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SMARTER BALANCED ASSESSMENT: NEW TEST. NEW RESULTS.

What do families need to know?

Bethel Public Schools

September 21, 2015

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SMARTER BALANCED ASSESSMENT: NEW TEST. NEW RESULTS

Overview of Outcomes

- What the new state test means for your child
- What your child experienced
- How to interpret test results
- Resources and ways to support your child

SMARTER BALANCED ASSESSMENT: NEW TEST. NEW RESULTS

- Nationally, our education system was falling short in developing the communication, critical-thinking and problem-solving skills students need to succeed after high school, as compared to other countries.
- In 2010, Connecticut adopted higher, more focused standards—Connecticut Core Standards—to better prepare students for college and careers.
- New standards require new state tests that better measure the knowledge and skills found in these standards.
- The tests were field-tested in spring 2014 by more than 4 million students in 21 states, including Connecticut.

SMARTER BALANCED ASSESSMENT: NEW TEST. NEW RESULTS

Smarter Balanced Assessment

- English language arts/literacy and mathematics assessments administered to students in Grades 3–8, and 11

CMT/CAPT Science

- Science assessments administered to students in Grades 5, 8, and 10

CONNECTICUT ALTERNATE ASSESSMENTS:

Connecticut Alternative Assessment

- English language arts and mathematics assessments available to students with significant cognitive disabilities in Grades 3–8 and 11

CMT/CAPT Science Skills Checklist

- Available to students with significant cognitive disabilities in Grades 3–8 and 10

SMARTER BALANCED ASSESSMENT: NEW TEST. NEW RESULTS.

The new assessment measures learning in two ways:

Computer adaptive test

- Based on student responses, the computer program adjusts the difficulty of questions throughout the test
- Contains a variety of item types, such as multiple choice, write-in responses, and technology enhanced items (i.e. digital media)

Performance tasks

- Activities that measure students' ability to apply knowledge and skills to a complex task
- Better measures of depth of understanding, research skills, and the ability to analyze information

SMARTER BALANCED ASSESSMENT: NEW TEST. NEW RESULTS

How long do the tests take?

- Smarter Balanced tests are untimed. Students can take as much time as they need to finish. This allows students to think critically, explore, read carefully, and write a well-thought response.
- Total Estimated Testing Time: 6-7½ hours total, administered in periods over several weeks (*similar in many grades to the CMT and CAPT given previously*)

When are the tests given?

- Administered sometime during the last 12 weeks of the school year.



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SMARTER BALANCED ASSESSMENT: NEW TEST. NEW RESULTS

What Your Child Experienced

SMARTER BALANCED ASSESSMENT: NEW TEST. NEW RESULTS

Smarter Balanced Tests



Former National Teacher of the Year Sarah Brown Wessling explains the new Smarter Balanced tests.

SMARTER BALANCED ASSESSMENT: NEW TEST. NEW RESULTS

What Is Expected on the ELA Test?

- **Reading**-Students demonstrate that they can read and understand a variety of complex, grade appropriate informational and literary texts.
- **Writing**-Students use evidence from source materials to support their ideas in written responses at every grade level.
- **Listening**-Students interpret and use information delivered orally to determine main ideas, summarize or analyze.
- **Research**-Students research a topic and use the findings to take a position and defend it or to evaluate information.



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Example of Connecticut Mastery Test Grade 7 ELA

Under a new plan, your local shopping mall will require that anyone who is under the age of 18 must be accompanied by an adult when in the mall. Decide whether you support the new plan. Write to convince the editor of the newspaper to support your opinion.

SMARTER BALANCED ASSESSMENT: NEW TEST. NEW RESULTS

Example of Smarter Balanced Assessment Grade 7 ELA

You have read several sources about the production of pennies in the United States. Using your sources, write a multi-paragraph argumentative essay either for or against the continued production of the penny in the United States. Make sure you establish a claim, address counterarguments, and support your claim with evidence from the sources you have read. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to reference the sources by title or number when using details or facts directly from the sources.



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What Is Expected on the Mathematics Test?

