



## Smarter Balanced Assessment Governing Board Procedures Revised January 30, 2015

### I. Purpose

This document shall be known as the “Governing Board Procedures.” These Governing Board Procedures establish a governance structure for the orderly operation and decision making of Smarter Balanced at the University of California, Los Angeles (“Smarter Balanced”), comprising all states (which may include the District of Columbia), US territories, US commonwealths, the Department of Defense Education Activity and the Bureau of Indian Education that are members of Smarter Balanced.

These Governing Board Procedures memorialize the authority of Members of Smarter Balanced to act with common purpose in support of the operation and betterment of Smarter Balanced. The governance structure of Smarter Balanced is hereby set forth in this document and shall guide the specific governance structure provisions set forth in a Memorandum of Understanding (“MOU”) between a Member of Smarter Balanced (“Member”) and The Regents of the University of California (“UC”). Upon adoption (or future amendment), a copy of this document shall be provided to each Member.

### II. The Smarter Balanced Assessment System

#### A. Priorities of Smarter Balanced

Smarter Balanced priorities for a next-generation K-12 assessment system are memorialized in the Smarter Balanced Theory of Action. These priorities are rooted in a commitment to develop and maintain valid, reliable, and fair assessments of the deep disciplinary understanding and higher-order thinking skills that are increasingly demanded by a knowledge-based economy. These priorities are also rooted in a belief that assessments must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

Smarter Balanced will maintain and continuously improve a system of assessment tools and services for its Members based upon the Common Core State Standards in English language arts/Literacy and mathematics with the intent that all students across Smarter Balanced will know their progress toward college and career readiness.

Smarter Balanced recognizes the need for a system of formative assessment practices and strategies as well as interim, and summative assessments, aligned to the Common Core State Standards, that support high-quality learning and the demands of accountability, and that balance concerns for innovative assessment with the need for a fiscally sustainable system that is feasible to implement. The efforts of Smarter Balanced are organized to accomplish these goals.

## **B. Principles**

The comprehensive assessment system developed by Smarter Balanced and used by Members of Smarter Balanced includes the following key elements and principles:

### 1. Improving Decisions about Student Learning

A comprehensive system of assessment services and tools that is grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction, and teacher development can inform better decision-making at the classroom, school, district, state and policy levels.

### 2. Assessing Deeper Learning

The assessment system is designed to measure the full range of the Common Core State Standards including those that measure higher-order skills and shall inform progress toward and achievement of readiness for higher education and multiple work domains. The system emphasizes deep knowledge of core concepts within and across the disciplines, problem solving, analysis, synthesis, and critical thinking.

### 3. Teacher Involvement

Smarter Balanced places high value on the involvement of teachers in the design, development, and scoring of assessment items and tasks.

### 4. Use of Technology

Smarter Balanced strives to use and advance technologies to:

- Enable adaptive techniques and strategies;
- Better measure student abilities across the full spectrum of student performance and evaluate growth in learning;
- Support online simulation tasks that test higher-order abilities;
- Score student responses; and
- Deliver the responses to trained scorers/teachers to access from an electronic platform.

Technology applications are designed and constantly updated to maximize interoperability across user platforms, which is enhanced by Smarter Balanced's commitment to utilize open-source development to the greatest extent possible.

#### 5. Measuring Performance and Growth

Through the application of sophisticated measurement models, Smarter Balanced summative assessments are designed to yield scores that can be used to support evaluations of student performance and growth, as well as school, teacher, and principal effectiveness in an efficient and fair manner.

#### 6. Availability of Interim Assessments

Smarter Balanced provides its members with optional on-demand assessments that will continue to be enhanced over time. The purpose of these interim assessments is to allow teachers to see where students are on multiple dimensions of learning and to strategically support their progress.

#### 7. Availability of Tools That Support Formative Practices

Smarter Balanced provides its members with optional tools and services to enhance the capacity of current and prospective teachers and administrators to design and use effective classroom-based assessment strategies and practices.

#### 8. Maximizing Access to the Assessments

All components of the system incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for non-native English speakers and students with other specific learning needs.

