACT's mission, its past successes, and its future evolution.

## *ACT and College and Career Readiness*

ACT, Inc. is an independent, not-for-profit organization that provides assessment, research, information, and program management services in education and workforce development. Since 1959, the ACT has been measuring the college readiness of 11th and 12th grade students and expanded its assessments to include students in grades 8 and 10 nearly 30 years ago. In doing so, ACT has developed research-based College Readiness Benchmarks that tie student performance on the ACT assessments to the likelihood of success in entry-level postsecondary coursework in English, math, reading and science.

In addition to the Benchmarks, ACT developed College Readiness Standards more than a decade ago. These standards are detailed, research-based descriptions of the skills and knowledge associated with what students can be expected to know and do based on their assessment results. To ensure the assessments faithfully measure the knowledge and skills essential for postsecondary success, these standards are updated every three to five years based on ACT's survey of thousands of middle school, high school and college educators.

**Exhibit F**
**Interim Study Comm. on Common Core Educational Standards**
**Meeting #2, 9/10/2013**

## *ACT and the Common Core State Standards*

Because of its long history of college and career readiness research and assessment, ACT played a major role in the development of the Common Core State Standards Initiative. ACT staff served in multiple capacities, including writing and reviewing standards, and ACT's research and data on college and career readiness established both the general priorities and specific expectations of the Common Core State Standards. In particular, ACT's College Readiness Standards served as one of the foundations upon which the Common Core State Standards were based.

In addition, ACT's empirical definition of college and career readiness—the acquisition of the knowledge and skills a student needs to succeed in credit-bearing, first-year courses at a two- or four-year college, trade or technical school without the need for remediation—was adopted by the initiative and continues to be cited routinely in discussions related to the Common Core standards.

## *Launching Spring 2014: ACT Aspire™*

The result of ACT's discussions with states and assessment system expertise is ACT Aspire. ACT Aspire is a new, computer-based longitudinal assessment system that connects student growth and progress from elementary grades through high school in the context of college and career readiness. It continues ACT's mission of helping students stay on target to reach their full potential throughout their educational journeys.

The ACT Aspire system will also go beyond the Common Core State Standards in English Language Arts and math and measure readiness in other areas such as science and career.

## *ACT Aspire Highlights*

❖ **A World-Class State Assessment Solution** Over a half-century collaboration between parent companies ACT and Pearson; extensive, applicable history with internationally recognized assessment initiatives; and proven track records in developing, implementing, and delivering large-scale assessments.

❖ **Economical Pricing** Early Adopter online pricing available to states with a contract executed by December 31, 2013 will be $11.70 per student, thereafter $20.00 per student

❖ **Multiple Item Types** Moving beyond traditional 'bubble tests' to authentic, 21st Century, real world assessment types that include technology enhanced, interactive items as well as constructed response, direct writing, and multiple-choice items.

❖ **Multiple Administration Modes** In order to support the varying infrastructures and capacities of states, districts and schools, ACT Aspire is available for multiple modes of administration (e.g., online, tablet, and paper and pencil)

❖ **Realistic, School-Centric Testing: Only 3½ to 4 Hours** Efficient, research-based, expert assessment design provides for less 'testing time' and more classroom instruction; uses proven fixed linear test format and avoids experimental test design.

❖ **Fast, Online Reporting** Enhanced scoring and reporting capabilities allow for faster turnaround time and reporting to support classroom instruction.

❖ **Early Launch, Earlier Implementation: Spring 2014** Allows ample time for program introduction, faculty orientation, and user training to assure a better informed, more confident, and solidly successful implementation.

❖ **Relevant Coverage: Five Content Areas** Assesses reading, math, writing, English, and science for a more complete, more insightful and more relevant picture of student progress toward college and career readiness.

❖ **Launch On Track for 2014** ACT Aspire has already been field-tested and has surpassed 600,000 full tests.

❖ **Grounded in College and Career Readiness Standards:** ACT foundational research has informed the design of ACT Aspire with data and information from over 70,000 educators via ACT's National Curriculum Survey; benchmarking data from 98 institutions and over 90,000 students; and Pearson's demonstrated test scoring capacity which exceeds 5 million secure, high stakes, online tests in 2013.

❖ **Strongest Outcomes for Your State** Fully empowers teachers by measuring student progress against both the Common Core State Standards and ACT's research-based College and Career Readiness Standards. ACT Aspire provides a forecast trajectory of future preparedness to guide instruction or corrective interventions at the classroom level. ACT Aspire and the college readiness assessment, the ACT®, are aligned by a vertical readiness scale – providing a uniquely informed, advanced view of student preparedness from third grade through college application.

❖ **ACT's Commitment to Work with States** ACT is committed to working with states before, during, and after the implementation of ACT Aspire. ACT will work with states to proactively position ACT Aspire with key stakeholders and policymakers in states to ensure a full understanding of the assessment system, its components, and capabilities. ACT will work with states to provide data and information to support state accountability planning and work with states to support reporting requirements for current – and future – federal reporting needs.

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September 10, 2013

**Exhibit G**
**Interim Study Comm. on Common Core Educational Standards**
**Meeting #2, 9/10/2013**

The Honorable Dennis Kruse
State Senator
State House
200 W. Washington Street
Indianapolis, IN 46204

The Honorable Robert Behning
State Representative
State House
200 W. Washington Street
Indianapolis, IN 46204

Re: Data on Hoosier Students and Families

Dear Senator Kruse and Representative Behning:

I am writing to you today in your capacity as the Co-Chairs for the Interim Study Committee on Common Core Educational Standards.

It has come to my attention that the privacy of students and their families with regard to data and confidential information obtained at or through the local schools may have been compromised. This may have occurred because of Indiana's involvement in Common Core.