- **Concepts and Procedures**-Students explain and use math concepts to solve problems.
- **Problem Solving**-Students solve math problems using their knowledge of concepts and problem solving strategies.
- **Communicating Reasoning**-Students explain, justify, illustrate, or defend their reasoning about a solution to a problem and be able to look at other solutions to do the same.
- **Modeling and Data Analysis**-Students solve problems by using math models to represent a situation and interpret information from the problem to solve the problem.

$$(x-y)(x+y) = x^2 - y^2$$

SMARTER BALANCED ASSESSMENT: NEW TEST. NEW RESULTS**Example from the Connecticut Mastery Test
Grade 5 Math**

Which equation is true?

$$\begin{array}{r} 2\frac{1}{6} \\ + 3\frac{4}{6} \\ \hline \end{array}$$

A. $6\frac{5}{6}$

B. $5\frac{5}{6}$

C. $5\frac{5}{12}$

D. $1\frac{1}{2}$

SMARTER BALANCED ASSESSMENT: NEW TEST. NEW RESULTS

Example from Smarter Balanced Assessment Grade 5 Math

17

Drag one number into each box to create a fraction that correctly completes each statement.

0
1
2
3
4
5
6
7
8
9

Delete

$$4 \times \frac{\square}{\square} < 4$$

$$4 \times \frac{\square}{\square} = 4$$

$$4 \times \frac{\square}{\square} > 4$$



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SMARTER BALANCED ASSESSMENT: NEW TEST. NEW RESULTS

How to Interpret Test Results

SMARTER BALANCED ASSESSMENT: NEW TEST. NEW RESULTS

With the new tests, students will receive new scores.

Results will be different

- In many cases, performance may look lower on the Smarter Balanced tests than what we are used to seeing on the CMT/CAPT because the standards are more rigorous.
- This is to be expected because **we are using a different measure.**
- This does not mean that students are learning less. Rather, it reflects that we set a new, higher bar and this year's test is a baseline from which our students will grow.

Achievement Levels

Level 1 = Does not meet the achievement level

Level 2 = Approaching the achievement level expected

Level 3 = Meets the achievement level expected




Level 4 = Exceeds the achievement level expected

Note: These achievement levels have absolutely no relationship to CMT/CAPT achievement levels used previously.

SMARTER BALANCED ASSESSMENT: NEW TEST. NEW RESULTS.


- Students also receive a “performance indicator” for each area of knowledge and skills within a subject.
- This provides a general indication of where the students have strengths and weaknesses in their learning within each subject area.

For example:

<u>Areas of Knowledge and Skill</u>	<u>Performance</u>
Reading	 Above Standard
Writing	 At/Near Standard
Listening	 Below Standard
Research/Inquiry	 At/Near Standard

SMARTER BALANCED ASSESSMENT: NEW TEST. NEW RESULTS.

Reporting-Paper reports to parents/families



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Student Name: **Jacqueline Doe**
 Grade: **08**
 Date of Birth: **05/20/2002**
 SASID: **1234567892**

School: **Demo Middle School**
 District: **Demo District**
 Test Date: **Spring 2015**

Connecticut Smarter Balanced Summative Assessment Results

The 2015 Connecticut Smarter Balanced Assessment are new tests and replace the Connecticut Mastery Test (CMT) and/or Connecticut Academic Performance Test (CAPT) in English language arts/Literacy and Mathematics. This report shows Jacqueline's achievement on assessments based on the Connecticut Core Standards, which define learning expectations for what students should know and be able to do at each grade level.

Scores on these assessments should not be compared to previous CMT or CAPT results. Connecticut has a new comprehensive plan for college and career readiness, which includes more challenging academic standards and new assessments to measure student progress. The Connecticut Smarter Balanced Summative Assessment is only one indicator of a student's performance. These results should be used along with other information, such as classwork and other tests, when making educational decisions. Specific questions about individual student results should be directed to local school personnel.

Scale Scores and Performance Levels

Overall scores in English language arts/Literacy and Mathematics are reported in scale-score units. Within the scale-score range, four performance levels have been established for each content area. Scoring in the Level 3 or Level 4 range is a challenging, yet reasonable, expectation for Connecticut students.

English Language Arts/Literacy

The overall English language arts/Literacy scale score and performance level is reported. The school and district average scale scores are also reported for comparative purposes. The English language arts/Literacy test assesses students' mastery of grade-level English language arts/Literacy in four areas of knowledge and skills aligned to the Connecticut Core Standards.

