Smarter Balanced Assessment Consortium
Overview/Update

Iowa Council of Teachers of Mathematics
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  – DE technology coordinator
Nature of the Assessment

SBAC is a Computer Adaptive Test (CAT), similar to the MAP (Measures of Academic Progress).

Each subsequent item is selected based on how a student performs on the previous item.
Estimated Testing Time

- ELA – 4-4.5 hours
- Math – 3-4 hours
- Combined – 7-8.5 hours
Testing Schedule

• Pilot Testing
  – February 20 – May 24
  – (227 schools in scientific sample)

• Field Testing
  – Midyear to Spring 2014

• First Operational Year
  – Midyear to Spring 2015
Participation of Iowa Educators

- Item Development/Review
- State Network of Educators (SNE)
- Colleen Anderson is the TRC – teacher recruitment coordinator.
Item Writing and Review

Mathematics Content Specifications, Item Specifications, and Depth of Knowledge:

http://www.smarterbalanced.org/smarter-balanced-assessments/item-writing-and-review/
for Teachers

• Real Time Feedback – interim assessments

• Teacher Collaboration – Item development/review; State Network of Educators; State Leadership Team

• Professional Development/Capacity Building – Digital Library
Technology

- Hardware Requirements on SBAC website: [www.smarterbalanced.org](http://www.smarterbalanced.org)
- iPad enabled
- Bandwidth, bandwidth, bandwidth
Common Core State Standards Analysis

• 85% of CCSS eligible as Learnable, Expected, or Measurable, almost 100% for grades 3-8.

• 7% standards require a item type different than selected response, e.g., constructed response, technology enhanced, performance task.
Grades 3-8 + High School
Summative & Interim
On-line
Computer Adapted + Performance Tasks
English Language Arts + Mathematics

Multiple Formats
- Selected response
- Short constructed response
- Extended response
- Performance tasks

Multiple Types
- Traditional
- Technology enhanced (e.g. drag and drop, building models, etc.)
- Performance task w/collaboration + independent
- Independent performance task
Common Core State Standards Analysis

- DOK (Depth of Knowledge) levels:
  - 89% Level 1 - recall
  - 79% Level 2 – skill/concept
  - 21% Level 3 – strategic thinking
  - < 1% Level 4 – extended thinking
Balanced Assessment System

Summative

Formative  Interim
Claims for Mathematics Summative & Interim Assessments

- Overall Claim for Grades 3-8
  - “Students can demonstrate progress toward college and career readiness in mathematics.”

- Overall Claim for Grade 11
  - “Students can demonstrate college and career readiness in mathematics.”
Grades 3, 4, 5 Content

- Operations/Algebraic Thinking
- Number and Operations base Ten
- Number and Operations – Fractions
- Measurement and Data
- Geometry
Grades 6, 7, 8 Content

- Ratios and Proportional Relationships
- The Number System
- Expressions and Equations
- Geometry
- Statistics and Probability
High School Content

- Number and Quantity
- Algebra
- Functions
- Geometry
- Statistics and Probability
Claims for Mathematics Summative & Interim Assessments

• Claim #1 – Concepts & Procedures
  – “Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.”
Claims for Mathematics Summative & Interim Assessments

• Claim #2 – Problem Solving, Modeling, & Data Analysis
  – “Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies.” “Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.”
Claims for Mathematics Summative & Interim Assessments

• Claim #3 - Communicating
  – “Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.”
General Achievement Level Descriptors

- Level 1 – minimal
- Level 2 – partial
- Level 3 – adequate
- Level 4 - thorough
Accessibility and Accommodations

• Sample items do not include accessibility and accommodations features

• Full range of accessibility tools and accommodations options under development guided by:
  – Magda Chia, Ph.D., Director of Support for Under-Represented Students
  – Accessibility and Accommodations Work Group
  – Students with Disabilities Advisory Committee
    • Chair: Martha Thurlow (NCEO)
  – English Language Learners Advisory Committee
  – Accessibility & Accommodations Framework

• Learn more online:
  – http://www.smarterbalanced.org/parents-students/support-for-under-represented-students/