#### 9. Linkage to College and Career Readiness

Summative results in the 11<sup>th</sup> grade results are intended to help all students prepare to enter college-level courses or the workplace without the need for remedial work in English language arts and math. Representatives from higher education and employers/business leaders are involved in the work of the Smarter Balanced Assessment System in order to develop and link the design and scoring of the assessments to evidence of college and career readiness, and to sustain these linkages over time.

### III. Membership

#### A. Definition

There are two categories of membership in Smarter Balanced – Governing Members and Affiliate Members, which are referred to collectively as “Members.”

A Governing Member is defined as a state, the District of Columbia, a US territory, a US commonwealth, or other educational entity (including but not limited to the Department of Defense Education Activity (DoDEA) and the federal Bureau of Indian Education (BIE)) that has an active MOU with UC for the purpose of access to Smarter Balanced summative assessments. Membership as a Governing Member is initiated when both parties have signed the MOU and expires upon termination of the MOU. The Governing Board may establish conditions for suspension or reinstatement of a Governing Member. The chief school officer of a Governing Member shall identify a K-12 Lead and a Higher Education Lead, as defined in IV.B and IV.C, below.

An Affiliate Member is defined as a state, the District of Columbia, a US territory, a US Commonwealth or other educational entity that does not have an MOU with UCLA. States may become Affiliate Members by submitting a letter requesting membership to the Executive Committee. Affiliate Members may participate in activities available to Governing Members, but do not pay Annual Fees to UCLA and cannot access Consortium assessments and professional development or receive Consortium services. The chief school officer of an Affiliate Member shall identify a K-12 Lead and a Higher Education Lead, as defined in IV.B and IV.C, below. The Governing Board may establish conditions for suspension or reinstatement of an Affiliate Member.

## **B. Conditions of Membership**

A Governing Member agrees to:

1. Actively engage in Smarter Balanced discussion and activities;
2. Use the achievement standards and reporting scales initially adopted by Smarter Balanced in November 2014 as the basis for federal accountability reporting;
3. Abide by security and administration procedures adopted by the Governing Board;
4. Adhere to the policies and principles detailed in these Governing Board Procedures as adopted and amended;
5. Engage in and support the decisions made by the Governing Board; and
6. Abide by the terms of the MOU.

An Affiliate Member agrees to:

1. Actively engage in Smarter Balanced discussion and activities;
2. Adhere to the policies and principles detailed in these Governing Board Procedures as adopted and amended; and
3. Engage in and support the decisions made by the Governing Board.

## **C. Opportunities for Engagement by Non-members**

A state, the District of Columbia, a US territory, a US commonwealth, or other educational entity (including but not limited to the Department of Defense Education Activity (DoDEA) and the federal Bureau of Indian Education (BIE)) may, pursuant to guidelines set by the Executive Committee, enter into a customized memorandum of understanding with UC as a non-member customer (“Customer”). The customized memorandum of understanding is subject to a Customer-specific determination of services, access to intellectual property, terms and conditions, and associated fees. The Governing Board may establish conditions for suspension or reinstatement of a Customer.

# **IV. Organizational Structure**

## **A. Governing Board**

### **1. Definition**

The Governing Board consists of the chief state school officers (“State Chief”) of all Governing Members (“Governing Board”.) Each Governing Board member has one vote.

## 2. Meetings

The Governing Board shall hold a minimum of two (2) in-person meetings each year, and may meet by conference call as necessary. Meetings of the Governing Board are conducted by the Executive Committee Chair, who is a non-voting participant unless designated as a voting member by his/her State Chief.

## 3. Matters Requiring Governing Board Approval

The Governing Board shall vote on all policies and other matters of significant importance that come before it. Topics that require Governing Board approval are:

- a. Approval of the annual Smarter Balanced budget, to be proposed by Smarter Balanced, approval of other annual Planning Documents, and approval of changes to the Planning Documents;
- b. Approval of Annual Fees;
- c. Modification to the products and services proposed to be offered to Members.
- d. Budget line item changes that are greater than \$100,000;
- e. Regularly scheduled fiscal reviews and budget adjustments;
- f. Amendments to this Governing Board Procedures document;
- g. Petitions from a non-member entity requesting to become either an Affiliate Member or a Customer;
- h. Hiring or dismissal of key Smarter Balanced employees, including the Executive Director,
- i. At any time, designating a Governing Board Representative (as defined in the MOU) who is not the current Executive Committee Chair. Otherwise, the role of Governing Board Representative is assigned to the Executive Committee Chair, and
- j. Other matters brought to the Governing Board by the Executive Committee.