Four Areas of Knowledge and Skills

Reading
Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Writing
Students can produce effective and well-grounded writing for a range of purposes and audiences.

Listening
Students can employ effective speaking and listening skills for a range of purposes and audiences.

Research/Inquiry
Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

Mathematics

The overall Mathematics scale score and performance level is reported. The school and district average scale scores are also reported for comparative purposes. The Mathematics test assesses students' mastery of grade-level Mathematics in three areas of knowledge and skills aligned to the Connecticut Core Standards.

Three Areas of Knowledge and Skills

Concepts and Procedures
Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

Problem Solving and Modeling & Data Analysis
Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.


Communicating Reasoning
Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

Frequently Asked Questions

Where can I find more information about Connecticut academic standards and state assessments?
Information about Connecticut academic standards and state assessments is available on the Connecticut State Department of Education Web site (www.ctcorestandards.org) and www.ct.gov/edo.

What are the ELA/Literacy and Mathematics Areas of Knowledge and Skills?
Each area is based on summary statement about the knowledge and skills students are expected to demonstrate on the assessment. Each relates to a particular aspect of the Connecticut Core Standards. These indicators provide additional information about a student's overall score.

Where can I find more information about the Smarter Balanced Assessment System?
Information about the Smarter Balanced Assessment System is available at www.smarterbalanced.org.



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Overall Results

Jacqueline scored at Level 3 on the English language arts/Literacy test and scored at Level 2 on the Mathematics test.

ELA/Literacy	Level 1	Level 2	Level 3	Level 4
Mathematics		✓		

ELA/Literacy Results Jacqueline's Total Scale Score = 2651 (Score Scale Range 2288-2769)

Level 3: Meets the Achievement Level
Jacqueline has met the achievement level for English language arts and literacy expected for this grade. Students performing at this level are demonstrating progress toward mastery of English language arts and literacy knowledge and skills. Students performing at this level are on track for likely success in high school and college coursework or career training.

Student's Score	2651			
School Average	2602			
District Average	2574			
	Level 1 Does Not Meet (2288-2498)	Level 2 Approaching (2497-2568)	Level 3 Meets (2567-2667)	Level 4 Exceeds (2668-2769)

Areas of Knowledge and Skill	Performance
Reading	✓ Above Standard
Writing	⚖ At/Near Standard
Listening	✓ Above Standard
Research/Inquiry	⚖ At/Near Standard

A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that Jacqueline would receive a score between 2641 and 2661.

Mathematics Results Jacqueline's Total Scale Score = 2582 (Score Scale Range 2265-2802)

Level 2: Approaching the Achievement Level
Jacqueline has nearly met the achievement level for Mathematics expected for this grade. Students performing at this level require further development toward mastery of Mathematics knowledge and skills. Students performing at this level will likely need support to get on track for success in high school and college coursework or career training.

Student's Score	2582			
School Average	2595			
District Average	2592			
	Level 1 Does Not Meet (2265-2503)	Level 2 Approaching (2504-2585)	Level 3 Meets (2586-2652)	Level 4 Exceeds (2653-2802)

Areas of Knowledge and Skill	Performance
Concepts and Procedures	✓ Above Standard
Problem Solving and Modeling & Data Analysis	⚠ Below Standard
Communicating Reasoning	⚖ At/Near Standard

A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that Jacqueline would receive a score between 2572 and 2592.



Connecticut Smarter Balanced Summative Assessment Results

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Scores on these assessments should not be compared to previous CMT or CAPT results. Connecticut has a new comprehensive plan for college and career readiness, which includes more challenging academic standards and new assessments to measure student progress. The Connecticut Smarter Balanced Summative Assessment is only one indicator of a student's performance. These results should be used along with other information, such as classwork and other tests, when making educational decisions. Specific questions about individual student results should be directed to local school personnel.

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Areas of Knowledge and Skill

Reading
Writing
Listening
Research/Inquiry

Performance

✓ Above Standard
= At/Near Standard
✓ Above Standard
= At/Near Standard

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Areas of Knowledge and Skill

Concepts and Procedures
Problem Solving and
Modeling & Data Analysis
Communicating Reasoning

Performance

✓ Above Standard
⚠ Below Standard
= At/Near Standard

How Will Scores Be Used to Help Your Child?

