



The Washington *Core to College* Project: Connecting Higher Education to the Common Core State Standards & Smarter Balanced Assessment

Presentation to ICRC
April 2013

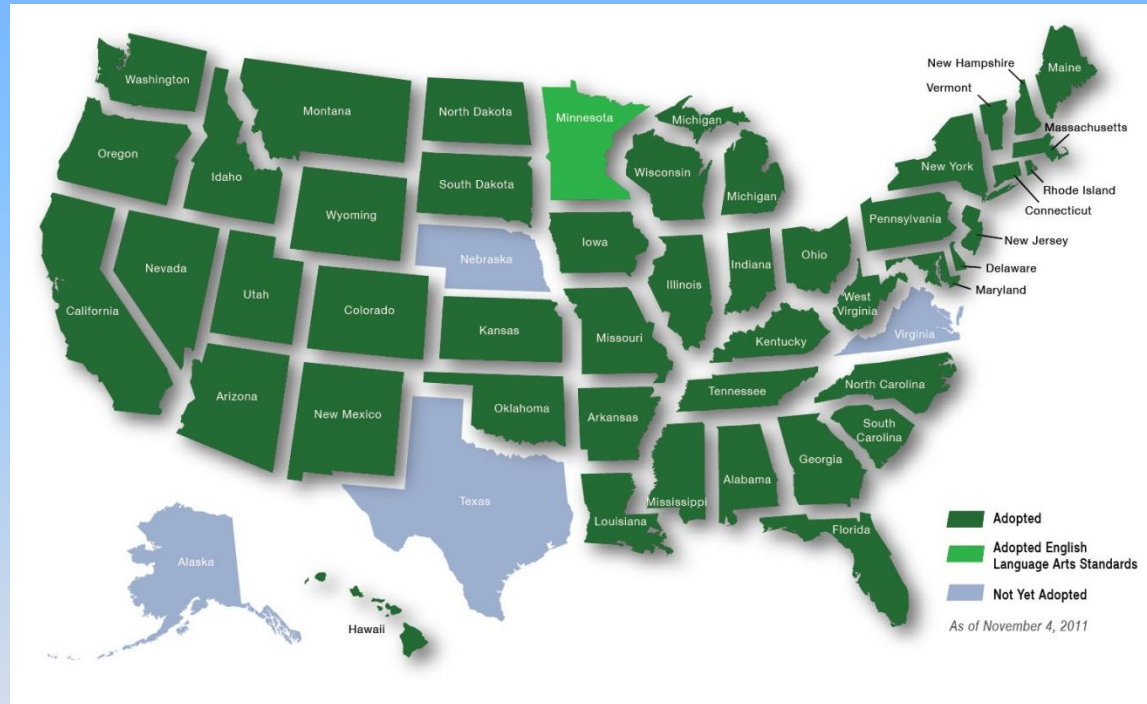
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Questions Being Addressed by the Project

1. Do the Common Core State Standards and Smarter Balanced assessment represent a definition of college- and career-readiness that works for higher education?
1. Specifically, how will the 11th grade assessment results be used?

Common Core State Standards

- Clear, consistent, rigorous standards in English language arts/literacy and mathematics
- Knowledge and skills needed for college and career success
- Developed voluntarily and cooperatively by states with input from teachers and college faculty



Source: www.corestandards.org

Major Shifts in the CCSS:

“Fewer, Higher, Clearer, Deeper”

MATH

- **Focus** strongly where the standards focus
- **Coherence**: Think across grades and link to major topics within grades
- **Rigor**: Require conceptual understanding, fluency, and application

ELA

- **Building content knowledge** through **content-rich nonfiction**
- Reading, writing, and speaking **grounded in evidence from text**, both literary and informational
- **Regular practice** with **complex text** and its **academic language**

*Federally-funded consortia of states :
Smarter Balanced & PARCC (Partnership for
Assessing the Readiness for College and Careers)*

- Provide both achievement and growth information (progress toward “college and career readiness”)
- Valid, reliable, and fair for full range of test-takers
- Administered online
- Operational in 2014-15 school year

Smarter Balanced Assessment Consortium



Smarter Balanced Assessment Consortium

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State Connected: What are you looking for?

