


Introduction to the Technical Evidence

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Session Objectives

- Discuss the role of Evidence-Centered Design to accurately assess all students
- Familiarize the work group with Smarter Balanced Summative Assessment Technical Documents

Defining Accuracy

- Are the summative assessments clearly aligned to the adopted standards, the Common Core?
- How fully do the summative assessments cover the depth and breadth of the Common Core?
- What features or qualities of the summative assessments have been employed to maximize accuracy of results for all students?

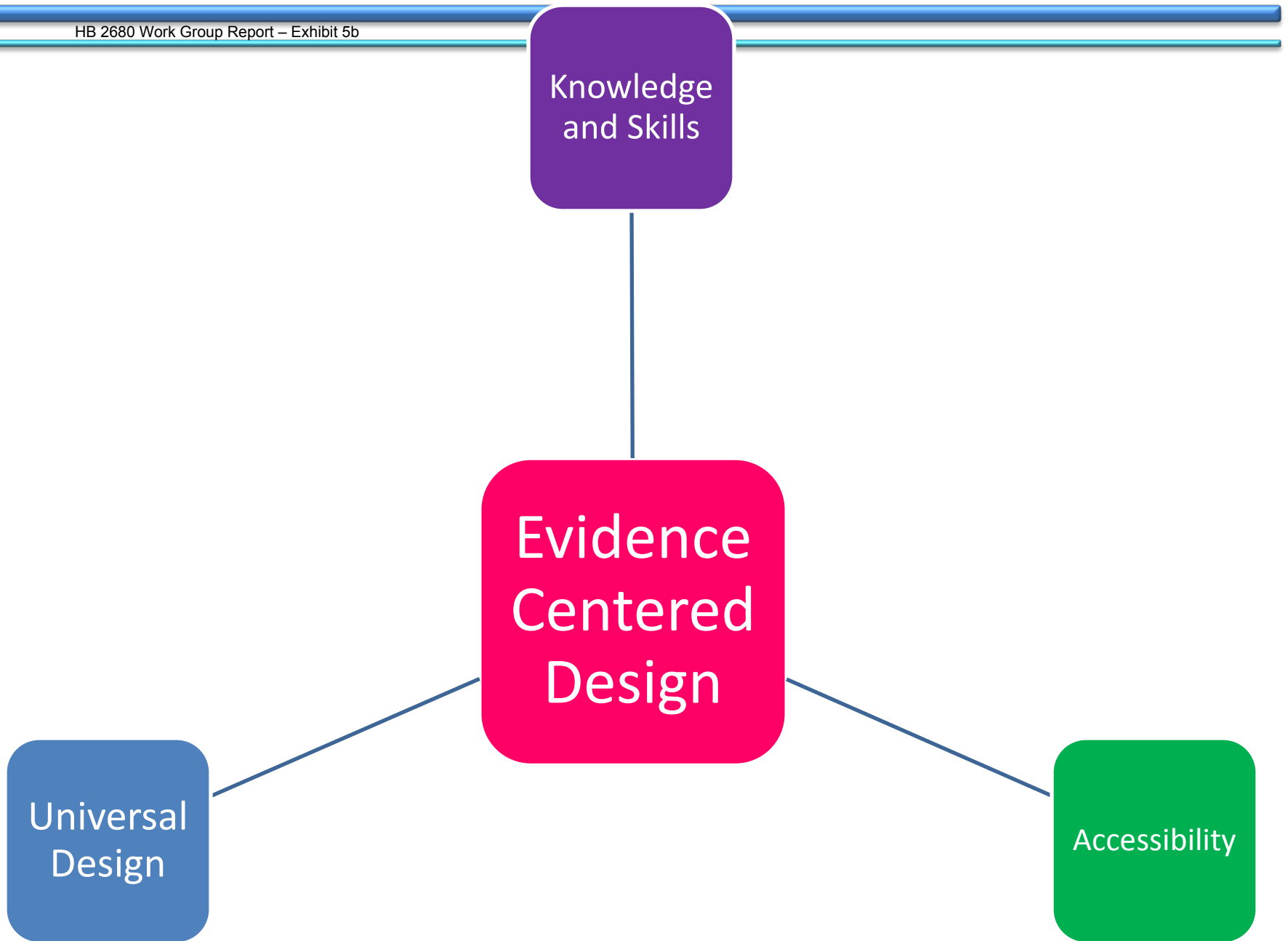


Knowledge
and Skills

Evidence
Centered
Design

Universal
Design

Accessibility



Knowledge and Skills

1. Define the domain
2. Define claims to be made
3. Define assessment targets
4. Define evidence required
5. Develop task models
6. Develop performance tasks

