



SMARTER BALANCED ASSESSMENT BASICS

VERNON GETTONE, CTA/IPD, REGION 1

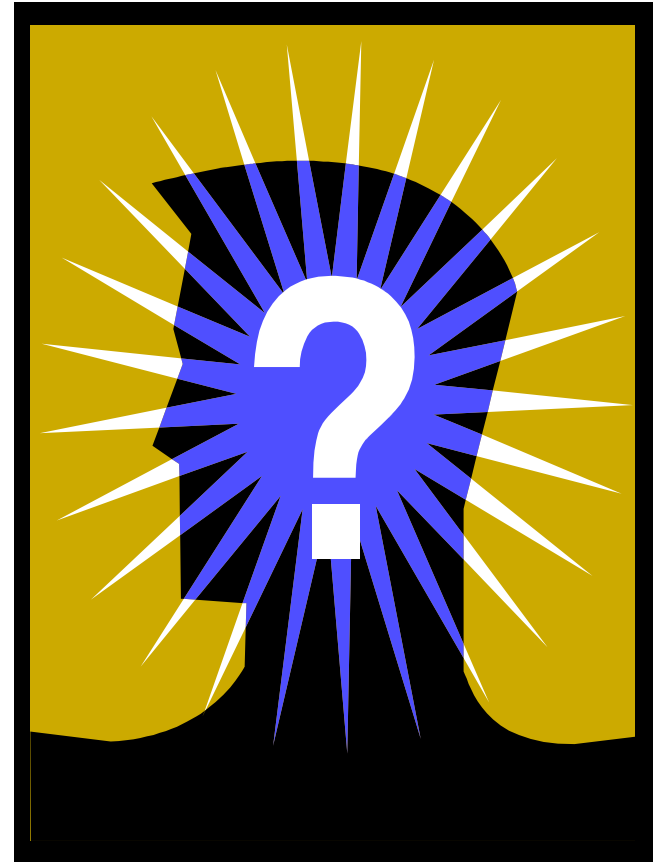
Common Core Seminar

Pasadena

February 7, 2014

TABLE THINK, TABLE TALK!

- At your table, pick a partner and introduce yourself.
- Tell one another something you already know about Smarter Balanced Assessment.
- Then share a question you have about the assessment.



FACTS TO CONSIDER

- **The STAR testing sunsets in 2014 and Smarter Balanced Assessments begins in 2015**
- **While getting ready to implement the CCSS, the current CSTs will still be based on the 1997 standards until 2014**
- **Aligning the CCSS with the CST is not possible, since the current CSTs will still be based on the 1997 standards**
- **The CST tests knowledge of content; SBAC will test application of skills to content**

