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

CSU Board of Trustees
Item 3 Committee on Educational Policy
July 23, 2013
Beverly Young, Assistant Vice Chancellor, Academic Affairs
Deb Sigman, Deputy Superintendent of Public Instruction, CDE
Common Core State Standards (CCSS)

- A state-led initiative made up of the nation’s governors and education commissioners; states voluntarily adopt the standards

- A single set of clear educational standards for Kindergarten through 12th grade in English Language Arts and Mathematics

- A more rigorous set of standards designed to ensure all students are prepared for college and career success, and to collaborate and compete with their peers
26 states & territories
(21 governing, 4 advisory, 1 affiliate)
By challenging students and emphasizing complex problem-solving, Common Core aligns K-12 curriculum with employer expectations.

Forty years ago...

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

Turn of this century...

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

1 Fortune 500 survey, 1970 and 1999 survey dates
California’s vision for career and college readiness

- High quality teaching and learning in every classroom
- Curriculum built on the Common Core State Standards
- Reinforced by practical supports for teachers
- Meant to help more students reach the next levels and close the gaps
- Goal of ensuring that all students graduate prepared for college and careers
Smarter Balanced assesses knowledge in a 21st century way

Smarter Balanced measures higher-order thinking... instead of only testing recall...

Apply mathematical model to illuminate a problem or situation:
- Problem solve
- Apply concepts
- Draw conclusions
- Analyze

Conduct basic mathematical calculations and perform routine procedures:
- Tabulation
- Use a concept
- Identify
- Narrow focus on single concept

Sample Smarter Balanced item
Jared is testing how much weight a bag can hold. He plans to put juice bottles into three bags. He wants each bag to have a total weight within the given range.
- Drag juice bottles into each bag so that the weight is within the given range.
- Leave the bag empty if the given range is not possible using juice bottles.

Sample STAR item
The total length of a vehicle is 205.83 inches. What is the length of the vehicle rounded to the nearest whole number?
A 200 inches
B 205 inches
C 206 inches
D 210 inches

Correct answer: B
The tests are now catching up with our best educators.

For teachers, assessments go from dictating instructional practice …

…to promoting and reinforcing instruction

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

Rebecca Mieliwocki
2012 California and National Teacher of the Year

“…I’m very excited about the new assessments, especially because they are so reflective of how I teach. For the first time in a state assessment, my students will be asked to interact with information…just as they do when I’m teaching…”
Smarter Balanced includes a system of tools and resources for educators:

- **Summative assessments**
  - Longitudinal measures benchmarked to college and career readiness

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

- **Formative tools and interim assessments**
  - Customizable to inform and improve instruction

- **Tools and resources for professional development and cross-consortia collaboration**
California’s journey towards Common Core implementation...

**Adoption of Common Core State Standards**
- Authorized through SB15X legislation

**CA aligns assessments to standards**

**1997**
- CA develops rigorous set of standards

**2001**
- Supt. Torlakson begins outreach to develop recommendations for new assessment system required by AB250 (March 2012)

**2010**
- California joins Smarter Balanced as a governing state

**2011**
- CDE releases Common Core implementation plan

**2012**
- Pilot test Smarter Balanced summative
- California getting ready for a next generation, world-class assessment system
  - Recommending bridge materials
  - Developing new curriculum frameworks
  - Building new professional development modules

**2013**
- Field test Smarter Balanced summative

**2014**
- STAR sunsets (July 2014)
- "Transitioning to a New Assessment System" report released by Supt. Torlakson

**2015**
- Smarter Balanced launched, Common Core State Standards measured and modeled in every California classroom

**2016...**
- Full implementation and beyond...
- Standards of proficiency established to signal college and career readiness
# Purposes and Users for the Summative Assessments--

<table>
<thead>
<tr>
<th>Grades Tested</th>
<th>Purpose</th>
<th>User</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-8 and 11</td>
<td>School/District/State Accountability</td>
<td>Federal ESEA/NCLB</td>
</tr>
<tr>
<td>11</td>
<td>Student Readiness for Credit-bearing College Coursework</td>
<td>Higher Ed. Institutions</td>
</tr>
<tr>
<td>9, 10, 12</td>
<td>State Designed End-of-Course, Graduation Requirements, etc.</td>
<td>State Option</td>
</tr>
<tr>
<td>3-8 and 11</td>
<td>Teacher/Principal Accountability</td>
<td>State/District Option</td>
</tr>
</tbody>
</table>
Summative Assessment: Two-pronged approach

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

Performance Tasks
- Extended projects demonstrate real-world writing and analytical skills
- May include online research, group projects, presentations
- Included in both English language arts/literacy and mathematics assessments
- Evaluated by teachers using consistent scoring rubrics
## Estimated Testing Times for Summative Assessment

