



SMARTER Balanced Assessment Consortium
Supplemental Funding
Scope Overview Table
January 16, 2011

OUTCOMES AND DELIVERABLES FOR SBAC SUPPLEMENTAL FUNDS

Support to States and Districts for Transition to Common Core Standards 1A: CURRICULUM MATERIALS			Funding: \$1,030,360
Needs Addressed	Expected Outcomes	Deliverables	Timeline
Curriculum to support states' transition to the Common Core State Standards (CCSS)	Curriculum materials including formative assessment processes developed by professional organizations, universities, non-profit groups providing examples of new approaches and effective lessons to teach the CCSS in learning progressions aligned to the SBAC specifications are uploaded to the digital library to provide a foundation for teacher professional development.	<ul style="list-style-type: none"> • SBAC content experts build upon consultative and collaborative relationships with professional organizations, universities, and non-profit groups to develop curriculum materials, identify which efforts are aligned to the SBAC learning progressions, and define key approaches to teaching and learning. • SBAC contracts with professional organizations, universities, and non-profit groups identified by the SBAC content experts to adapt their curriculum materials to SBAC specifications to upload to the digital library. • SBAC-approved curriculum materials are uploaded to the digital library. 	Spring 2011 – Spring 2012

Support to States and Districts for Transition to Common Core Standards 1B: FORMATIVE PROCESSES AND TOOLS/PROFESSIONAL DEVELOPMENT			Funding: \$7,436,288
Needs Addressed	Expected Outcomes	Deliverables	Timeline
Expanded teacher knowledge of formative processes, instructional practices, and assessment frameworks	<ul style="list-style-type: none"> • Model curriculum and instructional modules that are aligned with the CCSS. • Training modules that help teachers focus their instruction on the CCSS and develop teaching practices that support more in-depth learning. • Training of teachers to use formative assessment tools and interim assessments as well as to interpret results and use those results to determine 	<ul style="list-style-type: none"> • SBAC will contract with a national panel of experts to develop exemplar modules of formative assessment tasks and tools in English Language Arts and Math at grades 3–11. 	Fall 2012 – Fall 2013

	next steps in instruction.	<ul style="list-style-type: none"> SBAC will support meetings of 2,700 teachers across the 31 SBAC states on using the professional development modules and exemplar modules of formative tasks and tools and on identifying and selecting quality formative tasks and tools for uploading to the digital library. 	Summer 2013 - Fall 2013
		<ul style="list-style-type: none"> SBAC will coordinate with ICCS SCASS (Component 1c) and the SBAC “Transition to Common Core” work group to develop state-by-state plans to build on existing efforts to support teachers in using the digital library. SBAC will develop communication materials and facilitate state meetings for the “roll-out” of the digital library to key audiences on state Web sites, at conferences, and meetings. 	Fall 2014 – Fall 2015

Support to States and Districts for Transition to Common Core Standards			Funding: \$970,700
1C: IMPLEMENTATION OF COMMON CORE SYSTEMS			
Needs Addressed	Expected Outcomes	Deliverables	Timeline
Within-state strategic planning to implement Common Core State Standards and across-state collaboration	The Council of Chief State School Officers (CCSSO)-sponsored “Implementing Common Core Systems” (ICCS) group, part of the State Collaboratives on Assessment and Student Standards (SCASS), will engage SBAC member states in a systems approach to implementing the CCSS through the development of policies and practices that fully connect, coordinate, and integrate the sub-systems (curriculum, instruction, professional development, accommodations, assessment, etc.).	SBAC will provide membership in the ICCS SCASS for each governing state for two full years, and for each advisory state for one full year. Each state team will consist of (a) an SEA deputy; (b) the ESA curriculum director; (c) the SEA assessment director; (d) the SEA ELL or special education director; (e) the SEA professional development director; and (f) one additional person selected by the SEA such as: an LEA deputy superintendent, a higher education representative, a teacher, etc.	Winter 2011 – Winter 2013

Support to States and Districts for Transition to Common Core Standards 1D: COMMUNICATIONS			Funding: \$2,340,903
Needs Addressed	Expected Outcomes	Deliverables	Timeline
Customized communications strategy for states	An integrated communications strategy customizable to meet the needs of local districts and state agencies for the purpose of promoting broader understanding of the CCSS by a variety of stakeholders.	SBAC will implement an integrated communications strategy and related communication materials (e.g., press-releases, Web-based media).	Winter 2011 – Fall 2014
Coordinated efforts for collaboration across assessment consortia	Coordinate SBAC participation in multi-consortia collaborations, activities, and communications between and among SBAC and the other RTTA Program consortium (PARCC), the two federally funded consortia developing alternate assessments based on alternate academic achievement standards, and other federally supported or nationally emerging assessment consortia (e.g., English-language development assessment consortia, science assessment consortia.)	SBAC will coordinate Web-based and phone communication with PARCC and other federally funded consortia to ensure cross-consortia coordination and effective collaboration.	Winter 2011 – Fall 2014
Policy coordination with Chiefs, Governors, legislatures, and policy stakeholders	Contracted policy coordination services to enhance the assessment development process and to streamline communication to state education agency (SEA) stakeholders throughout the grant period.	<ul style="list-style-type: none"> Contractor will design and Implement engagement activities to bridge between the Consortium and Governors, State Chief School Officers, institutions of higher education (IHEs), and other national policy organizations (e.g., NEA, AFT, NASBE, NASSP). Contractor will provide guidance in the development of Consortium policy across SBAC States and across other consortia. 	Winter 2011 – Fall 2014