Common Core Standards Math/ELA/L

4 ELA/L & Math Claims Content Specifications

Knowledge, Skills, Abilities

Evidence to be Elicited from Student

Methods for Eliciting Evidence

Universal
Design

Accessibility



Knowledge
and Skills

Universal Design for Learning Guidelines



Provide Multiple Means of
Engagement

Purposeful, motivated learners



Provide Multiple Means of
Representation

Resourceful, knowledgeable learners



Provide Multiple Means of
Action & Expression

Strategic, goal-directed learners

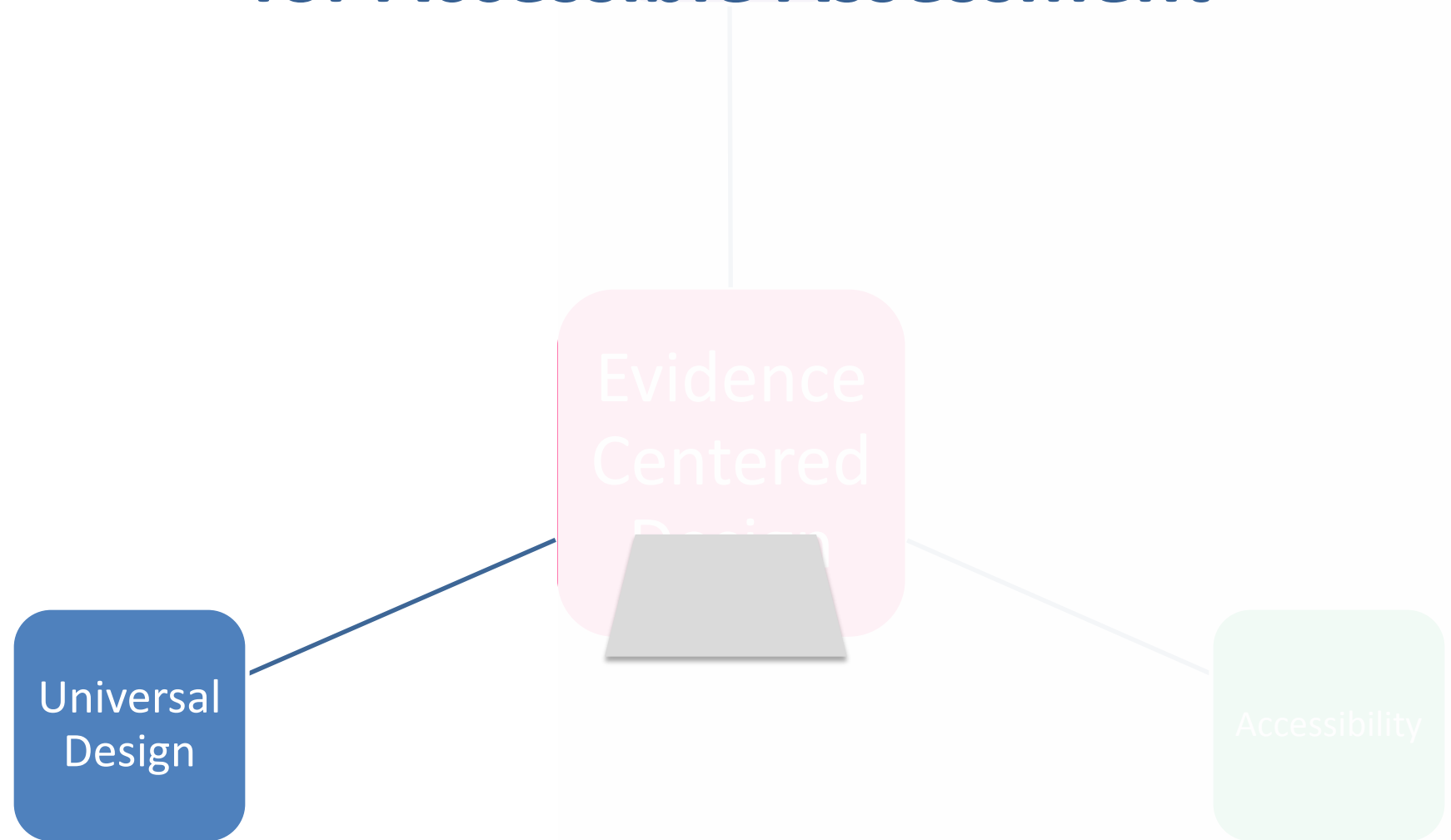
Design

Universal
Design

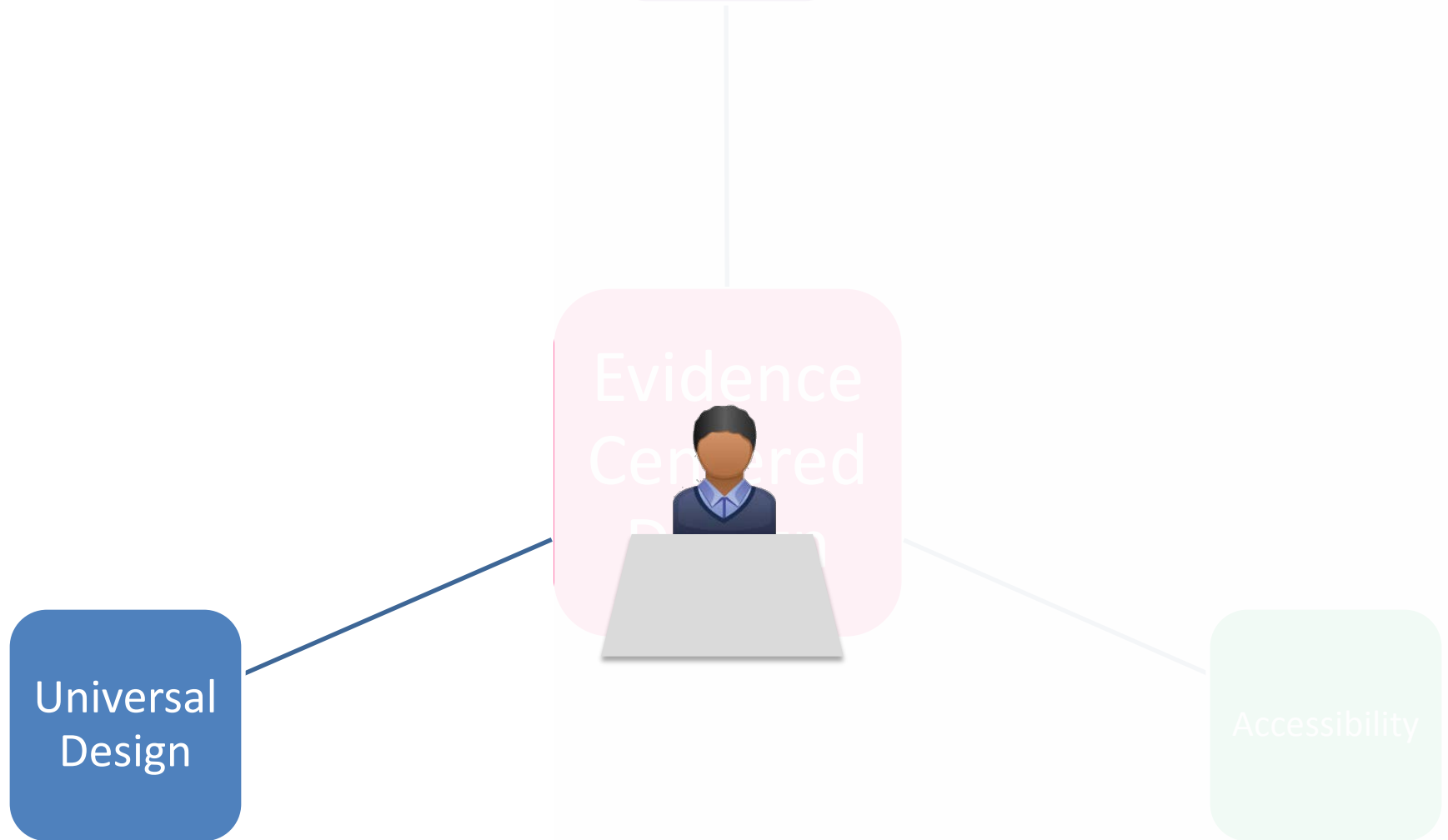
Accessibility



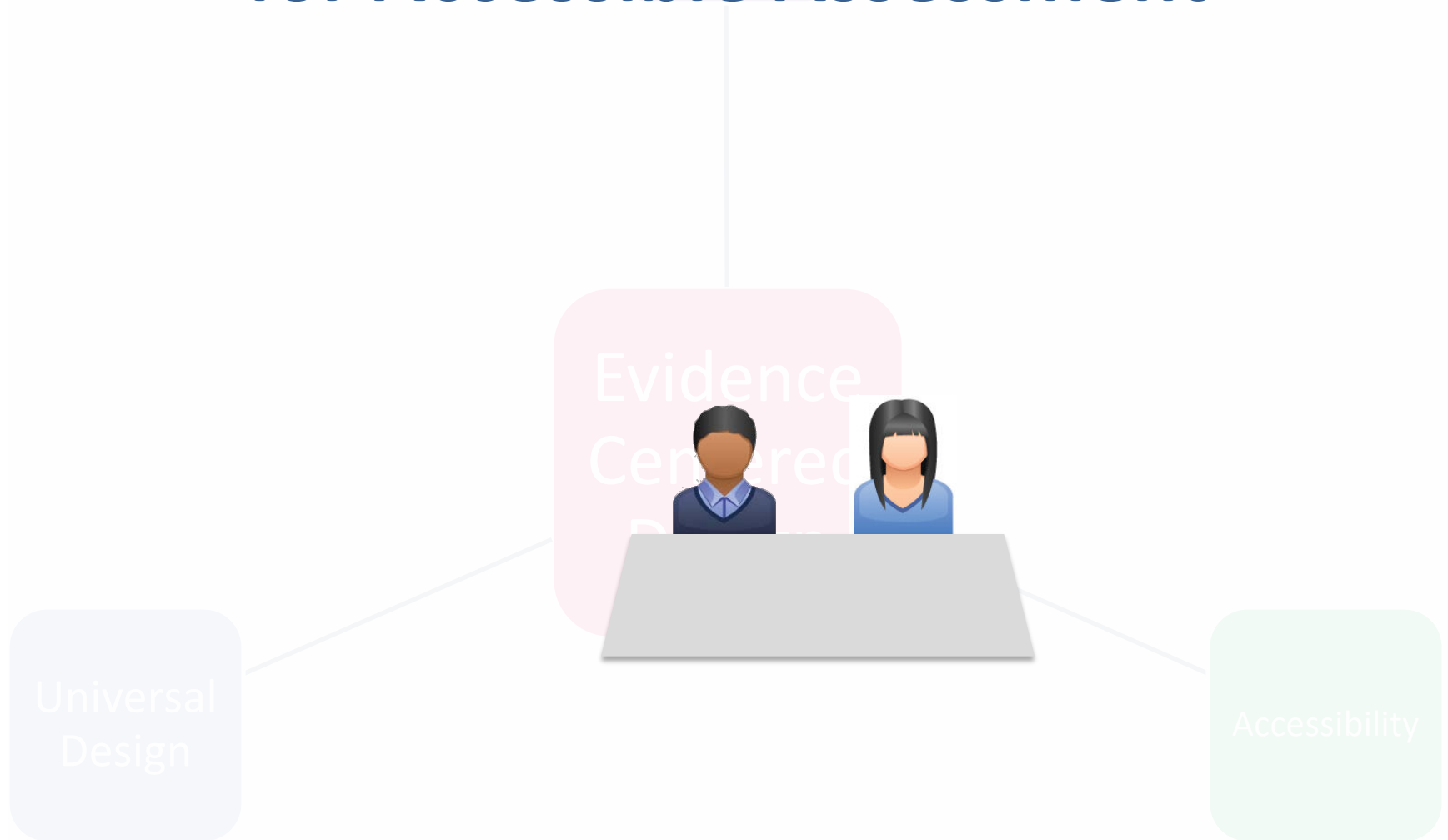
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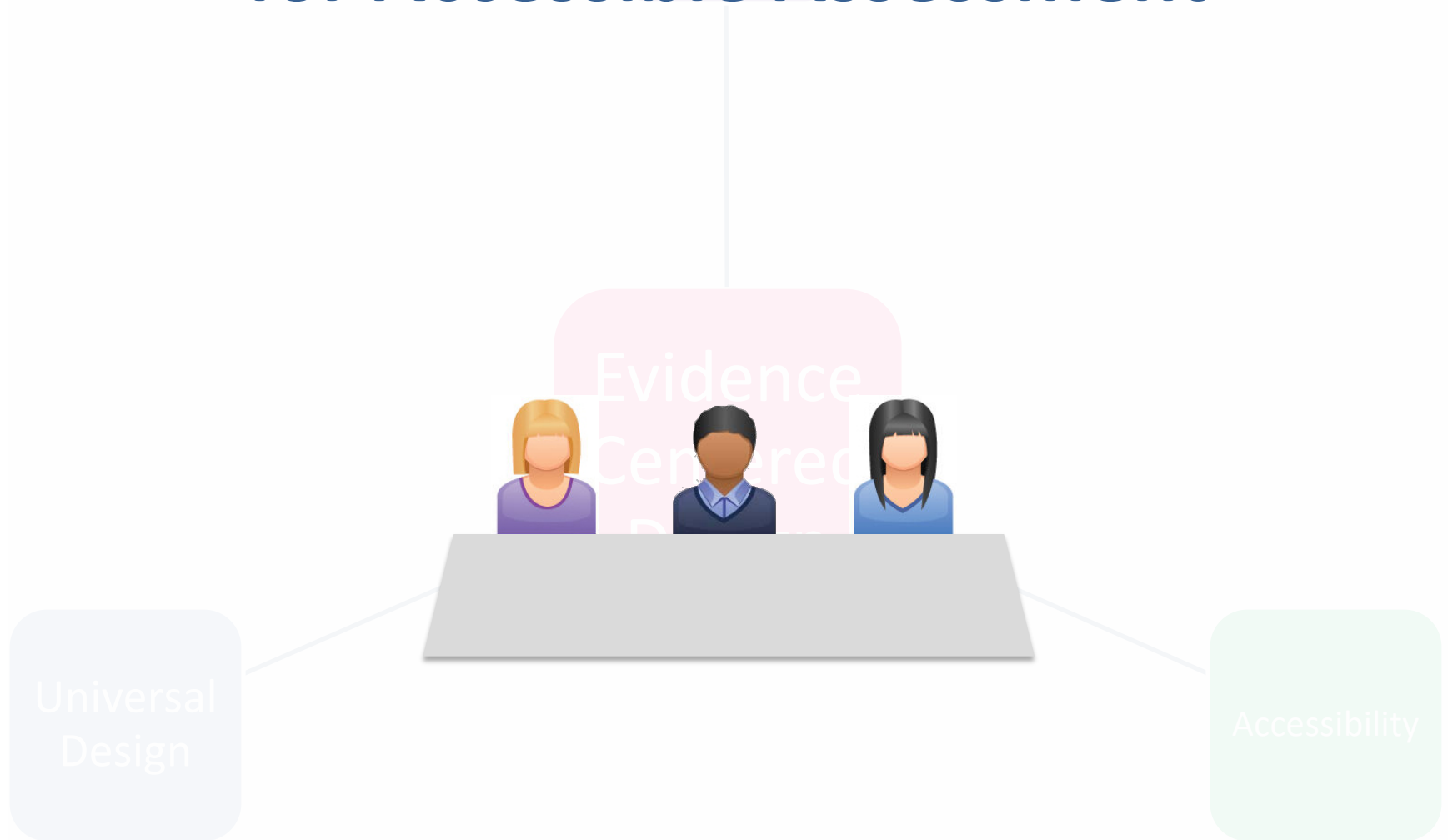


