Smarter Balanced Assessment Consortium Assessment Types

- Taken during a 12-week window at the end of the school year, the Smarter Balanced summative assessments for accountability will have two components: a comprehensive end-of-year computer adaptive assessment and performance tasks.
- Item Types-Comprehensive end-of-year computer adaptive assessment:
  - Selected Response (SR)
    - Multiple Response
    - Yes/No
    - True/False
  - Constructed Response (CR)
  - Extended Response for Math (ER)
  - Technology Enhanced (TE)
  - Performance Task (PT)
- Selected Response-Traditionally, selected-response (SR) items include a stimulus and stem followed by three to five options from which a student is directed to choose only one answer. By redesigning some SR items, it is often possible to both increase the complexity of the item and yield more useful information regarding the level of understanding about the subject(s) that a student's response demonstrates.
- Constructed Response-The main purpose of a constructed-response (CR) item/task is to address targets and claims that are of greater complexity, requiring more analytical thinking and reasoning than an SR item can typically elicit. Out of necessity, only the CRs that can be computer scored using current technologies will be assigned to the computer-adaptive component of the assessment. All other CRs will be assigned to a collection of 6 to 9 tasks that are intended to collectively take up to 120 minutes to administer.
- Extended Response-In order to distinguish the CR items/tasks that contribute to the performance task component from those that are part of the computer-adaptive component, the former will be referred to as extended-response (ER) items/tasks. It is intended that no single ER be administered in isolation, but rather as part of a collection of 6 to 9 ER items/tasks that will serve to complete the distribution of content and targets for a well-designed assessment, appropriate to each grade.
- Technology Enhanced-Technology-enhanced (TE) items/tasks are desirable when they can provide evidence for learning practices that could not be as reliably obtained from SR and CR items. Additionally, components of certain extended-response (ER) items and performance tasks may employ TE tools as part of the task.
- Performance Task-Performance tasks should:
  - Integrate knowledge and skills across multiple claims and targets.
  - Measure capacities such as depth of understanding, research skills, and/or complex analysis with relevant evidence.
  - Require student-initiated planning, management of information/data and ideas, and/or interaction with other materials.
  - Reflect a real-world task and/or scenario-based problem.
  - Allow for multiple approaches.
  - Represent content that is relevant and meaningful to students.
  - Allow for demonstration of important knowledge and skills, including those that address 21st century skills such as critically analyzing and synthesizing information presented in a variety of formats, media, etc.
  - Be feasible for the school/classroom environment.