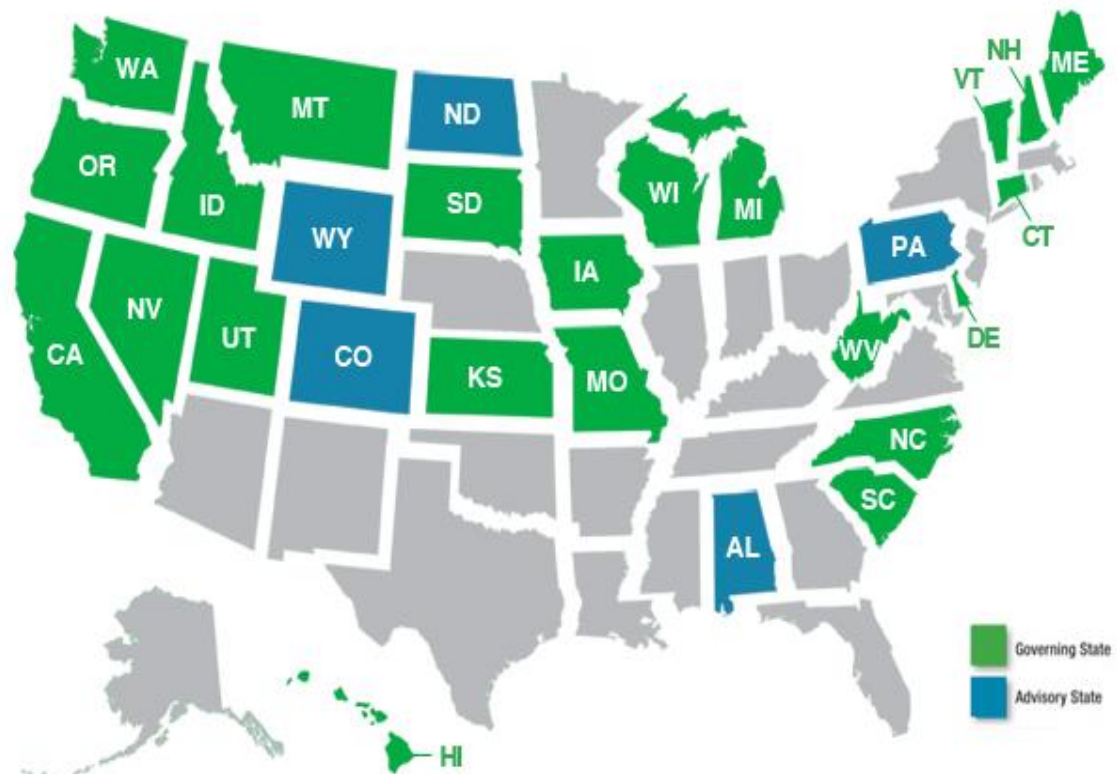


SBAC MEMBER STATES

➤ 24 states representing 43% of K-12 students

➤ 22 governing
5 advisory states

Member States



SMARTER BALANCED ASSESSMENT

Common Core
State
Standards
specify
K-12
expectations
for college and
career
readiness



Summative assessments
benchmarked to college
and career readiness

Teachers and
schools have
information and tools
they need to improve
teaching and
learning



All students
leave
high school
ready for
college
and career

Formative assessment
tools and practices
for teachers to improve
instruction

Interim assessments
Flexible, open, used for
actionable feedback



SBAC Timeline

Master Plan
Developed and
Work Groups
Launched

Formative
Processes, Tools,
and Practices
Development Begins

Item Writing and
Review Activities
Completed (Summative
and Interim)

Field Testing
of Summative
Assessment
Administered

Final Achievement
Standards
(Summative) Verified
and Adopted

2010-2011
School Year

2011-2012
School Year

2012-2013
School Year

2013-2014
School Year

2014-2015
School Year

Common Core
Translation and
Item Specifications
Completed

Common Core
State Standards
Adopted by All
States

Pilot Testing of
Summative and
Interim Assessments
Conducted

Preliminary Achievement
Standards (Summative)
Proposed and Other Policy
Definitions Adopted

Operational
Summative
Assessment
Administered

SMARTER BALANCED SUMMATIVE ASSESSMENTS

- Will be administered operationally beginning in spring 2015
- Will be used for state and federal accountability calculations
- Consist of math and ELA assessments for grades 3–8 and grade 11
- Intended for all students, with the exception of students who participate in the CAPA



SMARTER BALANCED SUMMATIVE ASSESSMENTS

- Computer adaptive
- Vertically scaled
- College-readiness indicator for each grade 11 student
- Preliminary test blueprints available on the CDE Smarter Balanced Resources Web page at <http://www.cde.ca.gov/ta/tg/sa/smarterbalresources.asp>



SMARTER BALANCED INTERIM ASSESSMENTS

- Optional component of the Smarter Balanced assessment system
- Available to all California LEAs
- Available beginning in fall 2014
- Administered at locally determined points during the school year



SMARTER BALANCED INTERIM ASSESSMENTS

- Consist of math and ELA assessments for grades 3 through 11
- Two types of interim assessments:
 - Comprehensive assessment (will follow same blueprint as summative assessment)
 - Assessment blocks (likely will be released after the comprehensive assessment)
- Results for local use only



FORMATIVE ASSESSMENT

A deliberate process used by teachers and students during instruction that provides actionable feedback that is used to adjust ongoing teaching and learning strategies to improve students' attainment of curricular learning targets/goals.



PLANNING FOR FORMATIVE PRACTICE

- Be clear on the learning targets
- Share the learning targets with the students

Advancing Formative Assessment in Every Classroom: A Guide for Instructional Leaders –
Connie M Moss & Susan M. Brookhardt



SMARTER BALANCED DIGITAL LIBRARY

- The formative assessment component of the Smarter Balanced system of assessments
- Will contain formative assessment strategies and professional learning and instructional resources for educators
- Access will be provided to all California LEAs at no cost.
- The first stage of the Digital Library is scheduled to be available in April 2014.



SMARTER BALANCED DIGITAL LIBRARY (CONT.)

- All resources must meet certain quality criteria to be included in the Digital Library:
 - Incorporates high-quality formative assessment practices
 - Reflects learner differences and supports personalized learning
 - Demonstrates utility, engagement, and user-friendliness
- Approximately 150 California educators are helping to review and contribute proposed resources as part of the State Network of Educators (SNE).



SMARTER BALANCED DIGITAL LIBRARY (CONT.)