## 4. Governing Board Decision Process

Consensus will be the goal of all decisions. The Executive Committee will bring issues to the Governing Board with a request for consideration and approval. Decisions of the Governing Board shall be binding on all Members.

In cases where the Executive Committee has identified an issue that requires consensus between K-12 and higher education (or another key stakeholder), each State Chief (or designee) casting a vote is responsible for ensuring that he/she has consulted with the appropriate non-K-12 individuals to develop a mutually agreeable position on that issue. If a mutually agreeable position cannot be reached, the State Chief or designee shall abstain from voting. The Executive Director should confirm with the affected parties, when necessary, that such agreement has been achieved.

Process for Governing Board decisions that require a vote:

- Step 1: Smarter Balanced shall provide Governing Board members with information on the decision or issue at least five (5) working days in advance of a scheduled discussion.
- Step 2: Governing Board members shall have an opportunity to discuss the decision or issue at a time scheduled.
- Step 3: A vote is conducted on the issue or decision. Votes may be conducted orally

during a scheduled meeting of the Governing Board. They may also be conducted over email with an attached ballot, or virtually on an internal Smarter Balanced Web site, with a published deadline for voting at least five (5) business days after balloting has opened. For voting to be valid, a quorum of half the Governing Board (or designees) plus one must vote. Members not voting shall be counted as abstaining. Abstentions do not count in tallying the vote negatively or positively and do not contribute to the quorum. If a unanimous decision is reached, the issue or decision is resolved. If unanimity is not reached, the process shall proceed to Steps 4 and 5, below.

Step 4: Smarter Balanced staff will coordinate discussions, as needed, to review, evaluate, and attempt to resolve any Member concerns. As appropriate, staff will provide all Governing Members with additional information regarding the issue, which may include alternative options to resolve issues.

Step 5: A second vote is conducted on the decision or issue. For votes taken in a face-to-face meeting, the second vote can occur in close proximity to the first vote; for votes taken remotely, at least five (5) business days must separate the first vote from the second vote. For voting to be valid, a quorum of half of the Governing Member chiefs (or their designees) plus one must vote. States not voting shall be counted as abstaining. Abstentions do not count in tallying the vote negatively or positively and do not contribute to the quorum.

- If the vote is equal to or greater than a two-thirds majority of the quorum, the decision is considered approved.
- If the vote is less than a two-thirds majority of the quorum, the decision is not approved.

For decisions that are not approved, the Executive Committee may deliberate and consider concerns, and then re-submit a request to the Governing Board.

## **G. K-12 Leads**

### 1. Definition and Qualifications

Each Governing Member and Affiliate Member shall designate an individual to serve in the role of K-12 Lead. The State Chief for each Member of Smarter Balanced shall appoint the K-12 Lead. The State Chief may serve in this role.

A K-12 Lead must meet the following criteria:

- a. Be an employee of the Member's education agency;
- b. Have prior experience in either the design or implementation of curriculum and/or assessment systems at the policy or implementation level; and
- c. Be able and willing to serve as the liaison between Smarter Balanced and the Member's education community.

### 2. Responsibilities

The responsibilities for a K-12 Lead include:

- a. Provide regular updates to the State Chief regarding short-term and long-term planning, developments, and implementation of Smarter Balanced activities;
- b. In consultation with appropriate Member stakeholders (State Chief, higher education

- lead, policy leaders, LEAs, etc.), assist Smarter Balanced in the development of positions on matters related to the assessment system;
- c. Brief the State Chief on topics pertaining to upcoming decisions needed from the Governing Board, and assist in the formulation of the Member's position;
- d. Based on these positions and if called upon to do so, vote on behalf of the Member in decisions presented to the pertaining to the assessment system;
- e. Review and approve requests for proposals;
- f. Be the primary point of contact between the Member and Smarter Balanced;
- g. Facilitate communications between the Member's educational network and Smarter Balanced staff;
- h. Attend regularly scheduled Smarter Balanced meetings, and serve as a representative of the Member, as necessary.

