

## Key Similarities and Differences Between the Comprehensive Assessment Consortia

The K–12 Center at ETS produces consortia-approved summaries of the assessment systems and supports being developed by each assessment consortium, which can be found at [www.k12center.org/publications/assessment\\_consortia.html](http://www.k12center.org/publications/assessment_consortia.html). The table below briefly summarizes key similarities and differences between two of the consortia, PARCC and Smarter Balanced.

Key Similarities	
<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Online assessments for grades 3–8 and high school (ELA and mathematics)</li> <li>• Use of a mix of item types, including selected-response, constructed-response, technology-enhanced and complex performance tasks</li> <li>• Two components, both given during final weeks of the school year</li> <li>• Use of both electronic and human scoring</li> <li>• Delivery supported on computers, laptops, tablets, and a limited variety of operating systems</li> </ul>	<p><b>Other Assessments, Resources, and Tools</b></p> <ul style="list-style-type: none"> <li>• Online practice tests by grade/course</li> <li>• Optional diagnostic/interim assessments</li> <li>• Professional development modules</li> <li>• Formative items/tasks for classroom use</li> <li>• Online reporting suite</li> <li>• Digital library for sharing vetted resources and tools</li> <li>• State ownership and control of all individual student data, as is currently the case for state assessments</li> </ul>
Key Differences	
PARCC	Smarter Balanced
Summative Assessments for Accountability	
<ul style="list-style-type: none"> <li>• Summative assessments for grades 3–11</li> <li>• End-of-year test: Fixed-form delivery (students take one of several fixed, equated sets of items and tasks)</li> <li>• Performance-Based Assessment: Three ELA performance tasks and one or more mathematics tasks</li> <li>• Language translations to be provided at additional cost</li> <li>• One retake opportunity for grades 3–8 and up to three for high school, with state approval</li> <li>• Estimated typical testing time for combined ELA and mathematics, spread over nine testing sessions, is expected to be 6.5–7.5 hours, although the scheduled times will be longer to allow students to take additional time if desired</li> <li>• Paper-and-pencil version available as accommodation, as well as for the 2014–15 school year for schools approved by their state</li> </ul>	<ul style="list-style-type: none"> <li>• Summative tests for grades 3–8 and 11 (states can add grades 9, 10 and/or 12 at an additional cost per student tested)</li> <li>• End-of-year test: Adaptive delivery (students see an individually tailored set of items and tasks)</li> <li>• Performance tasks: One ELA performance task and one mathematics task</li> <li>• Pop-up glossaries and translated directions will be provided in Spanish, Vietnamese, Arabic, Tagalog, Ilokano, Cantonese, Mandarin, Korean, Punjabi, Russian, and Ukrainian at no additional cost</li> <li>• One retake opportunity, but only for instances of a test administration irregularity</li> <li>• Estimated total testing time* for combined ELA and mathematics, spread over several testing sessions and days, is 5–8 hours (1–2 hours for each Performance Task section and 1.5–2 hours for each End-of-Year section)</li> <li>• Paper-and-pencil version available as accommodation and for three years for schools not ready for online delivery</li> </ul>
Assessment Delivery	
<ul style="list-style-type: none"> <li>• States and districts select from a set of 4-week testing windows for a) the Performance-Based Assessments and b) the End-of-Year Assessments</li> <li>• A vendor delivery platform will be used through 2017–18 (TestNav), after which a PARCC-developed, open source, or fully documented delivery system will be available to member states and their contractors; the PARCC delivery platform will be available in mid-2015 for nonsummative assessments</li> <li>• All system components delivered and operational in the 2014–15 school year, with the exception of: The Partnership Resource Center (mid-2015), K–1 formative tools, Diagnostic Sub-Test, Speaking/Listening Assessments, and PARCC test delivery platform</li> </ul>	<ul style="list-style-type: none"> <li>• States establish one 12-week testing window for grades 3–8 and one 7-week testing window for grade 11 for summative assessments</li> <li>• An open source delivery system is being made available to states and vendors for delivery of Smarter Balanced assessments and other assessment applications</li> <li>• All system components delivered and operational in the 2014–15 school year, although the Interim Assessments will not be adaptive until 2016–17</li> </ul>
Other Assessments, Resources, and Tools	
<ul style="list-style-type: none"> <li>• Diagnostic Sub-Tests (grades 2–8) and Performance-Based Modules (grades 3–11), with the latter made up primarily of tasks similar to the summative performance-based tasks</li> <li>• A speaking and listening assessment for grades K–12 (optional)</li> <li>• K–1 formative performance tasks (optional)</li> <li>• (Future) Item bank with released summative items and tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Interim Assessments for grades 3–8 and 11 (optional) will be fixed form until 2016–17, when they will become adaptive</li> <li>• They will include multiple item types, including performance tasks</li> <li>• Number, timing, and scope (all standards or pre-established clusters of standards) can be locally determined</li> <li>• Exemplar Instructional Modules: Three per grade level in ELA/literacy and mathematics, with teacher training resources (additional instructional resources submitted by educators that meet quality criteria)</li> <li>• Formative tools, processes, and practices available in Digital Library</li> </ul>
Sustainability Model	
<ul style="list-style-type: none"> <li>• Independent nonprofit organization governed by Chief School Officers of PARCC states, PARCC, Inc.</li> </ul>	<ul style="list-style-type: none"> <li>• Independent operating unit of the University of California, Los Angeles (UCLA) Graduate School of Education</li> </ul>
Costs	
<ul style="list-style-type: none"> <li>• \$23.97 per student plus “a small project management fee” for computer-based summative assessments in 2014–15 includes centralized delivery and scoring</li> <li>• Cost of optional resources to be announced</li> </ul>	<ul style="list-style-type: none"> <li>• \$22.50 per student for summative assessments in 2014–15 includes estimated costs for state-determined delivery and scoring</li> <li>• Additional \$4.80 per student annually for optional resources</li> </ul>

\* The summative assessments are untimed, so these estimates are descriptive only.