- Will contain Web-based professional learning and instructional modules on topics such as:
 - the Common Core State Standards
 - assessment literacy
 - understanding the Smarter Balanced content specifications
 - formative assessment process within the context of the Smarter Balanced assessment system



SMARTER BALANCED PRACTICE TESTS

- Launched in May 2013
- Provide students, parents, teachers, and administrators the opportunity to become familiar with the online testing environment
- **Should not be used to guide instructional decisions regarding individual students**
- A practice test is available for ELA and math for each of grades 3 through 8 and grade 11



SMARTER BALANCED PRACTICE TESTS (CONT.)

- Approximately 30 questions per test, including one performance task
- Letter template available for LEAs to announce availability of Practice Tests to parents and guardians in English, Spanish, and 17 other languages
- Practice test information, including notification letter templates and scoring guides, available on CDE Practice Tests Web page at <http://www.cde.ca.gov/ta/tg/sa/practicetest.asp>



SMARTER BALANCED *USABILITY, ACCESSIBILITY, AND ACCOMMODATIONS GUIDELINES*

- Three types of student support:
 - Universal tools
 - Designated supports
 - Accommodations
- The *Guidelines* document and accompanying FAQs are available online at <http://www.cde.ca.gov/ta/tg/sa/access.asp>.



SMARTER BALANCED SPANISH WEB PAGE

- Downloadable fact sheets for teachers, parents, and students
- Description of research that helped design assessment items that reduce linguistic burdens
- Available on Smarter Balanced Web site at <http://www.smarterbalanced.org/parents-students/como-ayudar-a-todos-los-estudiantes-a-que-tengan-exito/>.



SMARTER BALANCED ASSESSMENT CONSORTIUM (SBAC)

- **Smarter Balanced tests grades 3-8 and 11 in English Language Arts and Mathematics**
- **Accurately measures student achievement and growth toward college and career readiness**
- **Requires use of technology components**





SMARTER BALANCED ASSESSMENT SYSTEM

- **Goes beyond multiple choice to include performance tasks that allow students to demonstrate research, writing and analytical skills**
- **Designed to give teachers the feedback they need to inform instruction, and the tools to improve teaching and learning**





Creating

Generating new ideas, products,
or ways of viewing things

*Designing, constructing, planning,
producing, inventing.*

Evaluating

Justifying a decision or course of action

*Checking, hypothesizing, critiquing,
experimenting, judging*

Analyzing

Breaking information into parts to explore
understandings and relationships

*Comparing, organizing, deconstructing,
interrogating, finding*

Applying

Using information in another familiar situation

Implementing, carrying out, using, executing

Understanding

Explaining ideas or concepts

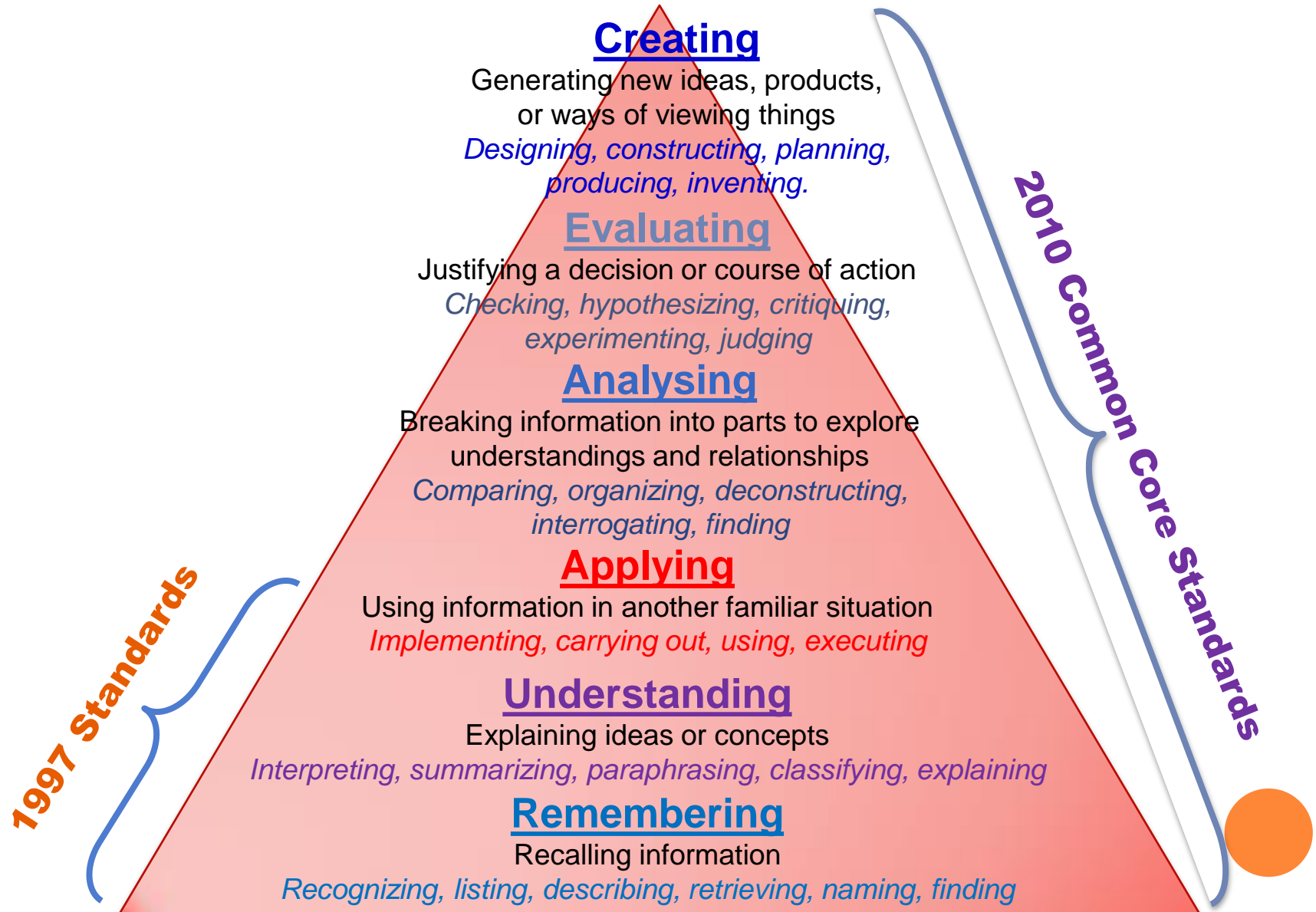
Interpreting, summarizing, paraphrasing, classifying, explaining