## **H. Higher Education Leads**

### **1. Definition and Qualifications**

The State Chief for each Member shall coordinate with the State Higher Education Executive Officer (SHEEO) – or equivalent(s) – to identify a Higher Education Lead for the Member. The Higher Education Lead should be selected through collaboration and mutual agreement with the post-secondary educational system(s) within the state or entity.

Higher Education Leads must meet the following criteria:

- a. Be an employee of an institution of higher education or higher education agency in the Member's jurisdiction;
- b. Have substantial knowledge and experience about the purposes, development and use of postsecondary placement and admissions policies at the state, system or institutional level and experience in either the design or implementation of placement or admissions procedures at the policy or implementation level; and
- c. Be willing to serve as the liaison between Smarter Balanced and the Member's higher education community and promote the use of Smarter Balanced in their state as a measurement of college and career readiness.

### **2. Responsibilities**

The responsibilities for a Higher Education Lead include:

- a. Meet on a regular basis with the State Chief and/or the K-12 lead to become informed on updates regarding short-term and long-term planning, developments, and implementation of Smarter Balanced activities;
- b. In consultation with appropriate higher education state stakeholders assist Smarter Balanced in the development of positions on matters related to the assessment system;
- c. Brief higher education leadership on topics pertaining to upcoming decisions coming before the Governing Board, and, when necessary, assist in the formulation of the Member's higher education position;
- d. Facilitate communications between the Member's higher education networks and Smarter Balanced staff;
- e. Attend regularly scheduled Smarter Balanced meetings, as necessary.

## **I. Executive Committee**

### **1. Definition**

An Executive Committee comprising ten (10) elected officers shall provide Member perspectives for planning and development needs and shall conduct business with UC on behalf of Smarter Balanced as necessary. The Executive Committee identifies and frames policy decisions in advance of their being forwarded to the Governing Board for action.

### **2. Composition**

The Executive Committee is composed of ten (10) positions, as follows: Chair, Chair-Elect, Past-Chair, four (4) At-Large K-12 positions, two (2) Higher Education positions, and a Post-Secondary Careers position. Both the Executive Director and an appointee from UC are non-voting members of the Executive Committee.

### **3. Responsibilities of the Executive Committee Members**

The responsibilities of the Executive Committee include the following:

- a. Identify and frame policy decisions to be forwarded to the Governing Board for action;
- b. Evaluate the Executive Director annually;
- c. Forward to the Governing Board a recommended candidate(s) to be recommended to UC as Executive Director;
- d. Approve the organizational structure of the Smarter Balanced program;
- e. Oversee development and sustainability of the Smarter Balanced Comprehensive Assessment System;
- f. Provide oversight of the services provided by UC;
- g. Appoint members to and provide oversight of working groups, task forces, and advisory panels;
- h. Appoint and oversee a Technical Advisory Committee, a Policy and Content Advisory Committee, a Finance Committee, and a Performance Audit Committee. Identify and forward to the Governing Board for approval the charge and members of other non-standing advisory committees, as necessary;
- i. Oversee the development of contract proposals and provide UC with input regarding Requests for Proposals that UC will be releasing on behalf of Smarter Balanced;
- j. Provide UC with input regarding contract proposals being considered for Smarter Balanced;
- k. Identify issues that require Governing Members to develop mutually agreeable policy positions; and
- l. Receive and act upon special and regular reports from UC or senior Smarter Balanced staff.

In addition to the Committee-level responsibilities listed above, each individual Executive Committee member is responsible to:

- a. Be available to serve as the liaison to a working group, task force, advisory panel, or other committee authorized by the Executive Committee; and
- b. Diligently prepare for and regularly attend Executive Committee meetings.