1. Results provide an annual snapshot of student achievement that should be used along with other information, such as class work and other tests, when making educational decisions.
2. Results are not a sole measure of student achievement, program evaluation or school, district, and state accountability systems.



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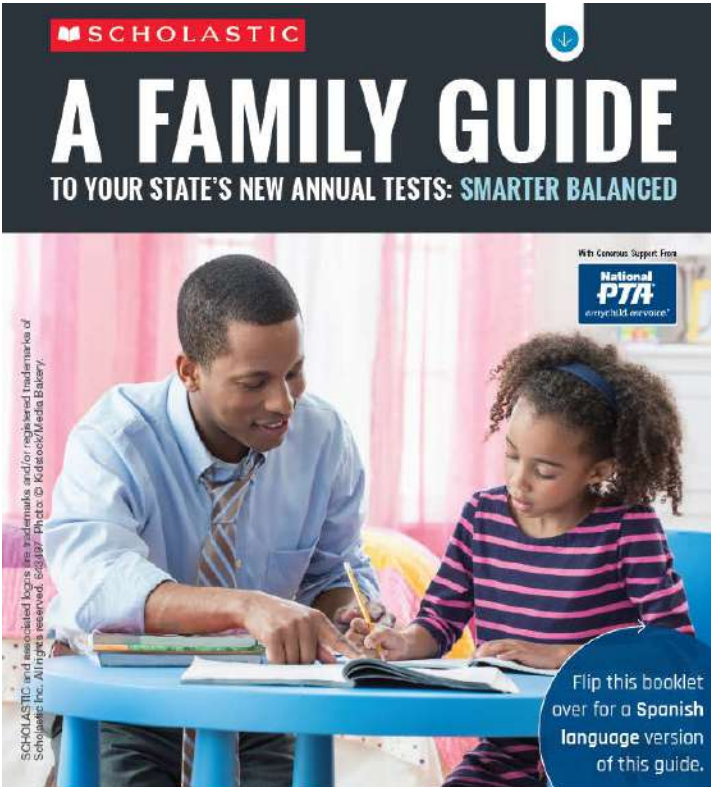
SMARTER BALANCED ASSESSMENT: NEW TEST. NEW RESULTS

Resources and Ways to Support Your Child

SMARTER BALANCED ASSESSMENT: NEW TEST. NEW RESULTS

This guide will answer questions about what the Smarter Balanced test means for your child and provides tips to support your child at home.

www.bealearninghero.org



SCHOLASTIC

A FAMILY GUIDE

TO YOUR STATE'S NEW ANNUAL TESTS: **SMARTER BALANCED**

With Content Support From
National PTA
everychild. everyvoice.

Flip this booklet over for a Spanish language version of this guide.

INSIDE: Why do we have new tests? • How are the new tests different? • What do the Smarter Balanced tests look like? What is Smarter Balanced? • When will I receive the test scores? • What will the test scores mean for my child? How can these tests help my child's teacher? • What resources are available to help my child?

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SMARTER BALANCED ASSESSMENT: NEW TEST. NEW RESULTS

Where Can I Learn More?

- **PTA Parent Guides to Student Success**
<http://www.pta.org/parents/content.cfm?ItemNumber=2583>
- **Belearninghero.org**
<http://belearninghero.org/>
- **Connecticut State Department of Education, CT Core Standards website, family page**
http://ctcorestandards.org/?page_id=32
- **Connecticut State Department of Education, Student Assessment**
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2748&q=335456>
- **Smarter Balanced Website, family page**
<http://www.smarterbalanced.org/parents-students/>
- **Smarter Balanced Practice Tests**
<http://www.smarterbalanced.org/practice-test/>

SMARTER BALANCED ASSESSMENT: NEW TEST. NEW RESULTS

How Can I Help My Child at Home?

- Have your child read a variety of materials at home, including fiction and informational texts.
- Involve learning in everyday activities, such as cooking or shopping. Ask children to express opinions and to back their views.
- Encourage your child to do his/her best.
- Assure your child that he/she will have enough time to finish.
- Review a practice test with your child:
<http://www.smarterbalanced.org/practice-test/>

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SMARTER BALANCED ASSESSMENT: NEW TEST. NEW RESULTS

Questions?

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