Smarter Balanced Assessment System Presentation

Executive Director Joe Wilhoit provides an update on the progress of Smarter Balanced in a new webinar. [see video](#)

Smarter Balanced Assessment Consortium

Smarter Balanced is a state-led consortium developing assessments aligned to the Common Core State Standards in English language arts/mathematics that are designed to help prepare all students to graduate high school college- and career-ready. [see more](#)

Latest News

Smarter Balanced Chief State School Officers Meet to Advance Assessment System Design

Chief state school officers from Smarter Balanced member states met in St. Louis on September 12 during the Consortium's bi-annual Collaboration Conference. The event brought together K-12 state leaders, higher education leaders, work groups, and contractors to discuss the design and implementation of the assessment system. [see more](#)

Smarter Balanced Awards Test Delivery System Contract to American Institutes for Research

The Consortium announced today that the American Institutes for Research (AIR) will develop an open source solution for delivering the Consortium's online, computer adaptive summative and interim assessments to

School Years

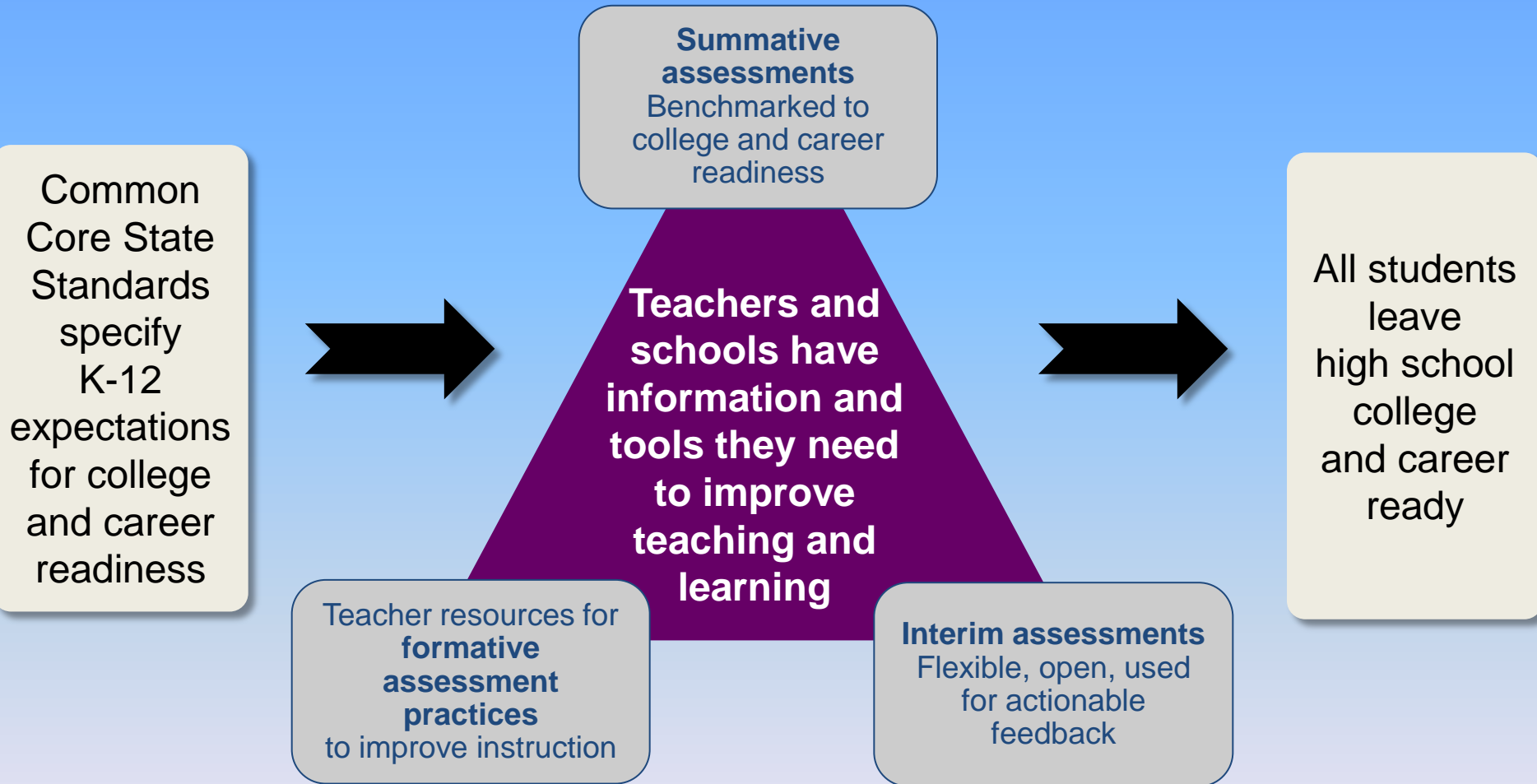
Smarter Balanced assessments will be implemented in the 2014-15 school year. Click below to see what's happening and when.