#### 4. Responsibilities of the Chair, Chair-Elect, and Past-Chair

In addition to the responsibilities of Executive Committee members, responsibilities of the Chair, Chair-Elect, and Past Chair are as follows.

##### Chair

Responsibilities of the Chair of the Executive Committee include:

- a. Serve as the Executive Committee's Governing Board Representative (as defined in the MOU, the single point of contact between the Governing Board and UC and between the Governing Board and each Member), unless the Governing Board designates a different person to fill that role;
- b. Attend meetings of both the Executive Committee and the Governing Board;
- c. Approve agendas for and chair meetings of Smarter Balanced Members and the Executive Committee;
- d. Approve agendas for and act as chair for meetings of the Governing Board at which votes will be taken;
- e. Attend meetings of the Technical Advisory Committee and the Policy and Content Advisory Committee;
- f. Coordinate with the Executive Committee to provide oversight of Smarter Balanced;
- g. Coordinate the selection and evaluation of the Executive Director;
- h. Oversee the work of the Executive Committee;
- i. Monitor the extent to which Smarter Balanced leadership, including Executive Committee members, K-12 Leads, and Higher Education Leads, follow through with their assigned responsibilities, and intervene as necessary;
- j. Provide guidance to the Chair-Elect to ensure that the transition of authority and responsibilities is smooth and orderly; and
- k. As necessary, represent Smarter Balanced to internal and external stakeholders.

##### Chair-Elect

The responsibilities of the Chair-Elect of the Executive Committee include:

- a. Act in capacity of designee for the Chair whenever the Chair is unable to carry out his/her duties;
- b. Attend meetings of both the Executive Committee and the Governing Board;
- c. Attend meetings of the Technical Advisory Committee and the Policy and Content Advisory Committee;
- d. Be a sitting member of both the Finance Committee and the Performance Audit Committee, and act as liaison between the Executive Committee and these two standing committees; and
- e. As necessary, represent Smarter Balanced to internal and external stakeholders.

##### Past-Chair

The responsibilities of the Past-Chair of the Executive Committee include:

- a. Act in capacity of designee for the Chair whenever the Chair and Chair-Elect are unable to carry out their duties;
- b. Attend all meetings of both the Executive Committee and the Governing Board;
- c. Establish and lead a program committee for the Smarter Balanced Collaboration Conference to be held in the fall/winter following the expiration of the Past-Chair's

- one-year term; and
- d. As necessary, represent Smarter Balanced to internal and external stakeholders.

#### 5. Executive Committee Decision Making

- a. The Executive Director or the Chair may schedule a meeting of the Executive Committee only if Executive Committee members are provided with at least five (5) calendar days' advanced notice or all Executive Committee members waive the five-day notice requirement.
- b. The Executive Committee may conduct business and take action only in the presence of a quorum of at least fifty (50) percent plus one of the sitting members of the Executive Committee.
- c. An affirmative vote by a majority of at least fifty (50) percent plus one of the entire Executive Committee is required for a motion to pass.
- d. The individual vote of each voting Executive Committee member is recorded for the record by the Executive Director, or designee.
- e. In the case of a tie vote of the Executive Committee, the motion will fail.

#### 6. Qualifications of Candidates for the Executive Committee

- a. Candidates may be self-nominated or may be nominated by a third party. Nominations submitted by a third party must include confirmation that the nominee would accept the nomination.
- b. The Executive Director shall determine that a nominee is a qualified candidate for a position, after receipt of:
  - Approval of the nomination by the State Chief of the nominee's state of residence, which must be from among the Governing Members. Approval should be a letter or email from the Chief confirming the nomination.
  - Confirmation of a willingness to fulfill the responsibilities of the position and acknowledgement of the likely time commitment required of Executive Committee members;
  - A commitment to act toward the common benefit of the Members, and not merely as a representative of a particular Member; and
  - A brief biographical narrative, not to exceed 300 words, describing the candidate's applicable experience and interest in serving on the Executive Committee.
  - Confirmation that the slate of candidates for the Chair-Elect or for the At-Large K-12 positions does not present the possibility of two (or more) individuals from the same Member serving at the same time. (For clarity: the three Chair positions must be three individuals from three distinct Governing Members; likewise, the four K-12 At-Large positions must represent four distinct Governing Members. However, one (or more) of the At-Large positions may be from the same Governing Member as one (or more) of the Chair positions.)