The citizens of Indiana deserve to know whether or not the privacy of students and their families has been compromised. Obtaining answers to the following questions is essential to know if the privacy of Hoosier students and their families has been violated. It would be best for the children and their families and all of the citizens of Indiana if answers to the following four questions are provided before your next committee meeting on October 1, 2013. I'll look forward to receiving a response by then.

Here are the four questions:

1. What data and confidential information on Hoosier students and their families is presently being collected at the local school level, at the state level, at the federal level or by any third party acting on behalf of or in concert with any local, state or federal government entity?

2. Who is this data and confidential information provided to or made available to and by whom? This would include any state agency or entity, any agency of the federal government or any third party.

3. Please provide any applicable state and federal laws that authorize or permit the collection of this data and confidential information; the dissemination of the data and confidential information; and making the data and confidential information accessible to any governmental entity or third party.

4. Please provide the notice given to parents or guardians of Indiana students that they are provided and that they sign acknowledging that they have been informed about the collection of data and confidential information on their child and their family; and that they give their written consent to the collection of the data and confidential information and shows that they have been informed who this data and confidential information will be sent to and who will be provided access to it.

Protecting the privacy of students and their families is of utmost importance to the citizens of Indiana. I'll look forward to receiving your response by October 1, 2013.

Sincerely,

Eric I. Miller
Founder & Executive Director

EIM:vlm

cc: Members Interim Study Committee on Common Core Educational Standards

**Selecting Text Exemplars**

The following text samples primarily serve to exemplify the level of complexity and quality that the Standards require all students in a given grade band to engage with. Additionally, they are suggestive of the breadth of texts that students should encounter in the text types required by the Standards. The choices should serve as useful guideposts in helping educators select texts of similar complexity, quality, and range for their own classrooms. They expressly do not represent a partial or complete reading list.

The process of text selection was guided by the following criteria:

- **Complexity.** Appendix A describes in detail a three-part model of measuring text complexity based on qualitative and quantitative indices of inherent text difficulty balanced with educators' professional judgment in matching readers and texts in light of particular tasks. In selecting texts to serve as exemplars, the work group began by soliciting contributions from teachers, educational leaders, and researchers who have experience working with students in the grades for which the texts have been selected. These contributors were asked to recommend texts that they or their colleagues have used successfully with students in a given grade band. The work group made final selections based in part on whether qualitative and quantitative measures indicated that the recommended texts were of sufficient complexity for the grade band. For those types of texts—particularly poetry and multimedia sources—for which these measures are not as well suited, professional judgment necessarily played a greater role in selection.

- **Quality.** While it is possible to have high-complexity texts of low inherent quality, the work group solicited only texts of recognized value. From the pool of submissions gathered from outside contributors, the work group selected classic or historically significant texts as well as contemporary works of comparable literary merit, cultural significance, and rich content.

- **Range.** After identifying texts of appropriate complexity and quality, the work group applied other criteria to ensure that the samples presented in each band represented as broad a range of sufficiently complex, high-quality texts as possible. Among the factors considered were initial publication date, authorship, and subject matter.

Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects; Appendix B: Text Exemplars and Sample Performance Tasks; Page 2

http://www.corestandards.org/assets/Appendix_B.pdf

**Exhibit H**
**Interim Study Comm. on Common Core Educational Standards**
**Meeting #2, 9/10/2013**

Page 11 lists "The Bluest Eye," by Toni Morrison, as one of these meritorious, culturally significant, content rich texts.

A few excerpts:

> **Pages 84-85:** "He must enter her surreptitiously, lifting the hem of her nightgown only to her navel. He must rest his weight on his elbows when they make love, to avoid hurting her breasts...When she senses some spasm about to grip him, she will make rapid movements with her hips, press her fingernails into his back, suck in her breath, and pretend she is having an orgasm. She might wonder again, for the six hundredth time, what it would be like to have that feeling while her husband's penis is inside her."
>
> **Pages 130-131:** "Then he will lean his head down and bite my t** . . . I want him to put his hand between my legs, I want him to open them for me. . . I stretch my legs open, and he is on top of me...He would die rather than take his thing out of me. Of me. I take my fingers out of his and put my hands on his behind..."
>
> **Pages 148-149:** "With a violence born of total helplessness, he pulled her dress up, lowered his trousers and underwear. 'I said get on wid it. An'make it good, n*****, Come on c***. Faster. You ain't doing nothing for her.' He almost wished he could do it—hard, long, and painfully, he hated her so much."
>
> **Pages 162-163:** "A bolt of desire ran down his genitals...and softening the lips of his anus. . . . He wanted to f*** her—tenderly. But the tenderness would not hold. The tightness of her vagina was more than he could bear. His soul seemed to slip down his guts and fly out into her, and the gigantic thrust he made into her then provoked the only sound she made. Removing himself from her was so painful to him he cut it short and snatched his genitals out of the dry harbor of her vagina. She appeared to have fainted."
>
> **Page 174:** "He further limited his interests to little girls. They were usually manageable . . . His sexuality was anything but lewd; his patronage of little girls smacked of innocence and was associated in his mind with cleanliness." And later, this same pedophile notes, "I work only through the Lord. He sometimes uses me to help people."
>
> **Page 181:** "The little girls are the only things I'll miss. Do you know that when I touched their sturdy little t*** and bit them—just a little—I felt I was being friendly?—If I'd been hurting them, would they have come back? . . . they'd eat ice cream with their legs open while I played with them. It was like a party."

The author of the book, Morrison, says that she wanted the reader to feel as though they are a "co-conspirator" with the rapist. She took pains to make sure she never portrayed the actions as wrong in order to show how everyone has their own problems. She even goes as far as to describe the pedophilia, rape and incest as "friendly," "innocent," and "tender."