- 2009-2010
- 2010-2011
- 2011-2012
- 2012-2013
- 2013-2014
- 2014-2015
- 2015-2016

What's Happening

During 2013-2014, Smarter Balanced will release a pilot test of the assessment system. [see more](#)

A Balanced Assessment System



Summary of Ongoing Validation Work

Test content

- Does test content reflect skills associated with college readiness?

Response processes

- Are students using intended skills to answer questions and solve problems?

Internal structure

- Dimensionality analysis, score precision, decision accuracy & consistency, test information function

Relations to other variables

- Correlation to other college-related tests, grades, course behavior. Predictive studies of course success.

Test consequences

- Investigation of intended and unintended changes in placement and remediation policy, college enrollment patterns.

Use of the 11th Grade Assessment

➤ **Strengthen 12th Grade “Launch Year”**

- ☐ Encourage Dual Credit courses for students who are college-ready
- ☐ Provide targeted curriculum for students who are not yet college-ready

➤ **College Placement**

- ☐ Full or conditional exemption from developmental course work when entering college
- ☐ Need to define what evidence of continued learning will be considered appropriate for conditional exemption

College Content-Readiness Policy Framework

Level	College Content Readiness	Implications for Grade 12	Implications for High School Graduates who Immediately Enter Higher Education
<p>4</p> <p>Demonstrates thorough understanding of and ability to apply the knowledge and skills associated with college content-readiness.</p>	<p>Student is exempt from developmental course work. (Higher education and K-12 officials may jointly set Grade 12 requirements to maintain exemption.)</p>	<p>Within each state, students may be required to satisfactorily complete Grade 12 English and/or mathematics courses to retain the exemption from developmental course work (higher education and K-12 officials may jointly determine appropriate courses and performance standards).</p> <p>Students are encouraged to take advanced credit opportunities earning college credit while still in high school.</p>	<p>Colleges may evaluate additional data (courses completed, grades, placement test scores, writing samples, etc.) to determine appropriate course placement at or above the initial credit-bearing level.</p>

College Content-Readiness Policy Framework

Level	College Content Readiness	Implications for Grade 12	Implications for High School Graduates who Immediately Enter Higher Education
3 (adequate)	Student is conditionally exempt from developmental course work, <i>contingent on evidence of <u>sufficient</u> continued learning in Grade 12.</i>	<p>Within each state, higher education and K–12 officials jointly determine appropriate evidence of sufficient continued learning (such as courses completed, test scores, grades or portfolios).</p> <p>Students are encouraged to take additional 4th year courses as well as appropriate advanced credit courses leading to college credit while in high school.</p>	<p>For students who demonstrate evidence of <u>sufficient</u> continued learning in Grade 12, colleges may evaluate additional data (courses completed, grades, portfolios, placement test scores, etc.) to determine appropriate course placement at or above the initial credit-bearing level.</p> <p>For students who fail to demonstrate sufficient evidence of continued learning in Grade 12, colleges may evaluate additional data (courses completed, grades, portfolios, placement test scores, etc.) to determine placement in developmental or credit-bearing courses.</p>

Key Clarifications of Proposed Framework

- **Limitations of Test Items:** “Plus standards” and need for additional evidence of readiness for advanced math courses (e.g., for STEM majors)
- **Admissions:** Policy operates within the context of existing institutional admission policies
- **Recommended “Cut Scores”:** To be set summer 2014 after pilot and field testing
- **Participation agreement:** No later than January 2015
- **Score Expiration:** Scores only valid for students who matriculate directly from high school to college

Questions?