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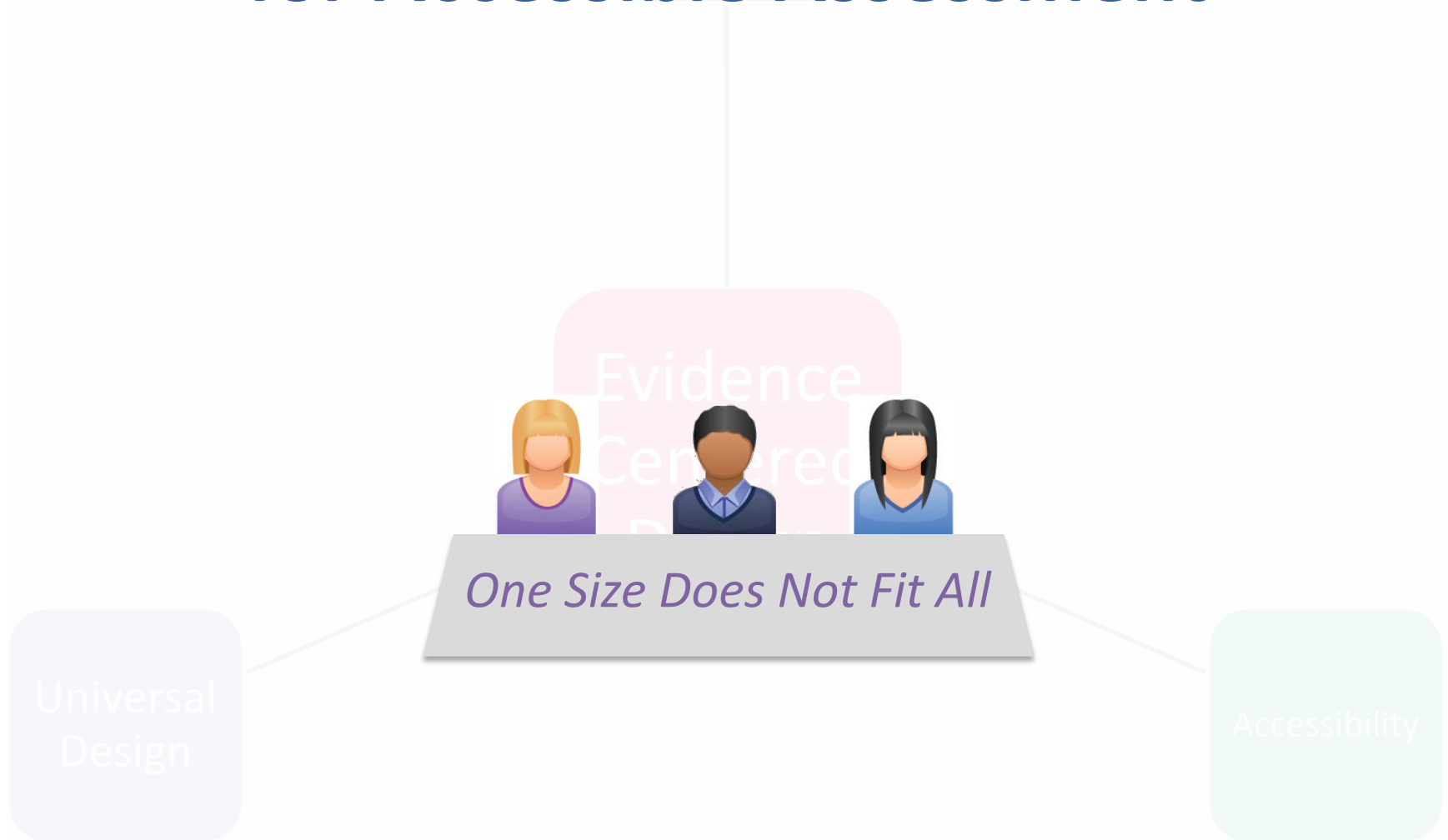