Remembering

Recalling information

Recognizing, listing, describing, retrieving, naming, finding

Bloom's Taxonomy Updated





KEY FEATURES OF SBAC SYSTEM

- **Interim, summative, and formative assessment practices and tools**
- **Technology**
- **Adaptive testing**
- **More powerful reporting**
- **Digital library of resources and tools for educators**
- **Variety of item types**
 - **Selected Response**
 - **Constructed Response**
 - **Extended Response**
 - **Performance Tasks**



COMMON DEVELOPING THEMES

- **Diagnostic assessments: ELA and Math in grade 2 and grades 3-12 as needed.**
- **Formative Assessment Tools:**
 - SBAC: ELA and Math
 - Explore the state providing formative tools and processes for science and History/Social-Science
- **Interim assessments:**
 - SBAC: ELA and Math Grades 3-8, 11
 - ELA and Math for all students in grade 2, 9-10
 - Science/HSS – state provided computerized interim assessments similar to summative
- **Summative:**
 - SBAC assessments in grades 3-8 and 11 (ELA and Math).
 - Summative assessments for science and HSS in grades 3-12, for ELA and math in grade 12, and writing in grades 3-12



COMMON THEMES (CONT.)

- **Matrix sampling** in some grades/subjects, specifically science and history–social science (HSS)
- **Reduce linguistic complexity** of assessments more accurately to measure what students know and can do
- **Items that evaluate critical thinking**, problem solving, communication, collaboration, creativity, and innovation
- **Other measures**: student engagement survey, parent survey, graduation rates, attendance
- **Multiple measures**: within classroom, (e.g., tests, quizzes, projects, essays, journaling, class work, portfolios)
- **Using results to satisfy the high school graduation requirement**



COMMON ASSESSMENT FORMATS

○ Paper and pencil testing

- Most common type of format
- Used for all assessments

○ Computer Based Testing (CBT)

- Uses fixed form but is administered using a computer

○ Computer Adaptive Testing (CAT)

- Presents harder or easier questions, depending on how the student performs as the test proceeds
- Can provide greater accuracy with fewer questions



Computer Adaptive Testing

- Based on a student's responses to test questions, **the system will adjust the difficulty of questions throughout the assessment**
- For example, a student who answers a question correctly will receive a more challenging item as the next question, while an incorrect answer will cause the system to select an easier item as the next question

COMPUTER ADAPTIVE TESTING

The system will **adjust the difficulty of items** throughout the assessment

- **Correct or Incorrect**
- **Difficulty of Next Item**
- Correct
- More Difficult
- Incorrect
- Easier