#### 7. Elections and Terms of Office

- a. Regularly scheduled elections of the Chair, Chair-Elect, and Past-Chair shall take place annually prior to installation of newly elected officers on the first workday in September.
- b. A special election to fill a vacancy on the Executive Committee is authorized if there are more than six (6) months remaining in the office-holder's term. If there are less than six

- (6) months remaining in the term, the vacancy shall be filled at the next regularly scheduled election.
- c. All elections shall be conducted by the Executive Director, and shall be certified by the Chair and the Chair-Elect in office at the time of the election.
  - d. At each year's regularly scheduled election, the following positions shall be filled:
    - A Chair-Elect shall be elected to a one-year term. Upon being installed in September, the previous year's Chair-Elect shall begin a one-year term as the Chair, and the previous year's Chair shall begin a one-year term as the Past-Chair.
    - Two of the four At-Large positions shall be elected to two-year terms, with the other two At-Large positions being elected in the following year.
  - e. At each annual election, either the Higher Education position or the Post-Secondary Careers position shall be elected to a two-year term, with the other of these two positions being elected in the following year.
  - f. For the election of members of the Executive Committee, Governing Members shall vote as follows:
    - For the Chair-elect and At-Large positions (and for the Chair and Past-Chair positions, should there be the need to fill a vacancy), the K-12 Lead from each Governing Member may cast a single vote for each vacant position;
    - For the Higher Education positions, the Higher Education Leads from each Governing Member may cast a single vote.
    - For the Post-Secondary Careers position, each Governing Member may cast two votes: one cast by the K-12 Lead, and one cast by the Higher Education Lead.
  - g. Balloting shall be open for five (5) business days.
  - h. Executive Committee positions are not term-limited. Executive Committee members may serve consecutive terms.
  - i. For elections to all Executive Committee positions, a tie between two or more candidates shall be resolved in the following manner.
    - The Executive Director will prepare a runoff ballot that includes only those candidates whose election, by virtue of the tie(s), is unresolved.
    - Governing Members will cast votes for the number of unresolved positions, in accordance with the voting procedures described in *Paragraphs f* and *g*, immediately above.
    - If the tie(s) is unresolvable after the runoff, the Executive Committee shall cast the tie-breaking vote(s), consistent with its decision-making procedures.

#### 8. Special Initial Elections in 2015

Transition to a newly formed Executive Committee from the Executive Committee in existence prior to adoption of these Governing Board Procedures can be summarized as follows:

- Upon adoption of these Governing Board Procedures, the following five members of the current Executive Committee will transition to the newly formed Executive Committee:
  - o The current Co-Chair who was most recently elected will occupy the position of Chair of the Executive Committee, and will rotate to Past-Chair in September 2015;
  - o The other current Co-Chair will occupy the position of Past-Chair of the Executive Committee, and will rotate off of that position in September 2015;

- o The two K-12 At-Large Executive Committee members who were most recently elected, with terms that expire in September 2015;
- o The Higher Education Executive Committee member who was most recently elected, with a term that will expire in September 2015;
- At the earliest convenience, the Executive Director will organize an election to fill the following vacancies:
  - o The Chair-Elect, with the individual serving as Chair-Elect until September 2015, at which time he/she will rotate into the position of Chair;
  - o Two of the four K-12 At-Large positions, with the individuals serving two-year terms ending in September 2016; and
  - o The Higher Education and Post-Secondary Career positions, with individuals serving a two-year terms ending in September 2016.
  - o Any Executive Committee vacancies that arise due to the current incumbent's inability to serve will be filled by election.

