

## Comparison of Smarter Balanced Assessment Consortium and ACT College and Career Readiness System

<b>Question/Issue</b>		
<b>K-12 Summative Assessments:</b>	<b>Smarter Balanced</b>	<b>ACT's Aspire</b>
<p>1. What data, alignment studies, etc., can be provided to document that the assessment is fully aligned to the Common Core State Standards? Information on the test blueprint may be provided as well.</p>	<p>The Smarter Balanced Content Specifications were written by teams of content experts to ensure that the assessment will be fully aligned to the Common Core State Standards. In January 2013, the National Center for Research on Evaluation, Standards, and Student Testing released a preliminary evaluation of the extent to which the Smarter Balanced assessment design will yield results on the more complex critical thinking, writing and research, and problem solving skills called for in the Common Core.</p> <ul style="list-style-type: none"> <li>• See <a href="http://www.cse.ucla.edu/products/reports.php?action=fetch&amp;id=823">http://www.cse.ucla.edu/products/reports.php?action=fetch&amp;id=823</a>. An update to this study will be released in Fall 2013.</li> <li>• See attached preliminary blueprint.</li> </ul>	
<p>2. At each grade level and content, what will the assessments measure?</p>	<p>In ELA, at grades 3-8 and 11, students will be assessed in the following:</p> <ul style="list-style-type: none"> <li>• reading literary and informational text</li> <li>• writing including organization, purpose, focus, elaboration, evidence and use of conventions;</li> <li>• listening</li> <li>• research including ability to interpret and integrate information, evaluate resources, and use evidence.</li> </ul> <p>In mathematics, at grade 3 – 8 and 11, students will be assessed in the following:</p>	

	<ul style="list-style-type: none"> <li>• concepts and procedures</li> <li>• problem solving</li> <li>• modeling and data analysis</li> <li>• communicating reasoning</li> </ul>	
3. How will student proficiency be communicated?		
<ul style="list-style-type: none"> <li>• Scale Score unique to grade level</li> </ul>	No	
<ul style="list-style-type: none"> <li>• Vertical or developmental scale score</li> </ul>	Yes	
<ul style="list-style-type: none"> <li>• Proficiency categories</li> </ul>	There are 4 levels of achievement. The Achievement Level Descriptors were developed by k-12 teachers, administrators, and higher education faculty and approved by Governing States.	
<ul style="list-style-type: none"> <li>• Other</li> </ul>		
4. What entity will maintain the security of the test item bank?	Smarter Balanced in collaboration with its member states	
5. Will the cut scores be uniformly established, or will states set individual cut scores for student performance?	The cut scores will be uniformly established and agreed upon by Governing States following field testing.	
6. Will the assessments be vertically aligned to measure individual student progress across grades?	Yes.	
7. Will the assessments contain multiple question types including constructed responses, selected response, etc.?	<p>The summative assessment in Smarter Balanced will include the following questions types:</p> <ul style="list-style-type: none"> <li>• <b>Selected-response items</b> prompt students to select one or more responses for a set of options.</li> <li>• <b>Technology-enhanced items</b> take advantage of computer-based</li> </ul>	

	<p>administration to assess a deeper understanding of content and skills than would otherwise be possible with traditional item types. Technology-enhanced items capitalize on technology to collect evidence through a non-traditional response type, such as editing text or drawing an object. Selected-response and technology-enhanced items can be scored automatically.</p> <ul style="list-style-type: none"> <li>• <b>Constructed-response items</b> prompt students to produce a text or numerical response in order to collect evidence about their knowledge or understanding of a given assessment target.</li> <li>• <b>Extended constructed response items</b> prompt students to produce a more lengthy response in order to collect evidence about their knowledge and understanding of a given assessment target.</li> <li>• <b>Performance tasks</b> challenge students to apply their knowledge and skills to respond to complex real-world problems. They can best be described as collections of questions and activities that are coherently connected to a single theme or scenario. These activities are meant to measure capacities such as depth of understanding, writing and research skills, and complex analysis, which cannot be adequately assessed with traditional assessment questions. The performance tasks will be taken on a computer (but will not be computer adaptive) and will take one to two class periods to complete.</li> </ul>	
<p>8. Are the tests untimed? If so, on average, how many minutes are students projected to take to complete the summative assessment in:</p>	<p>Yes. The assessments are untimed; however, guidelines and expected timeframes have been developed.</p>	
<ul style="list-style-type: none"> <li>• English language arts</li> </ul>	<ul style="list-style-type: none"> <li>• Grades 3-5: 4.00 hours (includes 3.5 hours of testing and a .5 hour in class activity)</li> <li>• Grades 6-8: 4 hours (includes 3.5 hours of testing and a .5 hour in class activity)</li> <li>• Grade 11: 4.5 hours (includes 4.0 hours of testing and a .5 hour in</li> </ul>	

	class activity)	
<ul style="list-style-type: none"> <li>Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Grades 3-5: 3.00 hours (includes 2.5 hours of testing and a .5 hour in class activity)</li> <li>Grades 6-8: 3.5 hours (includes 3.0 hours of testing and a .5 hour in class activity)</li> <li>Grade 11: 4.0 hours (includes 3.5 hours of testing and a .5 hour in class activity)</li> </ul>	
<ul style="list-style-type: none"> <li>Writing</li> </ul>	Included in English Language Arts	
<p>9. Can the test be administered using technology (<b>computer administered</b>)?</p> <p>Is the test <b>adaptive</b>?</p> <p>What is the projected window when the assessment will be given?</p> <p>When would the results be provided to schools, teachers, parents, etc.?</p> <p>What are the broadband and computer specifications?</p> <p>Is the test content stored locally or are items transported on-demand through the internet?</p>	<p>Yes</p> <p>Smarter Balanced includes a summative computer adaptive assessment.</p> <p>The summative assessment will be administered within a 12 week window at the end of the academic school year.</p> <p>Results will be provided to schools, teachers, and parents within a few weeks of the assessment.</p> <p>See attached Executive Summary of System Requirements Specifications</p> <p>Items are transported on-demand through the internet.</p>	
<p>10. Does the assessment allow for <b>paper and pencil</b> administration?</p> <p>If so, what is the projected timeline when the</p>	<p>Yes. Paper and pencil administration will be an option for the first three years of operational testing. This assessment will be administered within the Smarter Balanced administration window. States will work with their vendor to provide results to schools, teachers, and parents.</p>	