BENEFITS OF ADAPTIVE TESTING

- **Faster results**
- **Shorter test length**
- **Increased precision**
- **Tailored to student ability**
- **Greater security**
- **Mature technology**



SIX ITEM TYPES

- **Selected Response**
- **Constructed Response**
- **Extended Response**
- **Performance Tasks**
- **Technology-Enabled**
- **Technology-Enhanced**

BENEFITS AND LIMITATIONS OF SELECTED RESPONSE ITEMS

○ Benefits

- Answered quickly
- Assess a broad range of content in one test
- Inexpensive and objectively scored
- Results collected quickly

○ Limitations

- Limited ability to reveal a student's reasoning process
- Difficult to assess higher-order thinking skills



FORMATS AND COMPONENTS OF SELECTED RESPONSE ITEMS

Traditional Selected Response Item

Which number is both a factor of 100 and a multiple of 5?

A. 4
B. 40
C. 50
D. 500

STEM
Statement of the question

DISTRACTOR

OPTIONS: Possible answers the students must select from

Key and Distractor Analysis

A. Did not consider criteria of “multiple of 5”

B. Did not consider criteria of “factor of 100”

C. Correct

D. Multiplied 100 and 5

RATIONALE

KEY

NON-TRADITIONAL SELECTED RESPONSE ITEM

For numbers 1a – 1d, state whether or not each figure has $\frac{2}{5}$ of its whole shaded.

STEM

1a.



☐ Y Yes ☐ N No

1b.



☐ Y Yes ☐ N No

1c.



☐ Y Yes ☐ N No

1d.



☐ Y Yes ☐ N No

OPTIONS

MULTIPLE
PARTS



SELECTED RESPONSE

MULTIPLE CORRECT OPTIONS

Which of the following statements is a property of a rectangle? Select all that apply.

- ☐ Contains three sides
- ☐ Contains four sides
- ☐ Contains eight sides
- ☐ Contains two sets of parallel lines
- ☐ Contains at least one interior angle that is acute
- ☐ Contains at least one interior angle that is obtuse
- ☐ All interior angles are right angles
- ☐ All sides have the same length
- ☐ All sides are of different length

PURPOSE OF CONSTRUCTED RESPONSE ITEMS

- Constructed Response items
 - Address assessment targets and claims that are of greater complexity
 - Require more analytical thinking and reasoning



ADMINISTRATION OF CONSTRUCTED RESPONSE ITEMS

- Administered during the computer-adaptive component
- Scored using artificial intelligence
- Most constructed response items take between 1 and 5 minutes to complete
- Some more complex items may take up to 10 minutes to complete



CONSTRUCTED RESPONSE

The table below shows the number of students in each third-grade class at Lincoln School.

Students in Third-Grade	
Class	Number of Students
Mrs. Roy	24
Mr. Grant	21
Mr. Harrison	22
Ms. Mack	25

There are 105 fourth-grade students at Lincoln School. How many more fourth-grade students than third-grade students are at Lincoln School? Show or explain how you found your answer.

CONSTRUCTED RESPONSE

EXTENDED RESPONSE

Ms. McCrary wants to make a rabbit pen in a section of her lawn.

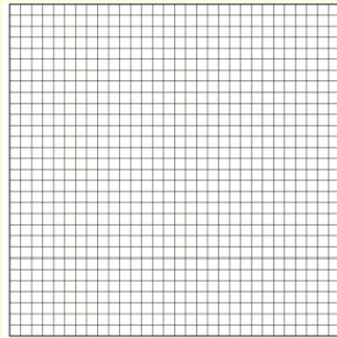
Her plan for the rabbit pen includes the following:

- It will be in the shape of a rectangle.
- It will take 24 feet of fence material to make.
- Each side will be longer than 1 foot.
- The length and width will measure whole feet.

Part A

Draw 3 **different** rectangles that can each represent Ms. McCrary's rabbit pen. Be sure to use all 24 feet of fence material for each pen.

Use the grid below. Click the places where you want the corners of your rectangle to be. Draw one rectangle at a time. If you make a mistake, click on your rectangle to delete it. Continue as many times as necessary.



Key
□ = 1 square foot

Use your keyboard to type the length and width of each rabbit pen you draw. Then type the area of each rabbit pen. Be sure to select the correct unit for each answer.

[Students will input length, width, and area for each rabbit pen. Students will choose unit from drop down menu.]

