Assessment and Accountability Network Meeting  
Friday, August 19, 2011

**Agenda**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>9:00 am</td>
<td>Welcome, Introductions, Warm Up, and Meeting Outcomes</td>
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<td></td>
<td>• Team Member Introductions</td>
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<td>• Introduction of our new Supervisor for Assessment and Accountability</td>
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<td>• Warm Up – Engaging the Heart through the Use of Data - Graduation Rate</td>
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<td>• Review Meeting Outcomes</td>
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<td>• Learn about the <em>Assess for Success</em> Initiative</td>
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<td>• Update of the SBAC Work</td>
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<td>• Introduce the online Performance Assessment Project and Partnership</td>
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<td>• Draft a professional development plan for the year</td>
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<td>9:30 am</td>
<td>Introduction to the <em>Assess for Success</em> Initiative</td>
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<td>• Presentation of key elements</td>
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<td>• Team activity to provide feedback</td>
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<td>• Whole group discussion</td>
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<tr>
<td>10:00 am</td>
<td>Introduction to the Online Common Core Standards Aligned Performance Assessment Project and Partnership</td>
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<td>• SBAC Update</td>
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<td>• Presentation of Key Elements of the Project</td>
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<td>• Team activity to provide feedback</td>
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<td>• Whole group discussion</td>
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<td>10:30 am</td>
<td>AAN Professional Development Plan for Year</td>
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<td>• Introduction to a matrix of PD opportunities that include webinars and focused user group meetings</td>
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<td>• Team activity to provide feedback</td>
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<tr>
<td>10:55 am</td>
<td>Meeting Evaluation</td>
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Next meeting: October 20, 2011
Assess for Success Vision for Professional Development
developed by
The SCCOE Assessment and Accountability Department
Assessment designed to provide actionable information that can be used to improve opportunities for all students to learn!
The SMARTER Balanced Assessment Consortium (SBAC) is one of two multistate consortia awarded funding from the U.S. Department of Education to develop an assessment system based on the new Common Core State Standards (CCSS). To achieve the goal that all students leave high school ready for college and career, SBAC is committed to ensuring that assessment and instruction embody the CCSS and that all students, regardless of disability, language, or subgroup status, have the opportunity to learn this valued content and show what they know and can do.

With strong support from participating states, institutions of higher education, and industry, SBAC will develop a balanced set of measures and tools, each designed to serve specific purposes. Together, these components will provide student data throughout the academic year that will inform instruction, guide interventions, help target professional development, and ensure an accurate measure of each student’s progress toward career and college readiness.

The core components of SBAC are:

Summative assessments:
- Mandatory comprehensive accountability measures that include computer adaptive assessments and performance tasks, administered in the last 12 weeks of the school year in grades 3–8 and high school for English Language Arts (ELA) and mathematics;
- Designed to provide valid, reliable, and fair measures of students’ progress toward and attainment of the knowledge and skills required to be college and career ready;
- Capitalize on the strengths of computer adaptive testing, i.e., efficient and precise measurement across the full range of achievement and quick turnaround of results;
- Produce composite content area scores, based on the computer-adaptive items and performance tasks.

Interim assessments:
- Optional comprehensive and content-cluster measures that include computer adaptive assessments and performance tasks, administered at locally determined intervals;
- Designed as item sets that can provide actionable information about student progress;
- Serve as the source for interpretive guides that use publicly released items and tasks;
- Grounded in cognitive development theory about how learning progresses across grades and how college- and career-readiness emerge over time;
- Involve a large teacher role in developing and scoring constructed response items and performance tasks;
- Afford teachers and administrators the flexibility to:
  - select item sets that provide deep, focused measurement of specific content clusters embedded in the CCSS;
  - administer these assessments at strategic points in the instructional year;
  - use results to better understand students’ strengths and limitations in relation to the standards;
  - support state-level accountability systems using end-of-course assessments.

Formative tools and processes:
- Provides resources for teachers on how to collect and use information about student success in acquisition of the CCSS;
- Will be used by teachers and students to diagnose a student’s learning needs, check for misconceptions, and/or to provide evidence of progress toward learning goals.
On June 9, 2011, California joined the SMARTER Balanced Assessment Consortium (SBAC) as a governing state which gave California decision making capabilities. SBAC currently includes 19 governing states and 10 advisory states. A map of participating states is available at http://www.k12.wa.us/SMARTER/States.aspx (Outside Source). Under SBAC, assessments are aligned to college and career readiness standards, must assess students annually in grades three through eight in English-language arts and mathematics and once in grades ten through twelve and require a technology component. There are plans to conduct bridging studies between paper and pencil and technology based assessments.