assessment will be given?  When would the results be provided to schools, teachers, parents, etc.?		
11. What would be the earliest school year that full implementation of the assessment could take place in SC?	2014 – 2015	
12. Please indicate whether the assessment:		
a. Assesses students with disabilities?	<p>Yes. The platform of the assessment is built upon concepts of universal design. It is anticipated that the final copy of the Accessibility and Accommodations Guidelines created in partnership with all governing states will be adopted during the week of September 9<sup>th</sup>, 2013. The intension of these guidelines are to provide accessibility to all students while generating results that hold true to the assessed construct and are a fair and accurate estimate of each student’s achievement.</p> <ul style="list-style-type: none"> <li>• <b>See attached Accessibility and Accommodations Factsheet</b></li> </ul>	
b. Assesses students who are English language learners?	<p>Yes. It is anticipated that the final copy of Accessibility and Accommodations Guidelines created in partnership with all governing states will be adopted during the week of September 9<sup>th</sup>, 2013. This document outlines the embedded resources designed to ensure that the assessment results for English language learners hold true to the assessed construct and are a fair and accurate estimate of each student’s achievement.</p> <ul style="list-style-type: none"> <li>• <b>See attached Accessibility and Accommodations Factsheet</b></li> </ul>	
13. What is the per pupil cost of the assessment for students assuming that only ELA and mathematics	The Smarter Balanced fee for ongoing design, development and maintenance of formative, interim, and summative assessments is \$9.55 per	

are assessed?	<p>student. The state cost for activities not performed by Smarter Balanced (including hosting, administering, and scoring the assessment) has been estimated at \$17.75 per student. The total cost of summative, interim, and formative assessments form grades 3-8 &amp; 11 is estimated at \$27.30 per student.</p> <p>For states opting to only participate in the summative assessment, the Smarter Balanced fee is \$6.20 per student. The cost for state-managed activities is estimated at \$16.30 per student, for a total cost of \$22.50 per student.</p>	
12. Which districts and schools in SC participated in pilot tests in school year 2012-13?	See attached file	
13. Which districts and schools in SC will participate in the field testing in school year 2013-14?	<p>The list of schools identified to participate in the field test, which is scheduled to be administered between March 18, 2014 – June 6, 2014, will be provided to states by September 13<sup>th</sup>, 2013. This sample of schools will be selected to represent students at each grade level with respect to</p> <ul style="list-style-type: none"> <li>• Performance on the last state assessment</li> <li>• Gender</li> <li>• Ethnicity</li> <li>• Disability</li> <li>• English Proficiency status</li> <li>• Socioeconomic status</li> </ul>	
<b>Beyond Summative Assessments:</b>	<b>Smarter Balanced</b>	<b>ACT</b>
What other assessments are available? Please provide a breakdown of the assessment costs per child of these additional supports, assessments, etc. as well as a description noting how these	The Smarter Balanced fee for ongoing design, development and maintenance of formative, interim, and summative assessments is \$9.55 per student. The state cost for activities not performed by Smarter Balanced (including hosting, administering, and scoring the assessment) has been	

assessments support teaching and learning.	estimated at \$17.75 per student. The total cost of summative, interim, and formative assessments form grades 3-8 & 11 is estimated at \$27.30 per student.	
<ul style="list-style-type: none"> <li>Formative</li> </ul>	Formative assessment tools will be part of a digital library of formative assessment tool, practices, and professional development information being developed by educators from all Smarter Balanced Governing States. This online library provides resources for teachers on how to collect and use information about student success in the acquisition of the Common Core State Standards. These resources will be used by teachers throughout the year to better understand students' learning needs, check for misconceptions, and/or provide evidence of progress towards learning goals.	
<ul style="list-style-type: none"> <li>Interim</li> </ul>	<p>The interim assessment is a flexible set of test items and performance tasks built to the same specifications as the summative assessment and reported on the same scale. The interim assessment can be administered at locally determined intervals throughout the school year and will support the following testing options:</p> <ul style="list-style-type: none"> <li>Non-secure content-cluster assessments that help teachers, students, and parents understand whether students are on track, and identify strengths and limitations in relation to the Common Core State Standards.</li> <li>A non-secure version of the summative assessment to allow schools and districts to measure student progress during the academic year.</li> <li>A secure item bank to support state-designed end-of-course tests.</li> </ul>	
<ul style="list-style-type: none"> <li>Classroom</li> </ul>	The digital library of formative assessment tools and practices will include resources for classroom-based assessment.	
<ul style="list-style-type: none"> <li>End-of-Course</li> </ul>	These can be derived from the interim item bank.	
<ul style="list-style-type: none"> <li>Other</li> </ul>	Additional end of grade summative assessments can be developed for grades 9, 10, and 12. These are optional assessments that require a	

	Smarter Balanced fee of \$6.20 per student and an estimated state cost of \$16.30 per student for activities that include hosting, administration, and scoring.	
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