Pen 1:

Length: (feet, square feet)

Width: (feet, square feet)

Area: (feet, square feet)

Pen 3:

Length: (feet, square feet)

Width: (feet, square feet)

Area: (feet, square feet)

Pen 2:

Length: (feet, square feet)

Width: (feet, square feet)

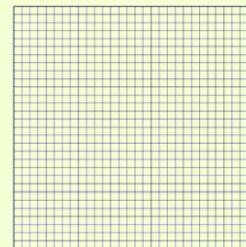
Area: (feet, square feet)

Part B

Ms. McCrary wants her rabbit to have more than 60 square feet of ground area inside the pen. She finds that if she uses the side of her house as one of the sides of the rabbit pen, she can make the rabbit pen larger.

- Draw another rectangular rabbit pen.
- Use all 24 feet of fencing for 3 sides of the pen.
- Use one side of the house for the other side of the pen.
- Make sure the ground area inside the pen is greater than 60 square feet.

Use the grid below. Click the places where you want the corners of your rectangle to be. If you make a mistake, click on your rectangle to delete it.



Key
□ = 1 square foot

Use your keyboard to type the length and width of each rabbit pen you draw. Then type the area of each rabbit pen. Be sure to select the correct unit for each answer.

Length: (feet, square feet)

Width: (feet, square feet)

Area: (feet, square feet)

PERFORMANCE TASK

Student Directions:

Part 1 (35 minutes)

Your assignment:

You will read a short story and article, watch a video, review research statistics, and then write an argumentative essay about your opinion on virtual schools.

Steps you will be following:

In order to plan and compose your essay, you will do all of the following:

1. Read a short story and article, watch a video, and review research statistics.
2. Answer three questions about the sources.
3. Plan and write your essay.

Directions for beginning:

You will now read the sources and watch a video. Take notes, because you may want to refer back to your notes while writing your essay. You can refer back to any of the sources as often as you like.

- (short story)
- (article 1)
- (video)
- (research statistics)

Questions

Use your remaining time to answer the questions below. Your answers to these

questions will be scored. Also, they will help you think about the sources you've read and viewed, which should help you write your essay. You may click on the appropriate buttons to refer back to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the spaces provided below them.

1. Analyze the different opinions expressed in “The Fun They Had” and the “Virtual High School Interview” video. Use details from the story and the video to support your answer.
2. What do the statistics from “Keeping Pace with K–12 Online Learning” suggest about the current trends of virtual schools in the U.S.? Use details from the charts to support your answer.
3. Explain how the information presented in the “Virtual High School Interview” video and the article “Virtual Schools Not for Everyone” differs from the information in the research statistics?

Support your answers with details from the video and the articles.

Part 2 (85 minutes)

You will now have 85 minutes to review your notes and sources, and to plan, draft, and revise your essay. You may also refer to the answers you wrote to the questions in part 1, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored, then begin your work.

Your Assignment

Your parents are considering having you attend a virtual high school. Write an argumentative essay explaining why you agree or disagree with this idea. Support your claim with evidence from what you have read and viewed.

CAPITALIZE ON TECHNOLOGY

- Technology-Enabled items
- Technology-Enhanced items



TECHNOLOGY-ENABLED ITEMS

○ Digital Media

- Video
- Animation
- Sound
- Interactive tools

○ Response Types

- Selected
- Constructed



EXAMPLE OF TECHNOLOGY-ENABLED ITEM

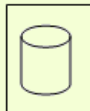
Gregory is installing tile on a rectangular floor.

- He is using congruent square tiles that each have a side length of $\frac{1}{2}$ foot
- The area of the floor is 22 square feet.
- The width of the floor is 4 feet.

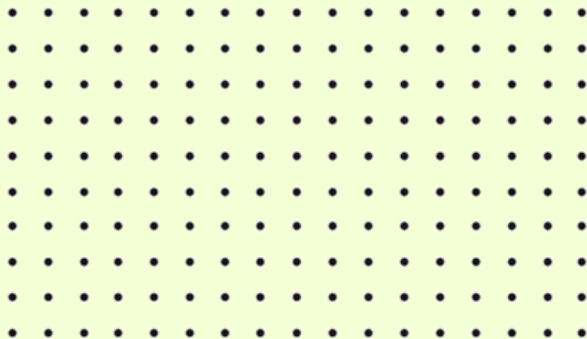
Use the grid and the tile below to model the floor.



Click on the square tile and then click anywhere in the grid to place a copy of the tile on the grid. Continue as many times as necessary.



Click on a tile in the grid and then click on the trash can to remove extra tiles.



What is the length, in feet, of the floor?