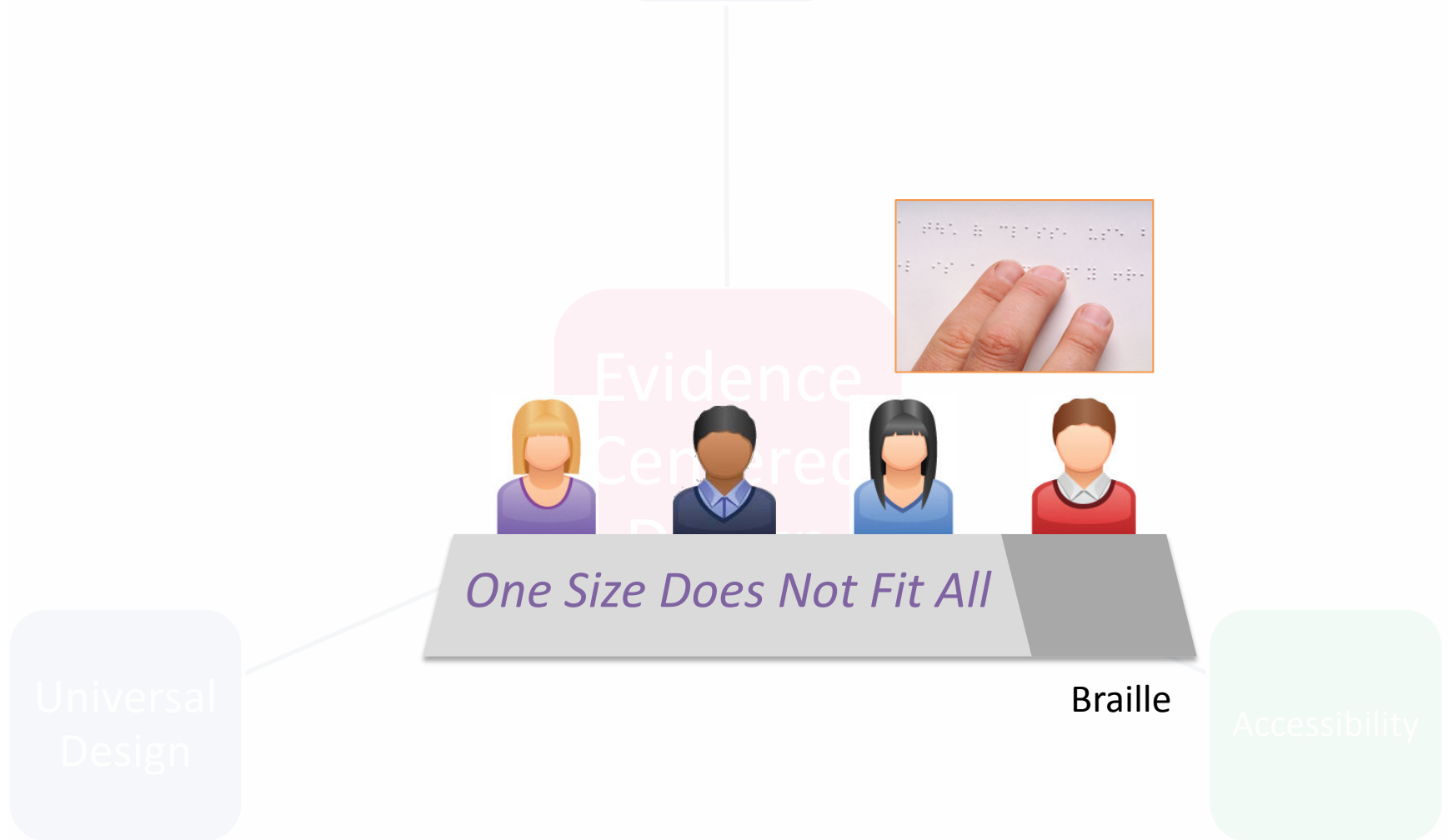
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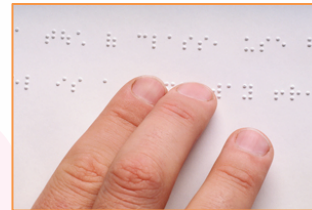
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One Size Does Not Fit All

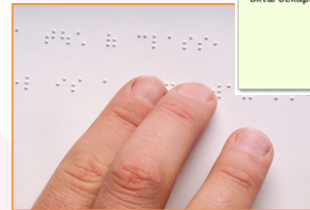
Universal
Design

Read
Aloud

Braille

Accessibility

Universal Design Provides Foundation for Accessible Assessment



Jimmy has been searching a park for coins. He found ten nickels, twenty pennies, and eight dimes. What is the total amount of money Jimmy found?

وقد جيمي تبحث حديقة للعملة. وجد 10 نيكلز، 20 بنسات، والدايات لثمانية ما هو المبلغ الإجمالي للأموال جيمي وجدت؟

Jimmy ha estado buscando un parque para las monedas. Encontró diez monedas de cinco centavos, monedas de veinte y diez centavos ocho. ¿Cuál es la cantidad total de dinero que Jimmy encontrado?

Ο Jimmy έχει ψάξει ένα πάρκο για τα κέρματα. Βρήκε επινικελώνουν δέκα, είκοσι πένες, και οκτώ δεκάρες. Ποιο είναι το συνολικό ποσό των χρημάτων που βρέθηκαν Τζιμι;