<table>
<thead>
<tr>
<th>Test</th>
<th>Grades</th>
<th>CAT</th>
<th>Perf. Task Only</th>
<th>Total</th>
<th>In-Class Activity</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts/Literacy</strong></td>
<td>3-5</td>
<td>1:30</td>
<td>2:00</td>
<td>3:30</td>
<td>:30</td>
<td>4:00</td>
</tr>
<tr>
<td></td>
<td>6-8</td>
<td>1:30</td>
<td>2:00</td>
<td>3:30</td>
<td>:30</td>
<td>4:00</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>2:00</td>
<td>2:00</td>
<td>4:00</td>
<td>:30</td>
<td>4:30</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>3-5</td>
<td>1:30</td>
<td>1:00</td>
<td>2:30</td>
<td>:30</td>
<td>3:00</td>
</tr>
<tr>
<td></td>
<td>6-8</td>
<td>2:00</td>
<td>1:00</td>
<td>3:00</td>
<td>:30</td>
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<td>4:00</td>
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</table>
Field Test and Standard Setting

- Field test in Spring 2014 will include 2.5 million students
- Building items and performance tasks
- Educator recruitment for item authoring and review as well as range-finding
- Standard-setting will occur after field test

- In addition to traditional workshops, Smarter Balanced will invite broad stakeholder involvement
- Stakeholders can review items and make their own cut score determinations
What is College Content Readiness?

| English Language Arts/Literacy | Students who perform at the College Content-Ready level in English language arts/literacy demonstrate **reading, writing, listening, and research** skills necessary for introductory courses in a variety of disciplines. They also demonstrate subject-area knowledge and skills associated with readiness for **entry-level, transferable, credit-bearing** English and composition courses. |
| Mathematics | Students who perform at the College Content-Ready level in mathematics demonstrate **foundational mathematical knowledge and quantitative reasoning skills** necessary for introductory courses in a variety of disciplines. They also demonstrate subject-area knowledge and skills associated with readiness for **entry-level, transferable, credit-bearing** mathematics and statistics courses. |
| Level 1 | Not yet content-ready - Substantial support needed  
|         | K-12 & higher education may offer interventions |
| Level 2 | Not yet content-ready – Support needed  
|         | Transition courses or other supports for Grade 12, retesting needed |
| Level 3 | Conditionally content-ready/Exempt from developmental if conditions are met*  
|         | Specific 12th grade courses/experiences |
| Level 4 | Content-ready/Exempt from developmental* |

*Note: Applies only to students who matriculate directly from high school to college.
Common Core Standards Implementation: Important Roles for Higher Education

- Teacher and School Leader Preparation and Professional Development
- Clear Expectations (Assessments, Course Requirements)
- Aligned Curricula (credit-bearing, developmental, and general education)
- High School Interventions
- New Curricular Materials
Smarter Balanced Goals for Higher Education

• Colleges and universities **recognize** the Smarter Balanced Grade 11 assessment as a valid measure of college content-readiness as defined by the Common Core State Standards.

• Colleges and universities **agree** on a common performance standard in English language arts/literacy and mathematics for college content-readiness.

• Colleges and universities **use** the Smarter Balanced assessment as evidence that students are ready for credit-bearing course work and can be exempted from developmental courses.
Better prepared entry-level college students will:

• Allow faculty to teach more rigorous and creative courses;
• Reduce the need for remediation, freeing up resources for reallocation;
• Shorten time-to-degree;
• Improve college persistence and completion rates, as well as cost to students and state.
## Next Steps for Higher Education

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timeframe</th>
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<tbody>
<tr>
<td>Reporting System Development</td>
<td>Summer – Fall 2013</td>
</tr>
<tr>
<td>States Determine Grade 12 Requirements</td>
<td>2013-14 Academic Year</td>
</tr>
<tr>
<td>Comparability with PARCC</td>
<td>Spring – Fall 2013</td>
</tr>
<tr>
<td>Career Readiness Policy *</td>
<td>Spring 2013- Winter 2014</td>
</tr>
<tr>
<td>Validation Research Planning</td>
<td>Spring- Fall 2013</td>
</tr>
<tr>
<td>Validation Research Implementation</td>
<td>Spring 2014 - 2017</td>
</tr>
<tr>
<td>Standard-setting*</td>
<td>Summer 2014</td>
</tr>
<tr>
<td>Development of Reporting ALDs *</td>
<td>Spring-Summer 2014</td>
</tr>
<tr>
<td>Institutional participation decisions</td>
<td>Beginning Fall 2014</td>
</tr>
</tbody>
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* Subject to state vote by K-12 and Higher Education.
# CSU SBAC Transition Advisory Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
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<tbody>
<tr>
<td>Dr. Roberta Ching</td>
<td>CSU Sacramento</td>
</tr>
<tr>
<td>Dr. Sandra Chong</td>
<td>CSU Northridge</td>
</tr>
<tr>
<td>Dr. Magnhild Lien</td>
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</tr>
<tr>
<td>Dr. Glen McClish</td>
<td>San Diego State</td>
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<tr>
<td>Dr. James Postma</td>
<td>CSU Chico</td>
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<tr>
<td>Dr. Mark Van Selst</td>
<td>San Jose State</td>
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