TECHNOLOGY-ENHANCED ITEMS

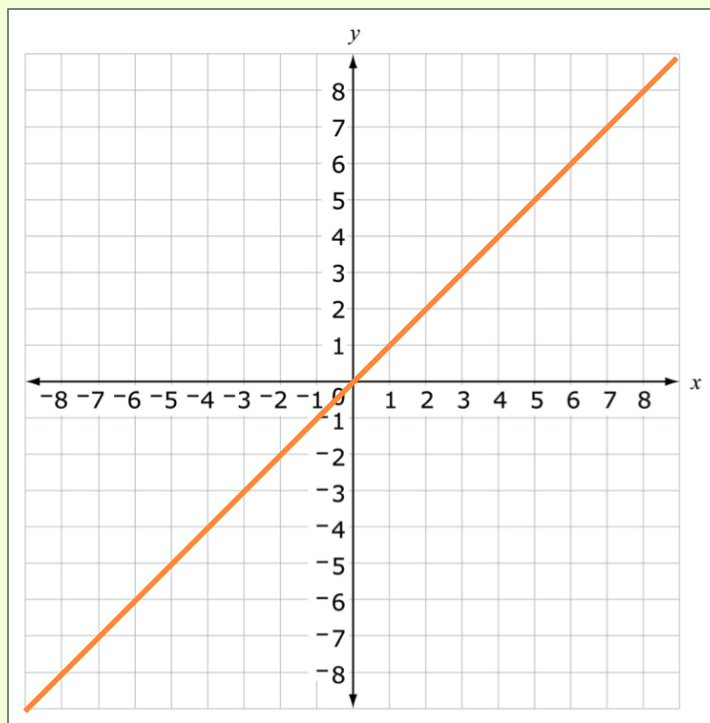
- Specialized interaction
- May have digital media for stimulus
- Same requirements as selected and constructed response items
- Students manipulate information
- Defined responses



TECHNOLOGY-ENHANCED

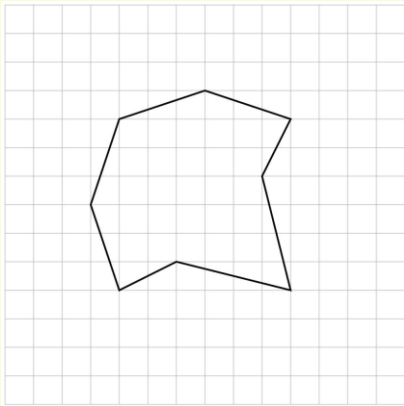
Collects Evidence through a Non-Traditional Response

The value of y is proportional the the value of x . The constant of proportionality for this relationship is 1. On the grid below, graph this proportional relationship.

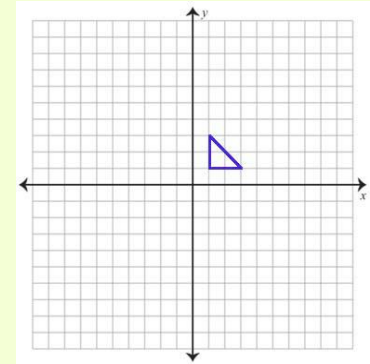


TECHNOLOGY-ENHANCED ITEMS

Draw a line of symmetry through the figure below.



The graph on the right shows a triangle. Draw the triangle after it is reflected over the y -axis.



Reorder the fractions below so that they are ordered from smallest to largest.

$\frac{3}{5}$
 $\frac{3}{4}$
 $\frac{2}{6}$
 $\frac{1}{2}$
 $\frac{2}{3}$

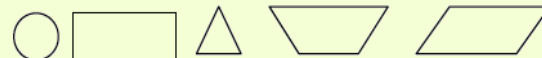
Classify each shape below based whether it contains at least one pair of parallel sides.

At Least One Pair
of Parallel Sides

--

No Parallel Sides

--



DIAGNOSTIC ASSESSMENT

- EC 60603 defines **diagnostic assessment** as:
 - “ . . . assessment of the **current level** of **achievement** of a pupil that serves both of the following purposes:
 - 1) The **identification** of **particular** academic **standards** or **skills** a pupil has or has not yet achieved.
 - 2) The identification of possible **reasons** that a pupil has not yet achieved particular academic standards or skills.”



FORMATIVE ASSESSMENT

EC 60603 defines **formative assessment** as:

“Assessment tools and processes that are **embedded in instruction** and are used by teachers and pupils to provide timely feedback for the purposes of adjusting instruction and to improve learning.”



INTERIM ASSESSMENTS

EC 60603 **defines interim assessments as:**

“ . . . an assessment that is given at **regular** and specified **intervals throughout** the school **year**, is designed **to evaluate** a pupil's **knowledge and skill relative** to a specific set of academic **standards**, and produces **results** that can be **aggregated** by course, grade level, school, or local education agency in order to inform teachers and administrator at the pupil, classroom, school, and local education agency levels.”