One Size Does Not Fit All

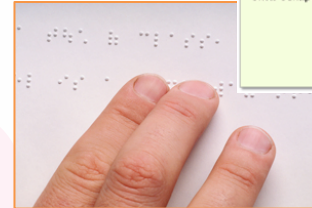
Universal
Design

Read
Aloud

Braille

Translation
Accessibility

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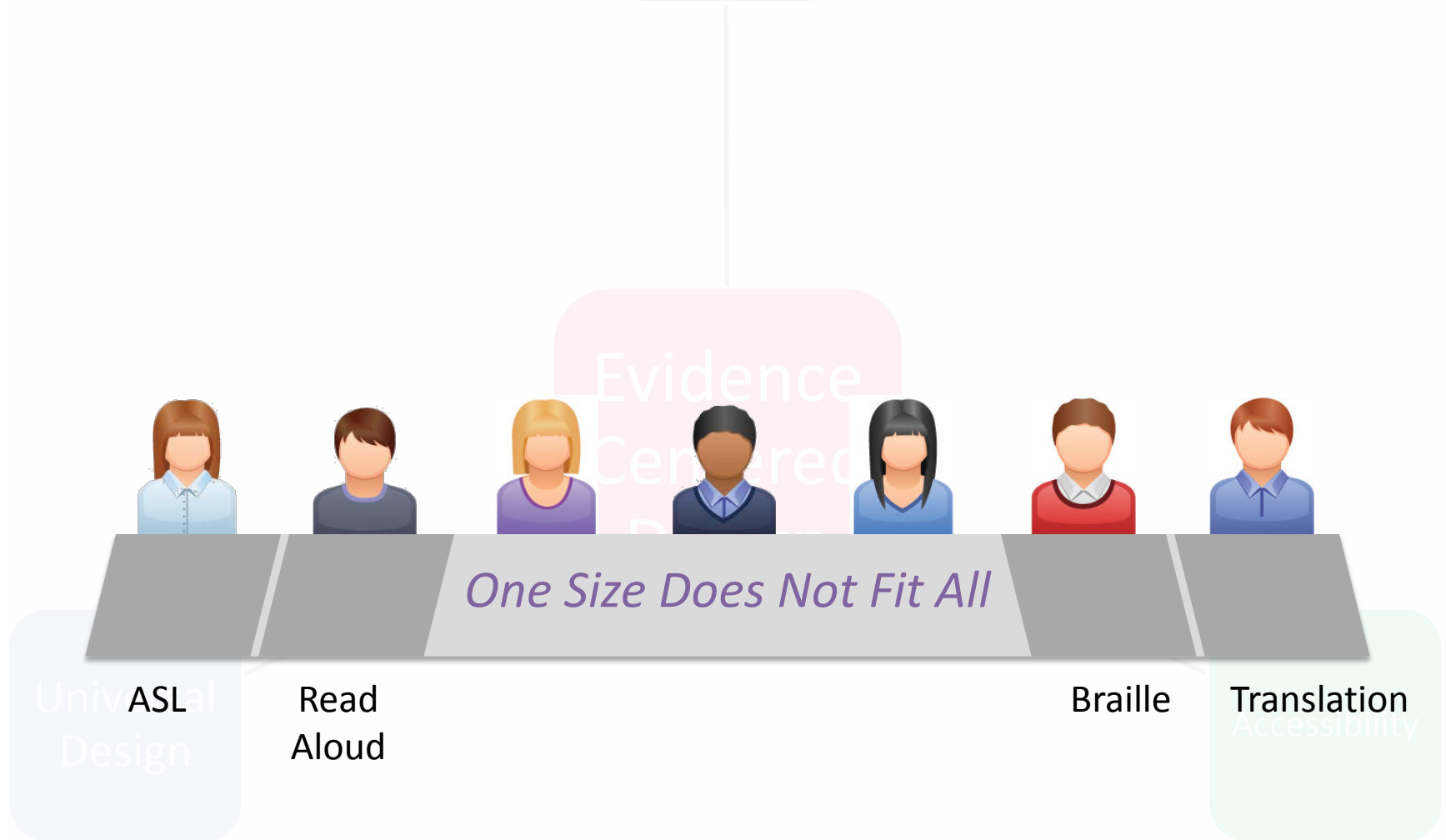
Universal Design
ASL

Read Aloud

Braille

Translation
Accessibility

Universal Design Provides Foundation for Accessible Assessment





Universal Tools

Designated Supports

Accommodations

Accessibility

Universal Tools

Embedded

Pause the Test, Calculator, Digital Notepad, English Dictionary, English Thesaurus, English Glossary, Expandable Stimuli, Global Notes, Highlighter, Keyboard Navigation, Mark for Review, Math Tools, Response Recovery, Spell Check, Strikethrough, Writing Tools, Zoom

Non-embedded

Breaks, English Dictionary, Thesaurus, Scratch Paper

Accessibility

Designated Supports

Embedded

Color Contrast, Glossary (Translated), Masking, Print on Request, Print Size, Text-to-Speech, Stacked Translations, Turn off any Universal Tool

Non-embedded

Bilingual Dictionary, Color Overlays, Magnification, Noise Buffers, Read Aloud (English or Spanish), Scribe, Separate Setting, Translated Test Directions

Accessibility

Accommodations

Embedded

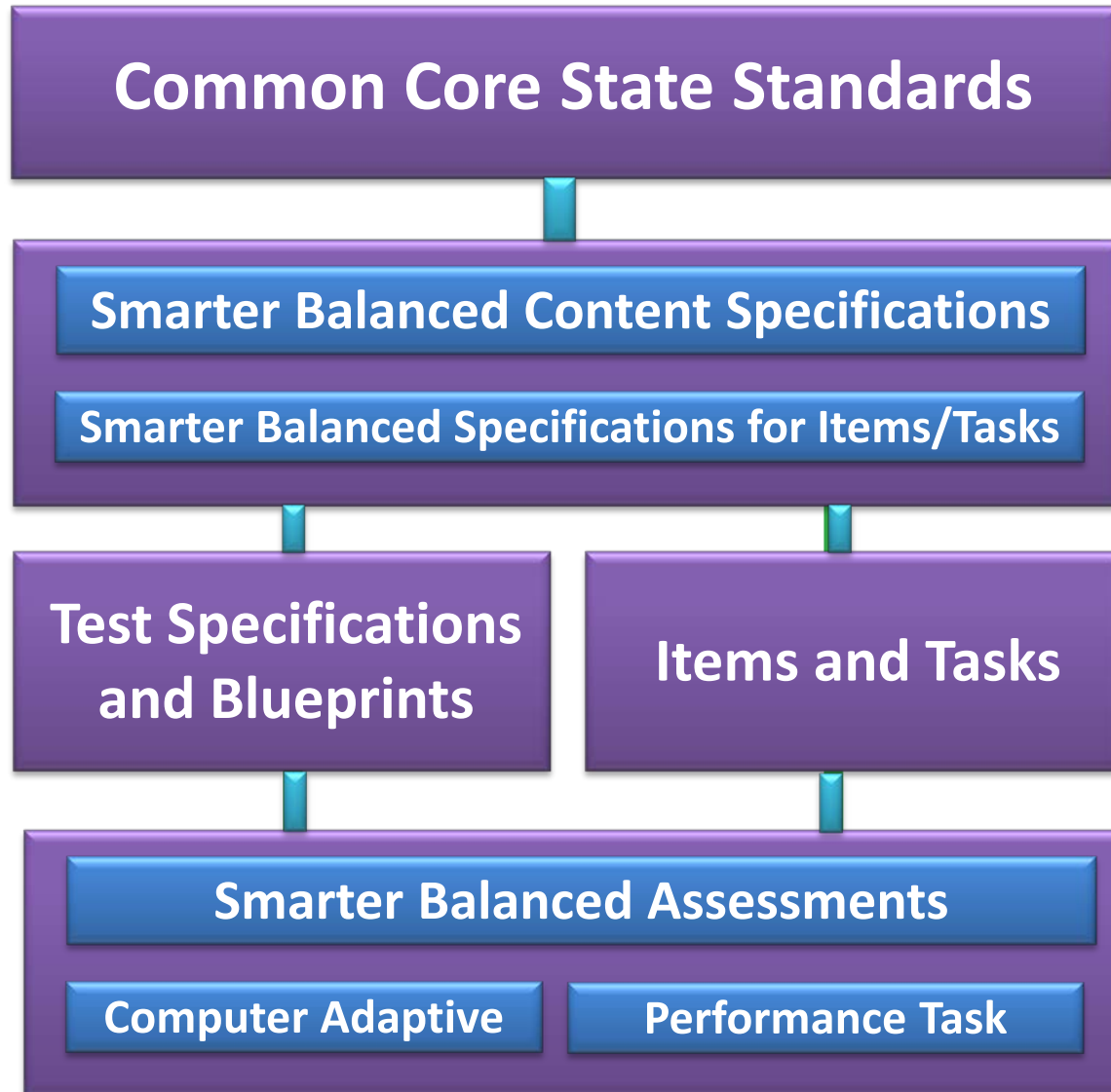
American Sign Language (ASL), Braille, Closed Captioning, Streamlined Interface Mode, Text-to-speech,