## **E. Executive Director and Staff**

### 1. Executive Director

The Executive Director, an employee of UC, reports jointly to the Chair of the Executive Committee and the Dean of the Graduate School of Education and Information Studies. The Executive Director directs the staff of Smarter Balanced, and is responsible for the day-to-day operation of Smarter Balanced and for the implementation of policies and procedures established by the Governing Members and the Executive Committee. His or her responsibilities include:

- a. Serve as an ex-officio member of the Executive Committee;
  - b. Provide strategic leadership to the Executive Committee, Governing Members and Affiliate Members;
  - c. Monitor the performance of UC in providing necessary services to Governing Members and Customers;
  - d. Annually submit a proposed budget for the following year for approval by the Governing Board;
  - e. Serve as spokesperson for Smarter Balanced;
  - f. Propose agendas for the Executive Committee meetings;
  - g. Propose agendas for the Governing Board meetings;
  - h. Chair meetings of the Technical Advisory Committee and the Policy and Content Advisory Committee;
  - i. Facilitate meetings of the Finance Committee and the Performance Audit Committee;
  - j. Establish and maintain documentation of Smarter Balanced policies and procedures;
  - k. Supervise the performance of Smarter Balanced staff; and
  - l. Perform any other such duties as assigned by the Executive Committee.
- a. The Executive Director will receive a formal evaluation by the Executive Committee annually.

### 2. Other Staff

In conjunction with requirements of UC, the Executive Director shall maintain an

organization chart of staff and reporting relationships. The Executive Director is authorized to hire and dismiss staff, consistent with personnel requirements of UC.

## **F. Standing Advisory Committees**

Smarter Balanced will be advised by four standing advisory panels, which shall be advisory to the Executive Committee and Smarter Balanced staff.

### 1. Technical Advisory Committee (TAC)

Smarter Balanced will maintain a TAC whose members include national measurement and assessment policy and content experts who will contribute their knowledge and expertise regarding validation, design, item writing and scoring, psychometrics, accessibility for English Language Learners and Students with Disabilities, standard setting, instructional strategies and other technical and best practices matters.

TAC members are appointed by the Executive Committee, and are compensated for their work at a rate as recommended by the Executive Committee. The TAC shall be convened to meet regularly throughout the year, both in-person and virtually. The structure of the TAC shall be determined by the Executive Committee, and may include the establishment of subcommittees to focus on distinct areas of technical advice/expertise.

TAC meetings are not public meetings, but are open to K-12 Leads and Higher Education Leads to attend in person, and are remotely available to Member representatives, which are encouraged to involve their own technical advisors in reviewing the work of continuing assessment development being conducted by Smarter Balanced. The Policy and Content Advisory Committee is a subcommittee of the TAC.

### 2. Finance Committee

A Finance Committee shall be established by the Executive Director, with membership approved by the Executive Committee. Finance Committee members are appointed annually after newly elected members of the Executive Committee have been seated. Individuals may serve for more than one year on the Finance Committee. The Finance Committee shall annually elect a Chair from among its membership. Meetings of the Committee shall be scheduled and facilitated by the Executive Director, or his/her designee.

The charge to the Finance Committee is to regularly monitor the fiscal status of Smarter Balanced. Further, each year, no later than April 1, the Finance Committee shall work with the Executive Director to submit a proposed budget to the Executive Committee for the next fiscal year, which the Executive Committee shall review and forward to the Governing Board.

### 3. Performance Audit Committee

A Performance Audit Committee shall be established by the Executive Director, with membership approved by the Executive Committee. The Performance Audit Committee members are appointed annually after newly elected members of the Executive Committee have been seated. Individuals may serve for more than one year on the Performance Audit

Committee. The Performance Audit Committee shall annually elect a Chair from among its membership. Meetings of the Performance Audit Committee shall be scheduled and facilitated by the Executive Director, or his/her designee.

The charge to the Performance Audit Committee is to regularly monitor the performance status of Smarter Balanced business activities. Further, each year, no later than March 1, the Performance Audit Committee shall submit a report to the Executive Committee regarding the performance of Smarter Balanced business activities.

#### 4. Other Advisory Committees

Other advisory non-standing committees may be established by the Executive Committee, for the purpose of providing ongoing advice and guidance to Smarter Balanced on topics and issues that may have significant operational and/or policy implications. The length of service and membership of advisory committees will be established by the Executive Committee, with the consent of the Governing Board.