SUMMATIVE ASSESSMENT

EC 60603 defines “achievement test” as:

“ . . . any **standardized** test that measures the **level of performance** that a pupil has achieved in the core curriculum areas.”



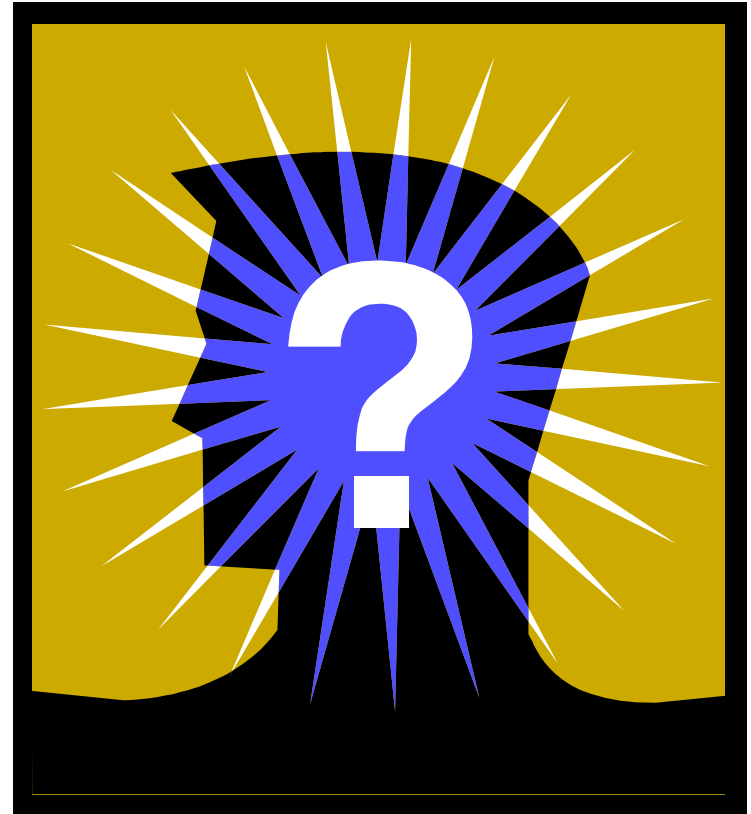
TEACHER EVALUATION AND HIGH STAKES TESTING

- 44662. (a) The governing board of each school district shall establish standards of expected pupil achievement at each grade level in each area of study. (b) The governing board of each school district shall evaluate and assess certificated employee performance as it reasonably relates to: (1) The progress of pupils toward the standards established pursuant to subdivision (a) and, if applicable, the state adopted academic content standards as measured by state adopted criterion referenced assessments.



TABLE THINK, TABLE TALK!

- How do you anticipate these decisions being made in your school and district?
- How might the practitioner voice get included in the decision-making?
- What are the implications for your work?



TEACHER EVALUATION: BARGAINING IMPLICATIONS

- Define what “progress of pupils towards the standards” mean
- Define what “as measured by state adopted criterion referenced assessments” mean
- Are multiple measures of student growth included?
- Scores are going to be lower for at least first two years
- This might impact evaluation outcomes



TEACHER EVALUATION: BARGAINING IMPLICATIONS

- If interim assessments are used, bargain language about its role in evaluation
- Interim assessments are formative
 - How will they be used in teacher evaluations?
 - Should they be included in the evaluation procedures?
- How will administrators be accountable for the evaluation process used in the collectively bargained language?



CLARIFY A PLAN OF ACTION

- What do my students need to know and be able to do to demonstrate this standards?
- What do I, the teacher, need to do to develop my students' knowledge and skills to ensure my students can demonstrate their skills?



SBAC RESOURCES

- California Department of Education/SBAC presentations be found on the CDE SBAC Web page at <http://www.cde.ca.gov/ta/tg/sa/smarterbalanced.asp>
- Join the SBAC CDE electronic mailing list by sending a blank e-mail to: subscribe-sbac@mlist.cde.ca.gov



SBAC RESOURCES

- CDE/SBAC presentations and an electronic mailing list are found on the CDE SBAC Web page at <http://www.cde.ca.gov/sbac/>
- Join the SBAC CDE electronic mailing list by sending a blank e-mail to subscribe-sbac@mlist.cde.ca.gov
- Visit the SBAC Website at <http://www.smarterbalanced.org>
- E-mail SBAC Questions to sbac@cde.ca.gov
- E-mail IT Readiness Questions to sbacitreadiness@cde.ca.gov

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