Non-embedded

Abacus, Alternate Response, Options, Calculator, Multiplication Table, Read Aloud, Scribe, Speech-to-Text

Accessibility

Smarter Balanced Content Structure





Common Core State Standards

Smarter Balanced Content Specifications

- Establish the Assessment Claims
- Establish the Assessment Targets
- Identify which standards each Target assesses
- Identify the sufficient relevant evidence

Smarter Balanced Assessments

Computer Adaptive

Performance Task



Common Core State Standards

Smarter Balanced Content Specifications

Smarter Balanced Specifications for Items/Tasks

- Broken out by grade levels, Claim, and Target
- Contains Task Models
- Appropriate Stems

Smarter Balanced Assessments

Computer Adaptive

Performance Task



Blueprint Table ELA/Literacy Grades 3–5

Claim/Score Reporting Category ²	Content Category ³	Stimuli		Items		Total Items by Claim ⁴
		CAT	PT ⁵	CAT Items ⁶	PT Items ⁷	
1. Reading	Literary	2	0	7–8	0	14–16
	Informational	2	0	7–8		
2. Writing	Organization/Purpose	0	1a	5	1 ⁸	13 ⁹
	Evidence/Elaboration	0			1 ⁸	
	Conventions	0		5	18	
3. Speaking/Listening	Listening	3-4	0	8-9	0	8-9
4. Research	Research	0	1b	6	2-3	8-9

Blueprint Table Mathematics Grades 6–8

Claim/Score Reporting Category	Content Category ²	Stimuli		Items		Total Items by Claim ³
		CAT	PT	CAT ⁴	PT ⁵	
1. Concepts and Procedures	Priority Cluster	0	0	12-15	0	16-20
	Supporting Cluster	0		4-5		
2. Problem Solving 4. Modeling and Data Analysis ⁶	Problem Solving	0	1	6	2-4	8-10
	Modeling and Data Analysis	0				
3. Communicating Reasoning	Communicating Reasoning	0		8	0-2	8-10

Computer Adaptive Test (CAT Test)

- Adapts matching student ability to item difficulty
- Variety of item types, some machine scored, some human scored

Performance Task (PT)

- Reflect a real-world task and/or scenario-based problem; tasks are multi-stepped and allow for reflection and revision
- Require student-initiated planning, management of information and ideas, interaction with a variety of other materials

Computer Adaptive

Performance Task

7 Purposes of the Smarter Balanced Summative Assessment

- Provide valid, reliable, and fair information about students' ELA/L and mathematics achievement with respect to those CCSS being measured.
- Results from the grades 3 through 8 summative assessments provide valid, reliable, and fair information about whether students have demonstrated sufficient academic proficiency in ELA/L and mathematics to be on track for achieving college readiness.
- Results from the high school summative assessments will provide valid, reliable, and fair information about whether students have demonstrated sufficient academic proficiency ELA/L and mathematics to be ready to take credit-bearing college courses.

7 Purposes of the Smarter Balanced Summative Assessment (cont.)

Provide valid, reliable, and fair information

- about students' annual progress toward college and career readiness in ELA/L and mathematics from year to year.
- on how instruction can be improved at the classroom, school, district, and state levels.
- about students' ELA/L and mathematics proficiencies for federal accountability purposes and potentially for state and local accountability systems.
- about students' achievement in ELA/L and mathematics that is equitable for all students and all subgroups.

End of Session Activity

- What questions do you have relating to the content of this part of today's presentation?
- What additional evidence would you like to see in order to answer those questions?