2: ALIGNING ASSESSMENTS TO READINESS			Funding: \$2,176,906
Needs Addressed	Expected Outcomes	Deliverables	Timeline
Concurrent and predictive validity studies to show the extent to which SBAC assessments accurately measure college and career readiness	Concurrent and predictive studies will contribute to the body of evidence establishing the connection between assessment-based indicators of readiness and evidence of success in college or career.	SBAC will contract with researchers to design, analyze, and report on the validity studies.	Summer 2013 – Fall 2014
Comparability of achievement levels between SBAC and PARCC	SBAC and PARCC will have coordinated design, analysis, and standard setting activities to ensure achievement level comparability across the two consortia.	<ul style="list-style-type: none"> SBAC and PARCC will issue a contract for up to six white papers from psychometric experts to provide advice and direction about the considerations necessary in providing valid comparisons of scores. The papers will also focus on recommended steps to be taken to reach comparability. SBAC and PARCC will host several joint Technical Advisory Council (TAC) meetings specifically on planning the linking and comparability work. SBAC and PARCC will conduct a pre-standard setting analysis to assist in each consortium's preparation for their respective official standard setting activities. This work may include a methodology that would establish apparent achievement levels (cut scores) in each consortium's summative test and provide discussion about the comparability if either should deviate from that initial point. 	Summer 2012 – Summer 2013
High school End-of-Course (EOC) enhancement to the functionality of the interim assessment system that states can use as an option	States can identify groups of standards that align with a particular course in English language arts or mathematics and construct a blueprint for the course using the Interim Assessment System.	Sufficient items and an EOC test builder enhancement will be developed to support EOC testing through the Interim Assessment system.	Spring 2013 – Fall 2014

3: SUPPORT FOR TECHNOLOGY TRANSITIONS			Funding: \$658,550
Needs Addressed	Expected Outcomes	Deliverables	Timeline
Information for each state about technology gaps between infrastructure and equipment required by SBAC and what the state currently has in place	Develop a comprehensive interactive tool that supports states transition to the technology required to implement the Consortium Assessment System.	SBAC will contract for the design, delivery, and reporting of results using an online tool to assist SEAs and LEAs in evaluating their readiness to implement the Consortium's system. To avoid duplicated analysis at the state level, SBAC will coordinate delivery of the protocol with PARCC. Costs include systems analysis (1 contract) and application development (Design, Build, and Test), maintenance through Year 1 and Year 2, and support through Year 1 and Year 2.	Spring 2011 – Spring 2013
Specifications for Artificial Intelligence scoring that is common across the two consortia	Collaborate with PARCC to engage in a common requirements gathering and specifications process that will be used to establish industry standards for AI scoring, including elements of design, scoring inputs and processes, interoperability, scoring latency, validity, and reliability.	SBAC and PARCC will jointly contract with a service provider to identify standardized AI scoring protocols across the two consortia; as well as cost efficiencies and enhanced cross-consortia comparability of assessment results.	Summer 2012 – Fall 2013

4: TECHNICAL ASSISTANCE MEETINGS			Funding: \$458,989
Needs Addressed	Expected Outcomes	Deliverables	Timeline
Support for state staff in non-RTTT states to attend USED-sponsored technical assistance meetings	States in PARCC that did not secure state RTTT grants will participate in U.S. Department of Education RTTT technical assistance meetings.	Teams of state leaders will participate in six technical assistance meetings during the grant period.	Spring 2011 – Summer 2014

5: PROJECT MANAGEMENT PARTNER SUPPORT			Funding: \$800,000
Needs Addressed	Expected Outcomes	Deliverables	Timeline
Management support to assist with implementation of activities funded under this supplemental award	The SBAC Supplemental Funds scope of work will be managed by WestEd through a contract amendment.	SBAC will adjust its contract with WestEd, the Project Management Partner, to carry out roles and responsibilities consistent with those described in the SMARTER Balanced Consortium Project Management Partner Request for Proposals and the WestEd response.	Winter 2011 – Fall 2014