The Assessment and Accountability Division has staffed 10 work groups with leads and an internal team made up of representatives from several CDE branches. Under the SBAC policies, only state educational agency staff may make up the 10 work groups due to the confidentiality of work being done in each group. A number of SBAC Work Group leads will sit on national SBAC calls representing California. SBAC Work Group leads and team members have begun to meet regularly. CDE will hold several transition planning meetings with stakeholders across California that will include teachers.

SMARTER Balanced Timeline

What problem are we trying to solve?
With the advent of the new Common Core Standards in both ELA and Mathematics, our school districts need an assessment system that will provide valid and reliable information about student achievement of the more complex performances embedded within the Common Core Standards.

Who leads this project?
The project is led by a consortium of partners that includes the Santa Clara County Office of Education (SCCOE), Educational Data Systems (EDS), the Silicon Valley Math Initiative, and Santa Clara Unified School District. We will also solicit partnership in this project with each of the school districts within Santa Clara County.

What is the solution to the problem?
The partners will build an online performance assessment system that will provide our district and school leaders with the ability to access and use the individual Common Core aligned performance tasks that are part of the Mathematical Assessment Resource Service (MARS) content system. Initially, we will build an easy to use online repository that will provide users with access to a matrix of Algebra I performance tasks, rubrics, exemplars, error patterns, and re-engagement lessons.

Additionally we will develop a system where teachers will be able to generate MARS task level assessment booklets for individual students that include the performance tasks and formatted answer documents. The system will support the scanning and online scoring of student work with the opportunity to annotate sub-tasks as well as the overall tasks. The system will produce output reports for individual students and parents.

This system will also support the work professional learning communities through the production of a “Tweener” system where teacher will be able to identify 2-3 student responses that a teacher may have difficulty scoring because if falls between two performance levels. Student “Tweener” papers will then be evaluated by the team. The results will be generated in a way that will support calibration in scoring. These results will be presented along with the student annotated responses for review and analysis at professional learning community meetings.

Finally, the team at EDS will carry out a psychometric empirical study of the validity and reliability of the district generated results for purposes of improving the assessments.

How can my school district participate in this innovative project?
The project team will present the plan at our regularly scheduled Assessment and Accountability Network Meeting at the SCCOE on Friday, August 19, 2011 from 9 am -11 am. You can also contact Bill Conrad at 408-453-4332 or at bill_conrad@sccoe.org if you would like more detailed information or have questions about this project.
**Assessment Management**
- Create, edit and delete personal assessments
- Set sharing (public / private) controls for personal assessments
- Review publicly published assessments from other users
- Assessment configuration:
  - Type: Multiple-Choice (MC), Open Ended (OE), or Hybrid
  - MC: Set answer keys
  - OE: Set Prompt and rubrics

**Professional Learning Community (PLC)**
- PLC setup: designated teacher leader identifies other members, assessment to review, and number of items per teacher to submit
- Teachers score items submitted by other PLC members w/ comments
- PLC report generated: shows images, scores and all comments for each item

**Scoring**
- Pre-Identification
  - Assessment selection
  - Student selection
  - Page formatting options
  - Download / print answer sheets
- Web scan assessment
  - Any order or orientation
  - Items auto oriented & sorted by type
- Multiple-Choice
  - OMR bubble sheet
  - Instant results (Online, print PDF, & export)
- Open-Ended
  - Crop, prep and load to OE scoring
  - Teacher online scoring w/ multi-page image viewer
  - Teachers enter feedback for students
  - Score Results w/ Feedback
  - Teachers mark items (“tweeners”) for PLC

**Administration (Global)**
- System settings
- District / school management
- Teacher account management
- Student data management
  - Student data import / export
  - Class rosters

**Administration (Personal)**
- Individual account settings
- Individual class roster configuration
- Security (password reset, etc.)
PLC Setup
- PLC leader selects participant teachers
- E-mail notifications sent to participants

PLC Configuration
- PLC leader identifies the assessment to review
- Defines minimum items to be submitted by each participant

Open Ended Scoring
- Teachers score and comment on OE items from their own students
- Mark Items ("tweeners") for PLC

PLC Review Notification
- Participant teachers notified via e-mail when all submitted items are ready for review

PLC Scoring
- Teachers score and comment on all other participant items

Review
- Teachers review all other participant scores and comments for each item

Print
- Print packet for PLC discussions, including images of each item, scores and comments
Teacher Workflow – Overview

PLC Setup

Manage Assessment
- Pick test
- Pre-ID
- Print forms

Give Assessment

Score Assessment
- Fast, easy, and local scanning
- Multiple-choice and/or open-ended
- Instant results and export to reporting engines

Go to PLC